

APPENDIX

Appendix 1 Blue Print of the Instrument

QUESTIONNAIRE

To measure students' digital literacy skills, a Student's Digital Literacy questionnaire will utilize the grand theory of Bravo et al. (2022), employing six dimensions of digital literacy: critical dimension, cognitive dimension, social dimension, operative dimension, emotional dimension, and projective dimension. Moreover, Then, to assess students' problem-solving abilities, a video product of HOTS case and results will be used, employing four indicators proposed by Sari et al. (2019): understanding the problem, devising a plan, executing the plan, and conducting a reassessment.

Blueprint of the Student's Digital Literacy (Bravo, et al., 2022)

No.	Dimension	Indicator	Statement
1.	Critical This dimension adopts positions, values, and attitudes when facing diverse situations, fostering social and civil responsibility, as well as developing assessments.	Understanding the fundamentals of the digital ecosystem	1. I know how digital systems work is essential for success and digital tools underscores a comprehensive grasp of the digital ecosystem's fundamentals. 2. I understand that the use of technology media and the basics of the digital world are crucial for navigating modern technology.
		Using of tools and media	3. I am competent in using tools and media platforms to enable efficient

No.	Dimension	Indicator	Statement
			collaboration and innovative problem-solving in both personal and professional contexts.
2.	<p>Cognitive</p> <p>This dimension integrates high-level competencies such as problem-solving, management of complex environments, development of logical reasoning, cognitive processes of analysis, comparison, inference, interpretation, evaluation, creativity, and production.</p>	Generating something creative	<p>4. I possess the adeptness to craft informative video content, employing a blend of artistic vision and modern edited style</p> <p>5. I can generate visionary video productions, transcending conventional boundaries through imaginative storytelling and innovative techniques.</p>
		Creating meaningful learning	6. I can participate effectively in creating meaningful learning experiences in digital spaces.
3.	<p>Social</p> <p>The dimension that fosters a sense of ownership towards the global community, multicultural vision, participation in communication networks within the digital ecosystem is the starting point in digital literacy.</p>	Working in team and do a collaboration	7. I can collaborate with my team and others regarding the use of technology media in my personal or professional use.
		Communicating in digital ecosystem	8. I adeptly communicate complex ideas and concepts, fostering seamless interaction and understanding

No.	Dimension	Indicator	Statement
		Doing discussion to solve the problems	<p>across diverse digital platforms.</p> <p>9. I actively seek to broaden my understanding of digital media's applications in the learning sphere, engaging in insightful discussions with peers to explore its potential impact and relevance, even in areas where my expertise is limited.</p>
4.	<p>Operative</p> <p>This dimension involves problem-solving in a more instrumental or technology-based environment, where there is the ability to use tools, exchange, interact, and carry out tasks to adapt to the dynamic nature of the digital environment and its protocols.</p>	Operating software and hardware	<p>10. I possess proficient ICT skills, enabling me to efficiently navigate computer systems and utilize their functionalities.</p> <p>11. I am adept at utilizing diverse digital media resources that enhance the learning journey, enriching educational experiences through multimedia content.</p> <p>12. I am proficient in leveraging technology media to craft compelling educational videos, effectively engaging learners and facilitating their comprehension and retention of content.</p>

No.	Dimension	Indicator	Statement
5.	<p>Emotional</p> <p>The emotional dimension encompasses managing emotions, self-behavior, and constructing healthy relationships.</p>	Willingness to learn	13. I eagerly embrace opportunities to explore and master new digital media tools that enhance learning experiences.
		Motivation	14. My antusiastic and dedication are geared towards leveraging digital media to achieve the best possible learning results.
		Cultivation of Curiosity	15. I maintain a consistently strong interest in integrating digital media for solving problem and recognizing its potential to enrich educational experiences.
6.	<p>Projective</p> <p>The projective dimension implies acknowledgment and awareness of living in a complex environment and situations with changing and dynamic environmental conditions.</p>	Capacity for Creativity	16. I possess the capability to innovate and generate novel content through the proficient use of digital media resources.
		Development of capacities	17. I can explore and develop my ideas in making the video by using digital media
		Making predictions and solving problems based on innovative technology	18. I can execute the video projects effectively and share informative content when using digital media.

