

### 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
- Sub Bagian Pendidikan FBS

### Appendix 03. Expert Judge Sheet I

# Expert Judge 1

### **Instrument: Questionnaire of Students' Interest**

1<sup>st</sup> 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.

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

2.	Saya mengikuti kelas bahasa Inggris yang terintegrasi teknologi dalam pembelajaran berdiferensiasi dengan perasaan bahagia.	<b>√</b>	
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.	NAT GA	
5.	Saya merasa kesal ketika guru tidak hadir dalam kelas bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.		SMA
	Aspect of Curiosity/Attractive		
6.	Saya tertarik dengan berbagai media yang disediakan oleh guru selama pelajaran bahasa Inggris yang terintegrasi teknologi dalam pembelajaran berdiferensiasi.	Y A A	
7.	Saya mencari penjelasan secara mandiri ketika ada materi yang belum dipahami selama kelas bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓	

			Г
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.	<b>√</b>	
10.	Saya memiliki rasa ingin tahu yang besar terhadap bahasa Inggris terutama ketika pembelajaran bahasa Inggris diintegrasikan dengan teknologi dalam pembelajaran berdiferensiasi berlangsung.	KANGA	
	Aspect of Attention	(d)	
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	✓	

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.	Edn
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.	E P
20	Saya selalu antusias ketika guru memberikan pertanyaan selama pelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi berlangsung.	

Ainia (2020)

### Appendix 04. Expert Judge Sheet II

# Expert Judge 2

### **Instrument: Questionnaire of Students' Interest**

2<sup>nd</sup> 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.

		Validity				
No of	Statements	Relevant $()$	Irrelevant $()$	Comments		
Question	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.	<b>√</b>	
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.	RANGA	
5.	Saya merasa kesal ketika guru tidak hadir dalam kelas bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.		SAMA /
	Aspect of Curiosity/Attractive		
6.	Saya tertarik dengan berbagai media yang disediakan oleh guru selama pelajaran bahasa Inggris yang terintegrasi teknologi dalam pembelajaran berdiferensiasi.	E A	
7.	Saya mencari penjelasan secara mandiri ketika ada materi yang belum dipahami selama kelas bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	✓	

	T		ı
8.	Saya tidak pernah menyontek ketika tes bahasa Inggris di kelas yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	<b>✓</b>	
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.	KANGA	
	Aspect of Attention	(d)	量
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.	I A	
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	✓	
	-		T T
15.	Saya berkonsentrasi dengan baik selama pelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	<b>√</b>	
17.	Saya aktif dalam diskusi kelompok selama pelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi.	EAN GAL	
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.	E A	
20	Saya selalu antusias ketika guru memberikan pertanyaan selama pelajaran bahasa Inggris yang terintegrasi dengan teknologi dalam pembelajaran berdiferensiasi berlangsung.	✓	

Ainia (2020)

### **Appendix 05. Observation Sheet**

## OBSERVATION SHEET MEETING 1: XB

No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities	Description
1	Thursday,	Content	Pre-	• Students greet the teacher as
	October 12 <sup>th</sup> , 2023		Activity	he entered the classroom.
				Teacher leads the students to
		, a P	ENDID	pray together before the
		STEAD.		lesson is started.
	-(4)			Teacher asks the students to
			7	have a seat.
		<b>V</b> ()		• Teacher asks the students'
				attendance and their
	10	a		readiness.
		-		• Teacher is introducing the
		N.	DIKS	topic material that will be
				covered which about
				descriptive text, especially
				descriptive text about
				favorite place.
				Here, the teacher chooses
				descriptive text about

