



APPENDICES

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 : 3032/UN48.7.1/DT/2023

20 September 2023

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMA Negeri 3 Singaraja
 di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Pelengkapan Data Penelitian Proposal, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Putu Angellina Indah Iswari
NIM	: 2012021100
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024

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
 NIP. 198104192006042002

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 : 2119/UN48.7.1/DT/2023

2 Oktober 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 3 Singaraja
 di Singaraja

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

Nama	: Putu Angellina Indah Iswari
NIM	: 2012021100
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: The Implementation of Technology based Differentiated Instruction in English Learning at SMA Negeri 3 Singaraja

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

a.n. Dekan,
 Wakil Dekan I,

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
 NIP. 198104192006042002

Tembusan:

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

Appendix 03. Expert Judge Sheet I

Expert Judgment Sheet

Expert Judge 1

Instrument: Questionnaire of Students' Interest

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

The theory of a questionnaire of Students' Interest in Implementing Differentiated Instruction with Technology is adapted from Ainia (2020). According to Ainia (2020), there are four factors that might affect students' interest in studying.

1. Enjoyment/Feeling good

Students become interested in a subject or an object by experiencing happiness toward it, which will make them want to learn more about it.

2. Curiosity/Attraction

A strong desire to know or learn something is known as curiosity. Students who are interested in the subject matter they are learning have a desire to learn more about it.

3. Attention

When students offer their complete attention, as seen by their high levels of creativity and focus, they might be called interested in the subject.

4. Involvement

When someone is interested in something, it makes them happy and makes them want to participate in that activity. Involvement may also be defined as participation by students in the learning process.

No of Question	Statements	Validity		Comments
		Relevant (√)	Irrelevant (√)	
Aspect of Enjoyment/Feeling Good				
1.	Saya suka kelas bahasa Inggris yang terintegrasi teknologi dalam pembelajaran berdiferensiasi.	✓		

2.	Saya mengikuti kelas bahasa Inggris yang terintegrasi teknologi dalam pembelajaran berdiferensiasi dengan perasaan bahagia.	✓		
3.	Saya bosan belajar bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
4.	Saya menikmati pembelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
5.	Saya merasa kesal ketika guru tidak hadir dalam kelas bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
Aspect of Curiosity/Attractive				
6.	Saya tertarik dengan berbagai media yang disediakan oleh guru selama pelajaran bahasa Inggris yang terintegrasi teknologi dalam pembelajaran berdiferensiasi.	✓		
7.	Saya mencari penjelasan secara mandiri ketika ada materi yang belum dipahami selama kelas bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		

8.	Saya tidak pernah menyontek ketika tes bahasa Inggris di kelas yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
9.	Saya selalu mencatat poin penting yang dijelaskan guru yang tidak ada di buku pelajaran selama pelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
10.	Saya memiliki rasa ingin tahu yang besar terhadap bahasa Inggris terutama ketika pembelajaran bahasa Inggris diintegrasikan dengan teknologi dalam pembelajaran berdiferensiasi berlangsung.	✓		
Aspect of Attention				
11.	Saya sering melamun ketika pelajaran berlangsung di kelas bahasa Inggris yang terintegrasi teknologi dalam pembelajaran berdiferensiasi.	✓		
12.	Saya memperhatikan dengan baik ketika guru menjelaskan materi bahasa Inggris di kelas bahasa Inggris yang terintegrasi teknologi dalam pembelajaran berdiferensiasi.	✓		
13.	Saya tidak suka duduk di bangku belakang ketika kelas bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi karena jauh dari perhatian guru.	✓		

14.	Saya tidak ribut ketika guru menjelaskan materi selama pembelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
Aspect of Involvement				
15.	Saya berkonsentrasi dengan baik selama pelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
17.	Saya aktif dalam diskusi kelompok selama pelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
18.	Saya selalu mempersiapkan buku dan alat tulis sebelum kelas bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi dimulai.	✓		
19	Saya sering mendiskusikan topik pelajaran bersama teman selama pelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
20	Saya selalu antusias ketika guru memberikan pertanyaan selama pelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi berlangsung.	✓		

Appendix 04. Expert Judge Sheet II

Expert Judgment Sheet

Expert Judge 2

Instrument: Questionnaire of Students' Interest

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

The theory of a questionnaire of Students' Interest in Implementing Differentiated Instruction with Technology is adapted from Ainia (2020). According to Ainia (2020), there are four factors that might affect students' interest in studying.

1. Enjoyment/Feeling good

Students become interested in a subject or an object by experiencing happiness toward it, which will make them want to learn more about it.

2. Curiosity/Attraction

A strong desire to know or learn something is known as curiosity. Students who are interested in the subject matter they are learning have a desire to learn more about it.

3. Attention

When students offer their complete attention, as seen by their high levels of creativity and focus, they might be called interested in the subject.

4. Involvement

When someone is interested in something, it makes them happy and makes them want to participate in that activity. Involvement may also be defined as participation by students in the learning process.

No of Question	Statements	Validity		Comments
		Relevant (√)	Irrelevant (√)	
Aspect of Enjoyment/Feeling Good				
1.	Saya suka kelas bahasa Inggris yang terintegrasi teknologi dalam pembelajaran berdiferensiasi.	✓		

2.	Saya mengikuti kelas bahasa Inggris yang terintegrasi teknologi dalam pembelajaran berdiferensiasi dengan perasaan bahagia.	✓		
3.	Saya bosan belajar bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
4.	Saya menikmati pembelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
5.	Saya merasa kesal ketika guru tidak hadir dalam kelas bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
Aspect of Curiosity/Attractive				
6.	Saya tertarik dengan berbagai media yang disediakan oleh guru selama pelajaran bahasa Inggris yang terintegrasi teknologi dalam pembelajaran berdiferensiasi.	✓		
7.	Saya mencari penjelasan secara mandiri ketika ada materi yang belum dipahami selama kelas bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		

8.	Saya tidak pernah menyontek ketika tes bahasa Inggris di kelas yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
9.	Saya selalu mencatat poin penting yang dijelaskan guru yang tidak ada di buku pelajaran selama pelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
10.	Saya memiliki rasa ingin tahu yang besar terhadap bahasa Inggris terutama ketika pembelajaran bahasa Inggris diintegrasikan dengan teknologi dalam pembelajaran berdiferensiasi berlangsung.	✓		
Aspect of Attention				
11.	Saya sering melamun ketika pelajaran berlangsung di kelas bahasa Inggris yang terintegrasi teknologi dalam pembelajaran berdiferensiasi.	✓		
12.	Saya memperhatikan dengan baik ketika guru menjelaskan materi bahasa Inggris di kelas bahasa Inggris yang terintegrasi teknologi dalam pembelajaran berdiferensiasi.	✓		
13.	Saya tidak suka duduk di bangku belakang ketika kelas bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi karena jauh dari perhatian guru.	✓		