In this study, the assessment of participants' responses is conducted through the utilization of a likert scale. The Likert scale serves as a valuable tool for gauging individuals' opinions, attitudes, and perceptions regarding the research topic (Sugiyono, 2018). Participants are asked to rate their level of agreement or disagreement with the provided statements, thus offering insights into their viewpoints. The scale's structured format facilitates the systematic collection and analysis of data, enhancing the study's comprehensiveness and reliability. By employing the Likert scale, this research aims to obtain a different understanding of participants' perspectives, so the research contributes to a stronger analysis of the research objectives.

Likert Scale (Sugiyono, 2018)

Scale	Explanation
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

Blue Print of the Student's Problem-Solving Ability (Sari, et al., 2019)

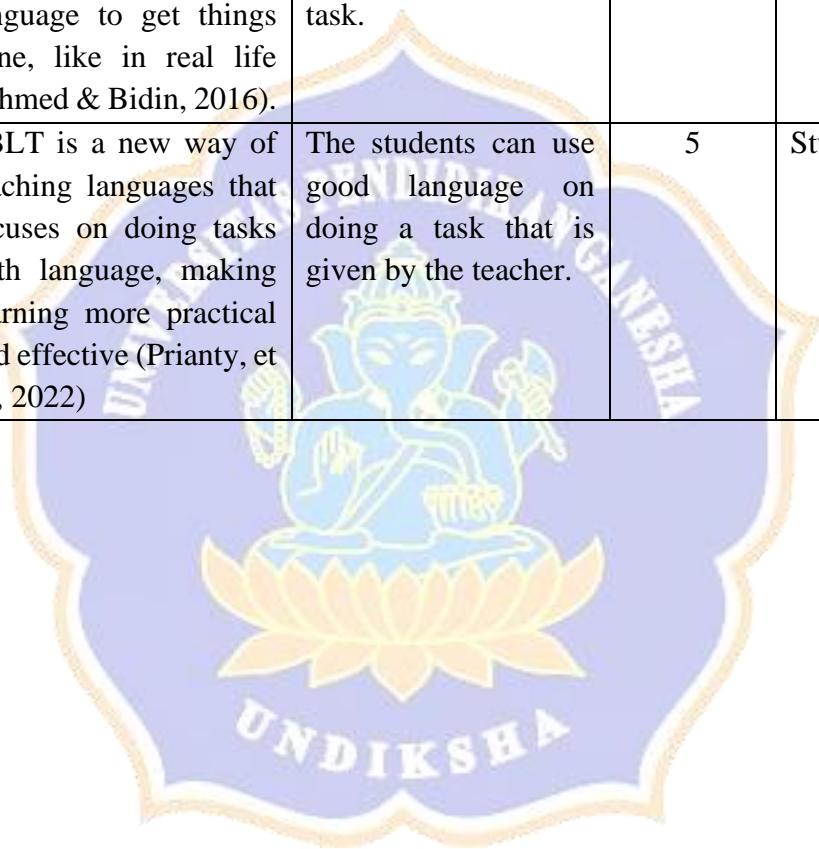
No.	Indicator	Assessment
1.	Understanding the problem	Mentioning the purpose of making the video and providing relevant information about the video accurately and effectively.
2.	Arranging a plan	Ensuring the alignment of the video's content with adjectives used, along with clear and fluent explanations of the adjectives.
3.	Carrying out a plan	Explaining the strengths/weaknesses of the place thoroughly, with an engaging presentation.