teacher thought this class have an ability to describe a place based on students' interest.  • Teacher is showing the content material of descriptive text about favorite place by PowerPoint in front of the class.  Here, the teacher sent the material via WhatsApp Group a day before class start in the form of PowerPoint,  Link Blog, and PDF.  • The teacher asks students to re-read the content of the material provided for 3 minutes.  Process Main-Activity  • After the students re-read the content material, the teacher makes heterogeneous groups consist of 6-7 students in a				favorite place because the
have an ability to describe a place based on students' interest.  • Teacher is showing the content material of descriptive text about favorite place by PowerPoint in front of the class.  Here, the teacher sent the material via WhatsApp Group a day before class start in the form of PowerPoint,  Link Blog, and PDF.  • The teacher asks students to re-read the content of the material provided for 3 minutes.  Process Main-Activity  • After the students re-read the content material, the teacher makes heterogeneous groups				_
place based on students' interest.  • Teacher is showing the content material of descriptive text about favorite place by PowerPoint in front of the class.  Here, the teacher sent the material via WhatsApp Group a day before class start in the form of PowerPoint, Link Blog, and PDF.  • The teacher asks students to re-read the content of the material provided for 3 minutes.  Process Main-Activity  • After the students re-read the content material, the teacher makes heterogeneous groups				teacher thought this class
interest.  Teacher is showing the content material of descriptive text about favorite place by PowerPoint in front of the class.  Here, the teacher sent the material via WhatsApp Group a day before class start in the form of PowerPoint,  Link Blog, and PDF.  The teacher asks students to re-read the content of the material provided for 3 minutes.  Process Main-Activity  After the students re-read the content material, the teacher makes heterogeneous groups				have an ability to describe a
Teacher is showing the content material of descriptive text about favorite place by PowerPoint in front of the class.  Here, the teacher sent the material via WhatsApp Group a day before class start in the form of PowerPoint,  Link Blog, and PDF.  The teacher asks students to re-read the content of the material provided for 3 minutes.  Process Main-Activity  After the students re-read the content material, the teacher makes heterogeneous groups				place based on students'
content material of descriptive text about favorite place by PowerPoint in front of the class.  Here, the teacher sent the material via WhatsApp Group a day before class start in the form of PowerPoint,  Link Blog, and PDF.  The teacher asks students to re-read the content of the material provided for 3 minutes.  Process Main-Activity  After the students re-read the content material, the teacher makes heterogeneous groups				interest.
descriptive text about favorite place by PowerPoint in front of the class.  Here, the teacher sent the material via WhatsApp Group a day before class start in the form of PowerPoint, Link Blog, and PDF.  The teacher asks students to re-read the content of the material provided for 3 minutes.  Process Main-Activity  After the students re-read the content material, the teacher makes heterogeneous groups			•	Teacher is showing the
favorite place by PowerPoint in front of the class.  Here, the teacher sent the material via WhatsApp Group a day before class start in the form of PowerPoint, Link Blog, and PDF.  The teacher asks students to re-read the content of the material provided for 3 minutes.  Process Main-Activity  After the students re-read the content material, the teacher makes heterogeneous groups		_		content material of
in front of the class.  Here, the teacher sent the material via WhatsApp Group a day before class start in the form of PowerPoint, Link Blog, and PDF.  The teacher asks students to re-read the content of the material provided for 3 minutes.  Process Main-Activity  After the students re-read the content material, the teacher makes heterogeneous groups				descriptive text about
Here, the teacher sent the material via WhatsApp Group a day before class start in the form of PowerPoint, Link Blog, and PDF.  The teacher asks students to re-read the content of the material provided for 3 minutes.  Process Main-Activity  After the students re-read the content material, the teacher makes heterogeneous groups		e N D I D		favorite place by PowerPoint
Process  Main- Activity  material via WhatsApp  Group a day before class start in the form of PowerPoint,  Link Blog, and PDF.  • The teacher asks students to re-read the content of the material provided for 3 minutes.  • After the students re-read the content material, the teacher makes heterogeneous groups	TASI	EVALUA	3	in front of the class.
Group a day before class start in the form of PowerPoint,  Link Blog, and PDF.  The teacher asks students to re-read the content of the material provided for 3 minutes.  Process Main-Activity  After the students re-read the content material, the teacher makes heterogeneous groups	180			Here, the teacher sent the
in the form of PowerPoint,  Link Blog, and PDF.  The teacher asks students to re-read the content of the material provided for 3 minutes.  Process Main- Activity  After the students re-read the content material, the teacher makes heterogeneous groups		52/	8	material via WhatsApp
Link Blog, and PDF.  The teacher asks students to re-read the content of the material provided for 3 minutes.  Process Main-Activity  After the students re-read the content material, the teacher makes heterogeneous groups				Group a day before class start
The teacher asks students to re-read the content of the material provided for 3 minutes.  Process Main-Activity      After the students re-read the content material, the teacher makes heterogeneous groups				in the form of PowerPoint,
Process Main-Activity  Main-Activity		WWW		Link Blog, and PDF.
Process Main-Activity • After the students re-read the content material, the teacher makes heterogeneous groups				The teacher asks students to
Process Main-Activity • After the students re-read the content material, the teacher makes heterogeneous groups	UN			re-read the content of the
Process Main- Activity • After the students re-read the content material, the teacher makes heterogeneous groups		71183		material provided for 3
Process Main- Activity • After the students re-read the content material, the teacher makes heterogeneous groups				
Activity content material, the teacher makes heterogeneous groups				
content material, the teacher makes heterogeneous groups	Process		•	After the students re-read the
				content material, the teacher
consist of 6-7 students in a				makes heterogeneous groups
				consist of 6-7 students in a

group to discuss descriptive text about favorite place.