14.	Saya tidak ribut ketika guru menjelaskan materi selama pembelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
Aspect of Involvement				
15.	Saya berkonsentrasi dengan baik selama pelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
17.	Saya aktif dalam diskusi kelompok selama pelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
18.	Saya selalu mempersiapkan buku dan alat tulis sebelum kelas bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi dimulai.	✓		
19	Saya sering mendiskusikan topik pelajaran bersama teman selama pelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓		
20	Saya selalu antusias ketika guru memberikan pertanyaan selama pelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi berlangsung.	✓		

Appendix 05. Observation Sheet

OBSERVATION SHEET
MEETING 1: XB

No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities	Description
1	Thursday, October 12 th , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher as he entered the classroom. • Teacher leads the students to pray together before the lesson is started. • Teacher asks the students to have a seat. • Teacher asks the students' attendance and their readiness. • Teacher is introducing the topic material that will be covered which about descriptive text, especially descriptive text about favorite place. <p>Here, the teacher chooses descriptive text about</p>

				<p>favorite place because the teacher thought this class have an ability to describe a place based on students' interest.</p> <ul style="list-style-type: none"> • Teacher is showing the content material of descriptive text about favorite place by PowerPoint in front of the class. <p>Here, the teacher sent the material via WhatsApp Group a day before class start in the form of PowerPoint, Link Blog, and PDF.</p> <ul style="list-style-type: none"> • The teacher asks students to re-read the content of the material provided for 3 minutes.
		Process	Main-Activity	<ul style="list-style-type: none"> • After the students re-read the content material, the teacher makes heterogeneous groups consist of 6-7 students in a

				<p>group to discuss descriptive text about favorite place.</p> <p>Here the teacher selects several students who have good abilities in English learning. These students each got a number where they are not in the same group. Other students were free to decide a group with one of the students chosen by the teacher. It makes each group consists of students with various abilities.</p> <ul style="list-style-type: none">• Teacher shows a PowerPoint in front of the class that is consist of the definition, the generic structure, and the example of descriptive text about favorite place.• Teacher and the students doing a discussion using Direct Method, especially
--	--	--	--	--

				<p>Question-and-Answer Exercise.</p> <ul style="list-style-type: none"> Here, the teacher asks a question to the students, the students answer the question that the teacher gave. Also, the students can ask to the other students related to the question that the teacher gave. So, the students discuss it with the teacher and with the other students, so all of the students participated in the discussion related to the descriptive text about favorite place.
		Product	Post-Activity	<ul style="list-style-type: none"> Teacher tells the students about a product that they should make in a written form, especially mind map. Teacher tells the students about a mind map related to the descriptive text about favorite place.

				<ul style="list-style-type: none">• Teacher asks students to choose a place that they want to describe based on their abilities and interest in the form of mind map that the teacher explained.• Teacher asks students to collect their product in WhatsApp Group in the form of written form, especially mind map.• The students have a freedom to make the mind map using Ms. Word, PowerPoint, Canva, or any software to design a mind map.
--	--	--	--	---



**OBSERVATION SHEET
MEETING 1: XD**

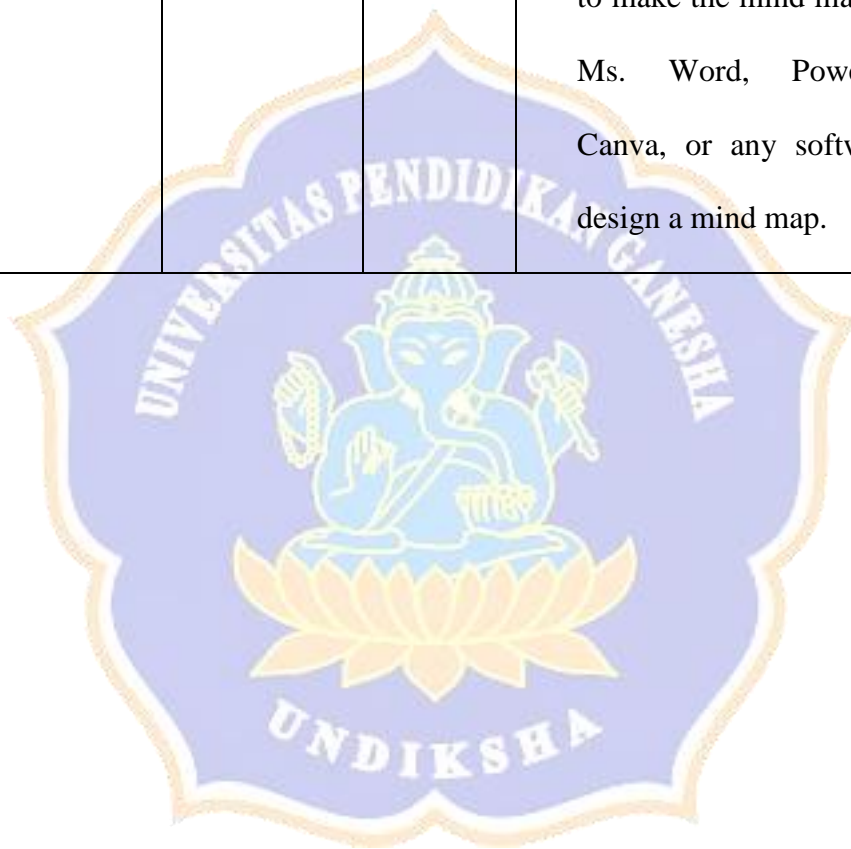
No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities	Description
1	Thursday, October 12 th , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher as he entered the classroom. • Teacher leads the students to pray together before the lesson is started. • Teacher asks the students to have a seat. • Teacher asks the students' attendance and their readiness. • Teacher is introducing the topic material that will be covered which about descriptive text, especially descriptive text about animal. <p>Here, the teacher chooses descriptive text about animal because the teacher thought</p>

				<p>this class have an ability to describe an animal based on students' interest.</p> <ul style="list-style-type: none"> • Teacher is showing the content material of descriptive text about animal by PowerPoint. The teacher has also provided material by PowerPoint via WhatsApp Group a day before class starts, so the teacher asks students to re-read the content of the material provided for 3 minutes.
		Process	Main-Activity	<ul style="list-style-type: none"> • After the students re-read the content material, the teacher makes heterogeneous groups consist of 6-7 students in a group to discuss descriptive text about animal. <p>Here the teacher selects several students who have good abilities in English learning. These students each</p>