No.	Indicator	Assessment
4.	Re-check	Providing information about the place creatively (using credits, illustrative images, audio, etc.) and critically (avoiding text and demonstrating spontaneity).

Blueprint of Observation Checklist

No.	Theories	Observed Aspects	Item Number	Subject
1.	TBLT is firmly grounded in language acquisition and learning theories, particularly those emphasizing the importance of meaningful and purposeful communication (Long, 2015).	The students communicate with their friends and teacher well during the lesson process.	1	Students
2.	TBLT draws from the Communicative Language Teaching (CLT) tradition, incorporating task-based communication and problem-solving elements that have many benefits, especially in improving speaking skills, language learning occurs through interaction (Sabaruddin & Melati, 2022).	The students show an improvement of speaking skill when they speak during lesson process.	2	Students
3.	Task-Based Language Learning approach alludes to a communicative approach that is	The students can communicate well in completing a task.	3	Students

No.	Theories	Observed Aspects	Item Number	Subject
	grounded on the usage of tasks (real-life and pedagogical) (Bula-Villalobos & Murillo-Miranda, 2019).			
4.	TBLT makes learning more practical by giving tasks that need using the language to get things done, like in real life (Ahmed & Bidin, 2016).	The students can speak well like in real life when doing the task.	4	Students
5.	TBLT is a new way of teaching languages that focuses on doing tasks with language, making learning more practical and effective (Prianty, et al., 2022)	The students can use good language on doing a task that is given by the teacher.	5	Students



Appendix 2 Questionnaire Form

KUESIONER LITERASI DIGITAL

Identitas Diri

Nama :

NIM :

Bagian 1

Petunjuk Pengisian

- Bacalah pertanyaan dengan cermat dan pastikan Anda memahami apa yang diminta.
- Pilihlah satu atau lebih jawaban yang paling sesuai dengan pendapat atau pengalaman Anda
- Pastikan Anda telah menandai semua pilihan yang relevan dengan pertanyaan yang diberikan.

1. Jenis perangkat yang digunakan untuk belajar atau beraktivitas sehari-hari
 - Komputer
 - Laptop
 - Komputer Tablet
 - *Smartphone*
2. Sudah berapa lama Anda menggunakan perangkat tersebut dalam menunjang aktivitas belajar dan aktivitas sehari-hari?
 - < 1 tahun
 - 1-2 tahun
 - 3-4 tahun
 - > 4 tahun
3. Dari mana Anda mengetahui jenis-jenis teknologi baru?
 - Keluarga
 - Teman

- Media Sosial
 - Buku
 - Internet
4. Jenis aplikasi yang pernah atau sering Anda gunakan dalam aktivitas belajar di bidang *food and beverage*
- Canva
 - LinkedIn
 - Photoshop
 - Capcut
 - Corel Draw
 - Lain-lain (Sebutkan)
5. Bagaimana Anda menemukan aplikasi atau sistem baru yang mendukung aktivitas belajar di bidang *food and beverage*?
- Saran dari Pengajar
 - Informasi dari teman
 - Membaca dari buku
 - Menonton video dari social media (*YouTube, Reels by Instagram, Tiktok*)
 - Rekomendasi dari konten terkait sesuai dengan algoritma pencarian sebelumnya

Bagian 2

Petunjuk Pengisian

Berilah tanda ceklis (✓) pada jawaban yang sesuai!