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.

- 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

				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
			200	other students related to the
		RNDID	A	question that the teacher
	STIAN.	۵	3/6	gave. So, the students
				discuss it with the teacher
É			3	and with the other students,
	M			so all of the students
				participated in the discussion
	all	$\mathcal{M}$		related to the descriptive text
			1/10	about favorite place.
	Product	Post- Activity		Teacher tells the students
			100	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.

- 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,	Content	Pre-	• Students greet the teacher as
	October 12 <sup>th</sup> , 2023		Activity	he entered the classroom.
				• Teacher leads the students to
				pray together before the
		, RP	ENDID	lesson is started.
		STAN	<u></u>	• Teacher asks the students to
				have a seat.
	Î			• Teacher asks the students'
				attendance and their
				readiness.
				• Teacher is introducing the
		A		topic material that will be
		L N	DIKS	covered which about
			The same of the sa	descriptive text, especially
				descriptive text about
				animal.
				Here, the teacher chooses
				descriptive text about animal
				because the teacher thought

		this class have an ability to
		·
		describe an animal based on
		students' interest.
		• Teacher is showing the
		content material of
		descriptive text about animal
	_	by PowerPoint. The teacher
		has also provided material by
	a N D T h	PowerPoint via WhatsApp
TASP	EKNIM	Group a day before class
200	5	starts, so the teacher asks
	100	students to re-read the
		content of the material
L	<b>//</b> mile	provided for 3 minutes.
Process	Main-	After the students re-read the
2	Activity	content material, the teacher
UN	D T T C	makes heterogeneous groups
		consist of 6-7 students in a
		group to discuss descriptive
		text about animal.
		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. 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

			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
		WNDID	about animal.
	Product	Post-	• Teacher tells the students
	100	Activity	about a product that they
	\$ 5		should make in a written
E	3 (1)		
	7		form, especially mind map.
			• Teacher tells the students
	a	444	about a mind map related to
			the descriptive text about
	$\sigma_{N_1}$	DIVS	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.

- 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,	Content	Pre-	•	Students greet the teacher as
	October 12 <sup>th</sup> , 2023		Activity		he entered the classroom.
				•	Teacher leads the students to
				O Comment	pray together before the
		LAP	ENDID	R	lesson is started.
		STA	4	•	Teacher asks the students to
					have a seat.
					Teacher asks the students'
				Y	attendance and their
					readiness.
		a		•	Teacher is introducing the
				B	topic material that will be
		N.	DIKS	ij.	covered which about
					descriptive text, especially
					descriptive text about pet.
					Here, the teacher chooses
					descriptive text about pet
					because the teacher thought
					this class have an ability to

			describe a met bessed on
			describe a pet based on
			students' interest.
			• Teacher is showing the
			content material of
			descriptive text about pet by
			PowerPoint. The teacher has
			also provided material by
			PowerPoint via WhatsApp
		ENDID	Group a day before class
	STARI	EVALUE I	starts, so the teacher asks
		5 (IAI)	students to re-read the
		521	content of the material
	, 0		provided for 3 minutes.
	Process	Main- Activity	• After the students re-read the
7/4	an	rictivity	content material, the teacher
	-	700	makes heterogeneous groups
	D <sub>N</sub>	DIKS	consist of 6-7 students in a
			group to discuss descriptive
			text about pet.
			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.