				<p>got a number where they are not in the same group. Other students were free to decide a group with one of the students chosen by the teacher. It makes each group consists of students with various abilities.</p> <ul style="list-style-type: none">• Teacher shows a PowerPoint in front of the class that is consist of the definition, the generic structure, and the example of descriptive text about animal.• Teacher and the students doing a discussion using Direct Method, especially Question-and-Answer Exercise.• Here, the teacher asks a question to the students, the students answer the question that the teacher gave. Also, the students can ask to the
--	--	--	--	---

				<p>other students related to the question that the teacher gave. So, the students discuss it with the teacher and with the other students, so all of the students participated in the discussion related to the descriptive text about animal.</p>
		Product	Post-Activity	<ul style="list-style-type: none"> • Teacher tells the students about a product that they should make in a written form, especially mind map. • Teacher tells the students about a mind map related to the descriptive text about animal. • Teacher asks students to choose an animal that they want to describe based on their abilities and interest in the form of mind map that the teacher explained.

				<ul style="list-style-type: none">• Teacher asks students to collect their product in WhatsApp Group in the form of written form, especially mind map.• The students have a freedom to make the mind map using Ms. Word, PowerPoint, Canva, or any software to design a mind map.
--	--	--	--	--



**OBSERVATION SHEET
MEETING 1: XE**

No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities	Description
1	Thursday, October 12 th , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher as he entered the classroom. • Teacher leads the students to pray together before the lesson is started. • Teacher asks the students to have a seat. • Teacher asks the students' attendance and their readiness. • Teacher is introducing the topic material that will be covered which about descriptive text, especially descriptive text about pet. <p>Here, the teacher chooses descriptive text about pet because the teacher thought this class have an ability to</p>

				<p>describe a pet based on students' interest.</p> <ul style="list-style-type: none"> • Teacher is showing the content material of descriptive text about pet by PowerPoint. The teacher has also provided material by PowerPoint via WhatsApp Group a day before class starts, so the teacher asks students to re-read the content of the material provided for 3 minutes.
		Process	Main-Activity	<ul style="list-style-type: none"> • After the students re-read the content material, the teacher makes heterogeneous groups consist of 6-7 students in a group to discuss descriptive text about pet. <p>Here the teacher selects several students who have good abilities in English learning. These students each got a number where they are</p>

				<p>not in the same group. Other students were free to decide a group with one of the students chosen by the teacher. It makes each group consists of students with various abilities.</p> <ul style="list-style-type: none">• Teacher shows a PowerPoint in front of the class that is consist of the definition, the generic structure, and the example of descriptive text about pet.• Teacher and the students doing a discussion using Direct Method, especially Question-and-Answer Exercise.• Here, the teacher asks a question to the students, the students answer the question that the teacher gave. Also, the students can ask to the other students related to the
--	--	--	--	--

				<p>question that the teacher gave. So, the students discuss it with the teacher and with the other students, so all of the students participated in the discussion related to the descriptive text about pet.</p>
		Product	Post-Activity	<ul style="list-style-type: none"> • Teacher tells the students about a product that they should make in a written form, especially mind map. • Teacher tells the students about a mind map related to the descriptive text about pet. • Teacher asks students to choose a pet that they want to describe based on their abilities and interest in the form of mind map that the teacher explained. • Teacher asks students to collect their product in WhatsApp Group in the form

				<p>of written form, especially mind map.</p> <ul style="list-style-type: none">• The students have a freedom to make the mind map using Ms. Word, PowerPoint, Canva, or any software to design a mind map.
--	--	--	--	--

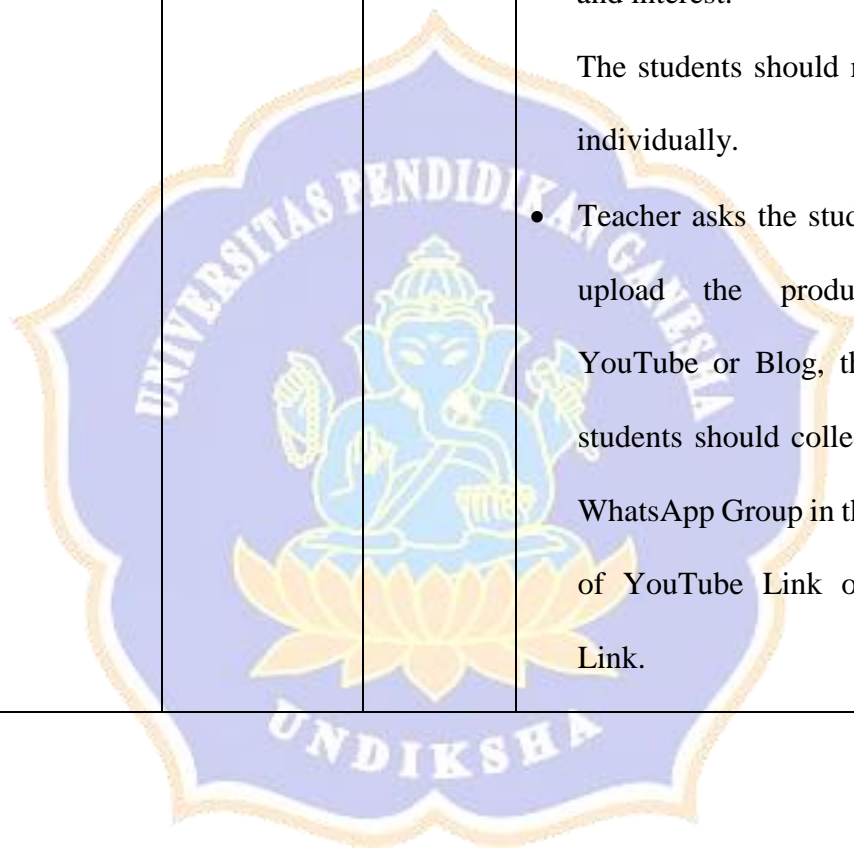


**OBSERVATION SHEET
MEETING 2: XB**

No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities	Description
1	Thursday, October 19 th , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher as he entered the classroom. • Teacher leads the students to pray together before the lesson is started. • Teacher asks the students to have a seat. • Teacher asks the students' attendance and their readiness. • Teacher reviews the material in the previous meeting about descriptive text about favorite place. • Teacher prepared PowerPoint and some images as the technology used to give content material to the students.