STS : Sangat Tidak Setuju

TS : Tidak Setuju

R : Ragu-ragu

S : Setuju

SS : Sangat Setuju

No.	Pernyataan	STS	TS	R	S	SS
1.	Saya memahami bagaimana sistem digital bekerja dan pentingnya bagi kesuksesan.					
2.	Saya menyadari pentingnya menggunakan media teknologi dan memahami dasar-dasar dunia digital.					
3.	Saya mampu menggunakan alat dan <i>platform</i> media untuk kolaborasi dan pemecahan masalah.					
4.	Saya terampil dalam membuat video informatif menggunakan media digital.					
5.	Saya bisa menghasilkan konten video yang imajinatif dan inovatif.					
6.	Saya aktif berkontribusi dalam menciptakan pengalaman belajar yang bermakna di ruang digital.					
7.	Saya bekerja sama secara efektif dalam menggunakan media teknologi dengan tim dan orang lain.					
8.	Saya mampu menyampaikan ide kompleks secara efektif melalui <i>platform</i> digital.					
9.	Saya berusaha untuk memperluas pemahaman tentang aplikasi media digital dalam pembelajaran.					
10.	Saya mahir dalam mengoperasikan komputer dan memanfaatkan fungsinya.					
11.	Saya menggunakan berbagai sumber media digital untuk meningkatkan pengalaman belajar.					
12.	Saya bisa membuat video pembelajaran yang menarik menggunakan media teknologi.					
13.	Saya dengan antusias belajar dan menguasai alat-alat media digital baru.					
14.	Saya berdedikasi untuk memanfaatkan media digital untuk hasil pembelajaran yang optimal.					
15.	Saya memiliki minat yang kuat dalam menggunakan media digital untuk memecahkan masalah dan belajar.					
16.	Saya bisa berinovasi dan menghasilkan konten baru menggunakan media digital.					
17.	Saya mengeksplorasi dan mengembangkan ide-ide saya menggunakan media digital untuk pembuatan video.					

No.	Pernyataan	STS	TS	R	S	SS
18.	Saya menjalankan proyek-proyek video dengan efektif dan membagikan konten informatif menggunakan media digital.					



Appendix 3 The Assessment Guidance of Problem Solving

Experimental Group

No.	Nama	Indikator Problem Solving				Skor Total	Keterangan
		1	2	3	4		
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
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22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							
31.							
32.							
33.							
34.							
35.							

Control Group

No.	Nama	Indikator Problem Solving				Skor Total	Keterangan
		1	2	3	4		
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.							
33.							
34.							
35.							

Panduan pemberian skor:

No.	Indikator Problem Solving	Penilaian	Skor
1.	Understanding the problem	<ul style="list-style-type: none"> ■ Tidak menyebutkan tujuan pembuatan video dan tidak memberikan informasi terkait video. ■ Menyebutkan tujuan pembuatan video, namun tidak memberikan informasi terkait video. ■ Menyebutkan tujuan pembuatan video dan memberikan informasi terkait video, namun tidak tepat atau kurang jelas. ■ Menyebutkan tujuan pembuatan video dan memberikan informasi terkait video dengan baik dan benar. 	<p align="center">0</p> <p align="center">1</p> <p align="center">2</p> <p align="center">3</p>
2.	Arranging a plan	<ul style="list-style-type: none"> ■ Tidak terdapat kesesuaian antara isi video dan kata <i>adjective</i>, serta penjelasan dari kata <i>adjective</i> yang digunakan. ■ Terdapat kesesuaian antara isi video dan kata <i>adjective</i>, namun tidak terdapat penjelasan mengenai kata <i>adjective</i> yang digunakan. ■ Terdapat kesesuaian isi video dan kata <i>adjective</i>, namun penjelasan kata <i>adjective</i> yang digunakan kurang baik dan gugup. ■ Terdapat kesesuaian isi video dan kata <i>adjective</i>, serta penjelasan kata <i>adjective</i> yang digunakan dengan baik dan lancar. 	<p align="center">0</p> <p align="center">1</p> <p align="center">2</p> <p align="center">3</p>
3.	Carrying out a plan	<ul style="list-style-type: none"> ■ Tidak menjelaskan kelebihan/kekurangan tempat dan penyajian yang tidak menarik. ■ Kurang dalam menjelaskan kelebihan/kekurangan tempat, dan penyajian yang kurang menarik. ■ Menjelaskan kelebihan/kekurangan tempat, namun penyajian tidak menarik. 	<p align="center">0</p> <p align="center">1</p> <p align="center">2</p> <p align="center">3</p>

