APPENDICES

Appendix 1. Observation Permit Letter

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 : 3034/UN48.7.1/DT/2023 — 20 September 2023

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMKN 1 Sukasada
di Buleleng

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

Nama	: Putu Heny Karmilayanti
NIM	: 2012021113
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 2. Research Permit Letter

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 : 3535/UN48.7.1/DT/2023 17 Oktober 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMK Negeri 1 Sukasada
di Jalan Srikandi Singaraja, Sambangan, Kec. Sukasada, Kab. Buleleng Prov. Bali

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

Nama	: Putu Heny Karmilayanti
NIM	: 2012021113
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION INTEGRATED WITH TECHNOLOGY IN ENGLISH CLASS AT SMK NEGERI 1 SUKASADA

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 Salistia Dewi
NIP. 198104192006042002

Tembusan:
1. Dekan FBS Undiksha Singaraja
2. Koprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 3. Data Collection Permit Letter

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 : 351/UN48.7.1/DT/2024 7 Februari 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMK N 1 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 Heny Karmilayanti
NIM	: 2012021113
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION INTEGRATED WITH TECHNOLOGY AT SMK N 1 SUKASADA

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

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 : 350/UN48.7.1/DT/2024 7 Februari 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA N 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 Heny Karmilayanti
NIM	: 2012021113
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION INTEGRATED WITH TECHNOLOGY AT SMK N 1 SUKASADA

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 4. Expert Judgment Sheet

Instrument: Questionnaire

Expert Judge 1

Instrument : Questionnaire of Students Beliefs in Implementing Differentiated Instruction Integrated with Technology

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

The questionnaire in this research is adapted from Rahmawita, (2022), which uses the belief theory from Horwitz (1999). Horwitz divides beliefs in language learning into 5 aspects of assessment. The five aspects in question consist of;

1. **Difficulty of language learning,** which students difficulties that often experience in language classes in learning foreign languages.
2. **Foreign language aptitude,** which refers to the student's talent in using a foreign language. This could be related to the ease with which students understand the language.
3. **Nature of language learning,** is one aspect that shows that language learning is a different process than learning other subjects.
4. **Learning and communication strategies,** refer to the strategy used by students in practicing foreign language skills while students are studying it.
5. **Motivation and expectations,** these motivations and expectations tend to influence students' beliefs about how the language will help them in other aspects of life

Dimension	Number of Questions
Beliefs about the difficulty of language learning	3, 4, 6, 22, 26
Beliefs about language learning aptitude	1, 2, 9, 13, 20, 27, 30, 31, 32
Beliefs about nature in language learning	5, 10, 14, 18, 23, 24
Beliefs about learning and communication strategy	15, 19, 7, 8, 11, 12, 16, 17
Motivation and expectation in language learning	21, 25, 28, 29

No	Statement	Relevant	Irrelevant	Note
1	Anak-anak lebih mudah mempelajari bahasa Inggris daripada orang dewasa ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
2	Beberapa orang terlahir dengan kemampuan special yang dapat menolong mereka untuk mempelajari bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
3	Beberapa bahasa lebih mudah dipelajari dibandingkan bahasa lain bila diterapkan dengan pembelajaran berdifferensiasi terintegrasi dengan teknologi.	✓		

4	Bahasa yang saya coba pelajari adalah: 1) bahasa yang sangat sulit, 2) bahasa yang sulit, 3) bahasa dengan tingkat kesulitan sedang, 4) bahasa yang mudah, 5) bahasa yang sangat mudah, ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
5	Bahasa yang saya coba pelajari disusun dengan cara yang sama seperti bahasa Indonesia, ketika saya belajar bahasa asing dengan metode pembelajaran berdifferensiasi terintegrasi dengan teknologi.	✓		
6	Saya percaya bahwa saya akan bisa belajar berbicara bahasa inggris dengan sangat baik ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
7	Penting untuk berbicara bahasa Inggris dengan aksen yang sempurna ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
8	Saya tidak seharusnya mengatakan sesuatu dengan bahasa Inggris sampai saya bisa mengucapkannya dengan benar ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		

9	Orang yang fasih berbahasa Inggris bisa dengan mudah mempelajari bahasa lainnya ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
10	Lebih baik mempelajari bahasa inggris di luar negeri bila pelaksanaannya dilakukan dengan pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
11	Jika saya mendengar seseorang berbicara dengan bahasa yang sedang saya pelajari, saya akan mendatanginya agar bisa berlatih berbicara bahasa tersebut ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
12	Boleh menebak jika anda tidak tahu suatu kata dalam bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
13	Saya memiliki bakat menggunakan bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
14	Hal paling penting dalam mempelajari bahasa asing adalah banyak mempelajari kosakata baru, ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
15	Penting untuk banyak mengulang dan berlatih bahasa Inggris dengan metode pembelajaran berdifferensiasi terintegrasi dengan teknologi	✓		

	diterapkan.			
16	Saya merasa gugup berbicara bahasa inggris di depan orang lain ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
17	Jika anda diperbolehkan berbuat kesalahan di awal, maka akan sulit untuk menghilangkannya di kemudian hari ketika pembelajaran dengan pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
18	Saya yakin bahwa mempelajari bahasa asing sebagian besar adalah soal mempelajari banyak aturan tata bahasa, ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
19	Pentingnya praktik di laboratorium bahasa ketika belajar bahasa Inggris dengan metode pembelajaran berdifferensiasi terintegrasi dengan teknologi.	✓		
20	Perempuan lebih baik dibandingkan laki-laki dalam belajar bahasa asing ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		

21	Jika saya dapat berbicara bahasa Inggris dengan lancar, saya akan memiliki banyak kesempatan untuk menggunakannya ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
22	Lebih mudah untuk berbicara daripada memahami bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
23	Saya yakin bahwa mempelajari bahasa Inggris berbeda dengan mempelajari pelajaran sekolah lainnya, ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
24	Saya yakin bahwa hal paling penting dalam mempelajari bahasa asing adalah menterjemahkan kata ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
25	Jika saya belajar untuk berbicara bahasa asing dengan baik saat pembelajaran berdifferensiasi terintegrasi dengan teknologi, akan membantu saya untuk mendapatkan pekerjaan yang bagus	✓		
26	Lebih mudah membaca dan menulis dalam bahasa asing daripada berbicara dan memahaminya ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi	✓		

	diterapkan.			
27	Orang yang pandai matematika dan sains tidak pandai belajar bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
28	Saya pikir penting untuk memahami bahasa asing melalui pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
29	Saya ingin mempelajari bahasa Inggris bahasa asing dengan pembelajaran berdifferensiasi terintegrasi dengan teknologi agar lebih mengenal pembicaranya lebih baik.	✓		
30	Orang yang pandai berbicara lebih dari satu bahasa adalah orang yang cerdas ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
31	Saya ingin berbahasa inggris dengan fasih ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
32	Semua orang bisa belajar untuk berbicara dalam bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		

Adapted from Rahmawita (2022)

Singaraja, January 1st 2024

Expert Judge 1

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

NIP. 198706122015041006

Expert Judgment Sheet

Instrument: Questionnaire

Expert Judge 2

Instrument : Questionnaire of Students Beliefs in Implementing Differentiated Instruction Integrated with Technology

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

The questionnaire in this research is adapted from Rahmawita, (2022), which uses the belief theory from Horwitz (1999). Horwitz divides beliefs in language learning into 5 aspects of assessment. The five aspects in question consist of;

6. **Difficulty of language learning,** which students difficulties that often experience in language classes in learning foreign languages.
7. **Foreign language aptitude,** which refers to the student's talent in using a foreign language. This could be related to the ease with which students understand the language.
8. **Nature of language learning,** is one aspect that shows that language learning is a different process than learning other subjects.
9. **Learning and communication strategies,** refer to the strategy used by students in practicing foreign language skills while students are studying it.
10. **Motivation and expectations,** these motivations and expectations tend to influence students' beliefs about how the language will help them in other aspects of life

Dimension	Number of Questions
Beliefs about the difficulty of language learning	3, 4, 6, 22, 26
Beliefs about language learning aptitude	1, 2, 9, 13, 20, 27, 30, 31, 32
Beliefs about nature in language learning	5, 10, 14, 18, 23, 24
Beliefs about learning and communication strategy	15, 19, 7, 8, 11, 12, 16, 17
Motivation and expectation in language learning	21, 25, 28, 29

No	Statement	Relevant	Irrelevant	Note
1	Anak-anak lebih mudah mempelajari bahasa Inggris daripada orang dewasa ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
2	Beberapa orang terlahir dengan kemampuan special yang dapat menolong mereka untuk mempelajari bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
3	Beberapa bahasa lebih mudah dipelajari dibandingkan bahasa lain bila diterapkan dengan pembelajaran berdifferensiasi terintegrasi dengan teknologi.	✓		

4	Bahasa yang saya coba pelajari adalah: 1) bahasa yang sangat sulit, 2) bahasa yang sulit, 3) bahasa dengan tingkat kesulitan sedang, 4) bahasa yang mudah, 5) bahasa yang sangat mudah, ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
5	Bahasa yang saya coba pelajari disusun dengan cara yang sama seperti bahasa Indonesia, ketika saya belajar bahasa asing dengan metode pembelajaran berdifferensiasi terintegrasi dengan teknologi.	✓		
6	Saya percaya bahwa saya akan bisa belajar berbicara bahasa inggris dengan sangat baik ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
7	Penting untuk berbicara bahasa Inggris dengan aksen yang sempurna ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
8	Saya tidak seharusnya mengatakan sesuatu dengan bahasa Inggris sampai saya bisa mengucapkannya dengan benar ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		