		Process	Main-Activity	<ul style="list-style-type: none"> • Teacher asks the students to sit down with their pair. Here, teacher uses group in pair and asks students to correct their pair's mind map. • Teacher tells the students how to correct others mind map using PowerPoint and shows in front of the class using an LCD and a projector. • Students swap the mind map that they have worked on with their pair and start correcting others mind map. • After correcting other mind map, the students return the mind map to the owner and the students continue the mind map into paragraph draft.
		Product	Post-Activity	<ul style="list-style-type: none"> • The teacher asked the students to make a paragraph

				<p>draft of descriptive text about favorite place into a paragraph of descriptive text about favorite place in the form of video or clipping, based on students' ability and interest.</p> <p>The students should make it individually.</p> <ul style="list-style-type: none">• Teacher asks the students to upload the product on YouTube or Blog, then the students should collect it on WhatsApp Group in the form of YouTube Link or Blog Link.
--	--	--	--	---

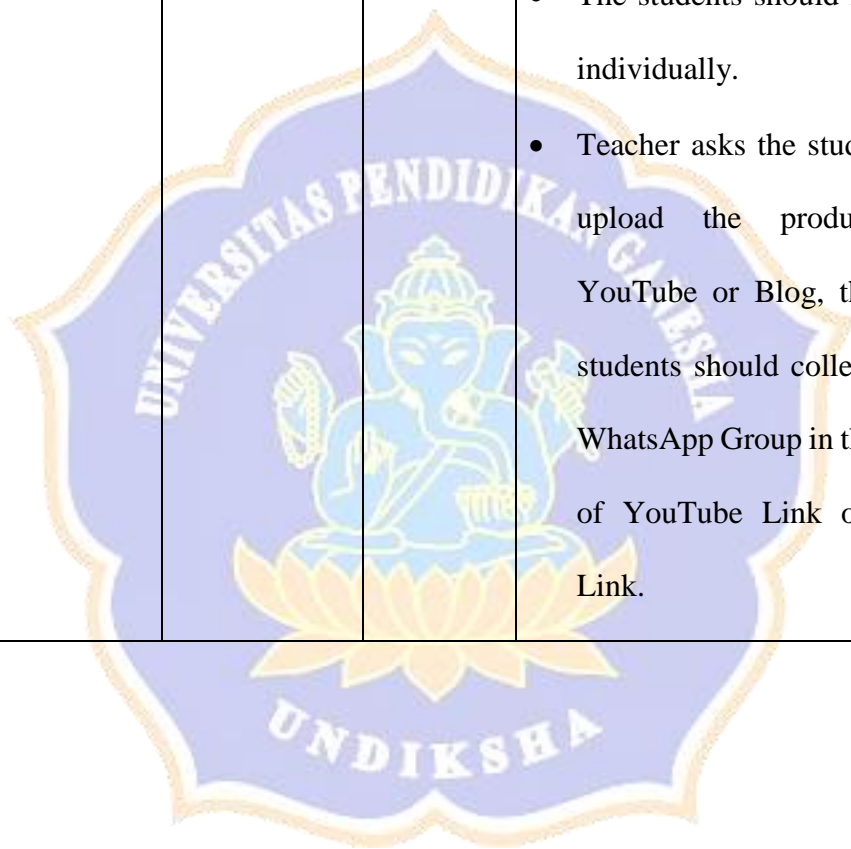


**OBSERVATION SHEET
MEETING 2: XD**

No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities	Description
1	Thursday, October 19 th , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher as he entered the classroom. • Teacher leads the students to pray together before the lesson is started. • Teacher asks the students to have a seat. • Teacher asks the students' attendance and their readiness. • Teacher reviews the material in the previous meeting about descriptive text about animal. • Teacher prepared PowerPoint and some images as the technology used to give content material to the students.

		Process	Main-Activity	<ul style="list-style-type: none"> • Teacher asks the students to sit down with their pair. Here, teacher uses group in pair and asks students to correct their pair's mind map. • Teacher tells the students how to correct others mind map using PowerPoint and shows in front of the class using an LCD and a projector. • Students swap the mind map that they have worked on with their pair and start correcting others mind map. • After correcting other mind map, the students return the mind map to the owner and the students continue the mind map into paragraph draft.
		Product	Post-Activity	<ul style="list-style-type: none"> • The teacher asked the students to make a paragraph

				<p>draft of descriptive text about animal into a paragraph of descriptive text about animal in the form of video or clipping, based on students' ability and interest.</p> <ul style="list-style-type: none">• The students should make it individually.• Teacher asks the students to upload the product on YouTube or Blog, then the students should collect it on WhatsApp Group in the form of YouTube Link or Blog Link.
--	--	--	--	--

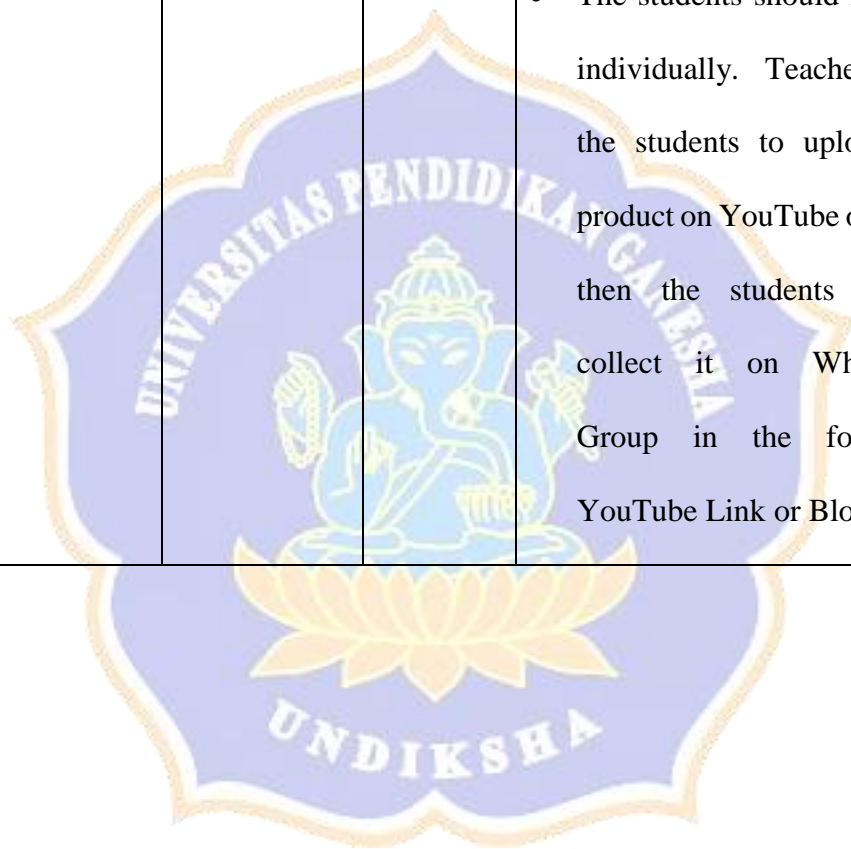


**OBSERVATION SHEET
MEETING 2: XE**

No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities	Description
1	Thursday, October 19 th , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher as he entered the classroom. • Teacher leads the students to pray together before the lesson is started. • Teacher asks the students to have a seat. • Teacher asks the students' attendance and their readiness. • Teacher reviews the material in the previous meeting about descriptive text about pet. • Teacher prepared PowerPoint and some images as the technology used to give content material to the students.

