### 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 Perihal : **Permohonan Izin Observasi**  7 Maret 2023

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.



<u>Dr. Dewa Putu Ramendra, S.Pd., M.Pd.</u> 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, 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**

1<sup>st</sup> 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.

	Statements	Val	idity	
No		Relevant (√)	Irrelevant (√)	Comments
	Aspect of Effort	TYY	Ŋ	1
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.	SE		
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		

	11:£			[]
	berdiferensiasi menggunakan			
	teknologi.			
3.	Saya berusaha untuk membeli atau	V		
	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	V		
	referensi dalam bentuk video	Contraction of the local division of the loc		
	mengenai pembelejaraan dengan		200	
	instruksi yang berbeda untuk dapat	2		
	memastikan bahwa teknologi	1000		
	0	UR		
	terintegrasi dengan baik dan efektif	1.1		
	dalam pembelajaran berdiferensiasi	1	6	
	dikelas saya.			
5.	Saya dengan penuh semangat	V		1000
10	mencari dan mengeksplorasi	172	30	7.5
	berbagai alat teknologi pendidikan	<1 4JS		
	untuk meningkatkan kemampuan			
	saya dalam mengimplementasikan	a V	6	
	pembelajaran diferensiasi di kelas			18
	saya.	IIII W		9
6.	Saya secara aktif mengeksplorasi	V		
	dan menerapkan cara inovatif untuk	Y YY		
	menggunakan teknologi dalam	101010		
	asesmen formatif, memungkinkan		1	11
	penyesuaian waktu nyata untuk	1200 EST		
	memenuhi kebutuhan belajar	250	s //	
	individual di dalam pembelajaran	SW	8 1.1	
	berdiferensiasi.			
7.	Saya tidak pernah berusaha untuk	V		
/.	mengatasi permasalahan teknis			
	(teknologi) secara cepat dan			
	menghambat kelancaran pada saat			
	pembelajaran berdiferensiasi			
	berbasis teknologi dikelas saya			
	sedang berlangsung.			

8.	Saya secara berkala merefleksikan	V		
	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	V		
	dan menerapkan elemen-elemen			
	gamifikasi dalam pembelajaran			
	saya, menggunakan teknologi untuk			
	membuat pembelajaran	Contraction of the local division of the loc		
	berdiferensiasi lebih menarik dan	and the second se		
	memotivasi bagi siswa.		100	
10.	Saya terkadang merasa kesulitan	)/		
10.	untuk memotivasi siswa yang	$01$ $\sim$		
	menunjukkan ketidakminatan			
			a	
	menggunakan teknologi dalam	2	200	
	pembelajaran berdiferensiasi.	5		and the second second
11.	Saya berusaha menciptakan suasana	V	- D	7.1
	kelas yang mendukung dan	1145	1 15	3
	mendorong kolaborasi antar siswa			
	melalui alat teknologi bagi siswa	$a \nu$	6	
	yang sesuai dengan minat dan			18
	kebutuhan belajar yang berbeda	III ISY/		
	dalam pembelajaran berdiferensiasi.			11
12.	Saya sering merasa kesulitan untuk	V	19.J.	
	m <mark>enyesuaikan pembelajaran</mark>	1111112	1	
	berdiferensiasi dengan teknologi			1
	ter <mark>kin</mark> i karena keterbatasan akses	1000		
	teknologi dan kurangnya dukungan	200	s //	1
	dari pihak sekolah.	SW	8 1.8	
13.	Saya secara proaktif mencari	V		
	masukan dari siswa untuk		-	
	memahami preferensi dan tingkat	10 10 10 10 10 10 10 10 10 10 10 10 10 1		
	kenyamanan mereka terhadap			
	berbagai alat teknologi, dan			
	menyesuaikan pendekatan saya			
	sesuai kebutuhan dalam			
	pembelajaran berdiferensiasi			
	pennociajaran ociditerensiasi			

14.	Saya dengan tekun menghabiskan	V		
	waktu ekstra untuk menyusun			
	modul atau materi pembelajaran			
	berdiferensiasi yang dapat diakses			
	melalui platform digital.			
	Aspect of Willingness			
15.	Saya menginvestasikan banyak	V		
	waktu untuk dapat mengikuti			
	berbagai pelatihan khusus (seminar			
	atau webinar) untuk dapat			
	mengembangkan profesionalisme	and the second second		
	serta kemampuan saya di dalam			
	penggunaan serta pengintegrasian	2		
	teknologi di dalam	100		
	mengimplementasikan	UIRA		
	pembelajaran berdiferensiasi.		20	
16.	Saya bersedia mengeluarkan uang	V	9	
10.	lebih untuk membeli atau	2	Par an	
	berlangganan platform digital yang		5	77
	bisa digunakan untuk mendukung	17 æ		
	pembelajaran berdiferensiasi agar	5-18		
	dapat memenuhi kebutuhan	5 10		
	beragam siswa dikelas saya.	ALV.		
17.	Saya dengan siap meluangkan	V		11
1/.	waktu untuk mempelajari berbagai		100	
	alat dan aplikasi teknologi yang	TVV		
	dapat mendukung pembelajaran	11/3/5		
	diferensiasi di dalam kelas.	-	5	
18.	Saya bersemangat untuk mencoba			
10.	model pembelajaran secara	v	. 7	
	bervariasi yang memanfaatkan	all	6 73	
	teknologi guna mendukung	300		
	perbedaan kecepatan belajar sesuai			
		1 with		
	dengan preferensi siswa di dalam			
10	pembelajaran berdiferensiasi.	-1		
19.	Saya bersedia menginvestasikan	V		
	waktu untuk mencari sumber			
	referensi berupa artikel atau jurnal			
	ilmiah untuk mempelajari berbagai			
	alat dan platform pembelajaran			

r		Γ		
	digital yang dapat mendukung			
	diferensiasi di dalam kelas.			
20.	Saya berkomitmen untuk	V		
	merancang materi pembelajaran			
	berbasis teknologi yang dapat			
	diakses oleh semua tingkatan			
	kemampuan siswa dalam			
	pembelajaran berdiferensiasi			
	dikelas saya.			
	Aspect of Capacity		I	
21.	Saya mahir dalam mengintegrasikan	V		
21.	platform pembelajaran digital		-	
	kedalam kurikulum yang selaras	20		
		100		
	yaitu pengajaran berdiferensiasi	UR		
	guna memenuhi kebutuhan, gaya,			
	dan preferensi belajar individu dari	1 N	C.	
	setiap siswa di dalam kelas.			
22.	Saya memiliki kemampuan untuk	V		1
10	memilih serta menggunakan	112		
	berbagai macam platform	6-L 98		
	pembelajaran digital atau aplikasi			
	pendidikan untuk dapat	a V	3	
	menyesuaikan strategi pengajaran	aites )		18
	saya secara efektif dalam	THIRD		
-	pembelajaran berdiferensiasi.			
23.	S <mark>a</mark> ya memiliki <mark>kemampuan untuk</mark>	٧		
	m <mark>erancang berbagai jenis tugas</mark>	1000		
	dengan berbasis teknologi untuk			1.1
	mengakses prestasi dan pencapaian	200	-	
	siswa ketika diajar menggunakan		5 .//	1
	instruksi yang berbeda.	SP		
24.	Saya kompeten dalam menciptakan	٧		
	kondisi pembelajaran yang lebih	-		
	berpusat pada siswa (students-			
	centered) dalam pembelajaran			
	berdiferensiasi menggunakan			
	teknologi.			
25.	Saya mahir dalam memecahkan	V		
23.	masalah dan mengatasi tantangan			
	teknologi serta memastikan			
	0			
	integrasi teknologi yang mulus dan			

r			I	
	efisien ke dalam instruksi			
	pembelajaran yang berbeda di dalam			
	kelas.			
26.	Saya merasa tidak cukup terampil	V		
	dalam menerapkan elemen			
	gamifikasi digital, sehingga			
	kemampuan saya dalam membuat			
	pembelajaran berdiferensiasi			
	menarik menjadi lebih terbatas			
27.	Saya tidak memiliki keterampilan	V		
	lebih untuk memandu siswa dalam	Contraction of the local division of the loc		
	menggunakan berbagai alat			
	teknologi untuk riset, proyek	2		
	kolaboratif, dan pembelajaran	1000		
	mandiri didalam pembelajaran	URA		
	terdiferensiasi.			
28.	Saya mampu memfasilitasi	V	6	
20.	kolaborasi virtual melalui platform	<u>}</u>	100	
	online yang mendorong	3	2	
10	pembelajaran kooperatif di antara	1 (a)		11
1	siswa dengan berbagai kemampuan	64.98		
	dalam pembelajaran instruksi yang			
	berbeda	$a_{N}$	9	
29.	Saya terkadang merasa kurang	V		
29.	maksimal di dalam menyesuaikan			
		TVV		
	rencana pembelajaran saya untuk			
	melibatkan penggunaan teknologi	10.16.0		
	dan masih kesulitan memberikan			
	berbagai cara bagi siswa untuk			57
	terlibat dengan konten digital	a 11	2 / 4	
	berdasarkan preferensi individual	30.00		
20	mereka.			
30.	Saya kurang kompeten di dalam	V		
	mengalokasikan waktu pengajaran			
	dan pembelajaran berdiferensiasi			
	yang tersedia dan efektif ketika			
	mengintegrasikan dengan teknologi.			
	c		8 <sup>th</sup> November	2022

Singaraja, 08<sup>th</sup> 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**

2<sup>nd</sup> 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.

	Statements	Val	idity	
No		Relevant (√)	Irrelevant (√)	Comments
	Aspect of Effort	TYY	M	
1.	Saya secara aktif mengikuti	٧		
	berbagai pelatihan khusus (seminar		1	1
	atau webinar) untuk dapat	200		
	mengembangkan profesionalisme		5 //	
	serta k <mark>em</mark> ampuan saya di dalam	SE	a (1	
	penggun <mark>aa</mark> n serta pengintegrasian			
	teknologi di dalam			
	mengimplementasikan			
	pembelajaran berdiferensiasi.			
2.	Saya secara konsisten mengeksplor	V		
	jurnal atau artikel ilmiah yang			
	berkaitan dengan pembelajaran			
	dengan instruksi yang berbeda			
	untuk mendukung serta menambah			
	wawasan saya di dalam			
	melaksanakan pembelajaran			

	11:£			[]
	berdiferensiasi menggunakan			
	teknologi.			
3.	Saya berusaha untuk membeli atau	V		
	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	V		
	referensi dalam bentuk video	Contraction of the local division of the loc		
	mengenai pembelejaraan dengan		200	
	instruksi yang berbeda untuk dapat	2		
		1000		
	0	UR		
	terintegrasi dengan baik dan efektif	1.1		
	dalam pembelajaran berdiferensiasi	1	6	
	dikelas saya.			
5.	Saya dengan penuh semangat	V		1000
10	mencari dan mengeksplorasi	172	30	7.5
	berbagai alat teknologi pendidikan	<1 4JS		
	untuk meningkatkan kemampuan			
	saya dalam mengimplementasikan	a V	6	
	pembelajaran diferensiasi di kelas			18
	saya.	IIII W		1
6.	Saya secara aktif mengeksplorasi	V		
	dan menerapkan cara inovatif untuk	Y YY		
	menggunakan teknologi dalam	101010		
	asesmen formatif, memungkinkan		1	11
	penyesuaian waktu nyata untuk	1200 EST		
	memenuhi kebutuhan belajar	250	s //	
	individual di dalam pembelajaran	SW	8 1.1	
	berdiferensiasi.			
7.	Saya tidak pernah berusaha untuk	V		
/.	mengatasi permasalahan teknis			
	(teknologi) secara cepat dan			
	menghambat kelancaran pada saat			
	pembelajaran berdiferensiasi			
	berbasis teknologi dikelas saya			
	sedang berlangsung.			