No.	Indikator Problem Solving	Penilaian	Skor
		<ul style="list-style-type: none"> ■ Menjelaskan kelebihan/kekurangan tempat dengan baik, dan penyajian yang menarik. 	
4.	Re-check	<ul style="list-style-type: none"> ■ Tidak menjelaskan/memberikan informasi mengenai tempat dengan cara yang kreatif (tidak atau minim dalam menggunakan <i>credit</i>, gambar ilustrasi, audio, dan lain-lain) dan tidak kritis (menggunakan teks dan tidak spontanitas). ■ Kurang menjelaskan/memberikan informasi mengenai tempat dengan cara yang kreatif (minim atau tidak lengkap dalam menggunakan <i>credit</i>, gambar ilustrasi, audio, dan lain-lain) dan kurang kritis (masih menggunakan teks dan kurang spontanitas). ■ Menjelaskan/memberikan informasi mengenai tempat dengan cara yang kreatif (menggunakan <i>credit</i>, gambar ilustrasi, audio, dan lain-lain) dan kurang kritis (tidak menggunakan teks dan kurang spontanitas). ■ Menjelaskan/memberikan informasi mengenai tempat dengan cara yang kreatif (menggunakan <i>credit</i>, gambar ilustrasi, audio, dan lain-lain) dan kritis (tidak menggunakan teks dan spontanitas). 	<p>0</p> <p>1</p> <p>2</p> <p>3</p>

Panduan Penilaian

$\frac{\text{Skor yang diperoleh}}{12} \times 100 = \text{Skor total}$

12

Kategori Nilai

- 81 - 100 : Very good (Sangat bagus)
- 61 - 80 : Good (Bagus)
- 41 - 60 : Good Enough (Cukup)
- 21 - 40 : Poor (Kurang)
- 0 - 20 : Very Poor (Sangat Kurang)

Appendix 4 Validity and Reliability Instrument

Validity Test



Correlations

		Y1.1	Y1.2	Y1.3	Y1.4	Y1.5	Y1.6	Y1.7	Y1.8	Y1.9	Y1.10	Y1.11	Y1.12	Y1.13	Y1.14	Y1.15	Y1.16	Y1.17	Y1.18	TotalY
Y1.1	Pearson Correlation	1	.857**	.561**	.475**	.586**	.648**	.631**	.541**	.655**	.550**	.661**	.632**	.708**	.707**	.733**	.620**	.548**	.487**	.794**
	Sig. (2-tailed)		.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000
	N	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47
Y1.2	Pearson Correlation	.857**	1	.560**	.589**	.706**	.599**	.625**	.513**	.686**	.535**	.775**	.609**	.722**	.744**	.791**	.626**	.613**	.555**	.827**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47
Y1.3	Pearson Correlation	.561**	.560**	1	.619**	.544**	.697**	.641**	.813**	.655**	.504**	.623**	.656**	.670**	.531**	.655**	.637**	.615**	.692**	.801**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47
Y1.4	Pearson Correlation	.475**	.589**	.619**	1	.777**	.542**	.439**	.520**	.639**	.485**	.520**	.587**	.478**	.392**	.553**	.708**	.746**	.651**	.732**
	Sig. (2-tailed)	.001	.000	.000		.000	.000	.002	.000	.000	.001	.000	.000	.001	.006	.000	.000	.000	.000	.000
	N	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47