		Process	Main-Activity	<ul style="list-style-type: none"> • Teacher asks the students to sit down with their pair. Here, teacher uses group in pair and asks students to correct their pair's mind map. • Teacher tells the students how to correct others mind map using PowerPoint and shows in front of the class using an LCD and a projector. • Students swap the mind map that they have worked on with their pair and start correcting others mind map. • After correcting other mind map, the students return the mind map to the owner and the students continue the mind map into paragraph draft.
		Product	Post-Activity	<ul style="list-style-type: none"> • The teacher asked the students to make a paragraph

				<p>draft of descriptive text about pet into a paragraph of descriptive text about pet in the form of video or clipping, based on students' ability and interest.</p> <ul style="list-style-type: none">• The students should make it individually. Teacher asks the students to upload the product on YouTube or Blog, then the students should collect it on WhatsApp Group in the form of YouTube Link or Blog Link.
--	--	--	--	--



**OBSERVATION SHEET
MEETING 3: XB**

No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities	Description
1	Thursday, October 26 th , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher as he entered the classroom. • Teacher leads the students to pray together before the lesson is started. • Teacher asks the students to have a seat. • Teacher asks the students' attendance and their readiness. • Teacher is introducing the topic material that will be covered which about procedure text, especially how to operate something. • Teacher is showing the content material of procedure text about how to operate something by PowerPoint.

				<p>The teacher has also provided material by PowerPoint via WhatsApp Group a day before class starts, so the teacher asks students to re-read the content of the material provided in 3 minutes.</p>
		Process	Main-Activity	<ul style="list-style-type: none"> • After the students re-read the content material, the teacher makes heterogeneous groups consist of 6-7 students in a group to discuss procedure text about how to operate something. <p>Here the teacher selects several students who have good abilities in English learning. These students each got a number where they are not in the same group. Other students were free to decide a group with one of the students chosen by the</p>

				<p>teacher. It makes each group consists of students with various abilities.</p> <ul style="list-style-type: none">• Teacher shows a PowerPoint in front of the class that is consist of the definition, the generic structure, and the example of procedure text about how to operate something in the form of text and video.• Teacher and the students doing a discussion using Direct Method, especially Question-and-Answer Exercise.• Here, the teacher asks a question to the students, the students answer the question that the teacher gave. Also, the students can ask to the other students related to the question that the teacher gave. So, the students discuss
--	--	--	--	---

				<p>it with the teacher and with the other students, so all of the students participated in the discussion related to the procedure text about how to operate something.</p>
		Product	Post-Activity	<ul style="list-style-type: none"> • Teacher tells the students about a product that they should make in a written form, especially draft of procedure text, especially how to operate something. • Teacher asks students to choose a thing that they want to tell how to operate it based on their abilities and interest in the form of draft of procedure text. • Teacher asks students to collect their product in WhatsApp Group in the form of written form using Ms. Word or Canva.

**OBSERVATION SHEET
MEETING 3: XD**

No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities	Description
1	Thursday, October 26 th , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher as he entered the classroom. • Teacher leads the students to pray together before the lesson is started. • Teacher asks the students to have a seat. • Teacher asks the students' attendance and their readiness. • Teacher is introducing the topic material that will be covered which about procedure text, especially how to make a food. • Teacher is showing the content material of procedure text about how to make a food by PowerPoint. The

				<p>teacher has also provided material by PowerPoint via WhatsApp Group a day before class starts, so the teacher asks students to re-read the content of the material provided in 3 minutes.</p>
		Process	Main-Activity	<ul style="list-style-type: none"> • After the students re-read the content material, the teacher makes heterogeneous groups consist of 6-7 students in a group to discuss procedure text about how to make a food. <p>Here the teacher selects several students who have good abilities in English learning. These students each got a number where they are not in the same group. Other students were free to decide a group with one of the students chosen by the</p>

				<p>teacher. It makes each group consists of students with various abilities.</p> <ul style="list-style-type: none">• Teacher shows a PowerPoint in front of the class that is consist of the definition, the generic structure, and the example of procedure text about how to make a food in the form of text and video.• Teacher and the students doing a discussion using Direct Method, especially Question-and-Answer Exercise.• Here, the teacher asks a question to the students, the students answer the question that the teacher gave. Also, the students can ask to the other students related to the question that the teacher gave. So, the students discuss it with the teacher and with
--	--	--	--	--

				<p>the other students, so all of the students participated in the discussion related to the procedure text about how to make a food.</p>
		Product	Post-Activity	<ul style="list-style-type: none"> • Teacher tells the students about a product that they should make in a written form, especially draft of procedure text, how to make a food. • Teacher asks students to choose a thing that they want to tell how to operate it based on their abilities and interest in the form of draft of procedure text. • Teacher asks students to collect their product in WhatsApp Group in the form of written form using Ms. Word or Canva.

**OBSERVATION SHEET
MEETING 3: XE**

No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities	Description
1	Thursday, October 26 th , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher as he entered the classroom. • Teacher leads the students to pray together before the lesson is started. • Teacher asks the students to have a seat. • Teacher asks the students' attendance and their readiness. • Teacher is introducing the topic material that will be covered which about procedure text, especially how to make a drink. • Teacher is showing the content material of procedure text about how to make a food by PowerPoint. The

				<p>teacher has also provided material by PowerPoint via WhatsApp Group a day before class starts, so the teacher asks students to re-read the content of the material provided in 3 minutes.</p>
		Process	Main-Activity	<ul style="list-style-type: none"> • After the students re-read the content material, the teacher makes heterogeneous groups consist of 6-7 students in a group to discuss procedure text about how to make a drink. <p>Here the teacher selects several students who have good abilities in English learning. These students each got a number where they are not in the same group. Other students were free to decide a group with one of the students chosen by the</p>