		[	I	
8.	Saya secara berkala merefleksikan	V		
	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	V		
	dan menerapkan elemen-elemen			
	gamifikasi dalam pembelajaran			
	saya, menggunakan teknologi untuk			
	membuat pembelajaran	Contraction of the second		
	berdiferensiasi lebih menarik dan			
	memotivasi bagi siswa.			
10		2		
10.	Saya terkadang merasa kesulitan			
	untuk memotivasi siswa yang	1.1	ð -	
	menunjukkan ketidakminatan		R	
	menggunakan teknologi dalam	<u>.</u>		12
-	pembelajaran berdiferensiasi.	3		and the second
11.	Saya berusaha menciptakan suasana	V	30	7./
	kelas yang mendukung dan	$L/G_{\rm S}$	I TE	3
	mendorong kolaborasi antar siswa	$r \sim \kappa$		
	melalui alat teknologi bagi siswa	$a \nu$	6	
	yang sesuai dengan minat dan		22	
	kebutuhan belajar yang berbeda	IIII Y		
1	dalam pembelajaran berdiferensiasi.			
12.	Saya sering merasa kesulitan untuk	V		
	menyesuaikan pembelajaran	11/3/2		
	berdiferensiasi dengan teknologi		S	11
	terkini karena keterbatasan akses			19
	teknologi dan kurangnya dukungan	-	. V.	250
	dari pihak sekolah.	all	e 7,3	·
13.	Saya secara proaktif mencari	V		
	masukan dari siswa untuk			
	memahami preferensi dan tingkat	1		
	kenyamanan mereka terhadap			
	berbagai alat teknologi, dan			
	pembelajaran berdiferensiasi			

1.4				
14.	Saya dengan tekun menghabiskan	V		
	waktu ekstra untuk menyusun			
	modul atau materi pembelajaran			
	berdiferensiasi yang dapat diakses			
	melalui platform digital.			
	Aspect of Willingness	I		
15.	Saya menginvestasikan banyak	V		
	waktu untuk dapat mengikuti			
	berbagai pelatihan khusus (seminar			
	atau webinar) untuk dapat			
	mengembangkan profesionalisme	Contraction of the local division of the loc		
	serta kemampuan saya di dalam	20		
	penggunaan serta pengintegrasian	and a second		
	teknologi di dalam	01		
	mengimplementasikan		ð -	
	pembelajaran berdiferensiasi.		R	
16.	Saya bersedia mengeluarkan uang	V	200	
1	lebih untuk membeli atau	5		and the second second
	berlangganan platform digital yang	17.5	30	. 7.1
	bisa digunakan untuk mendukung	1.03	1 75	
	pembelajaran berdiferensiasi agar			
	dapat memenuhi kebutuhan		6	
	beragam siswa dikelas saya.		22	
17.	Saya dengan siap meluangkan	V		11
	waktu untuk mempelajari berbagai			
	alat dan aplikasi teknologi yang	TYY		
	dapat mendukung pembelajaran	181312		
	diferensiasi di dalam kelas.		1.0	
18.	Saya bersemangat untuk mencoba	V		
10.	model pembelajaran secara		< 7	a start
	bervariasi yang memanfaatkan	all.	6 7.4	
	teknologi guna mendukung	3000		
	perbedaan kecepatan belajar sesuai			
		1 with		
	dengan preferensi siswa di dalam			
10	pembelajaran berdiferensiasi.			
19.	Saya bersedia menginvestasikan	V		
	waktu untuk mencari sumber			
	referensi berupa artikel atau jurnal			
	ilmiah untuk mempelajari berbagai			
	alat dan platform pembelajaran			

	4			
	digital yang dapat mendukung			
	diferensiasi di dalam kelas.			
20.	Saya berkomitmen untuk	V		
	merancang materi pembelajaran			
	berbasis teknologi yang dapat			
	diakses oleh semua tingkatan			
	kemampuan siswa dalam			
	pembelajaran berdiferensiasi			
	dikelas saya.			
	Aspect of Capacity		I	
21.	Saya mahir dalam mengintegrasikan	V		
21.	platform pembelajaran digital		-	
	kedalam kurikulum yang selaras	20		
	yaitu pengajaran berdiferensiasi	1000		
		UR		
	guna memenuhi kebutuhan, gaya,			
	dan preferensi belajar individu dari	1	S	
22	setiap siswa di dalam kelas.	<u>.</u>	100	
22.	Saya memiliki kemampuan untuk	V		
10	memilih serta menggunakan	1 (a)	20	
	berbagai macam platform	64.98		
	pembelajaran digital atau aplikasi			
	pendidikan untuk dapat	a V	9	
	menyesuaikan strategi pengajaran	1110 ( )		
	saya secara efektif dalam	THEY C		
	pembelajaran berdiferensiasi.			and the second sec
23.	S <mark>a</mark> ya memiliki <mark>kemampuan untuk</mark>	V		
	m <mark>erancang berbagai jenis tugas</mark>	1000		
	dengan berbasis teknologi untuk			18
	mengakses prestasi dan pencapaian	2		
	siswa ketika diajar menggunakan		5 . / 4	1
	instruksi yang berbeda.	SP		
24.	Saya kompeten dalam menciptakan	V		
	kondisi pembelajaran yang lebih	-		
	berpusat pada siswa (students-			
	centered) dalam pembelajaran			
	berdiferensiasi menggunakan			
	teknologi.			
25.	Saya mahir dalam memecahkan	V		
20.	masalah dan mengatasi tantangan	-		
	teknologi serta memastikan			
	integrasi teknologi yang mulus dan			
	integrasi technologi yang mutus dan			

efisien ke dalam instruksi pembelajaran yang berbeda di dalam	
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	12
online yang mendorong	8. 7
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	1
berdasarkan preferensi individual	
mereka.	
50. Suyu kulung kompeten ur unum	
mengalokasikan waktu pengajaran	
dan pembelajaran berdiferensiasi	
yang tersedia dan efektif ketika	
mengintegrasikan dengan teknologi.	

Singaraja, 08<sup>th</sup> November, 2023

John

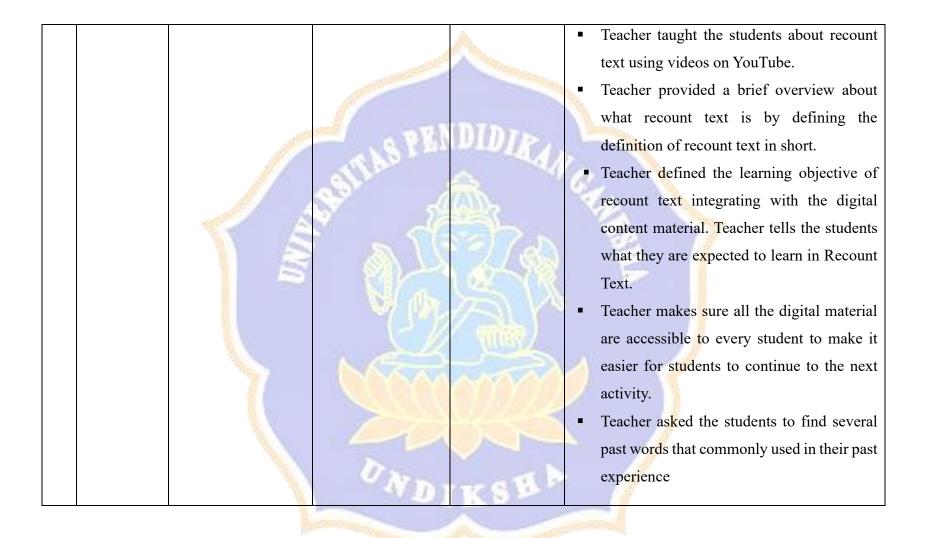
(Gede Mahendrayana, S.Pd., M.Pd.)

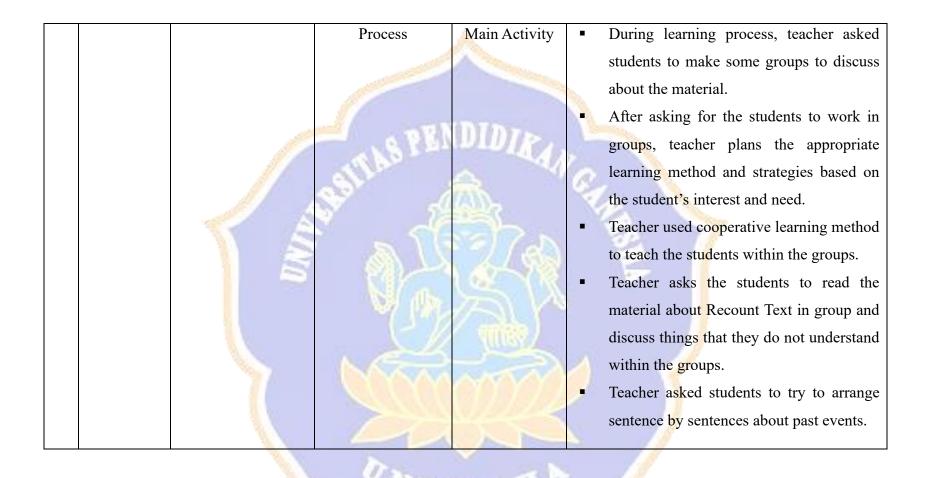
# Appendix 05. Observation Sheet

## **OBSERVATION SHEET TEACHER 1**

# MEETING 1: X AP 1

1.       Teacher 1 (T1)       Thursday, October 12 <sup>th</sup> , 2023       Content       Pre-Activity       • Teacher greets the students warmly to create an inclusive atmosphere         •       Teacher leaded 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.	No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
	1.			Content	Pre-Activity	<ul> <li>create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about recount text.</li> <li>Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website</li> </ul>

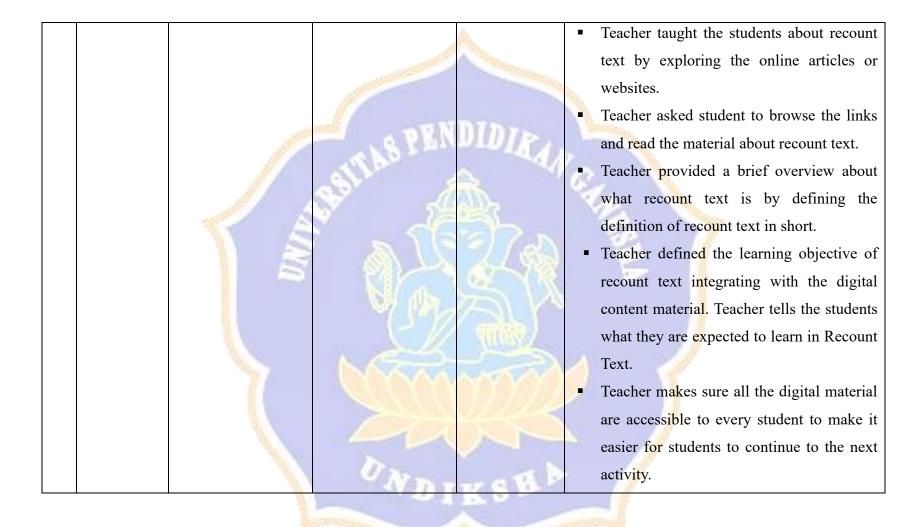




Product	Post-Activity	<ul> <li>After discussing within the groups.</li> </ul>
		<ul> <li>Teacher asked students to try to make</li> </ul>
		several past sentences and arrange the
AP ser		recount text based on their experience
- S BRU	UUIR,	• Teacher asked students to make a video in
alla.		which in the video, students are required to
8 1	AD	read aloud the text they have wrote.
		• The video will be submitted on their
	- 2/ ch	YouTube account and send the link on
		WhatsApp group.
22		

## MEETING 1: X AP2

Teacher 1 (T1)       Tuesday, October 12 <sup>th</sup> , 2023       Content       Pre-Activity       Teacher greets the students warmly to create an inclusive atmosphere         Teacher leaded 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.	No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
				Content	Pre- Activity	<ul> <li>create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about recount text.</li> <li>Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website</li> </ul>



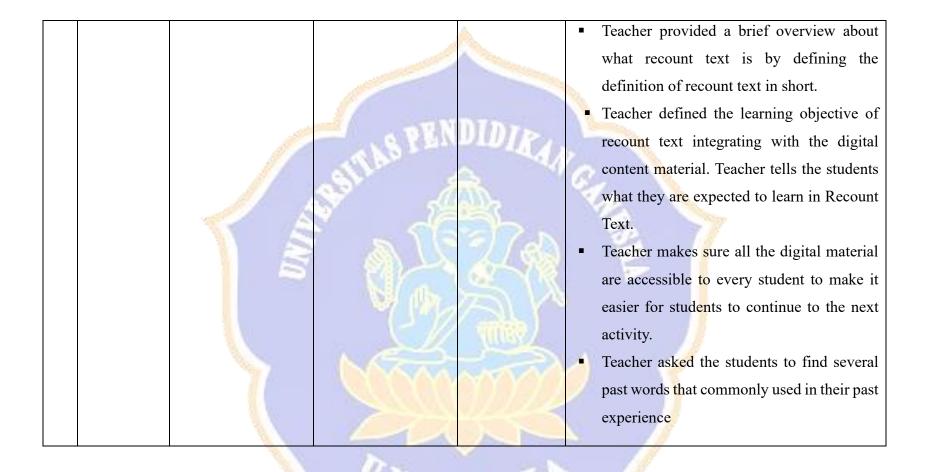
TRN	DIAX	Teacher asked the students to find several past words that commonly used in their past experiences.
Process	Main Activity	<ul> <li>During learning process, teacher asked students to work in pairs by integrating problem-solving learning method in the classroom.</li> <li>After asking for the students to work in pairs, teacher plans the appropriate learning method and strategies based on the student's interest and need.</li> <li>Teacher asks the students to read the material about Recount Text in group and discuss things that they do not understand within the groups.</li> <li>Teacher asked students to try to arrange sentence by sentences about past events.</li> </ul>

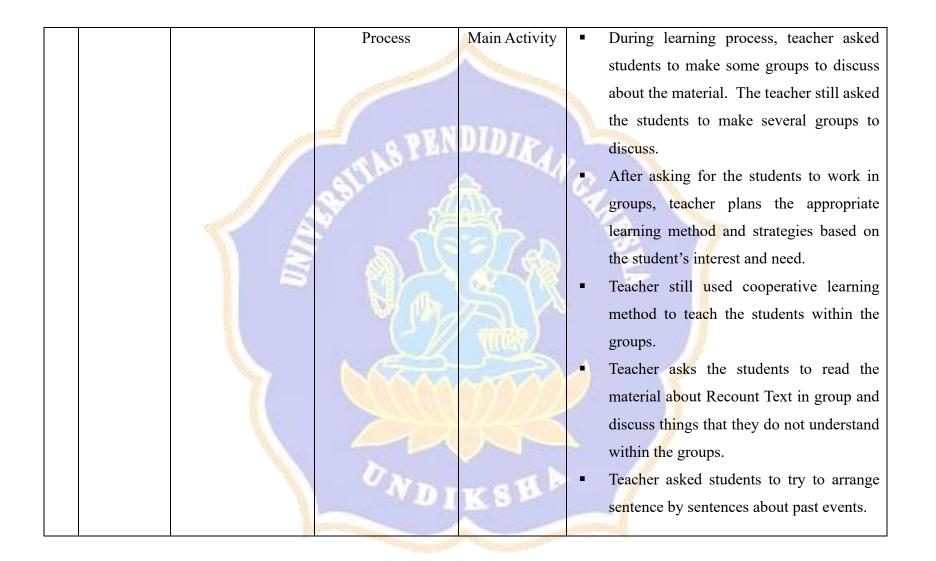
Product	Post-Activity	• After discussing within the groups.
		• Teacher asked students to try to make
		several past sentences and arrange the
	Directory of the second	recount text based on their experience.
S PEN		• Teacher asked students to write a recount
alle.		text on the book in which later which later
	AD-	will present in front of the class then after
		reading it in front of the class, teacher asked
	2/33	students to submit the written text on
	C-CAR	WhatsApp group.
Si (b.		