Teacher shows a PowerPoint
in front of the class that is

- 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

		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.
Product	Post- Activity	Teacher tells the students
STIAS	A.	about a product that they
		should make in a written
	77	form, especially mind map.
<b>V</b>		• Teacher tells the students
		about a mind map related to
		the descriptive text about pet.
	0	• Teacher asks students to
N.	DIKS	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

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 2: XB

No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities		Description
1	Thursday,	Content	Pre-	•	Students greet the teacher as
	October 19 <sup>th</sup> , 2023		Activity		he entered the classroom.
				•	Teacher leads the students to
		A STATE OF THE PARTY OF THE PAR			pray together before the
		LSP	ENDID	R	lesson is started.
		ST. A.	4	•	Teacher asks the students to
				a i	have a seat.
	Ê				Teacher asks the students'
				Y	attendance and their
				K	readiness.
				•	Teacher reviews the material
					in the previous meeting
		N.	DIKS	ij.	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	•	Teacher asks the students to
		neuvity		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
			Name of Street	how to correct others mind
		NNID		map using PowerPoint and
	STARE		A.	shows in front of the class
	<b>15</b>			using an LCD and a
		22	Ģ	projector.
	M		Y	Students swap the mind map
				that they have worked on
7(6	a		2	with their pair and start
	7		I	correcting others mind map.
	NI	DIKS	•	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	•	The teacher asked the
				students to make a paragraph

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. The students should make it individually. Teacher asks the students to upload the product 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,	Content	Pre-	•	Students greet the teacher as
	October 19 <sup>th</sup> , 2023		Activity		he entered the classroom.
				•	Teacher leads the students to
				Older .	pray together before the
		A P	ENDID	R	lesson is started.
		SET AL	4	•	Teacher asks the students to
				a f	have a seat.
	Ê	š (A)		\$	Teacher asks the students'
				a Y	attendance and their
					readiness.
				•	Teacher reviews the material
				100	in the previous meeting
		N.	DIKS	Ø.	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	•	Teacher asks the students to
		neuvity		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
			Name of Street	how to correct others mind
		NNID		map using PowerPoint and
	STARE		A.	shows in front of the class
	<b>15</b>			using an LCD and a
		22	Ģ	projector.
	M		Y	Students swap the mind map
				that they have worked on
7(6	a		2	with their pair and start
	7		I	correcting others mind map.
	NI	DIKS	•	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	•	The teacher asked the
				students to make a paragraph

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. The students should make it individually. Teacher asks the students to upload the product 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,	Content	Pre-	•	Students greet the teacher as
	October 19 <sup>th</sup> , 2023		Activity		he entered the classroom.
				•	Teacher leads the students to
					pray together before the
		LSP	ENDID	R	lesson is started.
		ST. A.	4	•	Teacher asks the students to
					have a seat.
	É				Teacher asks the students'
	4			Y	attendance and their
		N.G.			readiness.
		70		•	Teacher reviews the material
				H.	in the previous meeting
		V <sub>N</sub>	DIKS	T.	about descriptive text about
				100	pet.
				•	Teacher prepared
					PowerPoint and some images
					as the technology used to
					give content material to the
					students.

	Process	Main- Activity	•	Teacher asks the students to
		neuvity		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
			Name of Street	how to correct others mind
		NNID		map using PowerPoint and
	STARE		A.	shows in front of the class
	<b>15</b>			using an LCD and a
		22	Ģ	projector.
	M		Y	Students swap the mind map
				that they have worked on
76	a		2	with their pair and start
	7		I	correcting others mind map.
	N.	DIKS	•	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	•	The teacher asked the
				students to make a paragraph

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.

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,	Content	Pre-	•	Students greet the teacher as
	October 26 <sup>th</sup> , 2023		Activity		he entered the classroom.
				•	Teacher leads the students to
		A STATE OF THE STA		Older .	pray together before the
		LSP	ENDID	R	lesson is started.
		STA	<u> </u>	•	Teacher asks the students to
				21	have a seat.
	Ê			•	Teacher asks the students'
				ď	attendance and their
				K	readiness.
		700		•	Teacher is introducing the
				B	topic material that will be
		V <sub>N</sub>	DIKS	Ø.	covered which about
			The same of the sa	1	procedure text, especially
					how to operate something.
				•	Teacher is showing the
					content material of procedure
					text about how to operate
					something 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 in 3 minutes.
	Process	Main- Activity	After the students re-read the
	TABL	A.	content material, the teacher
			makes heterogeneous groups
		27	consist of 6-7 students in a
	V		group to discuss procedure
			text about how to operate
	da		something.
	- L	0	Here the teacher selects
	L'N	DIKS	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.