9	Orang yang fasih berbahasa Inggris bisa dengan mudah mempelajari bahasa lainnya ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
10	Lebih baik mempelajari bahasa inggris di luar negeri bila pelaksanaannya dilakukan dengan pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
11	Jika saya mendengar seseorang berbicara dengan bahasa yang sedang saya pelajari, saya akan mendatanginya agar bisa berlatih berbicara bahasa tersebut ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
12	Boleh menebak jika anda tidak tahu suatu kata dalam bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
13	Saya memiliki bakat menggunakan bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
14	Hal paling penting dalam mempelajari bahasa asing adalah banyak mempelajari kosakata baru, ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
15	Penting untuk banyak mengulang dan berlatih bahasa Inggris dengan metode pembelajaran berdifferensiasi terintegrasi dengan teknologi	✓		

	diterapkan.			
16	Saya merasa gugup berbicara bahasa inggris di depan orang lain ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
17	Jika anda diperbolehkan berbuat kesalahan di awal, maka akan sulit untuk menghilangkannya di kemudian hari ketika pembelajaran dengan pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
18	Saya yakin bahwa mempelajari bahasa asing sebagian besar adalah soal mempelajari banyak aturan tata bahasa, ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
19	Pentingnya praktik di laboratorium bahasa ketika belajar bahasa Inggris dengan metode pembelajaran berdifferensiasi terintegrasi dengan teknologi.	✓		
20	Perempuan lebih baik dibandingkan laki-laki dalam belajar bahasa asing ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		

21	Jika saya dapat berbicara bahasa Inggris dengan lancar, saya akan memiliki banyak kesempatan untuk menggunakannya ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
22	Lebih mudah untuk berbicara daripada memahami bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
23	Saya yakin bahwa mempelajari bahasa Inggris berbeda dengan mempelajari pelajaran sekolah lainnya, ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
24	Saya yakin bahwa hal paling penting dalam mempelajari bahasa asing adalah menterjemahkan kata ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
25	Jika saya belajar untuk berbicara bahasa asing dengan baik saat pembelajaran berdifferensiasi terintegrasi dengan teknologi, akan membantu saya untuk mendapatkan pekerjaan yang bagus	✓		
26	Lebih mudah membaca dan menulis dalam bahasa asing daripada berbicara dan memahaminya ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi	✓		

	diterapkan.			
27	Orang yang pandai matematika dan sains tidak pandai belajar bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
28	Saya pikir penting untuk memahami bahasa asing melalui pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
29	Saya ingin mempelajari bahasa Inggris bahasa asing dengan pembelajaran berdifferensiasi terintegrasi dengan teknologi agar lebih mengenal pembicaranya lebih baik.	✓		
30	Orang yang pandai berbicara lebih dari satu bahasa adalah orang yang cerdas ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
31	Saya ingin berbahasa inggris dengan fasih ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
32	Semua orang bisa belajar untuk berbicara dalam bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		

Adapted from Rahmawita (2022)

Singaraja, January 1st 2024

Expert Judge 2

Gede Mahendrayana, S.Pd., M.Pd.

NIP. 199007252015041002

Appendix 5. Instrument validity

Instrument Validity

Pearson Product Moment

Correlations

		XP1	XP2	XP3	XP4	XP5	XP6	XP7	XP8	XP9	XP10	XP11	XP12	XP13	XP14	XP15	XP16	XP17	XP18	XP19	XP20	XP21
XP1	Pearson Correlation	1	.339	.419*	.358*	.333	.291	.513**	.478**	.513**	.330	.298	.584**	.145	.566**	.623**	.501**	.657**	.412*	.622**	.412*	.587**
	Sig. (2-tailed)		.058	.017	.044	.063	.107	.003	.006	.003	.065	.097	.000	.429	.001	.000	.004	.000	.019	.000	.019	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP2	Pearson Correlation	.339	1	.193	.368*	.120	.434*	.336	.219	.336	.202	.330	.113	.097	.171	.317	.329	.279	.156	.438*	-.065	.413*
	Sig. (2-tailed)	.058		.291	.038	.514	.013	.060	.228	.060	.267	.065	.537	.598	.350	.077	.066	.122	.393	.012	.725	.019
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP3	Pearson Correlation	.419*	.193	1	.422*	.210	.247	.371*	.544**	.371*	.024	.189	.051	-.147	.517**	.585**	.150	.392*	-.053	.186	-.068	.404*
	Sig. (2-tailed)	.017	.291		.016	.248	.174	.036	.001	.036	.895	.299	.782	.422	.002	.000	.414	.026	.774	.307	.710	.022
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

XP4	Pearson Correlation	.358*	.368*	.422*	1	.325	.411*	.416*	.063	.416*	.187	.232	.331	-.134	.318	.531**	.301	.475**	.170	.321	.049	.353*
	Sig. (2-tailed)	.044	.038	.016		.069	.019	.018	.732	.018	.305	.200	.064	.466	.077	.002	.094	.006	.354	.073	.789	.048
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP5	Pearson Correlation	.333	.120	.210	.325	1	.401*	.322	-.113	.322	.309	.461**	.144	-.045	-.068	.296	.327	.412*	.327	.281	.334	.393*
	Sig. (2-tailed)	.063	.514	.248	.069		.023	.073	.537	.073	.085	.008	.431	.806	.713	.100	.068	.019	.068	.120	.062	.026
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP6	Pearson Correlation	.291	.434*	.247	.411*	.401*	1	.611**	.124	.611**	.259	.358*	.253	.174	.176	.356*	.124	.314	.028	.279	.098	.389*
	Sig. (2-tailed)	.107	.013	.174	.019	.023		.000	.500	.000	.152	.044	.163	.340	.334	.046	.500	.080	.878	.122	.594	.028
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP7	Pearson Correlation	.513**	.336	.371*	.416*	.322	.611**	1	.350*	1.000**	.316	.377*	.299	.135	.487**	.456**	.404*	.668**	.003	.485**	.187	.515**
	Sig. (2-tailed)	.003	.060	.036	.018	.073	.000		.050	.000	.078	.033	.096	.462	.005	.009	.022	.000	.988	.005	.305	.003
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP8	Pearson Correlation	.478**	.219	.544**	.063	-.113	.124	.350*	1	.350*	-.100	.262	.168	.167	.870**	.473**	.198	.340	-.001	.341	-.042	.404*
	Sig. (2-tailed)	.006	.228	.001	.732	.537	.500	.050		.050	.585	.147	.358	.360	.000	.006	.277	.057	.996	.056	.820	.022
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

XP9	Pearson Correlation	.513**	.336	.371*	.416*	.322	.611**	1.000**	.350*	1	.316	.377*	.299	.135	.487**	.456**	.404*	.668**	.003	.485**	.187	.515**
	Sig. (2-tailed)	.003	.060	.036	.018	.073	.000	.000	.050		.078	.033	.096	.462	.005	.009	.022	.000	.988	.005	.305	.003
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP10	Pearson Correlation	.330	.202	.024	.187	.309	.259	.316	-.100	.316	1	.149	.240	.322	-.067	.092	.332	.247	.323	.288	.395*	.382*
	Sig. (2-tailed)	.065	.267	.895	.305	.085	.152	.078	.585	.078		.415	.186	.072	.715	.616	.063	.173	.072	.111	.025	.031
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP11	Pearson Correlation	.298	.330	.189	.232	.461**	.358*	.377*	.262	.377*	.149	1	.428*	.397*	.313	.451**	.327	.473**	.135	.599**	.146	.643**
	Sig. (2-tailed)	.097	.065	.299	.200	.008	.044	.033	.147	.033	.415		.014	.024	.081	.010	.068	.006	.461	.000	.427	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP12	Pearson Correlation	.584**	.113	.051	.331	.144	.253	.299	.168	.299	.240	.428*	1	.349	.353*	.519**	.503**	.532**	.403*	.572**	.422*	.463**
	Sig. (2-tailed)	.000	.537	.782	.064	.431	.163	.096	.358	.096	.186	.014		.051	.048	.002	.003	.002	.022	.001	.016	.008
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP13	Pearson Correlation	.145	.097	-.147	-.134	-.045	.174	.135	.167	.135	.322	.397*	.349	1	.256	.044	.176	-.026	.065	.276	.363*	.380*
	Sig. (2-tailed)	.429	.598	.422	.466	.806	.340	.462	.360	.462	.072	.024	.051		.158	.809	.336	.889	.725	.127	.041	.032
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

XP14	Pearson Correlation	.566**	.171	.517**	.318	-.068	.176	.487**	.870**	.487**	-.067	.313	.353*	.256	1	.636**	.262	.444*	.073	.478**	.090	.515**
	Sig. (2-tailed)	.001	.350	.002	.077	.713	.334	.005	.000	.005	.715	.081	.048	.158		.000	.148	.011	.692	.006	.625	.003
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP15	Pearson Correlation	.623**	.317	.585**	.531**	.296	.356*	.456**	.473**	.456**	.092	.451**	.519**	.044	.636**	1	.466**	.611**	.451**	.525**	.071	.747**
	Sig. (2-tailed)	.000	.077	.000	.002	.100	.046	.009	.006	.009	.616	.010	.002	.809	.000		.007	.000	.010	.002	.699	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP16	Pearson Correlation	.501**	.329	.150	.301	.327	.124	.404*	.198	.404*	.332	.327	.503**	.176	.262	.466**	1	.605**	.384*	.547**	.328	.614**
	Sig. (2-tailed)	.004	.066	.414	.094	.068	.500	.022	.277	.022	.063	.068	.003	.336	.148	.007		.000	.030	.001	.067	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP17	Pearson Correlation	.657**	.279	.392*	.475**	.412*	.314	.668**	.340	.668**	.247	.473**	.532**	-.026	.444*	.611**	.605**	1	.343	.654**	.328	.537**
	Sig. (2-tailed)	.000	.122	.026	.006	.019	.080	.000	.057	.000	.173	.006	.002	.889	.011	.000	.000		.054	.000	.067	.002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP18	Pearson Correlation	.412*	.156	-.053	.170	.327	.028	.003	-.001	.003	.323	.135	.403*	.065	.073	.451**	.384*	.343	1	.470**	.402*	.318
	Sig. (2-tailed)	.019	.393	.774	.354	.068	.878	.988	.996	.988	.072	.461	.022	.725	.692	.010	.030	.054		.007	.023	.077
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