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## MEETING 2: X AP1

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
2.	Teacher 1 (T1)	Tuesday, October 17 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about recount text.</li> <li>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.</li> <li>Teacher still taught the students about recount text using videos on YouTube.</li> </ul>



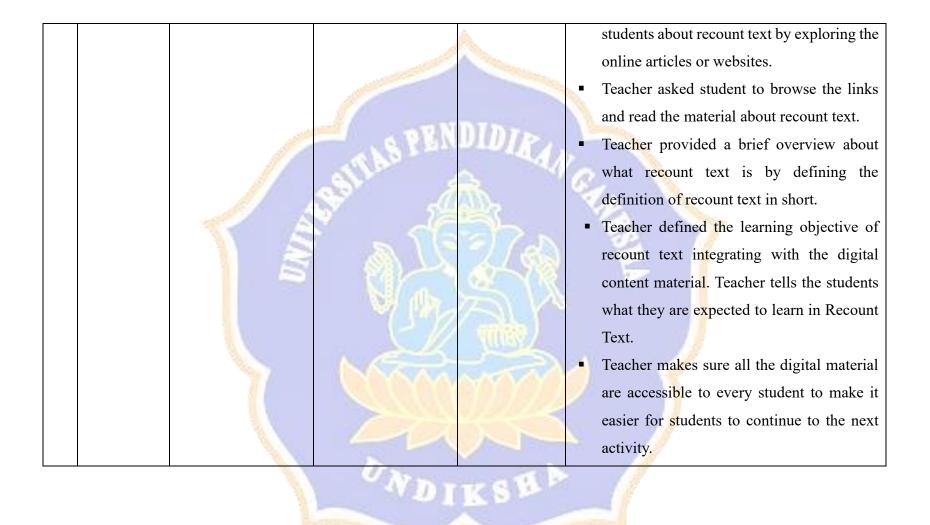


<ul> <li>Teacher still asked students to continue making a video in which in the video, students are required to read aloud the text they have wrote confidently to practice their speaking skill and confidence.</li> <li>The video will be submitted on their YouTube account and send the link on WhatsApp group.</li> </ul>		Product	Post-Activity	• A	After discussing within the groups.
<ul> <li>students are required to read aloud the text they have wrote confidently to practice their speaking skill and confidence.</li> <li>The video will be submitted on their YouTube account and send the link on</li> </ul>				■ ]	Teacher still asked students to continue
<ul> <li>they have wrote confidently to practice their speaking skill and confidence.</li> <li>The video will be submitted on their YouTube account and send the link on</li> </ul>				r	making a video in which in the video,
their speaking skill and confidence. The video will be submitted on their YouTube account and send the link on			B.T.B.	s	students are required to read aloud the text
The video will be submitted on their     YouTube account and send the link on		- S BRU	DIDIRA,	t	hey have wrote confidently to practice
YouTube account and send the link on		alla.	2	t	heir speaking skill and confidence.
		S	AD-	-9	The video will be submitted on their
WhatsApp group.	E A		5b.	Y	YouTube account and send the link on
			2/63	١	WhatsApp grou <mark>p</mark> .
		1941-1	AL VA		

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## **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 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about recount text.</li> <li>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.</li> <li>The same content material that teacher used is online articles. Teacher still taught the</li> </ul>

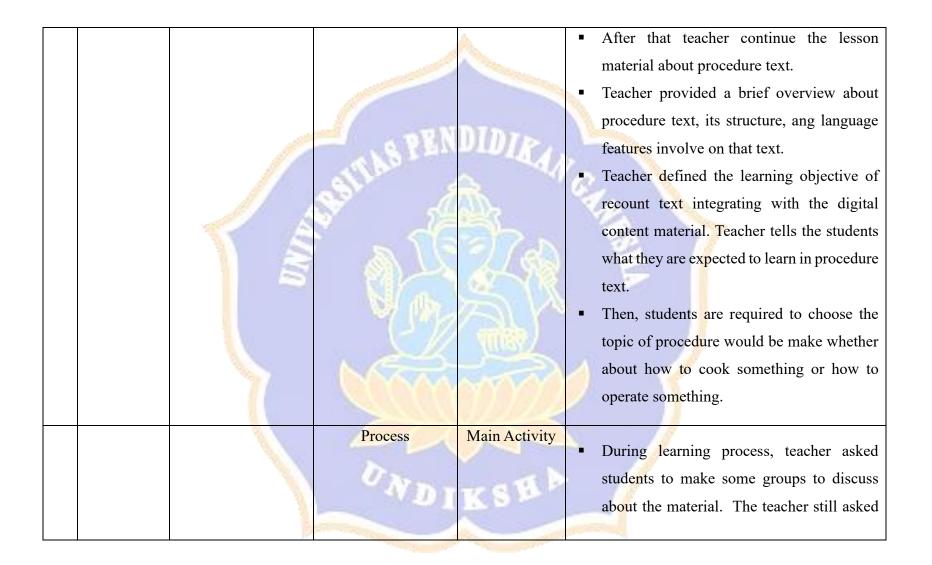


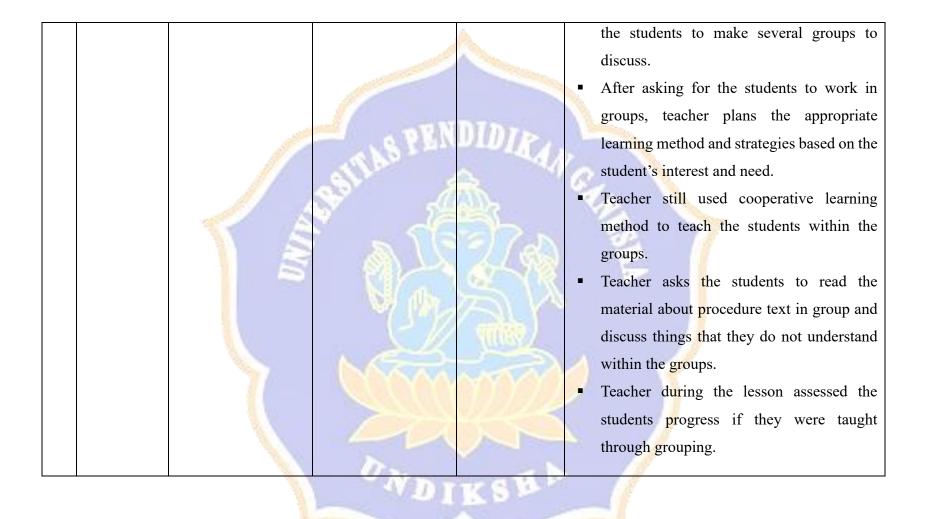
<ul> <li>Process</li> <li>Main Activity</li> <li>During learning process, teacher asked students to work in pairs by integrating problem-solving learning method in the classroom. The teacher used pairs learning to teach the students in meeting 2.</li> <li>After asking for the students to work in pairs, teacher plans the appropriate learning method and strategies based on the student's interest and need.</li> <li>Teacher askes the students by asking several questions after they learn in pairs.</li> <li>Teacher asks the students to read the material about Recount Text in group and</li> </ul>	DEN	DIDIO	Teacher asked the students to find several past words that commonly used in their past experiences.
	Process	Main Activity	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

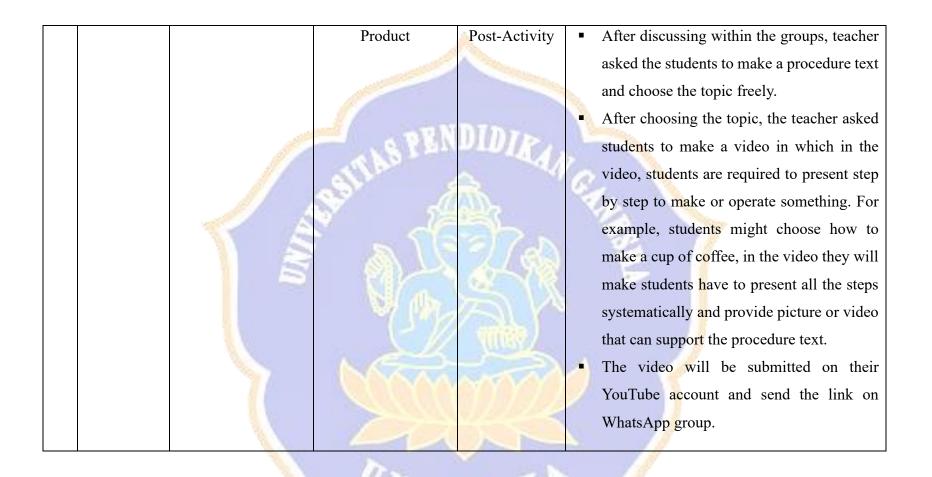
	o PEN		<ul> <li>discuss things that they do not understand within the groups.</li> <li>Teacher asked students to try to arrange sentence by sentences about past events.</li> </ul>		
	Product	Post-Activity	<ul> <li>After discussing within the groups.</li> <li>Teacher asked students to try to make several past sentences and arrange the recount text based on their experience.</li> <li>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.</li> </ul>		
WDIKSHA					

## MEETING 3: X AP1

<ul> <li>(T1)</li> <li>19<sup>th</sup>, 2023</li> <li>(T1)</li> <li>19<sup>th</sup>, 2023</li> <li>(T1)</li> <li>19<sup>th</sup>, 2023</li> <li>(T1)</li> <li>(T1)</li></ul>	No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
	3.			Content	Pre-Activity	<ul> <li>Teacher began the class with praying together before the lesson is started</li> <li>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.</li> <li>Teacher asked to the students to conclude the material about recount text.</li> <li>Teacher pointed out one of the students to</li> </ul>

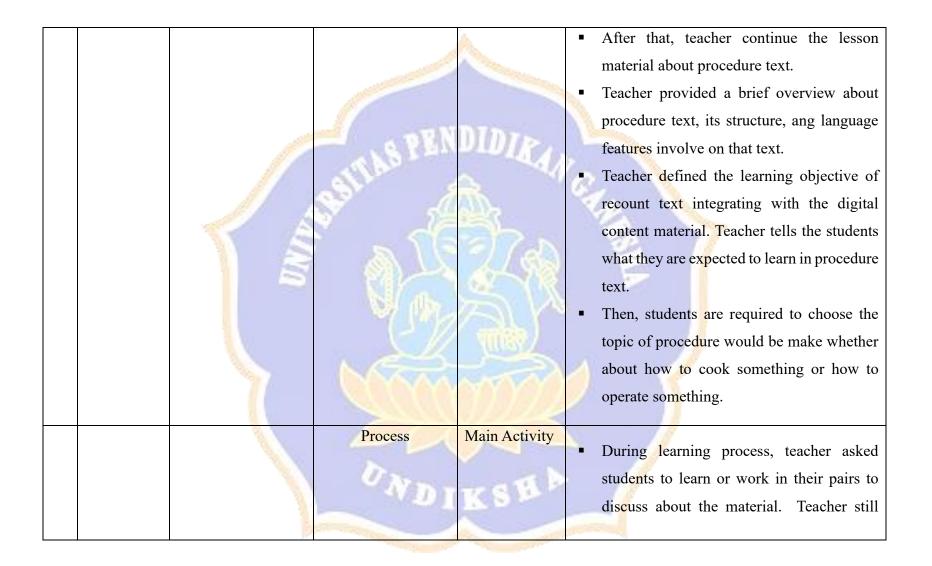






## MEETING 3: X AP2

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
3.	Teacher 1 (T1)	Thursday, October 19 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher began the class with praying together before the lesson is started</li> <li>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.</li> <li>Teacher asked to the students to conclude the material about recount text.</li> <li>Teacher pointed out one of the students to draw a conclusion of what they have learn.</li> </ul>



SESTING PEN	DIDIKAN	used the same learning method in the process. 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	asked the students to make a procedure text and choose the topic freely.