				<p>teacher. It makes each group consists of students with various abilities.</p> <ul style="list-style-type: none">• Teacher shows a PowerPoint in front of the class that is consist of the definition, the generic structure, and the example of procedure text about how to make a drink in the form of text and video.• Teacher and the students doing a discussion using Direct Method, especially Question-and-Answer Exercise.• Here, the teacher asks a question to the students, the students answer the question that the teacher gave. Also, the students can ask to the other students related to the question that the teacher gave. So, the students discuss it with the teacher and with
--	--	--	--	---

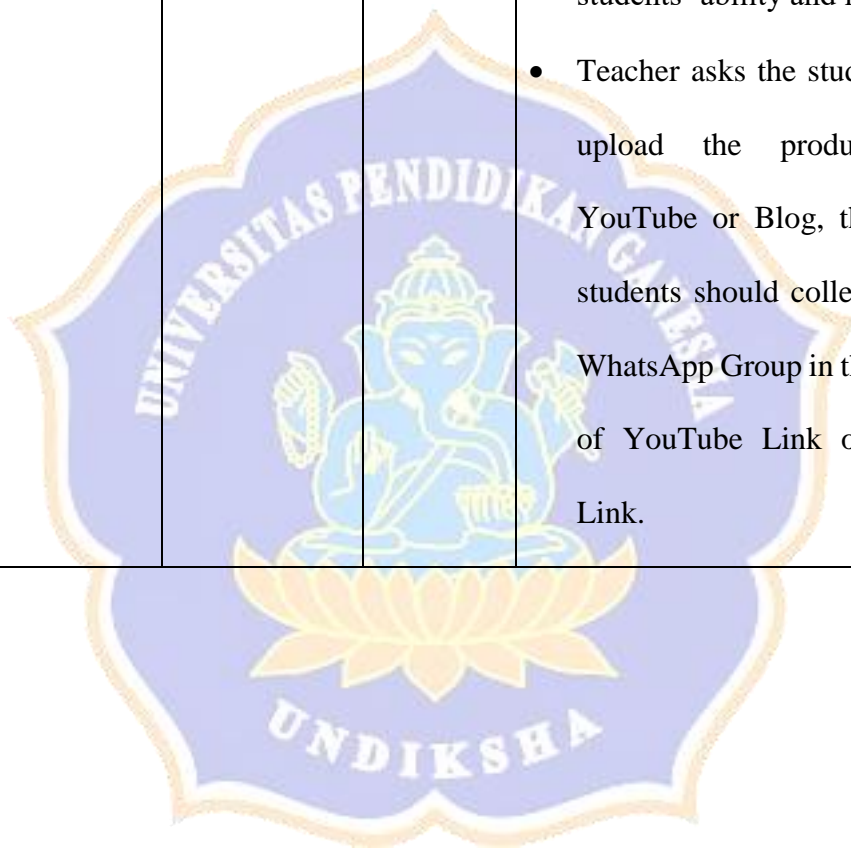
				<p>the other students, so all of the students participated in the discussion related to the procedure text about how to make a drink.</p>
		Product	Post-Activity	<ul style="list-style-type: none"> • Teacher tells the students about a product that they should make in a written form, especially draft of procedure text, how to make a drink. • Teacher asks students to choose a thing that they want to tell how to operate it based on their abilities and interest in the form of draft of procedure text. • Teacher asks students to collect their product in WhatsApp Group in the form of written form using Ms. Word or Canva.

**OBSERVATION SHEET
MEETING 4: XB**

No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities	Description
1	Thursday, November 2 nd , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher as he entered the classroom. • Teacher leads the students to pray together before the lesson is started. • Teacher asks the students to have a seat. • Teacher asks the students' attendance and their readiness. • Teacher reviews the material in the previous meeting about procedure text about how to operate something. • Teacher prepared PowerPoint and some images as the technology used to give content material to the students while reminds the

				draft that shows using LCD and projector.
		Process	Main-Activity	<ul style="list-style-type: none"> • Teacher asks the students to sit down with their pair. Here, teacher uses group in pair and asks students to correct their pair's draft. • Teacher tells students the guidance how to correct others draft using PowerPoint and shows in front of the class using an LCD and a projector. • Students swap the draft that they have worked on with their pair and start correcting others draft. • After correcting other draft, the students return the draft to the owner and the students revised and continue the draft into a complete procedure text.

		Product	Post-Activity	<ul style="list-style-type: none">• The teacher asked the students to make a procedure text about how to operate something into a complete procedure text in the form of video or clipping, based on students' ability and interest.• Teacher asks the students to upload the product on YouTube or Blog, then the students should collect it on WhatsApp Group in the form of YouTube Link or Blog Link.
--	--	---------	---------------	--

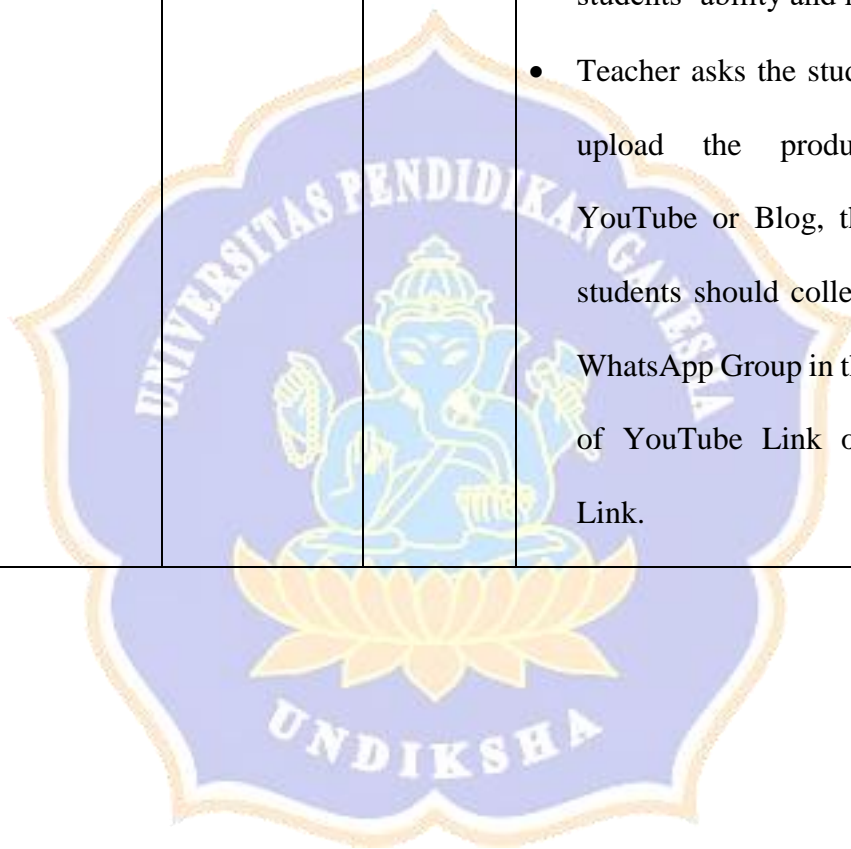


**OBSERVATION SHEET
MEETING 4: XD**

No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities	Description
1	Thursday, November 2 nd , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher as he entered the classroom. • Teacher leads the students to pray together before the lesson is started. • Teacher asks the students to have a seat. • Teacher asks the students' attendance and their readiness. • Teacher reviews the material in the previous meeting about procedure text about how to make a food. • Teacher prepared PowerPoint and some images as the technology used to give content material to the students while reminds the