XP19	Pearson Correlation	.622**	.438*	.186	.321	.281	.279	.485**	.341	.485**	.288	.599**	.572**	.276	.478**	.525**	.547**	.654**	.470**	1	.234	.711**
	Sig. (2-tailed)	.000	.012	.307	.073	.120	.122	.005	.056	.005	.111	.000	.001	.127	.006	.002	.001	.000	.007		.198	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP20	Pearson Correlation	.412*	-.065	-.068	.049	.334	.098	.187	-.042	.187	.395*	.146	.422*	.363*	.090	.071	.328	.328	.402*	.234	1	.198
	Sig. (2-tailed)	.019	.725	.710	.789	.062	.594	.305	.820	.305	.025	.427	.016	.041	.625	.699	.067	.067	.023	.198		.277
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP21	Pearson Correlation	.587**	.413*	.404*	.353*	.393*	.389*	.515**	.404*	.515**	.382*	.643**	.463**	.380*	.515**	.747**	.614**	.537**	.318	.711**	.198	1
	Sig. (2-tailed)	.000	.019	.022	.048	.026	.028	.003	.022	.003	.031	.000	.008	.032	.003	.000	.000	.002	.077	.000	.277	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP22	Pearson Correlation	.372*	.112	.014	.137	.155	.193	.205	.296	.205	.156	.596**	.443*	.514**	.362*	.325	.212	.261	.141	.194	.322	.294
	Sig. (2-tailed)	.036	.540	.939	.453	.396	.289	.260	.100	.260	.395	.000	.011	.003	.041	.069	.245	.149	.441	.287	.072	.103
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP23	Pearson Correlation	.735**	.317	.460**	.502**	.485**	.406*	.638**	.365*	.638**	.489**	.460**	.470**	.135	.530**	.617**	.538**	.705**	.506**	.747**	.470**	.680**
	Sig. (2-tailed)	.000	.077	.008	.003	.005	.021	.000	.040	.000	.005	.008	.007	.460	.002	.000	.002	.000	.003	.000	.007	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

XP24	Pearson Correlation	.395*	.114	.256	.476**	.097	.376*	.336	.269	.336	.287	.305	.479**	.081	.431*	.627**	.157	.381*	.470**	.448*	-.089	.404*
	Sig. (2-tailed)	.025	.535	.158	.006	.599	.034	.060	.137	.060	.111	.089	.006	.660	.014	.000	.392	.031	.007	.010	.630	.022
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP25	Pearson Correlation	.478**	.277	.508**	.401*	.323	.310	.545**	.545**	.545**	.315	.555**	.271	.341	.667**	.737**	.501**	.491**	.252	.441*	.153	.791**
	Sig. (2-tailed)	.006	.125	.003	.023	.071	.085	.001	.001	.001	.079	.001	.134	.056	.000	.000	.003	.004	.164	.012	.404	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP26	Pearson Correlation	.569**	.433*	.389*	.397*	.391*	.399*	.484**	.293	.484**	.121	.484**	.371*	.071	.426*	.687**	.400*	.560**	.530**	.589**	.244	.526**
	Sig. (2-tailed)	.001	.013	.028	.024	.027	.024	.005	.103	.005	.510	.005	.037	.699	.015	.000	.023	.001	.002	.000	.178	.002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP27	Pearson Correlation	.282	.075	.124	.241	-.036	.181	.224	.230	.224	.168	.235	.297	.018	.330	.460**	.115	.337	.437*	.376*	.055	.235
	Sig. (2-tailed)	.118	.682	.500	.185	.845	.322	.218	.206	.218	.357	.196	.098	.923	.065	.008	.531	.059	.012	.034	.765	.196
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP28	Pearson Correlation	.301	.360*	.405*	.292	.127	.282	.306	.485**	.306	.100	.378*	.126	-.012	.413*	.560**	.185	.404*	.291	.504**	-.113	.521**
	Sig. (2-tailed)	.094	.043	.022	.105	.488	.117	.089	.005	.089	.587	.033	.492	.949	.019	.001	.311	.022	.106	.003	.539	.002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

XP29	Pearson Correlation	.461**	.333	.381*	.369*	.429*	.552**	.638**	.243	.638**	.191	.529**	.294	.137	.397*	.693**	.392*	.514**	.394*	.582**	.000	.644**
	Sig. (2-tailed)	.008	.063	.031	.038	.014	.001	.000	.181	.000	.296	.002	.102	.455	.025	.000	.026	.003	.026	.000	1.000	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP30	Pearson Correlation	.706**	.435*	.431*	.403*	.428*	.311	.484**	.363*	.484**	.257	.494**	.413*	.197	.501**	.717**	.515**	.608**	.547**	.658**	.331	.675**
	Sig. (2-tailed)	.000	.013	.014	.022	.015	.083	.005	.041	.005	.155	.004	.019	.279	.003	.000	.003	.000	.001	.000	.064	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP31	Pearson Correlation	.428*	.390*	.309	.455**	.220	.499**	.602**	.477**	.602**	.040	.470**	.357*	.014	.597**	.585**	.262	.556**	.296	.594**	.160	.439*
	Sig. (2-tailed)	.014	.027	.085	.009	.227	.004	.000	.006	.000	.826	.007	.045	.938	.000	.000	.148	.001	.100	.000	.383	.012
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP32	Pearson Correlation	.563**	.598**	.377*	.306	.207	.388*	.433*	.517**	.433*	.240	.510**	.269	.242	.531**	.646**	.294	.348	.421*	.652**	-.038	.699**
	Sig. (2-tailed)	.001	.000	.033	.089	.255	.028	.013	.002	.013	.186	.003	.137	.182	.002	.000	.103	.051	.016	.000	.835	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
TOTAL	Pearson Correlation	.767**	.502**	.413*	.473**	.463**	.518**	.681**	.483**	.681**	.417*	.639**	.586**	.366*	.623**	.772**	.606**	.723**	.527**	.792**	.408*	.819**
	Sig. (2-tailed)	.000	.003	.019	.006	.008	.002	.000	.005	.000	.018	.000	.000	.040	.000	.000	.000	.000	.002	.000	.021	.000

	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

Correlations

		XP22	XP23	XP24	XP25	XP26	XP27	XP28	XP29	XP30	XP31	XP32	TOTAL
XP1	Pearson Correlation	.372*	.735**	.395*	.478**	.569**	.282	.301	.461**	.706**	.428*	.563**	.767**
	Sig. (2-tailed)	.036	.000	.025	.006	.001	.118	.094	.008	.000	.014	.001	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP2	Pearson Correlation	.112	.317	.114	.277	.433*	.075	.360*	.333	.435*	.390*	.598**	.502**
	Sig. (2-tailed)	.540	.077	.535	.125	.013	.682	.043	.063	.013	.027	.000	.003
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP3	Pearson Correlation	.014	.460**	.256	.508**	.389*	.124	.405*	.381*	.431*	.309	.377*	.413*
	Sig. (2-tailed)	.939	.008	.158	.003	.028	.500	.022	.031	.014	.085	.033	.019
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP4	Pearson Correlation	.137	.502**	.476**	.401*	.397*	.241	.292	.369*	.403*	.455**	.306	.473**
	Sig. (2-tailed)	.453	.003	.006	.023	.024	.185	.105	.038	.022	.009	.089	.006

	N	32	32	32	32	32	32	32	32	32	32	32	32
XP5	Pearson Correlation	.155	.485**	.097	.323	.391*	-.036	.127	.429*	.428*	.220	.207	.463**
	Sig. (2-tailed)	.396	.005	.599	.071	.027	.845	.488	.014	.015	.227	.255	.008
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP6	Pearson Correlation	.193	.406*	.376*	.310	.399*	.181	.282	.552**	.311	.499**	.388*	.518**
	Sig. (2-tailed)	.289	.021	.034	.085	.024	.322	.117	.001	.083	.004	.028	.002
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP7	Pearson Correlation	.205	.638**	.336	.545**	.484**	.224	.306	.638**	.484**	.602**	.433*	.681**
	Sig. (2-tailed)	.260	.000	.060	.001	.005	.218	.089	.000	.005	.000	.013	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP8	Pearson Correlation	.296	.365*	.269	.545**	.293	.230	.485**	.243	.363*	.477**	.517**	.483**
	Sig. (2-tailed)	.100	.040	.137	.001	.103	.206	.005	.181	.041	.006	.002	.005
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP9	Pearson Correlation	.205	.638**	.336	.545**	.484**	.224	.306	.638**	.484**	.602**	.433*	.681**
	Sig. (2-tailed)	.260	.000	.060	.001	.005	.218	.089	.000	.005	.000	.013	.000

	N	32	32	32	32	32	32	32	32	32	32	32	32
XP10	Pearson Correlation	.156	.489**	.287	.315	.121	.168	.100	.191	.257	.040	.240	.417*
	Sig. (2-tailed)	.395	.005	.111	.079	.510	.357	.587	.296	.155	.826	.186	.018
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP11	Pearson Correlation	.596**	.460**	.305	.555**	.484**	.235	.378*	.529**	.494**	.470**	.510**	.639**
	Sig. (2-tailed)	.000	.008	.089	.001	.005	.196	.033	.002	.004	.007	.003	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP12	Pearson Correlation	.443*	.470**	.479**	.271	.371*	.297	.126	.294	.413*	.357*	.269	.586**
	Sig. (2-tailed)	.011	.007	.006	.134	.037	.098	.492	.102	.019	.045	.137	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP13	Pearson Correlation	.514**	.135	.081	.341	.071	.018	-.012	.137	.197	.014	.242	.366*
	Sig. (2-tailed)	.003	.460	.660	.056	.699	.923	.949	.455	.279	.938	.182	.040
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP14	Pearson Correlation	.362*	.530**	.431*	.667**	.426*	.330	.413*	.397*	.501**	.597**	.531**	.623**
	Sig. (2-tailed)	.041	.002	.014	.000	.015	.065	.019	.025	.003	.000	.002	.000