### **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	Thursday,	Content	Pre- Activity	• The teacher greets the students warmly to create an
	(T2)	October $16^{\text{th}}$ , 2023	100	5000	inclusive atmosphere
			8 .	1000	<ul> <li>Teacher leaded the class to pray together before the</li> </ul>
			8 🔌		lesson is started
				( dbs 5	• Teacher began the class by introducing the topic or
				(397)	lesson that will be covered which about procedure text.
			1000		• Teacher assessed the students' readiness to learn by
				ANNA A	providing multiple content materials about recount text
					on WhatsApp group such as link of YouTube, website
				100	link, online articles, PPT.
					<ul> <li>Teacher gives those choices to be chosen freely by the</li> </ul>
				NDIE	students including YouTube, links for visual learners,
					PDFs for those inclined towards textual engagement,

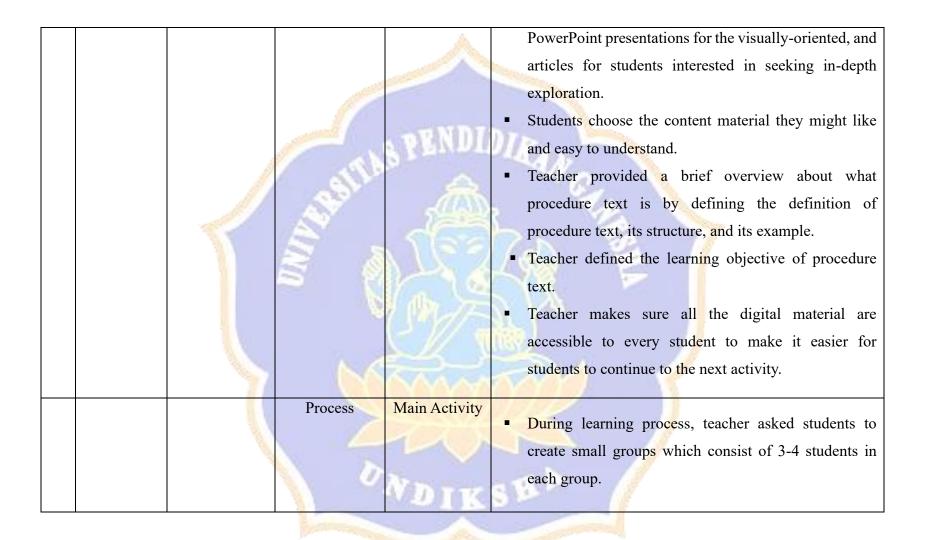
1211 12

REND REND	<ul> <li>PowerPoint presentations for the visually-oriented, and articles for students interested in seeking in-depth exploration.</li> <li>Students choose the content material they might like and easy to understand.</li> <li>Teacher provided a brief overview about what procedure text is by defining the definition of procedure text, its structure, and its example.</li> <li>Teacher defined the learning objective of procedure text.</li> <li>Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.</li> </ul>
Process Main Activit	<ul> <li>y During learning process, teacher asked students to work in pairs using pairs learning.</li> <li>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.</li> </ul>

	SPENDI	<ul> <li>Teacher used cooperative learning method to teach the students within the groups.</li> <li>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.</li> </ul>
Product	Post-Activity	<ul> <li>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.</li> <li>The video will be submitted on their YouTube account and send the link on WhatsApp group.</li> </ul>
	ONDIK	SHA

### 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 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>The teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about procedure text.</li> <li>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.</li> <li>Teacher gives those choices to be chosen freely by the students including YouTube, links for visual learners, PDFs for those inclined towards textual engagement,</li> </ul>



	SPENDI	<ul> <li>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.</li> <li>Teacher used cooperative learning method to teach the students within the groups.</li> <li>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.</li> </ul>
Product	Post-Activity	<ul> <li>Lastly the teacher asked students to make a PowerPoint presentation to be presented in front of the class.</li> <li>After that, the PPT will be submitted on WhatsApp group.</li> </ul>



#### 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 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>The teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about procedure text.</li> <li>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.</li> <li>Teacher still gives those choices to be chosen freely by the students including YouTube, links for visual learners, PDFs for those inclined towards textual</li> </ul>

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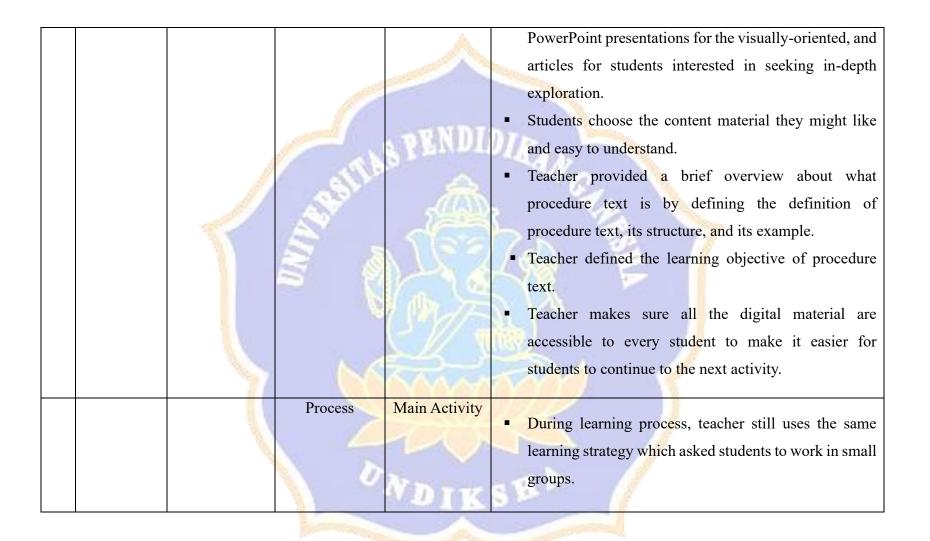
		engagement, PowerPoint presentations for the
		visually-oriented, and articles for students interested in
		seeking in-depth exploration.
P		• Students choose the content material they might like
	* BRUNI	and easy to understand.
100	-	• Teacher provided a brief overview about what
1997 - 1977 - 19	- (IA)	procedure text is by defining the definition of
		procedure text, its structure, and its example.
2 3	1122	• Teacher defined the learning objective of procedure
-		text.
	1 Martin	• Teacher makes sure all the digital material are
	ビルす	accessible to every student to make it easier for
		students to continue to the next activity.
Process	Main Activity	<ul> <li>During learning process, teacher still uses pairs</li> </ul>
	1.0	learning students to discuss.
		• After asking for the students to work in pairs, teacher
	NDIR	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-Activit	<ul> <li>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.</li> <li>The video will be submitted on their YouTube account and send the link on WhatsApp group.</li> </ul>



### 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 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>The teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about procedure text.</li> <li>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.</li> <li>Teacher gives those choices to be chosen freely by the students including YouTube, links for visual learners, PDFs for those inclined towards textual engagement,</li> </ul>



05114	SPENDI	<ul> <li>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.</li> <li>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.</li> </ul>
Product	Post-Activity	<ul> <li>Lastly the teacher asked students to continue making a PowerPoint presentation to be presented in front of the class.</li> <li>After do the presentation, the PPT will be submitted on WhatsApp group.</li> </ul>



#### MEETING 3: X AP 3

<ul> <li>3. Teacher 2 (T2)</li> <li>(T2)</li> <li>(T2)<th>No</th><th>Teachers (T)</th><th>Date of Observation</th><th>Aspects of Technology-based Differentiated Instruction</th><th>Learning Activities</th><th>Description</th></li></ul>	No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
	3.			Content	Pre-Activity	<ul> <li>create an inclusive atmosphere</li> <li>Teacher began the class with praying together before the lesson is started</li> <li>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</li> <li>Teacher asked to the students to conclude the material about procedure text before</li> </ul>

					Teacher pointed out one of the students to draw a conclusion of what they have learn.
		Process	Main Activity	C.R.	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	1	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.
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#### MEETING 3: X AP 5

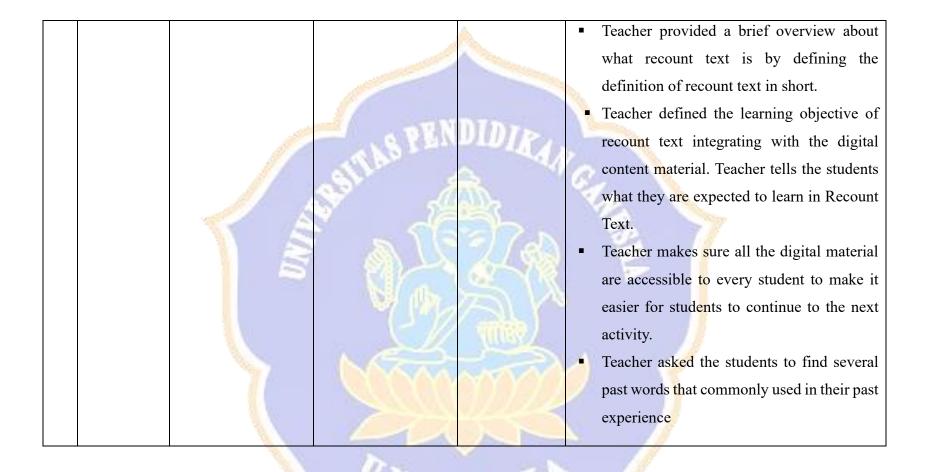
<ul> <li>3. Teacher 2 (T2)</li> <li>(T2)</li> <li>(T2)<th>No</th><th>Teachers (T)</th><th>Date of Observation</th><th>Aspects of Technology-based Differentiated Instruction</th><th>Learning Activities</th><th>Description</th></li></ul>	No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
	3.			Content	Pre-Activity	<ul> <li>create an inclusive atmosphere</li> <li>Teacher began the class with praying together before the lesson is started</li> <li>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</li> <li>Teacher asked to the students to conclude the material about procedure text before</li> </ul>

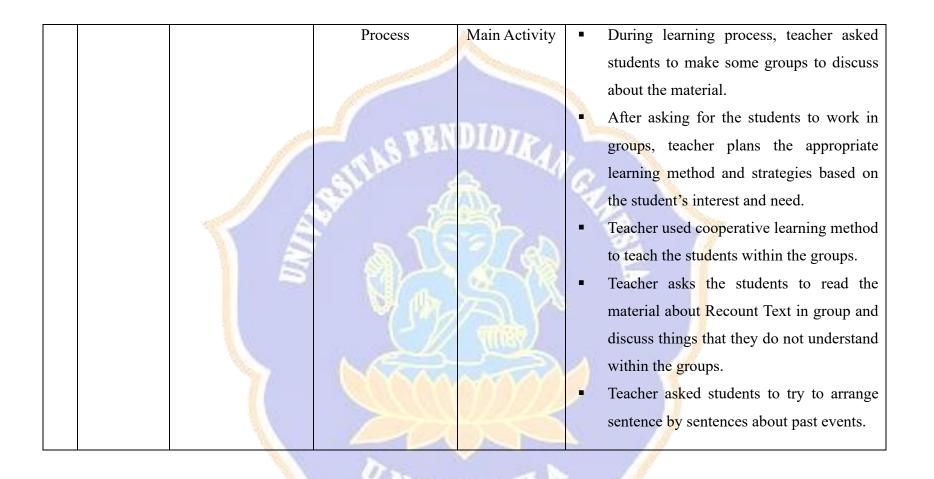
				<ul> <li>Teacher pointed out one of the students to draw a conclusion of what they have learn.</li> </ul>	
		Process	Main Activity	<ul> <li>During learning process, teacher asked students to learn or work in their pairs to discuss about the conclusion of the material. Teacher still used the same learning method in the process.</li> <li>Teacher asked the feedback to students on how they were taught by pairs learning.</li> </ul>	
	2	Product	Post-Activity	<ul> <li>After discussing within the groups, teacher asked all students to submit their assignments about procedure text in the form of links YouTube.</li> </ul>	
ONDIKSEN.					