	Sig. tailed)	(2-.000	.000	.000	.001	.001	.000	.000	.000	.001		.000	.000	.000	.000	.000	.000	.002	.000	.000
	N	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47
Y1.11	Pearson Correlation	.661**	.775**	.623**	.520**	.613**	.704**	.640**	.589**	.719**	.620**	1	.518**	.642**	.732**	.840**	.624**	.574**	.664**	.825**
	Sig. tailed)	(2-.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47
Y1.12	Pearson Correlation	.632**	.609**	.656**	.587**	.637**	.748**	.732**	.801**	.651**	.578**	.518**	1	.698**	.597**	.548**	.812**	.674**	.640**	.831**
	Sig. tailed)	(2-.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47
Y1.13	Pearson Correlation	.708**	.722**	.670**	.478**	.575**	.657**	.736**	.690**	.634**	.579**	.642**	.698**	1	.835**	.737**	.705**	.533**	.563**	.831**
	Sig. tailed)	(2-.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47
Y1.14	Pearson Correlation	.707**	.744**	.531**	.392**	.528**	.618**	.628**	.551**	.607**	.603**	.732**	.597**	.835**	1	.747**	.585**	.423**	.545**	.775**
	Sig. tailed)	(2-.000	.000	.000	.006	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.003	.000	.000
	N	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47
Y1.15	Pearson Correlation	.733**	.791**	.655**	.553**	.625**	.699**	.708**	.601**	.734**	.610**	.840**	.548**	.737**	.747**	1	.677**	.606**	.677**	.858**
	Sig. tailed)	(2-.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000

N	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47
Y1.16 Pearson Correlation	.620**	.626**	.637**	.708**	.756**	.735**	.810**	.778**	.677**	.592**	.624**	.812**	.705**	.585**	.677**	1	.801**	.733**	.882**
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
N	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47
Y1.17 Pearson Correlation	.548**	.613**	.615**	.746**	.730**	.561**	.646**	.574**	.748**	.435**	.574**	.674**	.533**	.423**	.606**	.801**	1	.780**	.796**
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.002	.000	.000	.000	.003	.000	.000		.000	.000
N	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47
Y1.18 Pearson Correlation	.487**	.555**	.692**	.651**	.511**	.735**	.664**	.688**	.718**	.513**	.664**	.640**	.563**	.545**	.677**	.733**	.780**	1	.810**
Sig. (2-tailed)	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
N	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47
Total Y Pearson Correlation	.794**	.827**	.801**	.732**	.769**	.854**	.842**	.831**	.834**	.715**	.825**	.831**	.831**	.775**	.858**	.882**	.796**	.810**	1
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
N	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47	47

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



Reliability Test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1.1	63.38	202.198	.765	.968
Y1.2	63.15	202.738	.804	.968
Y1.3	63.53	202.385	.773	.968
Y1.4	63.77	206.227	.699	.969
Y1.5	63.77	204.661	.740	.968
Y1.6	63.83	200.188	.833	.967
Y1.7	63.55	198.687	.818	.967
Y1.8	63.79	201.823	.808	.968
Y1.9	63.19	201.941	.812	.967
Y1.10	63.77	207.140	.682	.969
Y1.11	63.19	201.767	.800	.968
Y1.12	63.87	201.983	.807	.968
Y1.13	63.47	202.254	.809	.968
Y1.14	63.30	206.388	.749	.968
Y1.15	63.19	201.202	.838	.967
Y1.16	63.64	200.366	.866	.967
Y1.17	63.55	202.905	.768	.968
Y1.18	63.40	202.420	.784	.968



Appendix 5 Data Analysis Result

Description of Posttest Data

	Group		Statistic	Std. Error
Posttest	Experimental	Mean	11.18	.357
		95% Confidence Interval for Mean	Lower Bound 10.45 Upper Bound 11.91	
		5% Trimmed Mean	11.10	
		Median	11.00	
		Variance	3.560	
		Std. Deviation	1.887	
		Minimum	9	
		Maximum	15	
		Range	6	
		Interquartile Range	4	
	Skewness	.364	.441	
	Kurtosis	-1.222	.858	
	Control	Mean	12.56	.408
		95% Confidence Interval for Mean	Lower Bound 11.72 Upper Bound 13.39	
		5% Trimmed Mean	12.62	
		Median	13.00	
		Variance	4.487	
		Std. Deviation	2.118	
		Minimum	9	
		Maximum	15	
Range		6		
Interquartile Range		4		
Skewness	-.385	.448		
Kurtosis	-1.401	.872		