	N	32	32	32	32	32	32	32	32	32	32	32	32
XP15	Pearson Correlation	.325	.617**	.627**	.737**	.687**	.460**	.560**	.693**	.717**	.585**	.646**	.772**
	Sig. (2-tailed)	.069	.000	.000	.000	.000	.008	.001	.000	.000	.000	.000	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP16	Pearson Correlation	.212	.538**	.157	.501**	.400*	.115	.185	.392*	.515**	.262	.294	.606**
	Sig. (2-tailed)	.245	.002	.392	.003	.023	.531	.311	.026	.003	.148	.103	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP17	Pearson Correlation	.261	.705**	.381*	.491**	.560**	.337	.404*	.514**	.608**	.556**	.348	.723**
	Sig. (2-tailed)	.149	.000	.031	.004	.001	.059	.022	.003	.000	.001	.051	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP18	Pearson Correlation	.141	.506**	.470**	.252	.530**	.437*	.291	.394*	.547**	.296	.421*	.527**
	Sig. (2-tailed)	.441	.003	.007	.164	.002	.012	.106	.026	.001	.100	.016	.002
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP19	Pearson Correlation	.194	.747**	.448*	.441*	.589**	.376*	.504**	.582**	.658**	.594**	.652**	.792**
	Sig. (2-tailed)	.287	.000	.010	.012	.000	.034	.003	.000	.000	.000	.000	.000

	N	32	32	32	32	32	32	32	32	32	32	32	32
XP20	Pearson Correlation	.322	.470**	-.089	.153	.244	.055	-.113	.000	.331	.160	-.038	.408*
	Sig. (2-tailed)	.072	.007	.630	.404	.178	.765	.539	1.000	.064	.383	.835	.021
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP21	Pearson Correlation	.294	.680**	.404*	.791**	.526**	.235	.521**	.644**	.675**	.439*	.699**	.819**
	Sig. (2-tailed)	.103	.000	.022	.000	.002	.196	.002	.000	.000	.012	.000	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP22	Pearson Correlation	1	.279	.262	.438*	.411*	.167	.150	.208	.411*	.341	.296	.481**
	Sig. (2-tailed)		.122	.148	.012	.020	.360	.412	.252	.019	.056	.100	.005
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP23	Pearson Correlation	.279	1	.490**	.603**	.713**	.293	.406*	.564**	.798**	.603**	.640**	.862**
	Sig. (2-tailed)	.122		.004	.000	.000	.103	.021	.001	.000	.000	.000	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP24	Pearson Correlation	.262	.490**	1	.413*	.477**	.743**	.497**	.642**	.439*	.462**	.600**	.553**
	Sig. (2-tailed)	.148	.004		.019	.006	.000	.004	.000	.012	.008	.000	.001

	N	32	32	32	32	32	32	32	32	32	32	32	32
XP25	Pearson Correlation	.438*	.603**	.413*	1	.530**	.325	.405*	.650**	.637**	.550**	.553**	.730**
	Sig. (2-tailed)	.012	.000	.019		.002	.069	.022	.000	.000	.001	.001	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP26	Pearson Correlation	.411*	.713**	.477**	.530**	1	.384*	.433*	.663**	.942**	.662**	.676**	.753**
	Sig. (2-tailed)	.020	.000	.006	.002		.030	.013	.000	.000	.000	.000	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP27	Pearson Correlation	.167	.293	.743**	.325	.384*	1	.483**	.596**	.314	.499**	.387*	.410*
	Sig. (2-tailed)	.360	.103	.000	.069	.030		.005	.000	.080	.004	.029	.020
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP28	Pearson Correlation	.150	.406*	.497**	.405*	.433*	.483**	1	.471**	.401*	.629**	.630**	.541**
	Sig. (2-tailed)	.412	.021	.004	.022	.013	.005		.006	.023	.000	.000	.001
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP29	Pearson Correlation	.208	.564**	.642**	.650**	.663**	.596**	.471**	1	.620**	.572**	.615**	.732**
	Sig. (2-tailed)	.252	.001	.000	.000	.000	.000	.006		.000	.001	.000	.000

	N	32	32	32	32	32	32	32	32	32	32	32	32
XP30	Pearson Correlation	.411*	.798**	.439*	.637**	.942**	.314	.401*	.620**	1	.551**	.725**	.822**
	Sig. (2-tailed)	.019	.000	.012	.000	.000	.080	.023	.000		.001	.000	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP31	Pearson Correlation	.341	.603**	.462**	.550**	.662**	.499**	.629**	.572**	.551**	1	.520**	.669**
	Sig. (2-tailed)	.056	.000	.008	.001	.000	.004	.000	.001	.001		.002	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP32	Pearson Correlation	.296	.640**	.600**	.553**	.676**	.387*	.630**	.615**	.725**	.520**	1	.763**
	Sig. (2-tailed)	.100	.000	.000	.001	.000	.029	.000	.000	.000	.002		.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
TOTAL	Pearson Correlation	.481**	.862**	.553**	.730**	.753**	.410*	.541**	.732**	.822**	.669**	.763**	1
	Sig. (2-tailed)	.005	.000	.001	.000	.000	.020	.001	.000	.000	.000	.000	
	N	32	32	32	32	32	32	32	32	32	32	32	32

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

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

Appendix 6. Instrument Reliability

Cronbach's Alpha

Reliability

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded[a]	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.949	32

Appendix 7. Questionnaire Try Out Result

Code	Question's Items																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
X1	4	5	5	4	4	5	5	4	5	5	5	4	4	4	4	4	4	2	4	3	5	5	5	4	5	5	2	3	4	5	4	5
X2	3	1	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
X3	4	3	5	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
X4	3	2	4	4	4	3	2	4	2	4	3	3	3	4	3	4	3	4	3	4	3	4	4	4	4	4	4	4	3	4	4	3
X5	1	3	3	2	1	2	2	3	2	3	3	3	5	3	2	3	1	2	3	2	3	2	1	3	3	2	3	3	3	2	2	3
X6	3	3	3	4	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3	3
X7	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
X8	5	5	4	4	3	4	4	5	4	3	3	4	4	5	5	4	3	4	3	3	4	5	3	4	5	5	4	4	4	5	5	5
X9	4	5	5	5	4	4	5	4	5	5	3	3	1	4	5	5	5	5	5	2	5	1	5	5	5	4	5	5	5	4	5	5
X10	3	3	2	3	3	3	3	1	3	4	2	3	2	1	1	3	2	2	2	4	2	2	2	2	1	2	2	2	2	2	2	2
X11	3	3	4	3	2	3	3	4	3	3	3	2	3	4	4	3	2	2	2	2	4	4	2	4	4	3	4	4	4	3	2	4
X12	4	4	4	5	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
X13	3	4	4	3	4	4	3	4	3	2	4	3	4	4	4	4	2	4	4	4	5	3	4	3	4	4	3	4	4	4	4	5
X14	3	5	5	4	4	4	5	4	5	3	4	2	3	4	4	4	4	2	4	3	5	3	4	2	5	5	2	5	4	5	5	4
X15	2	3	4	4	3	3	3	5	3	2	4	2	3	5	3	2	2	1	2	2	3	4	2	3	5	2	3	3	3	2	4	3
X16	4	4	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3
X17	4	4	4	4	3	4	4	5	4	1	4	4	3	5	4	4	5	2	5	2	4	3	3	4	3	4	4	4	4	4	4	4
X18	5	3	5	4	4	3	5	5	5	3	5	5	3	5	5	5	5	4	5	3	5	5	5	5	5	5	5	5	5	5	5	5
X19	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
X20	3	3	4	4	4	4	3	4	3	3	3	4	3	4	4	3	2	3	3	2	4	3	3	4	3	3	1	4	3	3	3	4
X21	4	3	3	5	4	4	5	2	5	4	4	5	4	5	5	4	4	4	5	4	5	4	5	5	5	5	5	3	5	5	5	4
X22	4	4	4	3	2	2	2	5	2	2	3	3	2	5	4	2	3	5	4	3	3	3	4	4	3	5	4	4	3	5	4	5
X23	4	3	4	3	4	5	5	5	5	4	4	3	4	5	4	2	3	3	4	3	5	3	4	5	5	4	5	5	5	4	5	5
X24	4	4	4	3	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

X25	4	5	3	4	2	4	4	5	4	4	4	4	4	5	3	3	3	2	5	3	4	4	4	4	3	3	4	5	3	3	5	5
X26	4	4	3	3	5	3	2	3	2	3	5	4	3	3	4	4	3	4	5	3	5	4	3	3	4	4	3	4	4	4	4	4
X27	5	4	3	3	5	3	5	5	5	5	4	3	5	5	3	5	4	4	5	4	5	4	5	3	5	4	2	3	4	5	3	5
X28	3	3	3	3	4	3	4	4	4	3	4	4	3	4	4	4	5	3	3	4	4	4	3	3	4	3	3	4	3	3	4	3
X29	4	4	2	3	2	4	4	5	4	4	4	5	5	5	4	5	4	5	5	4	5	5	4	4	5	4	4	4	4	4	5	4
X30	3	4	3	4	4	4	3	3	3	3	4	4	3	3	4	4	3	4	3	3	4	3	3	4	4	4	4	3	4	4	3	4
X31	3	3	4	3	3	4	5	5	5	1	3	3	2	5	3	3	3	2	3	3	2	3	3	3	3	4	3	3	4	3	5	3
X32	1	4	1	3	4	4	3	1	3	3	4	2	3	1	2	2	2	4	3	2	2	4	2	4	2	4	4	4	4	3	4	4
TOTAL																																

Appendix 8.Questionnaire Result

(XI.F Hospitality 3)