### **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 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about recount text.</li> <li>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.</li> <li>Teacher taught the students about recount text using videos on YouTube.</li> </ul>

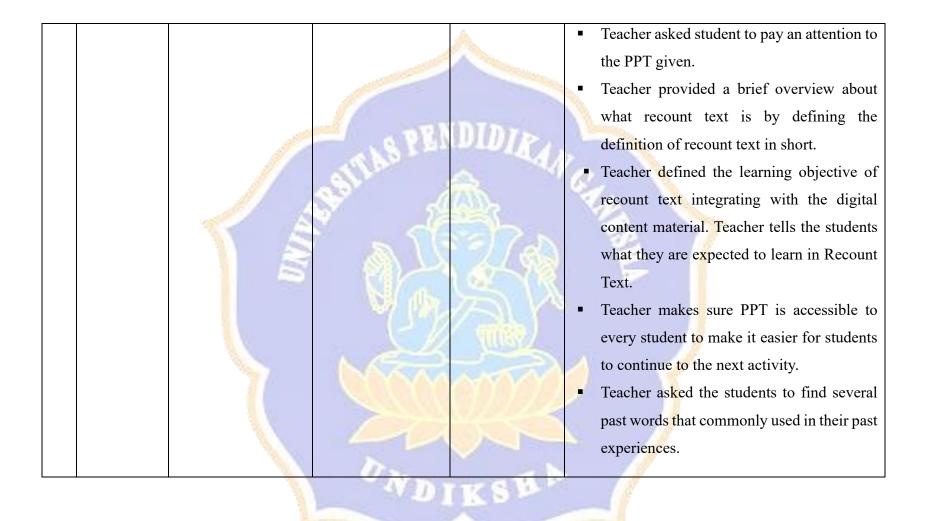




	Product	Post-Activity	<ul> <li>After discussing within the groups.</li> </ul>
			<ul> <li>Teacher asked students to try to make</li> </ul>
			several past sentences and arrange the
	- TRIN	BIDD-	recount text based on their experience.
	ANS PER	DULKA,	• Then the teacher offered two choices; make
	AV.		a video and written text with notes if those
	9° 1	AD	students who choose an assignment to make
E E			videos, they will get higher or better score
		-2/ d)	than those students who just choose to write
2			the written text and present it in front of the
		A	class.
	21	、物所	• The video will be submitted on their
	NG22		YouTube account and meanwhile the
		TYYT)	written text will be sent on WhatsApp
	Da		group.
	UND I	KSHA	
		Product	Product Post-Activity

# **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 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about recount text.</li> <li>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.</li> <li>Teacher provided a PPT to teach the students.</li> </ul>

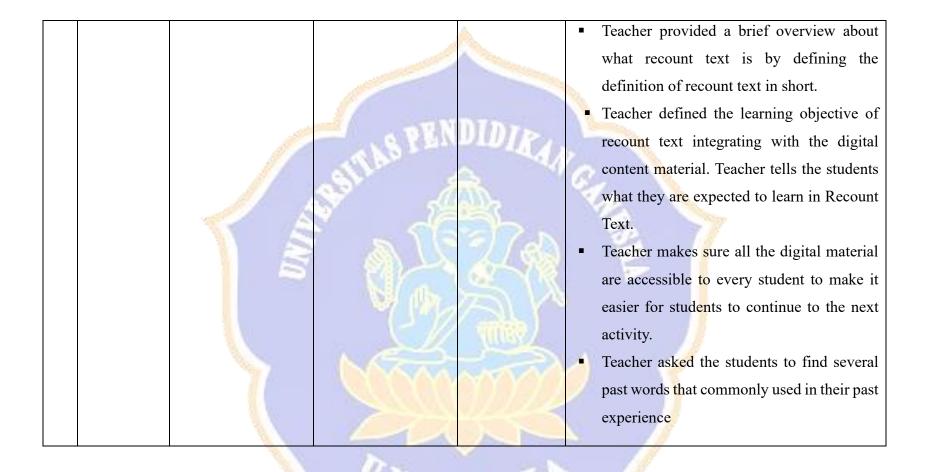


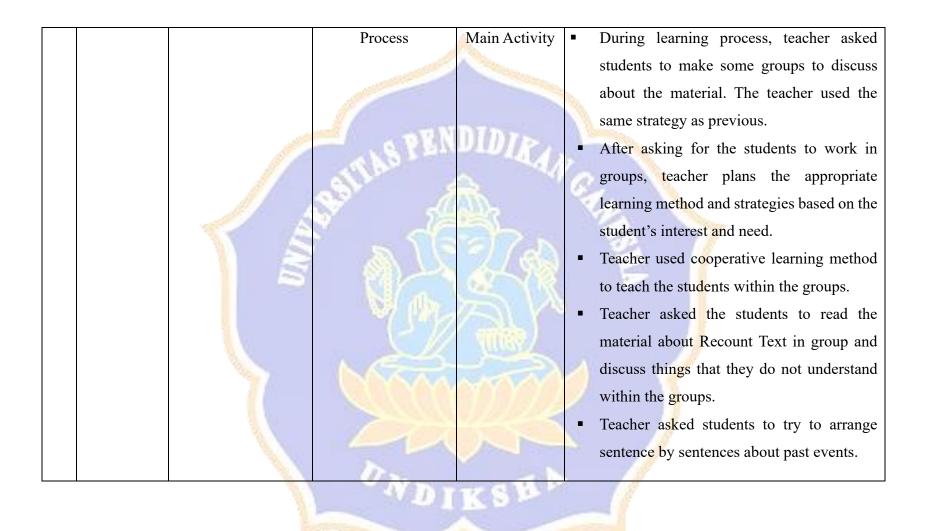
Process	Main Activity	<ul> <li>During learning process, teacher asked students to work individually.</li> <li>After asking for the students to work individually, teacher plans the appropriate learning method and strategies based on the student's interest and need.</li> <li>Teacher asked students to try to arrange sentence by sentences about past events.</li> </ul>
Product	Post-Activity	<ul> <li>Teacher asked students to try to make several past sentences and arrange the recount text based on their experience.</li> </ul>

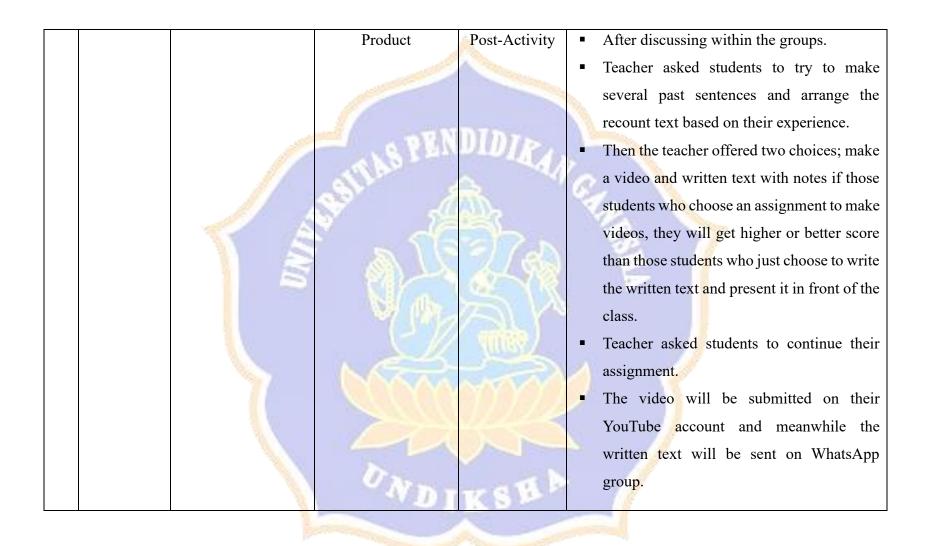


#### **MEETING 2: X AP4**

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
2.	Teacher 3 (T3)	Friday, October 20 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about recount text.</li> <li>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.</li> <li>Teacher still taught the students about recount text using videos on YouTube.</li> </ul>

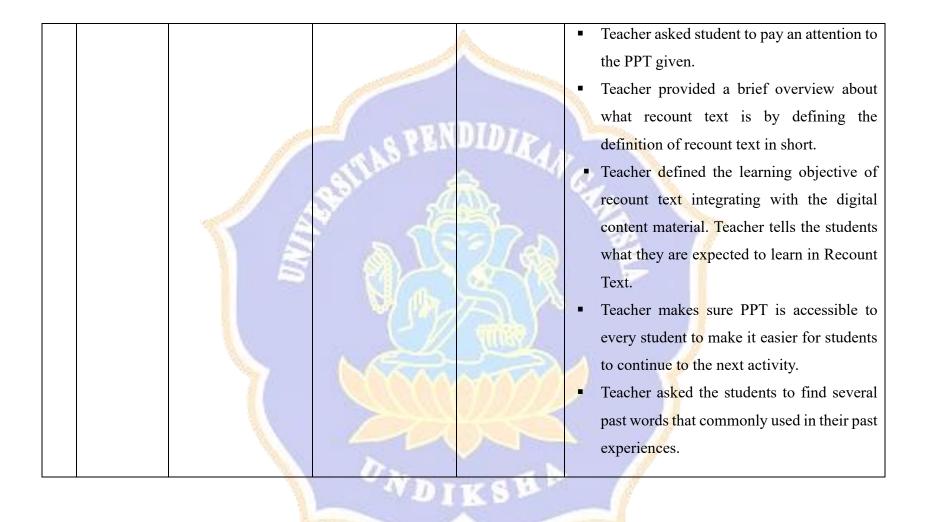




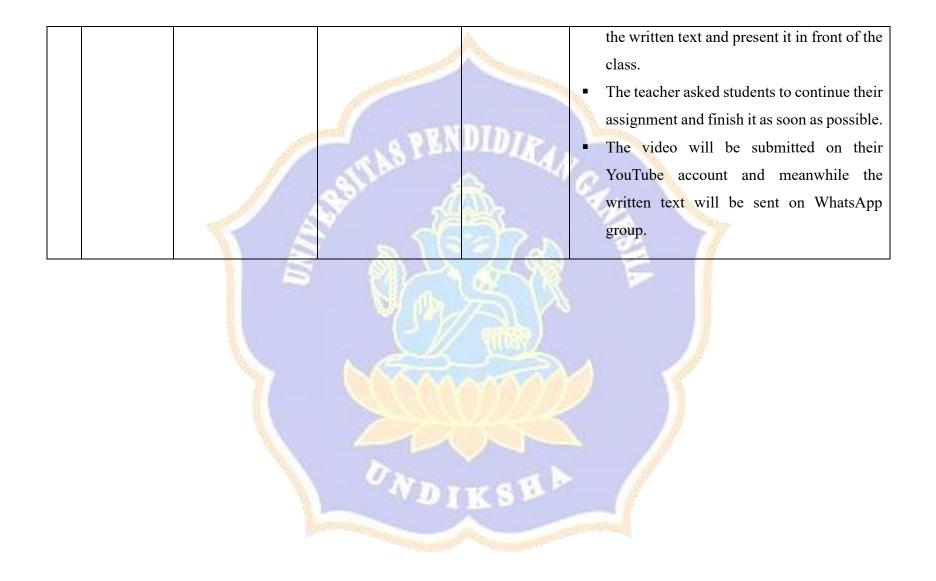


## **MEETING 2: X Culinary 1**

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
2.	Teacher 3 (T3)	Friday, October 20 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about recount text.</li> <li>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.</li> <li>Teacher still provided a PPT to teach the students.</li> </ul>

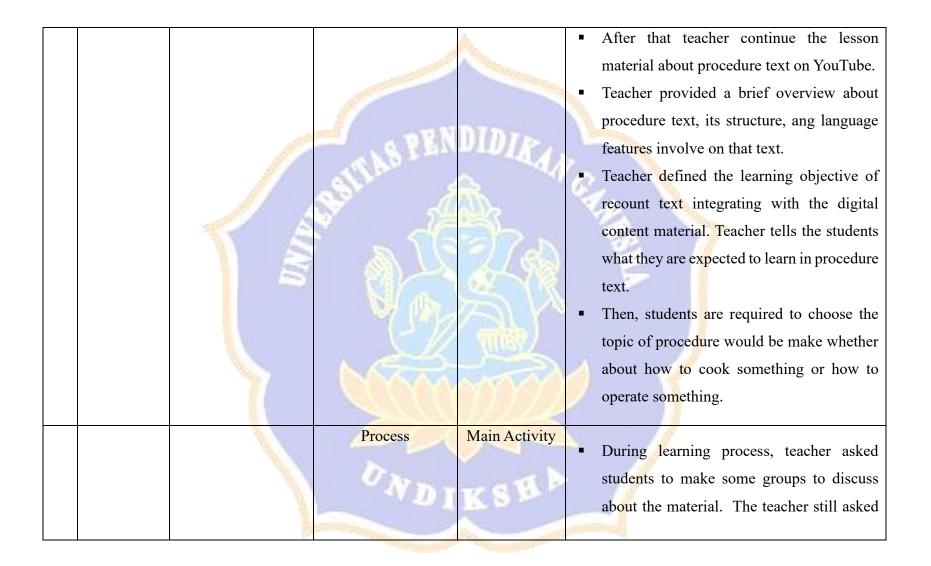


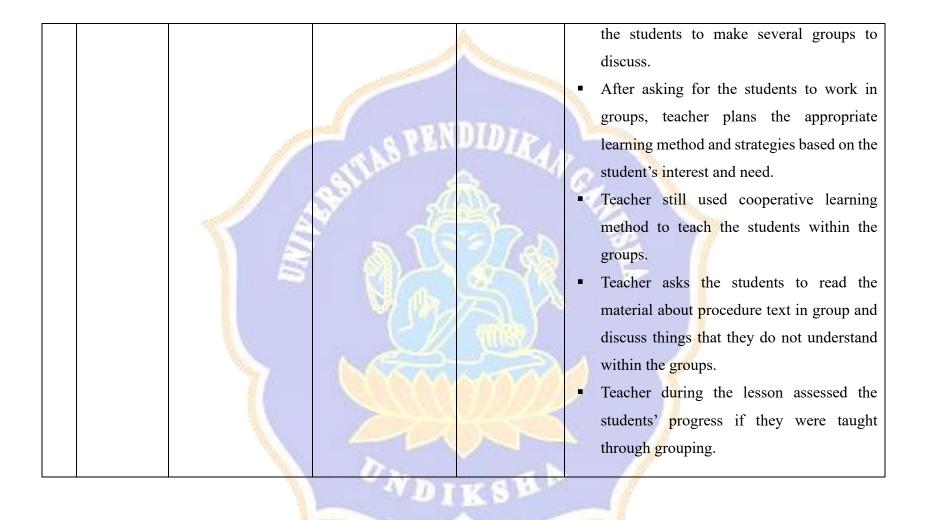
Process Main Activity	<ul> <li>During learning process, teacher asked students to work individually.</li> <li>After asking for the students to work individually, teacher plans the appropriate learning method and strategies based on the student's interest and need.</li> <li>Teacher asked students to try to arrange sentence by sentences about past events.</li> </ul>
Product Post-Activity	<ul> <li>After discussing within the groups.</li> <li>Teacher asked students to try to make several past sentences and arrange the recount text based on their experience.</li> <li>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</li> </ul>