				draft that shows using LCD and projector.
		Process	Main-Activity	<ul style="list-style-type: none"> • Teacher asks the students to sit down with their pair. Here, teacher uses group in pair and asks students to correct their pair's draft. • Teacher tells students the guidance how to correct others draft using PowerPoint and shows in front of the class using an LCD and a projector. • Students swap the draft that they have worked on with their pair and start correcting others draft. • After correcting other draft, the students return the draft to the owner and the students revised and continue the draft into a complete procedure text.

		Product	Post-Activity	<ul style="list-style-type: none">• The teacher asked the students to make a procedure text about how to make a food into a complete procedure text in the form of video or clipping, based on students' ability and interest.• Teacher asks the students to upload the product on YouTube or Blog, then the students should collect it on WhatsApp Group in the form of YouTube Link or Blog Link.
--	--	---------	---------------	--

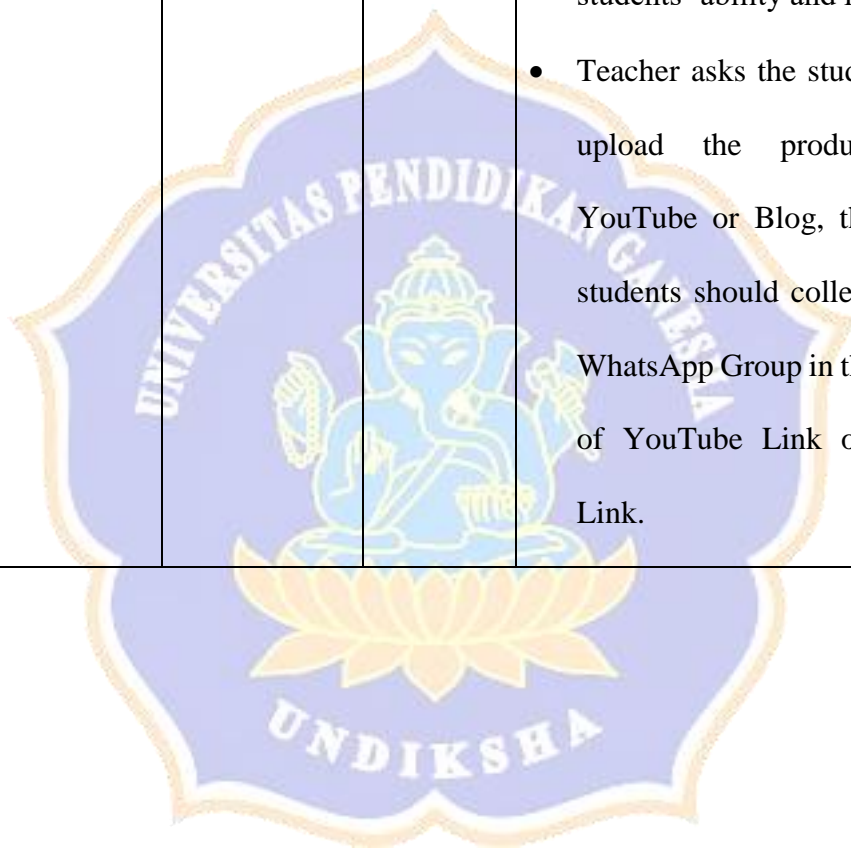


**OBSERVATION SHEET
MEETING 4: XE**

No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities	Description
1	Thursday, November 2 nd , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher as he entered the classroom. • Teacher leads the students to pray together before the lesson is started. • Teacher asks the students to have a seat. • Teacher asks the students' attendance and their readiness. • Teacher reviews the material in the previous meeting about procedure text about how to make a drink. • Teacher prepared PowerPoint and some images as the technology used to give content material to the students while reminds the

				draft that shows using LCD and projector.
		Process	Main-Activity	<ul style="list-style-type: none"> • Teacher asks the students to sit down with their pair. Here, teacher uses group in pair and asks students to correct their pair's draft. • Teacher tells students the guidance how to correct others draft using PowerPoint and shows in front of the class using an LCD and a projector. • Students swap the draft that they have worked on with their pair and start correcting others draft. • After correcting other draft, the students return the draft to the owner and the students revised and continue the draft into a complete procedure text.

		Product	Post-Activity	<ul style="list-style-type: none">• The teacher asked the students to make a procedure text about how to make a drink into a complete procedure text in the form of video or clipping, based on students' ability and interest.• Teacher asks the students to upload the product on YouTube or Blog, then the students should collect it on WhatsApp Group in the form of YouTube Link or Blog Link.
--	--	---------	---------------	---