Code	Question's Items																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
A1	3	4	5	3	4	4	4	3	4	3	4	4	4	4	4	3	3	4	4	3	4	3	3	4	4	3	3	4	4	5	3	5
A2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
A3	5	3	4	3	4	2	4	2	4	4	4	4	4	5	5	2	2	4	5	3	5	3	4	4	5	5	3	4	5	5	5	5
A4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
A5	3	3	3	3	3	2	3	3	3	2	4	2	3	3	3	5	3	3	3	1	3	3	3	3	3	3	1	3	3	3	3	3
A6	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	3	3	3	3	3	3	3	3	3	3	3
A7	4	3	3	3	4	3	4	3	4	4	4	4	4	4	3	3	3	4	4	3	5	4	3	3	4	3	3	4	5	4	4	4
A8	4	3	3	3	4	3	4	3	4	4	4	4	4	4	3	3	3	3	4	3	5	4	3	3	3	4	3	3	4	4	3	3
A9	5	3	4	3	4	5	5	3	5	3	4	3	4	5	4	3	2	3	3	2	5	3	4	4	4	4	3	3	5	5	5	4
A10	3	3	4	3	3	4	4	4	5	3	3	4	4	5	5	3	2	5	3	4	4	2	4	4	5	4	4	4	4	5	5	4
A11	4	3	4	3	4	5	4	3	3	3	4	3	4	4	4	4	3	3	3	2	4	4	3	4	4	3	2	4	4	3	4	4

A12	3	3	4	3	4	4	4	3	4	2	4	3	3	4	3	3	2	3	4	3	3	3	4	3	3	3	3	4	4	3	4	4
A13	3	4	4	3	3	3	3	4	4	3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
A14	3	3	3	4	3	4	4	3	3	3	5	4	3	4	5	3	3	3	3	3	5	3	3	3	5	3	3	3	3	3	3	3
A15	4	3	3	4	4	3	3	4	3	4	4	3	3	3	3	4	4	4	3	3	4	3	4	3	3	3	3	4	3	2	3	4
A16	5	3	3	3	3	3	3	3	3	3	5	4	4	5	5	4	3	3	5	5	3	4	5	5	4	3	3	3	5	4	3	5
A17	3	4	5	4	1	2	3	2	5	4	3	1	3	5	3	4	1	4	3	2	5	2	1	5	3	4	2	3	4	1	5	2
A18	4	4	5	3	5	3	3	5	4	2	4	1	3	4	5	5	4	3	3	3	5	4	2	4	5	5	2	5	4	3	3	5
A19	3	3	3	3	3	4	4	3	4	3	3	4	2	4	4	4	3	3	4	2	4	4	3	4	4	2	2	4	4	3	4	3
A20	3	3	4	5	3	5	4	1	3	3	4	4	3	4	4	4	2	3	4	3	5	4	4	5	4	3	3	3	4	3	3	4
A21	1	4	4	3	2	4	4	1	3	5	4	4	5	2	4	3	1	4	1	5	4	1	4	5	4	4	2	5	4	2	4	4
A22	3	3	3	3	4	2	3	2	2	2	2	3	2	2	3	3	3	3	3	3	4	2	2	3	3	2	2	2	3	2	3	3
A23	4	4	5	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
A24	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
A25	5	2	4	2	5	3	2	1	5	3	2	4	2	3	5	2	1	3	4	2	1	3	4	1	2	3	5	1	1	4	3	2

Questionnaire Result

(XI.F Culinary 2)

Code	Question's Items																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
B1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
B2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
B3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B4	3	4	4	2	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
B5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	2	4	4	4	4	4	4	2	4	4	4	4	4
B6	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	4	4	4	2	4	2	1	5	2	3	4	2	3	5	1	4
B7	3	4	3	4	3	4	4	4	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4	3	3	4	4	4	3	4	4	4
B8	3	1	4	4	4	3	3	3	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
B9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B10	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	4	5	4	4	5	5	5	4
B11	4	4	4	5	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B12	3	4	4	3	3	4	4	3	4	1	4	3	3	4	4	4	3	3	3	3	4	3	3	4	3	3	3	4	4	4	3	4

B13	4	2	4	4	5	5	5	1	4	1	5	5	1	5	4	4	4	4	4	4	4	4	4	4	4	1	4	4	4	4	4	4
B14	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
B15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
B16	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
B17	3	3	4	3	3	4	4	3	3	4	4	3	3	4	4	4	4	4	3	3	3	4	3	4	4	4	3	3	4	3	3	4
B18	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B19	4	4	4	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
B20	4	5	4	4	4	4	4	4	4	4	4	4	5	5	5	5	4	5	5	5	5	5	5	2	1	3	3	5	4	5	4	1
B21	4	4	4	4	5	5	5	5	4	4	4	3	3	4	5	4	3	2	4	3	4	5	5	2	5	3	4	4	5	3	5	5
B22	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
B23	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
B24	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
B25	4	4	4	3	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	3	3	4	4	4	4	4
B26	3	3	3	4	4	4	3	3	4	3	3	4	3	4	4	4	3	3	4	3	4	4	3	4	4	4	3	4	4	4	4	4

Questionnaire Result

(XI.F Culinary 3)

Code	Question's Items																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
C1	4	4	4	4	4	5	5	5	4	4	4	5	5	5	4	4	4	5	5	5	4	4	4	5	5	5	4	4	4	4	5	5
C2	5	4	4	4	4	4	4	5	4	4	5	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	3	5	4	3	5	5
C3	3	4	3	3	4	3	4	4	5	2	5	3	4	4	3	3	5	3	4	2	3	3	3	3	2	3	2	4	4	3	4	3
C4	5	4	5	5	5	4	5	4	4	5	5	4	4	3	3	4	5	5	5	5	5	4	4	5	3	2	3	5	5	5	4	5
C5	4	4	4	4	5	5	5	5	5	5	5	5	4	4	5	5	4	4	5	5	5	5	4	4	4	4	5	5	5	5	5	4
C6	4	4	3	3	3	4	3	2	3	3	3	3	3	5	5	4	2	3	3	3	4	3	3	3	3	3	3	3	4	4	3	4
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C9	4	4	4	4	4	4	4	4	4	2	4	4	3	3	3	3	3	3	4	3	3	3	3	3	3	1	1	3	4	3	3	3
C10	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4
C11	4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	5	5	5	5	5	5
C12	4	3	4	3	5	4	3	5	3	2	5	4	3	5	5	3	3	5	3	2	5	3	3	5	5	3	2	5	5	5	5	5

C13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
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C15	3	3	3	3	3	4	4	3	5	3	2	3	3	3	4	3	3	3	3	3	4	3	4	3	4	3	4	3	3	3	4	3
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C17	4	4	4	4	4	4	4	4	4	2	3	4	5	4	2	4	2	3	3	4	4	3	4	4	4	3	5	4	4	3	4	4
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C21	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
C22	4	4	4	4	2	4	4	4	4	4	4	4	2	4	4	4	2	4	2	2	4	2	4	4	4	4	4	4	4	4	4	4
C23	4	4	4	3	4	3	4	4	4	4	4	3	3	4	4	3	5	2	4	2	4	3	4	4	5	3	2	4	4	4	3	4
C24	3	4	4	4	4	4	4	4	4	4	3	3	4	4	4	3	3	4	4	3	4	4	4	4	4	3	3	4	3	4	4	4
C25	5	1	1	3	3	3	2	4	4	1	3	5	2	1	1	1	1	2	2	1	5	4	1	2	3	2	1	1	1	1	2	4
C26	4	3	4	4	5	3	4	5	3	5	5	5	5	5	5	5	4	4	4	4	3	3	4	4	5	3	4	4	3	4	4	5
C27	4	4	3	3	4	5	4	2	4	2	4	3	3	5	4	3	4	3	3	4	4	3	4	4	5	3	2	5	5	5	4	3

Appendix 9. Observation Result

OBSERVATION SHEET

1st Meeting (XI.F Hospitality 3: Procedure Text)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Hospitality 3 (Monday, 8th January 2024)	Content	• Teachers provide students with learning materials through WhatsApp groups that have been created previously. • The material provided is related to the major, namely hospitality, and is adjusted to the interests and talents of each student. The content provided is also in various forms, for example, YouTube links for audio-visual learners and online articles for students who have a read/write learning style and are interested in seeking in-depth information and textual engagement. • Teachers give students the freedom to choose content that suits the needs and abilities of each student to understand it.
2.	XI.F Hospitality 3 (Monday, 8th January 2024)	Process	• Teachers apply the PJBL (Project Based Learning) learning model • Before the teacher gives students a task, the teacher asks the students for their understanding of the content that has been given previously.

			• The teacher provides an opportunity for each student to express his or her opinion and after that will conclude the entire student's answer. • The teacher asks students to form groups that can be chosen by themselves. • The teacher gives students to identify the part of the procedure text that the teacher has previously given in the WhatsApp group and is done in a group. • During the discussion process, students are welcome to use Google Translate as a medium to help students understand vocabulary that they do not understand.
3.	XI.F Hospitality 3 (Monday, 8th January 2024)	Product	• The final work of the students at the first meeting was in the form of written texts as a result of the identification of procedural texts. • Teachers give students the option to be able to present their work directly to the front of the class or collect it through Google Drive.

1st Meeting (XI.F Culinary 2: Procedure Text)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 2 (Wednesday, 10th January 2024)	Content	• Teachers provide students with learning materials through WhatsApp groups that have been created previously. • The material provided is related to the major, namely culinary and is adjusted to the interests and talents of each student. So that the content provided is also in various forms, for example, YouTube links for audio-visual learners and online articles for students who have a read/write learning style and are interested in seeking in-depth information and textual engagement. • Teachers give students the freedom to choose content that suits the needs and abilities of each student to understand it.
2.	XI.F Culinary 2 (Wednesday, 10th January 2024)	Process	• Teachers apply the PJBL (Project Based Learning) learning model • Before the teacher gives students a task, the teacher asks the students for their understanding of the content that has been given previously. • The teacher provides an opportunity for each student to express his or her opinion and after that will conclude the entire student's answer. • The teacher asks students to form groups that can be chosen according to their own wishes.