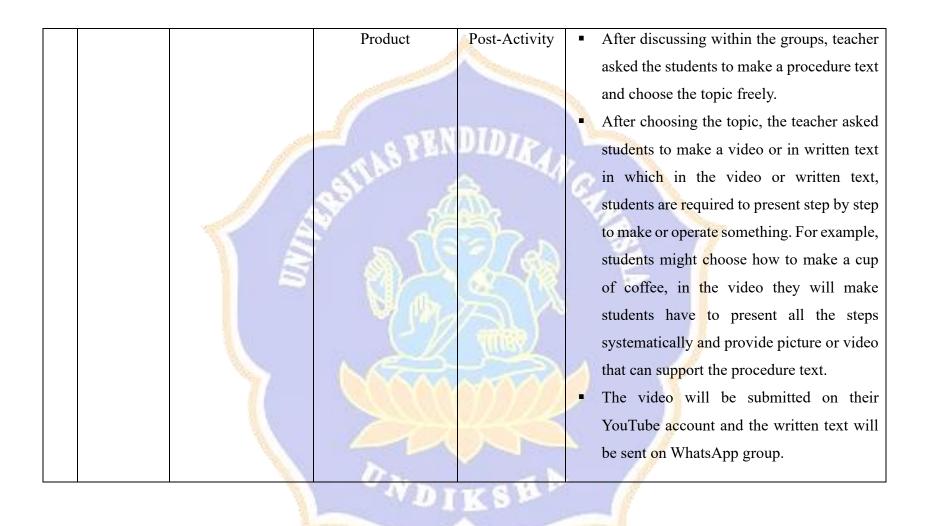


## **MEETING 3: X AP4**

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
3.	Teacher 3 (T3)	Thursday, October 23 <sup>rd</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher began the class with praying together before the lesson is started</li> <li>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.</li> <li>Teacher asked to the students to conclude the material about recount text.</li> <li>Teacher pointed out one of the students to draw a conclusion of what they have learn.</li> </ul>

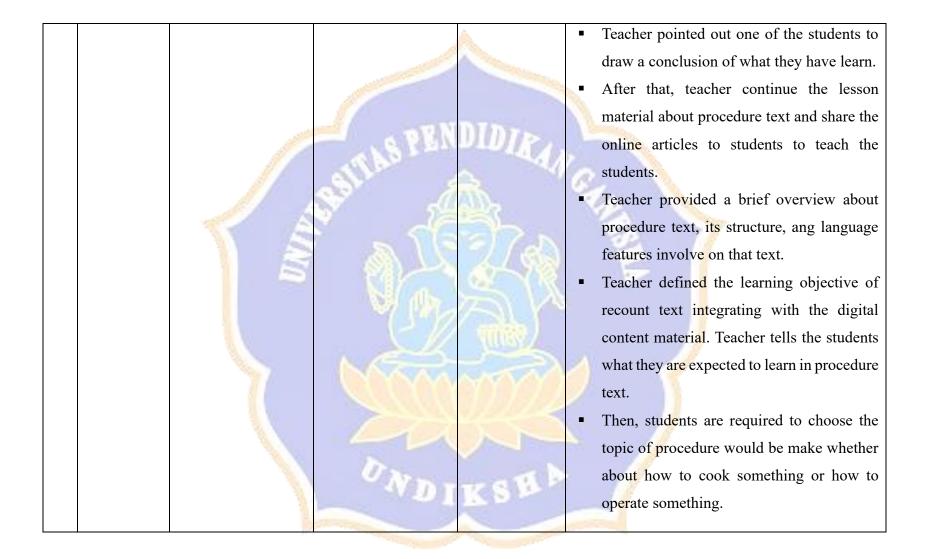




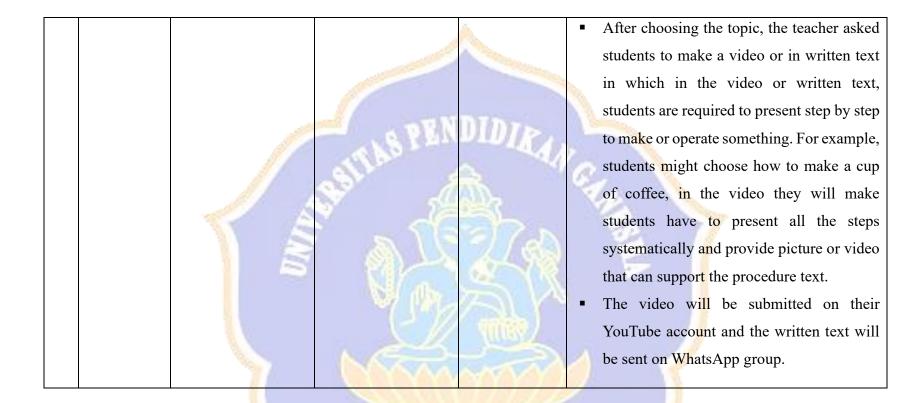


### **MEETING 3: X AP2**

<ul> <li>Teacher 3 (T3)</li> <li>Teacher 3 (T3)</li> <li>Thursday, October 23<sup>rd</sup>, 2023</li> <li>Content</li> <li>Pre-Activity</li> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher began the class with praying together before the lesson is started</li> <li>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.</li> <li>Teacher asked to the students to conclude the material about recount text.</li> </ul>	No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
	3.			Content	Pre-Activity	<ul> <li>create an inclusive atmosphere</li> <li>Teacher began the class with praying together before the lesson is started</li> <li>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.</li> <li>Teacher asked to the students to conclude</li> </ul>



Process	Main Activity	<ul> <li>During learning process, teacher asked students to learn or work individually. Teacher still used the same learning strategy.</li> <li>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.</li> <li>Teacher during the lesson assessed the students' progress if they were taught through pairs learning.</li> </ul>
Product	Post-Activity	<ul> <li>After discussing within the groups, teacher asked the students to make a procedure text and choose the topic freely.</li> <li>After choosing the topic, the teacher asked students to make a text about procedure text and they freely choose the topic.</li> </ul>



#### **OBSERVATION SHEET TEACHER 4**

#### MEETING 1: X AP 6

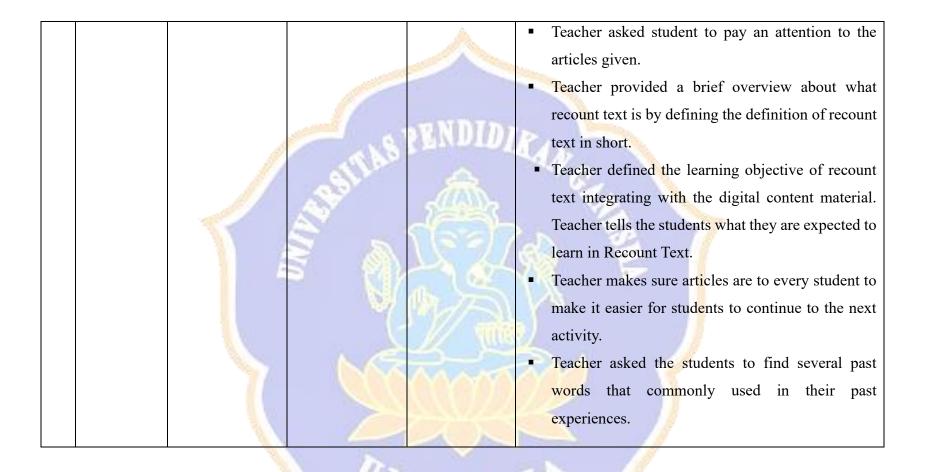
No	Teachers (T)	Date of Observation	Aspects of Technology- based Differentiated Instruction	Learning Activities	Description
1.	Teacher 4 (T4)	Monday, October 23 <sup>rd</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about recount text.</li> <li>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.</li> <li>Teacher taught the students about recount text using videos on YouTube.</li> </ul>

ARRAITAN C	VENDIDI	<ul> <li>Teacher provided a brief overview about what recount text is by defining the definition of recount text in short.</li> <li>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.</li> <li>Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.</li> <li>Teacher asked the students to find several past words that commonly used in their past experience</li> </ul>
N.C.	<u> </u>	words that commonly used in their past experience
Process	Main Activity	<ul> <li>During learning process, teacher asked students to make some groups to discuss about the material.</li> </ul>
		• After asking for the students to work in groups,
U.N		teacher plans the appropriate learning method and strategies based on the student's interest and need.
N N	STR 2	strategies based on the student's interest and need.

STRATTAN PENDIDIR	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	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.

## **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 <sup>rd</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about recount text.</li> <li>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.</li> <li>Teacher shared several articles to be read and explored by the students about recount text.</li> </ul>



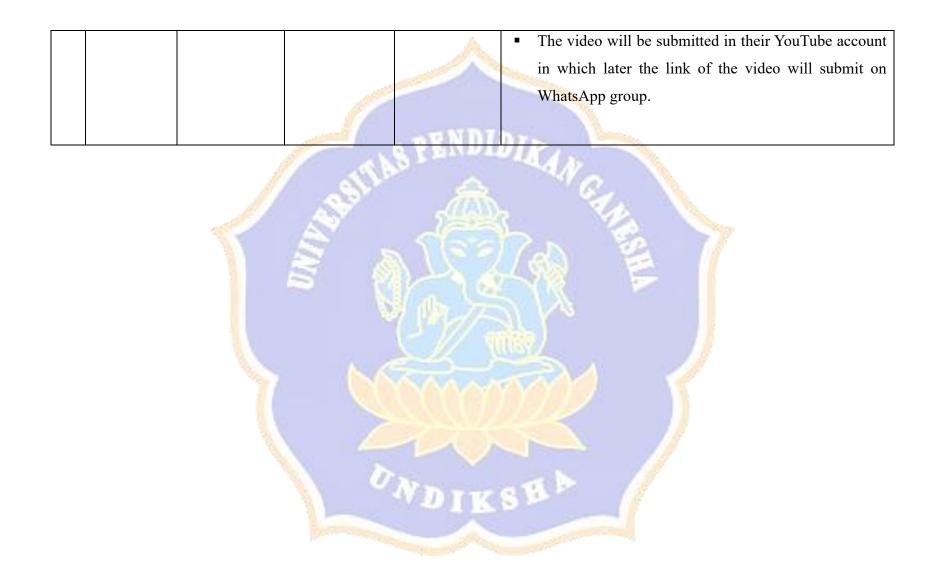
Process	Main Activity	<ul> <li>During learning process, teacher asked students to work in pairs.</li> <li>After asking for the students to work in pairs, teacher plans the appropriate learning method and strategies based on the student's interest and need.</li> <li>During learning process, teacher asked students whether they find difficulties working in pairs.</li> <li>Teacher asked students to try to arrange sentence by sentences about past events.</li> </ul>
Product	Post-Activity	<ul> <li>After discussing within the groups. Teacher asked students to try to make several past sentences and arrange the recount text based on their experience.</li> <li>Then the teacher asked students to make an assignment in the form of written text.</li> <li>The assignment will be sent on WhatsApp group.</li> </ul>

#### MEETING 2: X AP6

NO	ichers (T)	Date of Observation	Aspects of Technology- based Differentiated Instruction	Learning Activities	Description
	cher 4 T4)	Tuesday, October 24 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about recount text.</li> <li>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.</li> <li>Teacher taught the students about recount text using videos on YouTube.</li> <li>Teacher still use the same content material.</li> </ul>

A STATISTICS P	ENDIDI	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 Mai	in Activity	During learning process, teacher asked students to make some groups to discuss about the material. The same learning process used during learning process.