- 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

				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.
	Product	Post- Activity	•	Teacher tells the students
		Tientey	Name of Street	about a product that they
		e N N I D		should make in a written
	TABI	EVALUATION I	A.	form, especially draft of
				procedure text, especially
É		521	લ	how to operate something.
			V	Teacher asks students to
	, , ,		V	choose a thing that they want
77	a	YYYY	7	to tell how to operate it based
			1	on their abilities and interest
	ON.	DIKS	Ø	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.
 1	I			

# OBSERVATION SHEET MEETING 3: XD

No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities		Description
1	Thursday,	Content	Pre-	•	Students greet the teacher as
	October 26 <sup>th</sup> , 2023		Activity		he entered the classroom.
				•	Teacher leads the students to
		A STATE OF THE STA			pray together before the
		LSP	ENDID	R	lesson is started.
		STA	<u> </u>	•	Teacher asks the students to
				21	have a seat.
				•	Teacher asks the students'
		7		Y	attendance and their
				K	readiness.
		70		•	Teacher is introducing the
					topic material that will be
			DIKS	Ø.	covered which about
			and the same of	100	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

			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.
	Process	Main- Activity	After the students re-read the
	STIAS.	<u></u>	content material, the teacher
			makes heterogeneous groups
Ê		7	consist of 6-7 students in a
	1		group to discuss procedure
			text about how to make a
	700		food.
	1		Here the teacher selects
1	N.	DIKS	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.

- 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

				the other students, so all of
				the students participated in
				the discussion related to the
				procedure text about how to
				make a food.
	Product	Post- Activity	•	Teacher tells the students
				about a product that they
			Name of Street	should make in a written
		ENDID	P	form, especially draft of
	SITAD	â	1	procedure text, how to make
				a food.
Ê		77	3	Teacher asks students to
	N/		Y	choose a thing that they want
			4	to tell how to operate it based
7.6	a	((((((((((((((((((((((((((((((((((((	2	on their abilities and interest
			1/10	in the form of draft of
	$o_{N_1}$	DIKS	K	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,	Content	Pre-	•	Students greet the teacher as
	October 26 <sup>th</sup> , 2023		Activity		he entered the classroom.
				•	Teacher leads the students to
		A STATE OF THE STA			pray together before the
		LSP	ENDID	R	lesson is started.
		STA	<u> </u>	•	Teacher asks the students to
				21	have a seat.
	Ê			•	Teacher asks the students'
		7		Y	attendance and their
				4	readiness.
		a		•	Teacher is introducing the
			10		topic material that will be
		N.	DIKS	Ø.	covered which about
			The same of the sa	1	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

		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.
Process	Main- Activity	After the students re-read the
OSITAD.	<u></u>	content material, the teacher
		makes heterogeneous groups
	7	consist of 6-7 students in a
70		group to discuss procedure
		text about how to make a drink.
	444	Here the teacher selects
O At		several students who have
	DIKS	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.

- 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

				the other students, so all of
				the students participated in
				the discussion related to the
				procedure text about how to
				make a drink.
	Product	Post- Activity	•	Teacher tells the students
				about a product that they
				should make in a written
	- 1	RNDID	A	form, especially draft of
	STIAD.	â		procedure text, how to make
				a drink.
Ê			185	Teacher asks students to
	V)			choose a thing that they want
	N. C.			to tell how to operate it based
	da	$\chi(\chi)$		on their abilities and interest
			1/1	in the form of draft of
	N.	DIKS	Ø.	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,	Content	Pre-	•	Students greet the teacher as
	November 2 <sup>nd</sup> , 2023		Activity		he entered the classroom.
				•	Teacher leads the students to
				O State	pray together before the
		A P	ENDID!	R	lesson is started.
		ATTA"	4	•	Teacher asks the students to
				2.5	have a seat.
	) É			4	Teacher asks the students'
		7.1		.Y	attendance and their
					readiness.
		700		•	Teacher reviews the material
				No.	in the previous meeting
		V <sub>N</sub>	DIKS	Ø.	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	•	Teacher asks the students to
		Activity		sit down with their pair.
				Here, teacher uses group in
				pair and asks students to
				correct their pair's draft.
			•	Teacher tells students the
		RNDID	Þ	guidance how to correct
	TIAD.	4	×	others draft using
				PowerPoint and shows in
) Á		12	S.	front of the class using an
	M		V	LCD and a projector.
			<u>.</u>	Students swap the draft that
16	a	((((((((((((((((((((((((((((((((((((	2	they have worked on with
	-		i B	their pair and start correcting
	ONI	DIKS	Ø.	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-	•	The teacher asked the
		Activity		
				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
		e N N I n		upload the product on
	SATTA	NATURE OF THE PARTY OF THE PART	V.	YouTube or Blog, then the
	A Par			students should collect it on
		521	ď	WhatsApp Group in the form
	· W		V	of YouTube Link or Blog
	K			Link.