			• The teacher gives students to identify the part of the procedure text that the teacher has previously given in the WhatsApp group and is done in a group. • During the discussion process, students are welcome to use Google Translate and Google Search as a medium to help students understand vocabulary that they do not understand.
3.	XI.F Culinary 2 (Wednesday, 10th January 2024)	Product	• The final work of the students at the first meeting was in the form of written texts as a result of the identification of procedural texts. • Teachers give students the option to be able to present their work directly to the front of the class or collect it through Google Drive.

1st Meeting (XI.F Culinary 3: Procedure Text)

Teacher: Ms. Sudani

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 3 (Thursday, 11th January 2024)	Content	• Teachers provide students with learning materials through WhatsApp groups that have been created previously. • The material provided is related to the major, namely culinary and is adjusted to the interests and talents of each student. So

			that the content provided is also in various forms, for example, YouTube links for audio-visual learners and online articles for students who have a read/write learning style and are interested in seeking in-depth information and textual engagement. • Teachers give students the freedom to choose content that suits the needs and abilities of each student to understand it.
2.	XI.F Culinary 3 (Thursday, 11th January 2024)	Process	• Teachers apply the PJBL (Project Based Learning) learning model • Before the teacher gives students a task, the teacher asks the students for their understanding of the content that has been given previously. • The teacher provides an opportunity for each student to express his or her opinion and after that will conclude the entire student's answer. • The teacher also provided an example of an appropriate Procedure Text as a reference for students in doing the tasks that will be given at this meeting. • After students understand what a Procedure Text is, students are given the opportunity to create a Procedure Text. • The procedure is that students work in pairs and are given the freedom to choose the topic of the Procedure Text to be made. The topic of the text is still related to the major that he is engaged in, namely culinary. • During the learning process, it is also supported by technology in the form of Google Translate which is used to make it easier for students during the creation of Procedure Text.

3.	XI.F Culinary 3 (Thursday, 11th January 2024)	Product	• The final work of the students at the first meeting was in the form of an audio recording of each pair of students to see the students' initial knowledge and abilities in the Procedure Text. • The audio will be sent through the WhatsApp group that was available before.

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OBSERVATION SHEET

2nd Meeting (XI.F Hospitality 3: Procedure Text)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Hospitality 3 (Monday, 15th January 2024)	Content	• Teachers again provide students with learning content through WhatsApp groups that have been available before • The topic of the content is also adjusted to the major as well as the interests and talents of the students.
2.	XI.F Hospitality 3 (Monday, 15th January 2024)	Process	• Teachers are still applying the PJBL (Project Based Learning) learning model • The teacher reviews the material in the previous meeting to retest the students' initial knowledge. • The teacher provides an opportunity for each student to express his or her opinion and after that will conclude the entire student's answer. • The teacher asked students to form a group consisting of 4-5 students. • At this meeting, the teacher asked students to develop a Procedure Text with free topics according to the student's interests and of course still adjusted to the major they are engaged in.

			• During the discussion process, students are welcome to use Google Translate as a medium to help students understand vocabulary that they do not understand.
3.	XI.F Hospitality 3 (Monday, 15th January 2024)	Product	• The final work of the students at the second meeting was in the form of Procedure Text. • The results of the students' work are collected directly to the teacher and will be discussed again at the next meeting.

2nd Meeting (XI.F Culinary 2: Procedure Text)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 2 (Tuesday, 16th January 2024)	Content	• Teachers again provide learning content to students through WhatsApp groups for students to learn before learning takes place. • The teacher gives a quiz through *Lumiforeducation* to test the students' initial knowledge. This quiz is about words or terms in the culinary world such as cooking techniques, cooking utensils, to ingredients needed in cooking.
2.	XI.F Culinary 2 (Tuesday, 16th January 2024)	Process	• Teachers are still applying the PJBL (Project Based Learning) learning model • After giving the quiz, the teacher then asked the students to form a group consisting of 4-5 students.

			• The teacher asks students to make a Procedure Text with free topics according to their choice and adjusted to the major they are currently pursuing. • Each student has the same role, namely being involved in the discussion of making the Procedure Text. • During the discussion process, students are welcome to use Google Translate as a medium to help students understand vocabulary that they do not understand.
3.	XI.F Culinary 2 (Tuesday, 16th January 2024)	Product	• The final work of the students at the second meeting is in the form of Procedure Text which is collected directly to the teacher concerned and will be continued at the next meeting.

2nd Meeting (XI.F Culinary 3: Procedure Text)

Teacher: Ms. Sudani

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 3 (Tuesday, 16th January 2024)	Content	• Teachers provide students with learning materials through WhatsApp groups that have been created previously related to learning topics in the second meeting. • Teachers give students the freedom to choose learning content that suits their interests and talents.
2.	XI.F Culinary 3	Process	• Teachers are still applying the PJBL (Project Based Learning) learning model

	(Tuesday, 16th January 2024)		• Before the teacher gives students a task, the teacher asks the students again about their understanding of the topic being discussed. • The teacher provides an opportunity for each student to express his or her opinion and after that will conclude the entire student's answer. • At this meeting, the teacher began to give time for students to make a project regarding Procedure Text. • The project work in the form of Procedure Text is adjusted to the student's ability. Where when in a group there are 3 students who have a better understanding of making Procedure Text, then the student will take a more dominant task in making text. For students who have a lack of understanding, they will be given the opportunity to determine the concept of the video or presentation that will be carried out after this. However, the discussion process of course still has to be carried out by each member of the group so that each student can at least have the same ability in terms of Procedure Text. • During the learning process, it is also supported by technology in the form of Google Translate and Google Search which is used to make it easier for students during the creation of Procedure Text.
3.	XI.F Culinary 3 (Tuesday, 16th January 2024)	Product	• The final work of the students at this second meeting was in the form of a video or live demonstration held in front of the class by the students.

OBSERVATION SHEET

3rd Meeting (XI.F Hospitality 3: Procedure Text)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Hospitality 3 (Tuesday, 16th January 2024)	Content	• Teachers again provide students with learning content through WhatsApp groups that have been available previously to be a reference for student learning and aim to develop students' knowledge of Procedure Text. • The topic of the content is also adjusted to the major as well as the interests and talents of the students.
2.	XI.F Hospitality 3 (Tuesday, 16th January 2024)	Process	• Teachers are still applying the PJBL (Project Based Learning) learning model • At this meeting, teachers use waaktu to provide opportunities for students to make final product designs that will be collected. • The final product of the student will be in the form of vlogs, tutorial videos, or comic strips about the Procedure Text that has been prepared previously. • During the design work, students return to work together with the group that has previously been created.

			• Students are given freedom in the process of making products, both in terms of the process and the technology used such as Canva, VN, and Capcut. • During the discussion process, students are welcome to use Google Translate as a medium to help students understand vocabulary that they do not understand.
3.	XI.F Hospitality 3 (Tuesday, 16th January 2024)	Product	• The final product produced by students on this topic is in the form of vlogs, tutorial videos, or comic strips made according to the students' creations. • This product will be collected by students within an agreed deadline through the Google Classroom platform.

3rd Meeting (XI.F Culinary 2: Procedure Text)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 2 (Wednesday, 17th January 2024)	Content	• Teachers provide content or learning materials that aim to provide students in developing their knowledge in terms of Procedure Text. • Teachers provide freedom for students to choose content according to students' interests and talents.
2.	XI.F Culinary 2 (Wednesday, 17th January 2024)	Process	• PJBL (Project Based Learning) is still a learning model that is applied in the classroom.

			• At the last meeting on the topic of Procedure Text, students were given the opportunity to design the final product that will be collected later. • In this final product, each group that has been created previously is given the freedom to choose the form of the product, which can be in the form of vlogs, video tutorials, to comic strips. • The technology supports students' creativity in developing products so that they become attractive products such as Canva, VN, and Capcut. • During the discussion process, students are welcome to use Google Translate as a medium to help students understand vocabulary that they do not understand.
3.	XI.F Culinary 2 (Wednesday, 17th January 2024)	Product	• The final products of the Procedure Text topic include vlogs, tutorial videos, and comic strips according to students' interests and talents. • Then this product will be collected by students through the Google Classroom platform according to a mutually agreed deadline.

3rd Meeting (XI.F Culinary 3: Procedure Text)

Teacher: Ms. Sudani

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 3 (Thursday, 18th January 2024)	Content	• Teachers as usual provide students with learning materials or content according to the student's major and are shared through WhatsApp groups. • Students are given the freedom to choose the content to be studied according to the student's interests and talents in understanding related content.
2.	XI.F Culinary 3 (Thursday, 18th January 2024)	Process	• Teachers are still applying the PJBL (Project Based Learning) learning model • The teacher again tests students' understanding of the Procedure Text to ensure that the students understand the topic being studied. • At this meeting, students were asked to make a Procedure Text in pairs. • The topic of the text that will be created is adjusted to the interests and talents of students, but it is still in the major that students are currently pursuing, namely culinary. • During the learning process, it is also supported by technology in the form of Google Translate and Google Search which is used to make it easier for students during the creation of Procedure Text.

			• After students create a Procedure Text in pairs, students are then given a quiz through the Britsh Council platform. The quiz given is still about culinary related to the major that students are currently engaged in. • The quiz work is individually to test students' final understanding of the Procedure Text.
3.	XI.F Culinary 3 (Thursday, 18th January 2024)	Product	• The final product produced by the students at this meeting was in the form of procedural texts. • This product will be collected by students through Google Drive according to a previously agreed deadline.