A REALE	S PENDI	<ul> <li>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.</li> <li>Teacher used collaborative learning method to teach the students within the groups.</li> <li>Teacher asks the students to read the material about recount text in group and discuss things that they do not understand within the groups.</li> <li>Teacher asked students to try to arrange sentence by sentences about past events.</li> </ul>
Product	Post-Activity	<ul> <li>After discussing within the groups.</li> <li>Teacher asked students to try to make several past sentences and arrange the recount text based on their experience.</li> <li>Then the teacher asked the students to continue to make an assignment in the form of video reading a recount text.</li> </ul>



### **MEETING 2: X Culinary 1**

(T4) October 24 <sup>th</sup> , 2023 Teacher lesson Teacher lesson Teacher provide	Description
	greets the students warmly to create an atmosphere leaded the class to pray together before the started began the class by introducing the topic or at will be covered which about recount text. assessed the students' readiness to learn by g multiple content materials about recount WhatsApp group such as link of YouTube, ink, online articles, PPT. still uses previous articles to teach the

ALL BRITAN	PENDID	<ul> <li>Teacher provided a brief overview about what recount text is by defining the definition of recount text in short.</li> <li>Teacher makes sure articles are to every student to make it easier for students to continue to the next activity.</li> <li>Teacher asked the students to find several past words that commonly used in their past experiences.</li> </ul>
Process	Main Activity	<ul> <li>During learning process, teacher asked students to work in pairs.</li> <li>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.</li> <li>During learning process, teacher asked students whether they find difficulties working in pairs.</li> <li>Teacher asked students to try to arrange sentence by sentences about past events.</li> </ul>

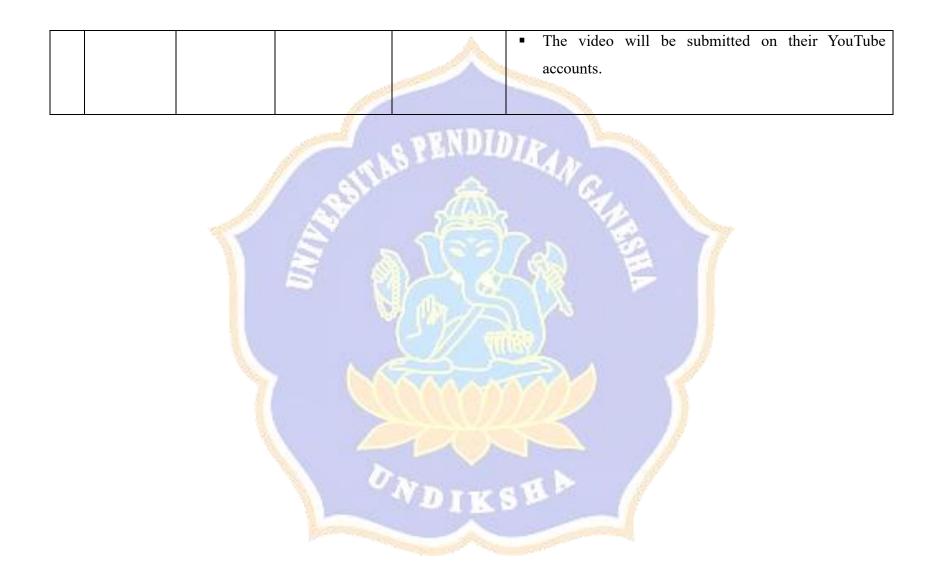
Product	Post-Activity	• After discussing within the groups. Teacher asked
		students to try to make several past sentences and
		arrange the recount text based on their experience.
P		• Then the teacher asked students to continue their
	BRUDID	works in the form of written text.
1 280	~	<ul> <li>The assignment will be sent on WhatsApp group.</li> </ul>
( 30)	1000	

### MEETING 3: X AP6

No T	feachers (T)	Date of Observation	Aspects of Technology- based Differentiated Instruction	Learning Activities	Description
<b>3.</b> To	Teacher 4 (T4)	Thursday, October 26 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher began the class with praying together before the lesson is started</li> <li>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.</li> <li>Teacher asked to the students to conclude the material about recount text.</li> <li>Teacher pointed out one of the students to draw a conclusion of what they have learn.</li> </ul>

	A STANDARD	SPENDIN	<ul> <li>After that teacher continue the lesson material about procedure text on YouTube.</li> <li>Teacher provided a brief overview about procedure text, its structure, ang language features involve on that text.</li> <li>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.</li> <li>Then, students are required to choose the topic of procedure would be make whether about how to cook something or how to operate something.</li> </ul>
	Process	Main Activity	<ul> <li>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.</li> <li>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.</li> </ul>

A BRAILA	S PENDIL S	<ul> <li>Teacher still used cooperative learning method to teach the students within the groups.</li> <li>Teacher asks the students to read the material about procedure text in group and discuss things that they do not understand within the groups.</li> <li>Teacher during the lesson assessed the students' progress if they were taught through grouping.</li> </ul>
Product	Post-Activity	<ul> <li>After discussing within the groups, teacher asked the students to make a procedure text and choose the topic freely.</li> <li>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.</li> </ul>

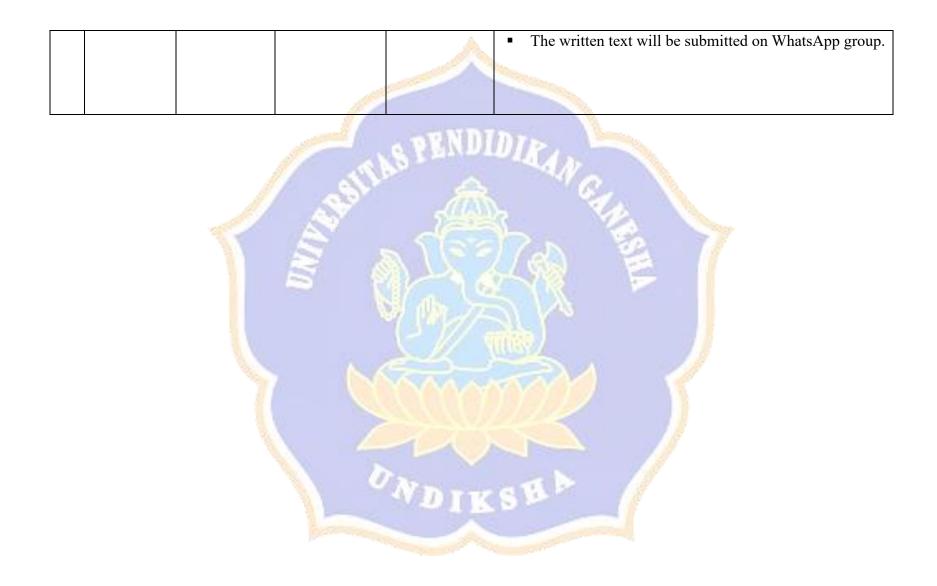


# **MEETING 3: X Culinary 2**

No	Teachers (T)	Date of Observation	Aspects of Technology- based Differentiated Instruction	Learning Activities	Description
3.	Teacher 4 (T4)	Thursday, October 26 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher began the class with praying together before the lesson is started</li> <li>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.</li> <li>Teacher asked to the students to conclude the material about recount text.</li> <li>Teacher pointed out one of the students to draw a conclusion of what they have learn.</li> </ul>

· · · · · · · · · · · · · · · · · · ·		
		• After that, teacher continue the lesson material about
		procedure text and share the online articles to students
		to teach the students.
	P	• Teacher provided a brief overview about procedure text,
	, s PEN	its structure, ang language features involve on that text.
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	• 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
	1	procedure would be make whether about how to cook
	200	something or how to operate something.
	N/ESS	
	Process Main Acti	vity 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
	ND 1	procedure text with their pairs and discuss things that
		they do not understand within the groups.

		<ul> <li>Teacher during the lesson assessed the students' progress if they were taught through pairs learning.</li> </ul>
Product	Post-Activity	<ul> <li>After discussing within the groups, teacher asked the students to make a procedure text and choose the topic freely.</li> <li>After choosing the topic, the teacher asked students to make a text about procedure text and they freely choose the topic.</li> <li>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.</li> </ul>



#### **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 <sup>th</sup> , 2023	Content	Pre- Activity	<ul> <li>The teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about procedure text.</li> <li>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.</li> <li>Teacher used PDF to teach the students.</li> </ul>

	STLS PENDID	<ul> <li>Teacher provided a brief overview about what procedure text is by defining the definition of procedure text, its structure, and its example.</li> <li>Teacher defined the learning objective of procedure text.</li> <li>Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.</li> </ul>
Proce	ess Main Activity	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	•	Then, lastly the teacher asked students to make a video
				1000	in which in the video, students are required to present
		100 M			step by step to make or operate something. For
		P			example, students might choose how to make a cup of
		Es	S BRUDI	21	coffee, in the video they will make students have to
	1	200	4		present all the steps systematically and provide picture
			- (IA)		or video that can support the procedure text.
		S		5	The video will be submitted on their YouTube account
					and send the link on WhatsApp group.



## **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 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>The teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about procedure text.</li> <li>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.</li> <li>Teacher taught students by using articles that might help students to do deep exploration about procedure text.</li> </ul>

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RENDI	<ul> <li>Teacher provided a brief overview about what procedure text is by defining the definition of procedure text, its structure, and its example.</li> <li>Teacher defined the learning objective of procedure text.</li> <li>Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.</li> </ul>
Process Main Activity	<ul> <li>During learning process, teacher asked students to create small groups which consist of 3-4 students in each group.</li> <li>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.</li> <li>Teacher used cooperative learning method to teach the students within the groups.</li> </ul>

			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	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.



## **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 <sup>th</sup> , 2023	Content	Pre- Activity	<ul> <li>The teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher used PDF to teach the students.</li> <li>Teacher explains about its structure, and its example.</li> <li>Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.</li> </ul>
			Process	Main Activity	• During learning process, teacher asked students to work in pairs. The teacher still uses the same learning strategy to accommodate the classroom.

05114	S PENDI	DT	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		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.

## **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 <sup>th</sup> , 2023	Content	Pre- Activity	<ul> <li>The teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>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.</li> <li>Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.</li> </ul>

Process	Main Activity	• 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
	RENDID	procedure text.
		• After asking for the students to work in small groups,
	- (AD)	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.
	A A A A A	



Product	Post-Activity	• Lastly the teacher asked students to make a brochure
		that consist of the information of a product and its steps
	-	how to make it.
	- NAME	• Students can freely choose the design based on their
	* BRUNT	capacity. Students can create a brochure in their
	-	variation by using brochure apps to make it.
	-(IA)	• Then, the brochure will submit in the hard copy.
	1/22/2	



# **MEETING 3: X Culinary 3**

<ul> <li>Teacher 5 (T5)</li> <li>Thursday, November 2<sup>nd</sup>, 2023</li> <li>Content</li> <li>Pre-Activity</li> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher began the class with praying together before the lesson is started</li> <li>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</li> <li>Teacher asked to the students to conclude the material about procedure text before going to the next material.</li> </ul>	No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
The second se	3.		November 2 <sup>nd,</sup>	Content	Pre- Activity	<ul> <li>create an inclusive atmosphere</li> <li>Teacher began the class with praying together before the lesson is started</li> <li>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</li> <li>Teacher asked to the students to conclude the material about procedure text before</li> </ul>

			• Teacher pointed out one of the students to draw a conclusion of what they have learn.
	Process	Main Activity	<ul> <li>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.</li> <li>Teacher asked the feedback to students on how they were taught by pairs learning.</li> </ul>
	Product	Post-Activity	<ul> <li>After discussing within the groups, teacher asked all students to submit their assignments about procedure text in the form of links YouTube.</li> </ul>

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# **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 <sup>nd,</sup> 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher began the class with praying together before the lesson is started</li> <li>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</li> <li>Teacher asked to the students to conclude the material about procedure text before going to the next material.</li> </ul>

				•	Teacher pointed out one of the students to
					draw a conclusion of what they have learn.
		Process	Main Activity	1	During learning process, teacher asked
		- NN	DIDIS	13	students to discuss in their groups to discuss
		THE LEN	144		about the conclusion of the material.
		S 1		S	Teacher still used the same learning method
		S 5	1	1	in the process.
	N E	<u> </u>	5 Par	-	Teacher asked the feedback to students on
	10		1 2 - 4 R		how they were taught by pairs learning.
		Product	Post-Activity	•	After discussin <mark>g</mark> within the groups, teacher
		20	一、物而		asked all students to submit their
				1	assignments (brochure) in the form of hard
		- and	11))))	2	сору.