# OBSERVATION SHEET MEETING 4: XD

No	Date of Observation	Aspects of technology based differentiated instruction	Learning Activities		Description
1	Thursday,	Content	Pre-	•	Students greet the teacher as
	November 2 <sup>nd</sup> , 2023		Activity		he entered the classroom.
				•	Teacher leads the students to
				Older .	pray together before the
		Q P	ENDID!	R	lesson is started.
		ATTA"	4	•	Teacher asks the students to
				2.5	have a seat.
	) É			4	Teacher asks the students'
		73		.Y	attendance and their
					readiness.
		700		•	Teacher reviews the material
				B	in the previous meeting
		V.N.	DIKS	ij.	about procedure text about
				100	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	•	Teacher asks the students to
		Activity		sit down with their pair.
				Here, teacher uses group in
				pair and asks students to
		_		correct their pair's draft.
			•	Teacher tells students the
		e N D I n		guidance how to correct
	TASI		4	others draft using
				PowerPoint and shows in
É			Ģ	front of the class using an
	M		V	LCD and a projector.
			<u>.</u>	Students swap the draft that
7	$-\infty$	YYY)	2	they have worked on with
	-1		1	their pair and start correcting
	ONI	DIKS	Ø.	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-	•	The teacher asked the
		Activity		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
		e N D I D		upload the product on
	STARE		4	YouTube or Blog, then the
				students should collect it on
É		12	S	WhatsApp Group in the form
	V			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,	Content	Pre-	•	Students greet the teacher as						
	November 2 <sup>nd</sup> , 2023		Activity		he entered the classroom.						
				•	Teacher leads the students to						
				e de la constante de la consta	pray together before the						
		A S P	ENDIDA	R	lesson is started.						
		31110	<u></u>	•	Teacher asks the students to						
		5 T			have a seat.						
				•	Teacher asks the students'						
		7.1		Y	attendance and their						
		N.C.			readiness.						
		70		•	Teacher reviews the material						
				B	in the previous meeting						
		V VI	DIKS	ij.	about procedure text about						
				1000	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-	•	Teacher asks the students to
		Activity		sit down with their pair.
				Here, teacher uses group in
				pair and asks students to
		A		correct their pair's draft.
			•	Teacher tells students the
		eNDID		guidance how to correct
	TASE		10	others draft using
				PowerPoint and shows in
Á	7 a)	521	ģ	front of the class using an
	· M		V	LCD and a projector.
				Students swap the draft that
77	000	YYYY	2	they have worked on with
	-		1/10	their pair and start correcting
	ON	DIKS	K	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-	•	The teacher asked the
		Activity		students to make a procedure
				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
		o N N I n		upload the product on
	TAS	V (MIN)	A.	YouTube or Blog, then the
	150			students should collect it on
N &		57/	d	WhatsApp Group in the form
	• 1			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 R3 5	5	2	5	5	5	4	2	5	5	2	5	2	5	5	5	5	5	5	5	82 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 R7 5	5	2	5	2	5	4	4	5	4	1	5	4	5	5	5	5	5	4	4	78 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 R12 5	5	2	5	5	5	5	5	5	5	2	5	5	5	5	5	5	5	5	5	82 94
R13 5	5	2	5	4	5	4	4	5	4	2	4	3	4	4	4	4	5	4	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 R17 5	5	1	5	4	5	4	2	5	4	2	5	2	4	4	4	5 4	5	4	5	83 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 R21 5	4	2	5	2	5	4	4	5	5	1	5	4	5	4	4	4	5	4	4	78
R21 5 R22 4	5	2	5	4	5	4	4	4	4	2	4	2	5	4	5 4	4	5	4	5	85 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
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R26 3 R27 5	5	2	5	3	5	3	2	5	3	2	5	3	<u>4</u> 5	5	5	4	5	4	4	70 81
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R41 5	5	2	5	4	5	4	2	4	4	1	4	2	4	4	4	4	4	4	4	75
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11117	5	5	2	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	78

## **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 S! 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.