OBSERVATION SHEET

1st Meeting (XI.F Hospitality 3: Business Letter)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Hospitality 3 (Monday, 22nd January 2024)	Content	• Teachers of content or learning materials to students in general and provide examples of business letters more widely in accordance with each existing hospitality department. • Learning content is sent through the WhatsApp group that has been available. • Students are given the freedom to choose the learning content that has been given according to the student's interests and talents in understanding the topic they are currently studying.
2.	XI.F Hospitality 3 (Monday, 22nd January 2024)	Process	• The learning model used is PJBL (Project Based Learning) • After students are asked to listen and read the material and examples of texts that have been given, then students are asked to work independently in determining the structure of the text that has been submitted previously according to the student's initial understanding. • During the process of working on this task, students are still allowed to have discussions with their friends in determining the structure of the text.

			• Teachers also give students the opportunity to look at the material that has been submitted before to help students in determining the structure of the text more precisely.
3.	XI.F Hospitality 3 (Monday, 22nd January 2024)	Product	• The work that has been done by students will be in the form of business letter identification written text. • Then students will collect the results of this identification through a WhatsApp group according to the mutually agreed deadline.

1st Meeting (XI.F Culinary 2: Business Letter)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 2 (Tuesday, 23rd January 2024)	Content	• Teachers provide content or learning materials to students, namely business letters regarding cooperation between restaurants. This topic was taken because it was related to the culinary department that students are currently pursuing. • Learning content is sent by teachers through the WhatsApp group that has been available.
2.	XI.F Culinary 2 (Tuesday, 23rd January 2024)	Process	• On the topic of learning this time, teachers are still using PJBL (Project Based Learnig) • The teacher asks students to listen carefully to the material and sample texts that have been given previously.

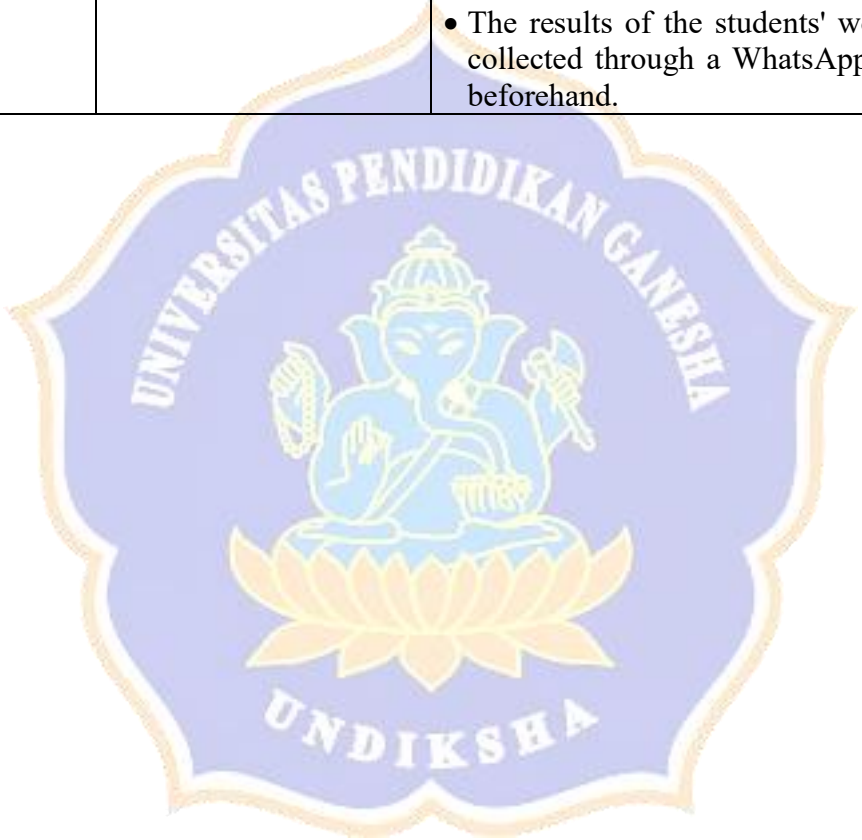
			• Then students are asked to independently identify the structure of the text that has been submitted by the previous teacher. • During the learning activities, the teacher invites students to have direct discussions with friends. • The use of Google Translate and Google Search is also an auxiliary technology to make it easier for students during the task given by the teacher.
3.	XI.F Culinary 2 (Tuesday, 23rd January 2024)	Product	• The products produced by students at the first meeting are in the form of written texts that have been previously instructed by the teacher. • The results of each student's work will be sent via WhatsApp group that has been available beforehand.

1st Meeting (XI.F Culinary 3: Business Letter)

Teacher: Ms. Sudani

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 3 (Tuesday, 16th January 2024)	Content	• The teacher provides learning materials for students about business letters and provides several examples of business letter texts in general, namely about cooperation letters between fellow companies. • Content like this is provided by teachers through WhatsApp groups and is tailored to students' interests and talents. For example, through Youtube videos or websites.
2.	XI.F Culinary 3 (Tuesday, 16th January 2024)	Process	• Teachers are still applying the PJBL (Project Based Learning) learning model • The teacher tests students' initial knowledge and continues with an explanation of business letters as a preliminary provision for students before starting to delve into the topic of business letters. Both about definitions, text structure, and types of business letters. • The teacher gives students some texts that students can then choose from to identify the structure of the text. • Students are given the opportunity to do it by discussing in pairs or groups in class. • During the learning process, it is also supported by technology in the form of Google Translate and Google Search which are used to make it easier for students to work on tasks instructed by the teacher.

3.	XI.F Culinary 3 (Tuesday, 16th January 2024)	Product	• Each individual student must collect the results of their work in the form of a written text of the business letter identification that has been selected previously. • The results of the students' work at this initial meeting were collected through a WhatsApp group that had been available beforehand.



OBSERVATION SHEET

2nd Meeting (XI.F Hospitality 3: Business Letter)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Hospitality 3 (Tuesday, 23rd January 2024)	Content	• At this second meeting, students were given content in the form of sample business letters with topics tailored to the hospitality department itself. • Learning content is sent by teachers through WhatsApp groups.
2.	XI.F Hospitality 3 (Tuesday, 23rd January 2024)	Process	• The learning model used is PJBL (Project Based Learning) • In this second meeting, the teacher gives students an instruction to make a business letter individually. • Teachers give students the freedom to choose the topic of the letter to be made and still be adjusted to the major they are currently pursuing. • Students are welcome to use Google Translate during the business letter process.
3.	XI.F Hospitality 3 (Tuesday, 23rd January 2024)	Product	• The final product of the students is in the form of written business letters that have been worked on individually. • The student's work will be sent via WhatsApp group that has been available beforehand.

2nd Meeting (XI.F Culinary 2: Business Letter)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 2 (Wednesday, 24th January 2024)	Content	• The teacher provided content in the form of an example of a business letter related to cooperation between restaurants. • This learning content is sent through the WhatsApp group and has been adjusted to the interests and talents of students in understanding the learning content.
2.	XI.F Culinary 2 (Wednesday, 24th January 2024)	Process	• On the topic of learning this time, teachers are still using PJBL (Project Based Learnig) • After the teacher gives several examples of business letters, then the teacher gives instructions to students to make a business letter according to the topic in the previous example. • Then students are given the freedom to make their own business letters individually and in accordance with the material that has been studied previously. • Students are given the opportunity to use Google Translate during business letter creation.

3.	XI.F Culinary 2 (Wednesday, 24th January 2024)	Product	• The products produced by students at the first meeting are in the form of written texts that have been previously instructed by the teacher. • The results of each student's work will be sent via WhatsApp group that has been available beforehand.

2nd Meeting (XI.F Culinary 3: Business Letter)

Teacher: Ms. Sudani

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 3 (Thursday, 25th January 2024)	Content	• The teacher again provided learning materials about business letters that were tailored to the needs of students in the culinary department. • Teachers provide this content through WhatsApp groups with various forms of content according to students' interests and talents in understanding learning content.
2.	XI.F Culinary 3 (Thursday, 25th January 2024)	Process	• Teachers are still applying the PJBL (Project Based Learning) learning model

			• Before the teacher gives instructions to make a business letter, the teacher first tests the students' understanding of the material that has been studied previously through several questions about business letters and invites students to analyze several examples of business letters. • After students deepen their understanding of business letters, mainly in the structure section, then the teacher instructs students to be able to make simple business letters about cooperation between companies. • A business letter will be made directly via email and will be sent directly to the teacher's email address. • During the work of this business letter, students are welcome to use Google Translate to make it easier for students to increase the vocabulary used in this official letter.
3.	XI.F Culinary 3 (Thursday, 25th January 2024)	Product	• A business letter text becomes the final product produced on this topic. • The business letter will be sent directly via email to the teacher's email address. So that besides students learning about business letters, students can also learn the systematics of writing business letters online.

OBSERVATION SHEET

1st Meeting (XI.F Hospitality 3: Handling Complaints)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Hospitality 3 (Monday, 29th January 2024)	Content	• Teachers provide learning content about handling complaints that are tailored to the major they are pursuing, namely hospitality. The content provided by the teacher is still related to the services provided in the hotel such as the receptionist section, room service, and also other complaints about hotel services and facilities. • This learning content is sent by teachers through WhatsApp groups in the form of videos.
2.	XI.F Hospitality 3 (Monday, 29th January 2024)	Process	• The learning model used in this topic is PBL (Problem Based Learning). • Students are asked to listen to the video that has been given previously on the WhatsApp group. • Then the teacher asked about what happened in the video. The teacher provides an opportunity for each student to express their opinion on how to overcome the situation as in the video, namely a guest complaint. • After the teacher gets the answer from the student, then the teacher explains the situation seen in the video and connects the

			situation to the topic that is currently being discussed as well as in real life that the student will encounter later. • The teacher gave an explanation of how to handle guest complaints procedurally. • Then the teacher again gave a situation regarding the guest complaint and asked the students to write down a solution or how to handle the complaint according to the previous teacher's explanation and worked in pairs. • During the dialogue work, students are given the opportunity to use Google Translate as a medium to make it easier for students to increase their vocabulary.
3.	XI.F Hospitality 3 (Monday, 29th January 2024)	Product	• The tasks given by the previous teacher are written into a pair dialogue and will be demonstrated at the next meeting by each group of students.