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#### **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 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about recount text.</li> <li>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.</li> <li>Teacher taught the students about recount text using videos on YouTube.</li> </ul>

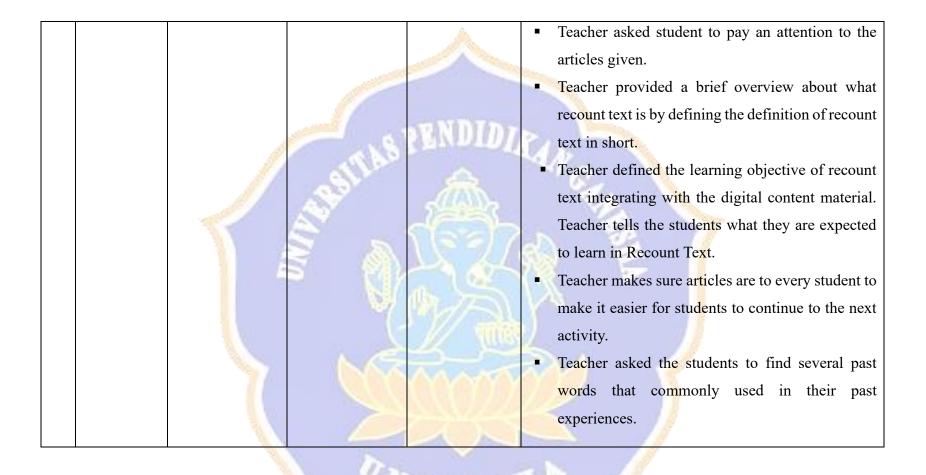
ENDIDI ENTRANILAS PENDIDI	<ul> <li>Teacher provided a brief overview about what recount text is by defining the definition of recount text in short.</li> <li>Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in Recount Text.</li> <li>Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.</li> <li>Teacher asked the students to find several past words that commonly used in their past experience</li> </ul>
Process Main Activity	<ul> <li>During learning process, teacher asked students to make some groups to discuss about the material.</li> <li>After asking for the students to work in groups, teacher plans the appropriate learning method</li> </ul>

A LESTING	RENDIDI	<ul> <li>and strategies based on the student's interest and need.</li> <li>Teacher used cooperative learning method to teach the students within the groups.</li> <li>Teacher asks the students to read the material about Recount Text in group and discuss things that they do not understand within the groups.</li> <li>Teacher asked students to try to arrange sentence by sentences about past events.</li> </ul>
Product	Post-Activity	<ul> <li>After discussing within the groups.</li> <li>Teacher asked students to try to make several past sentences and arrange the recount text based on their experience.</li> <li>Then the teacher asked the students to make an assignment in the form of video reading a recount text.</li> </ul>



## 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 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about recount text.</li> <li>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.</li> <li>Teacher shared several articles to be read and explored by the students about recount text.</li> </ul>



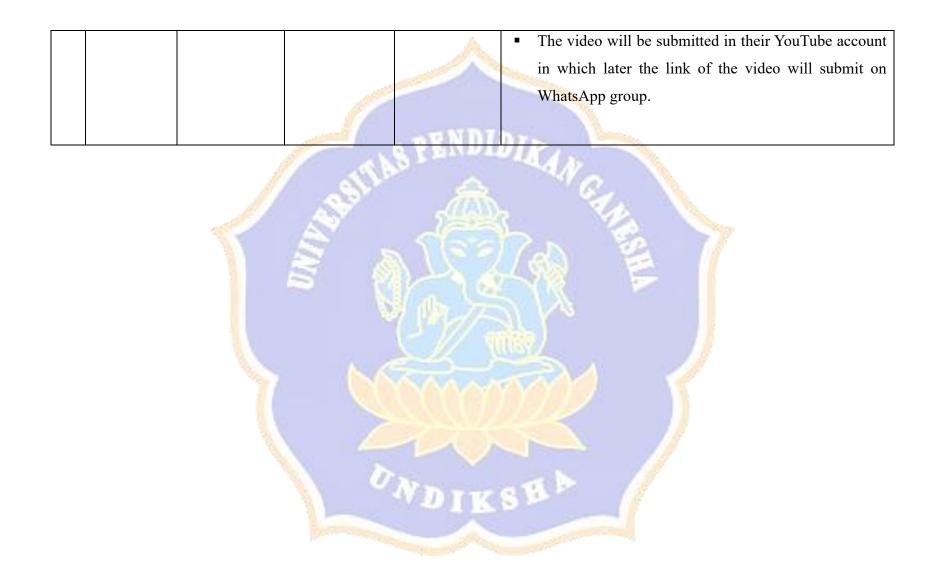
Process	Main Activity	<ul> <li>During learning process, teacher asked students to work in pairs.</li> <li>After asking for the students to work in pairs, teacher plans the appropriate learning method and strategies based on the student's interest and need.</li> <li>During learning process, teacher asked students whether they find difficulties working in pairs.</li> <li>Teacher asked students to try to arrange sentence by sentences about past events.</li> </ul>
Product	Post-Activity	<ul> <li>After discussing within the groups. Teacher asked students to try to make several past sentences and arrange the recount text based on their experience.</li> <li>Then the teacher asked students to make an assignment in the form of written text.</li> <li>The assignment will be sent on WhatsApp group.</li> </ul>

#### 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 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about recount text.</li> <li>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.</li> <li>Teacher taught the students about recount text using videos on YouTube.</li> <li>Teacher still used the same content material.</li> </ul>

A STATISTICS P	ENDIDI	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 Mai	in Activity	During learning process, teacher asked students to make some groups to discuss about the material. The same learning process used during learning process.

	Product	Post-Activity	<ul> <li>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.</li> <li>Teacher used collaborative learning method to teach the students within the groups.</li> <li>Teacher asks the students to read the material about recount text in group and discuss things that they do not understand within the groups.</li> <li>Teacher asked students to try to arrange sentence by sentences about past events.</li> <li>After discussing within the groups.</li> </ul>
		Post-Activity	<ul> <li>After discussing within the groups.</li> <li>Teacher asked students to try to make several past sentences and arrange the recount text based on their experience.</li> <li>Then the teacher asked the students to continue to make an assignment in the form of video reading a recount text.</li> </ul>



#### MEETING 2: X AP 8

No Te	eachers (T)	Date of Observation	Aspects of Technology- based Differentiated Instruction	Learning Activities	Description
	eacher 6 (T6)	Wednesday November 08 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher leaded the class to pray together before the lesson is started</li> <li>Teacher began the class by introducing the topic or lesson that will be covered which about recount text.</li> <li>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.</li> <li>Teacher still uses previous articles to teach the students.</li> </ul>

ALL BRITAS	PENDID	<ul> <li>Teacher provided a brief overview about what recount text is by defining the definition of recount text in short.</li> <li>Teacher makes sure articles are to every student to make it easier for students to continue to the next activity.</li> <li>Teacher asked the students to find several past words that commonly used in their past experiences.</li> </ul>
Process	Main Activity	<ul> <li>During learning process, teacher asked students to work in pairs.</li> <li>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.</li> <li>During learning process, teacher asked students whether they find difficulties working in pairs.</li> <li>Teacher asked students to try to arrange sentence by sentences about past events.</li> </ul>

Product	Post-Activity	• After discussing within the groups. Teacher asked
		students to try to make several past sentences and
		arrange the recount text based on their experience.
P		• Then the teacher asked students to continue their
	FRUDID	works in the form of written text.
19 A.	~	<ul> <li>The assignment will be sent on WhatsApp group.</li> </ul>
(30)	1000	

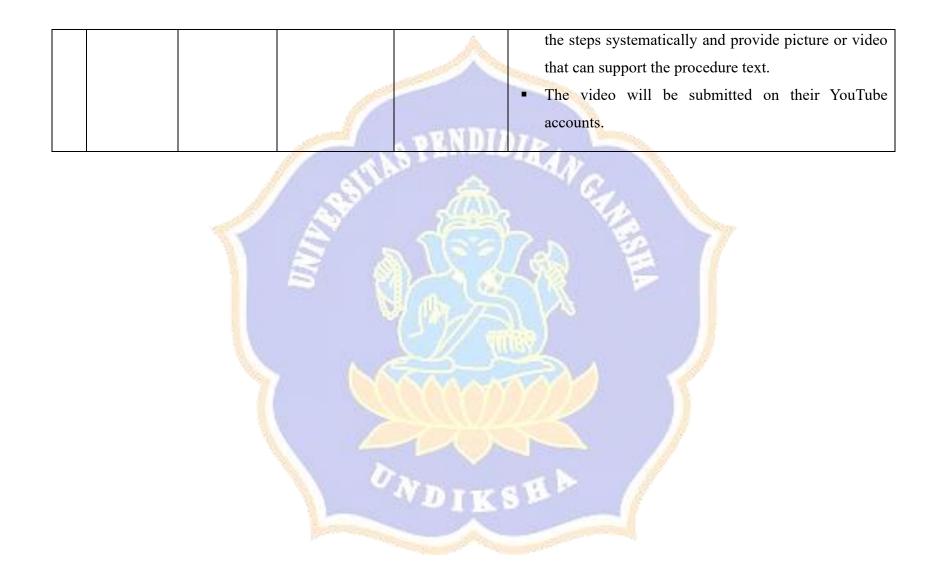
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#### MEETING 3: X AP 7

No	Teachers (T)	Date of Observation	Aspects of Technology- based Differentiated Instruction	Learning Activities	Description
3.	Teacher 6 (T6)	Friday, November 10 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher began the class with praying together before the lesson is started</li> <li>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.</li> <li>Teacher asked to the students to conclude the material about recount text.</li> <li>Teacher pointed out one of the students to draw a conclusion of what they have learn.</li> </ul>

A REALING OF THE REAL	S PENDI	<ul> <li>After that teacher continue the lesson material about procedure text on YouTube.</li> <li>Teacher provided a brief overview about procedure text, its structure, ang language features involve on that text.</li> <li>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.</li> <li>Then, students are required to choose the topic of procedure would be make whether about how to cook something or how to operate something.</li> </ul>
Process	Main Activity	<ul> <li>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.</li> </ul>
	VDIK	SIL

	<u> </u>	• 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
	s PENDID	teach the students within the groups.
100	•	• Teacher asks the students to read the material about
	(AN)	procedure text in group and discuss things that they do
		not understand within the groups.
	163	• Teacher during the lesson assessed the students'
5		progress if they were taught through grouping.
	1 (15) 2-	
Product	Post-Activity	• After discussing within the groups, teacher asked the
		students to make a procedure text and choose the topic
	(NAVAN	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,
	NDIE	students might choose how to make a cup of coffee, in
		the video they will make students have to present all

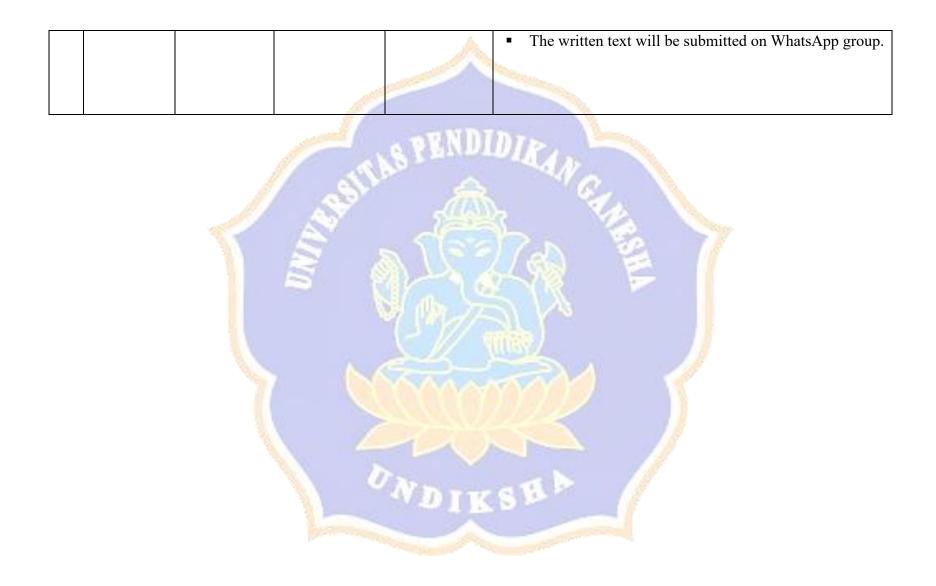


#### MEETING 3: X AP 8

No	Teachers (T)	Date of Observation	Aspects of Technology- based Differentiated Instruction	Learning Activities	Description
3.	Teacher 6 (T6)	Friday, November 10 <sup>th</sup> , 2023	Content	Pre-Activity	<ul> <li>Teacher greets the students warmly to create an inclusive atmosphere</li> <li>Teacher began the class with praying together before the lesson is started</li> <li>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.</li> <li>Teacher asked to the students to conclude the material about recount text.</li> <li>Teacher pointed out one of the students to draw a conclusion of what they have learn.</li> </ul>

	• 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,
SPEND	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
1 1277	procedure would be make whether about how to cook
2	something or how to operate something.
Process Main Activity	y During learning process, teacher asked students to learn
	or work in pairs learning. Teacher still used the same
4-12	learning strategy.
	• Teacher asks the students to read the material about
VDTT	procedure text with their pairs and discuss things that
	they do not understand within the groups.

		<ul> <li>Teacher during the lesson assessed the students' progress if they were taught through pairs learning.</li> </ul>
Product	Post-Activity	<ul> <li>After discussing within the groups, teacher asked the students to make a procedure text and choose the topic freely.</li> <li>After choosing the topic, the teacher asked students to make a text about procedure text and they freely choose the topic.</li> <li>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.</li> </ul>



**Appendix 06 Results of Questionnaire** 

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

	Number of Items																														
Т	Effort Aspect							5	Willingness Aspect Capacity Aspect												Total										
	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	3	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	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	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	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	4	5	5	4	3	4	126
<b>T6</b>	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	3	5	113

Note: T = Teachers