Appendix 06. Results of Questionnaire of Students' Interest

R	Respon of Question																				T
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
R1	5	5	1	5	4	5	5	5	5	4	1	5	5	5	5	5	5	5	5	5	90
R2	4	5	2	5	4	5	4	2	5	5	1	5	2	5	4	5	4	5	5	5	82
R3	5	5	1	5	5	5	4	2	5	5	2	5	1	5	5	5	5	5	5	5	85
R4	5	5	2	4	5	5	4	4	5	4	2	4	4	5	4	4	5	5	4	5	85
R5	5	5	1	5	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	92
R6	4	4	2	4	2	5	4	4	5	4	1	5	4	4	4	5	4	5	4	4	78
R7	5	5	2	5	4	5	4	4	5	4	1	5	4	5	5	5	5	5	4	4	86
R8	5	5	2	5	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	93
R9	4	4	2	4	3	4	4	3	4	4	3	4	3	4	4	4	4	4	3	4	73
R10	5	5	1	5	5	5	4	4	5	4	1	5	2	5	5	5	4	5	4	5	84
R11	5	5	1	5	4	5	4	4	5	4	2	1	4	5	5	5	4	4	5	5	82
R12	5	5	2	5	5	5	5	5	5	5	2	5	5	5	5	5	5	5	5	5	94
R13	5	5	2	5	4	5	4	5	4	5	4	2	4	3	4	4	4	4	5	4	81
R14	5	4	1	5	5	5	5	5	5	4	1	5	5	5	5	5	5	5	5	5	90
R15	5	5	2	4	5	5	4	4	5	4	2	4	4	5	4	4	5	5	4	5	85
R16	5	5	2	5	4	5	4	4	5	4	2	5	2	4	4	4	5	5	4	5	83
R17	5	5	1	5	4	5	4	2	5	4	2	5	2	4	4	4	4	5	4	5	79
R18	5	4	2	5	4	4	5	4	4	4	2	4	2	4	5	5	4	4	4	4	79
R19	5	5	1	5	5	5	4	2	5	5	2	5	1	5	5	5	5	5	5	5	85
R20	4	4	2	5	2	5	4	4	5	4	1	4	4	5	4	4	4	5	4	4	78
R21	5	5	1	5	4	5	4	4	5	5	1	5	4	5	4	5	4	5	4	5	85
R22	4	4	2	4	4	4	4	4	4	4	2	4	2	4	4	4	4	5	4	4	75
R23	5	5	1	5	5	5	4	2	5	5	2	5	1	5	5	5	5	5	5	5	85
R24	5	5	1	5	4	5	4	4	5	4	2	5	4	4	5	5	4	5	3	4	83
R25	4	5	1	5	4	5	4	4	5	5	1	5	5	5	5	5	5	5	4	4	86
R26	3	4	2	4	3	4	3	2	4	3	2	4	3	4	4	4	4	5	4	4	70
R27	5	5	2	5	2	5	4	2	5	5	2	5	2	5	5	5	4	5	4	4	81
R28	4	4	2	4	4	5	4	2	5	4	2	5	1	4	4	4	5	5	3	4	75
R29	5	5	1	5	2	5	5	4	5	5	2	5	1	5	5	4	5	5	5	5	84
R30	5	5	1	5	5	5	4	2	5	5	2	5	1	5	5	5	5	5	5	5	85
R31	5	5	2	4	2	5	4	2	5	4	2	4	1	4	4	4	4	5	4	4	74
R32	5	4	1	4	2	5	3	4	4	4	2	4	2	4	4	4	4	5	4	4	73
R33	5	5	4	4	4	4	4	2	4	4	2	4	4	4	4	4	4	5	4	4	79
R34	5	5	1	5	5	5	5	1	5	5	1	5	5	5	5	5	5	5	5	5	88
R35	5	5	1	5	5	5	4	2	5	5	2	5	1	5	5	5	5	5	5	5	85
R36	4	4	1	4	4	4	4	4	5	4	2	4	3	5	4	4	4	5	4	4	77
R37	4	4	1	4	3	4	2	2	4	5	1	5	2	4	4	3	2	4	5	4	67
R38	4	4	2	5	4	5	4	4	4	4	2	5	5	4	5	5	4	5	4	5	84
R39	5	5	1	5	5	5	5	1	5	5	1	5	5	5	5	5	5	5	5	5	88
R40	4	4	1	4	2	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	73
R41	5	5	1	5	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	92
R42	5	5	2	5	4	5	4	2	4	4	1	4	2	4	4	4	4	4	4	4	75
R43	5	5	1	5	5	5	4	2	5	5	2	5	1	5	5	5	5	5	5	5	85
R44	5	4	2	4	4	4	4	2	4	4	4	4	3	4	5	4	4	5	4	4	78
R45	5	4	2	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4	81
R46	5	4	2	4	4	4	4	3	5	4	2	4	1	4	4	4	4	5	4	5	76
R47	5	5	2	4	4	5	4	4	5	5	1	5	4	4	5	5	3	4	4	4	82
R48	5	5	2	5	5	5	2	3	5	4	1	5	5	5	5	5	4	5	4	4	84
R49	4	4	2	4	4	5	4	4	4	5	1	4	4	4	5	5	5	5	4	4	81
R50	3	3	3	4	2	4	1	3	4	2	2	4	1	4	4	3	3	4	3	3	60
R51	4	4	2	4	1	5	4	3	5	4	2	4	2	4	4	4	3	4	4	4	71
R52	5	5	2	4	4	5	4	4	5	4	2	4	3	4	4	4	4	5	4	4	80
R53	5	5	1	5	5	5	5	1	5	5	1	5	5	5	5	5	5	5	5	5	88
R54	5	5	1	5	4	4	4	2	4	4	2	4	2	5	4	4	4	4	4	4	75
R55	5	5	1	5	4	5	4	4	4	4	1	5	5	5	5	5	4	5	4	4	84
R56	4	4	2	5	3	4	4	4	4	4	2	4	4	4	4	4	4	5	4	4	77
R57	4	4	2	4	4	4	4	3	5	4	4	4	2	4	4	4	4	4	4	4	76
R58	5	5	2	5	5	5	4	4	5	4	2	5	3	4	5	5	4	5	5	4	86
R59	5	5	2	4	4	5	4	4	5	4	2	4	4	4	4	5	5	4	5	4	83
R60	4	4	1	4	4	5	4	4	4	4	1	4	4	4	4	5	4	4	4	4	76
R61	5	5	2	4	3	4	2	4	4	4	2	4	4	4	4	4	4	5	4	4	76
R62	4	4	3	4	4	4	4	4	4	4	2	4	2	4	4	4	4	5	4	4	76
R63	5	4	1	5	3	4	4	4	5	4	1	5	4	4	4	4	4	4	4	4	77
R64	5	4	2	5	4	4	4	4	5	4	2	5	3	4	4	4	4	4	5	5	81

Riwayat Hidup



Putu Angellina Indah Iswari lahir di Singaraja pada tanggal 4 Agustus 2002. Penulis lahir dari pasangan suami istri bapak Gede Sudaryawan dan ibu Luh Sari. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Sibanggede, Br. Bantas Kaja, Abiansemal, Kabupaten Badung, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 3 Banjar Jawa dan lulus pada tahun 2014. Kemudian penulis melanjutkan di SMP Negeri 6 Singaraja dan lulus pada tahun 2017. Pada tahun 2020, penulis lulus dari SMA Negeri 1 Singaraja jurusan Matematika dan Ilmu Pengetahuan Alam dan melanjutkan Sarjana S1 Program Studi Pendidikan Bahasa Inggris pada Jurusan Bahasa Asing di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2024, penulis telah menyelesaikan Tugas Akhir yang berjudul “The Implementation of Technology based Differentiated Instruction in English Learning at SMA Negeri 3 Singaraja”. Selanjutnya, mulai tahun 2020 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program Studi S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.