1st Meeting (XI.F Culinary 2: Handling Complaints)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 2 (Tuesday, 30th January 2024)	Content	• At the initial meeting on this topic, the teacher provided content in the form of a video that would be listened to directly by the students.

			• The video is sent in the form of a Youtube link through the WhatsApp group that has been available.
2.	XI.F Culinary 2 (Tuesday, 30th January 2024)	Process	• In this topic, teachers use the PBL (Problem Based Learning) model where students are required to be able to find solutions to problems given by teachers. • After previously the teacher gave a video about handling complaints, the teacher then asked the students about what happened in the video. • After the teacher got answers from several students, the teacher gave an explanation of what happened and how to deal with it correctly. • Then the teacher instructed the students to look for some expressions that can be used when handling guest complaints such as in the video played. • Then the teacher gives instructions to students to work in pairs in making dialogue handling complaints. • Students are allowed to use Google Translate as a medium to help students during dialogue work.
3.	XI.F Culinary 2 (Tuesday, 30th January 2024)	Product	• The product produced at this first meeting is in the form of a written text, namely a dialogue handling complaints which will then be demonstrated to the front of the class at the next meeting.

1st Meeting (XI.F Culinary 3: Handling Complaints)

Teacher: Ms. Sudani

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 3 (Tuesday, 30th January 2024)	Content	• Teachers provide learning content in the form of websites and videos. • This content is sent through the WhatsApp group and students are asked to listen carefully to the video that has been sent.
2.	XI.F Culinary 3 (Tuesday, 30th January 2024)	Process	• This topic uses PBL (Problem Based Learning) as the learning model. • First, students are asked to listen carefully to the video that has been submitted. • The teacher invites students to brainstorm and assume if students are in the situation in the video. By asking some questions about the situation in the video, then the teacher also asked how to handle it. • After several students expressed their opinions, then the teacher explained to the students about handling complaints. Here the teacher also asks students to be able to mention the right terms or sentences that can be used in handling guest complanints. • Then the teacher instructs the students to create a paired dialogue about handling complaints. • Teachers allow students to use Google Translate to make it easier for students to work on dialogues.
3.	XI.F Culinary 3 (Tuesday, 30th January 2024)	Product	• Each group of students will produce a product in the form of a dialogue written text that will be demonstrated in front of the class at the next meeting.

OBSERVATION SHEET

2nd Meeting (XI.F Hospitality 3: Handling Complaints)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Hospitality 3 (Tuesday, 30th January 2024)	Content	• As before, teachers provide learning content to students in the form of websites or Youtube videos. • This content is sent through the WhatsApp group and students are given the freedom to choose content according to the student's interests, talents, and learning needs.
2.	XI.F Hospitality 3 (Tuesday, 30th January 2024)	Process	• The learning model used in this topic is PBL (Problem Based Learning). • The teacher asks students about their readiness to present the results of their group work at the previous meeting. • The teacher randomly assigns a group of students who will display their dialogue to the front of the class. • After all the students conducted the dialogue demonstration, then the teacher gave an evaluation of the performance of each group of students.
3.	XI.F Hospitality 3 (Tuesday, 30th January 2024)	Product	• The final product of the students at this meeting was in the form of a direct appearance in front of the dialogue class that had been made previously.

2nd Meeting (XI.F Culinary 2: Handling Complaints)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 2 (Wednesday, 31st January 2024)	Content	• Teachers provide learning content to students in the form of websites or YouTube videos. • This content is sent through the WhatsApp group and students are given the freedom to choose the content according to the student's interests, talents, and learning needs.
2.	XI.F Culinary 2 (Wednesday, 31st January 2024)	Process	• In this topic, teachers use the PBL (Problem Based Learning) model where students are required to be able to find solutions to problems given by teachers. • This second meeting was a time for students to demonstrate products that were previously made in groups, namely dialogue handling complaints. • After the teacher reviews a little of the students' knowledge about the previous material, then the teacher randomly appoints the group that will appear in front of the class. • At the end of the lesson, the teacher gave an evaluation of the students' performance at this second meeting.

3.	XI.F Culinary 2 (Wednesday, 31st January 2024)	Product	• The final product of the students is in the form of a dialogue demonstration performance carried out by each group of students in front of the class.

1st Meeting (XI.F Culinary 3: Handling Complaints)

Teacher: Ms. Sudani

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 3 (Thursday, 1st February 2024)	Content	• Teachers provide learning content in the form of websites and videos. • This content is sent through the WhatsApp group and students are given the freedom to choose the learning content to be learned before learning in class begins.
2.	XI.F Culinary 3 (Thursday, 1st February 2024)	Process	• This topic uses PBL (Problem Based Learning) as the learning model. • The teacher invites students to review the material that has been learned previously. • Then the teacher asked the students' readiness to demonstrate the dialogue handling complaints in front of the class. • Teachers provide freedom for students to advance to the front of the class according to the readiness of students. • At the end of the lesson, the teacher reviewed what had been learned at this meeting.

3.	XI.F Culinary 3 (Thursday, 1st February 2024)	Product	• At this meeting, the final student proposal was only limited to the demonstration of the conversation carried out by each group of students in front of the class.

OBSERVATION SHEET

3rd Meeting (XI.F Hospitality 3: Handling Complaints)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Hospitality 3 (Monday, 5th February 2024)	Content	• Teachers again provide learning content in the form of websites and Youtube videos sent via WhatsApp. • Then students are given the freedom to choose learning content according to their interests, talents and learning needs.
2.	XI.F Hospitality 3 (Monday, 5th February 2024)	Process	• The learning model used in this topic is PBL (Problem Based Learning). • The teacher invites students to review the material that has been learned previously. • The teacher gives students a demonstration of guest complaints in front of the class, then instructs students to work in pairs to find solutions to the problems given. • Students are required to provide the right solution by following the appropriate complaint handling procedure. • The solution will be made in the form of a dialogue and each pair of students is required to make a video demonstration of the dialogue.

			• Students are given the freedom to solve problems in their own way but are still in the appropriate complaint-handling procedures.
3.	XI.F Hospitality 3 Monday, 5th February 2024)	Product	• The final product produced by the students is a video demonstration of handling complaints. • The results of this student's work are collected through the Google Drive link that has been provided by the teacher.

3rd Meeting (XI.F Culinary 2: Handling Complaints)

Teacher: Ms. Mirah

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 2 (Tuesday, 6th February 2024)	Content	• At the last meeting of this topic, teachers provided learning content to students in the form of websites and videos. • Learning content is delivered through available WhatsApp groups. Students are given the freedom to choose content according to their interests, talents, and learning needs.
2.	XI.F Culinary 2 (Tuesday, 6th February 2024)	Process	• In this topic, teachers use the PBL (Problem Based Learning) model where students are required to be able to find solutions to problems given by teachers. • In this meeting, after the teacher reviewed the subject matter that had been learned in the previous meeting, then the teacher gave an overview of the guest complaint situation.

			• Students are asked to work in groups to find solutions or ways to handle guest complaints. • Teachers allow students to work with the help of Google Search and Google Translate technology to make it easier to work on the tasks given. • Students are required to find the best way to handle guest complaints and with the correct procedures. Teachers also provide freedom for students to find the best way to handle guest complaints as explained by the teacher earlier.
3.	XI.F Culinary 2 (Tuesday, 6th February 2024)	Product	• After students are given an explanation of the tasks that must be done in pairs, students are then asked to make a video of the results of the discussion. This is intended so that students are used to handling guest complaints situations in the world of work later. • The final product produced at this last meeting is a demonstration video that will be collected through Google Drive according to the agreed deadline.

3rd Meeting (XI.F Culinary 3: Handling Complaints)

Teacher: Ms. Sudani

No.	Classes	Aspect of Differentiated Instruction	Description
1.	XI.F Culinary 3 (Tuesday, 6th February 2024 2024)	Content	• Teachers provide learning content in the form of websites and videos.

			• Teachers provide freedom for students to choose learning content that suits their interests, talents, and learning needs.
2.	XI.F Culinary 3 (Tuesday, 6th February 2024 2024)	Process	• This topic uses PBL (Problem Based Learning) as the learning model. • After the teacher invited the students to review the learning in the previous meeting, then the students were asked to help a group of two people. • The teacher gives a problem regarding guest complaints to students, then students are asked to show how to handle guest complaints correctly. • How to handle this guest complaint will be made in the form of a video dialogue in pairs. • In creating this dialogue, students are allowed to use Google Translate as a translation tool.
3.	XI.F Culinary 3 (Tuesday, 6th February 2024)	Product	• The final product on this topic is in the form of a paired dialogue video on how to handle complaints. • These videos will be collected through WhatsApp groups according to the deadline that has been mutually agreed.

RIWAYAT HIDUP PENULIS

Putu Heny Karmilayanti lahir di Singaraja, 31 Desember 2002. Lahir dari pasangan I Ketut Karyawan, S.Pd dan Ketut Suci Maryanti, SE. Penulis berkebangsaan Indonesia dan beragama Hindu. Saat ini, penulis tinggal di Jalan Pulau Timor no.6 Banyuning, Buleleng, Bali.

Penulis menghabiskan Pendidikan dasar selama 6 tahun di SD Mutiara Singaraja. Kemudian mengenyam Pendidikan selama 3 tahun di SMP Negeri 2 Singaraja. Setelah lulus, penulis menempuh Pendidikan di SMA Negeri 1 Singaraja selama 3 tahun dengan jurusan MIPA. Pada tahun 2020, penulis menyelesaikan pendidikannya di sekolah menengah atas dan menempuh Pendidikan S1 Prodi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester 8 tahun 2024 penulis telah menyelesaikan Skripsi yang berjudul **"THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION INTEGRATED WITH TECHNOLOGY IN ENGLISH CLASS AT SMK NEGERI 1 SUKASADA"**.