Description of Digital Literacy Data for Experimental and Control Groups

Descriptives

	Group		Statistic	Std. Error
Digital Literacy	Experimental	Mean	62.29	.984
		95% Confidence Interval for Mean	Lower Bound 60.27 Upper Bound 64.30	
		5% Trimmed Mean	62.51	
		Median	62.50	
		Variance	27.101	
		Std. Deviation	5.206	
		Minimum	50	

	Maximum	70	
	Range	20	
	Interquartile Range	5	
	Skewness	-.713	.441
	Kurtosis	.180	.858
Control	Mean	59.07	1.117
	95% Confidence Interval for Mean	Lower Bound 56.78 Upper Bound 61.37	
	5% Trimmed Mean	59.16	
	Median	58.00	
	Variance	33.687	
	Std. Deviation	5.804	
	Minimum	47	
	Maximum	69	
	Range	22	
	Interquartile Range	9	
	Skewness	-.042	.448
	Kurtosis	-.564	.872

Result of the Normality PostTest of Experiment and Control Groups

Tests of Normality

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Posttest	Experiment	.198	28	.006	.884	28	.005
	Control	.197	27	.009	.867	27	.003

a. Lilliefors Significance Correction

Figure Q-Q Plot Posttest Group 1

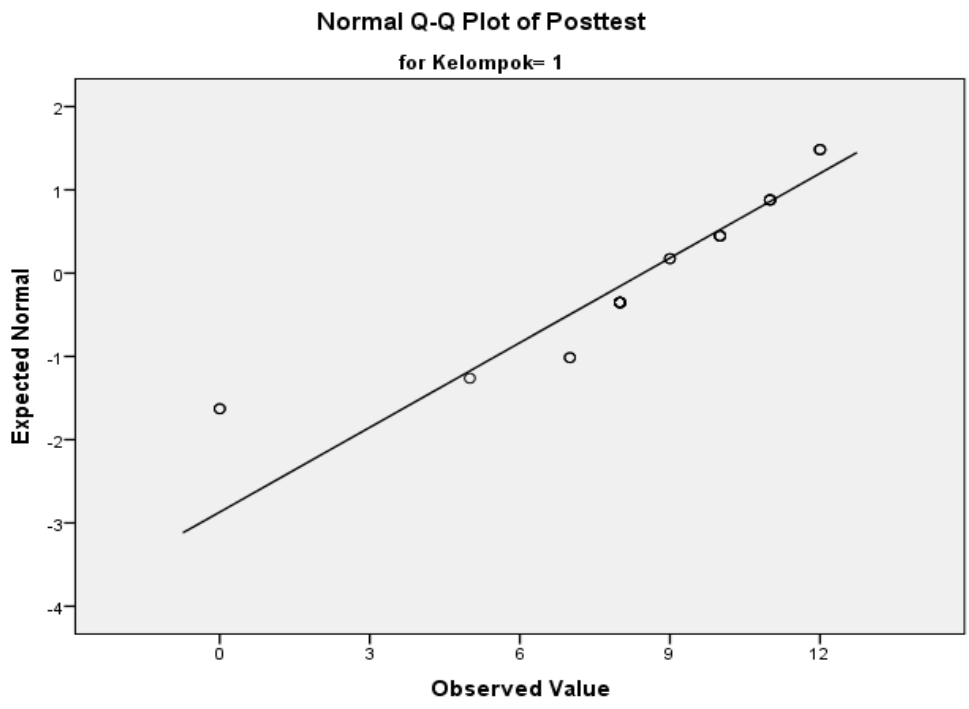
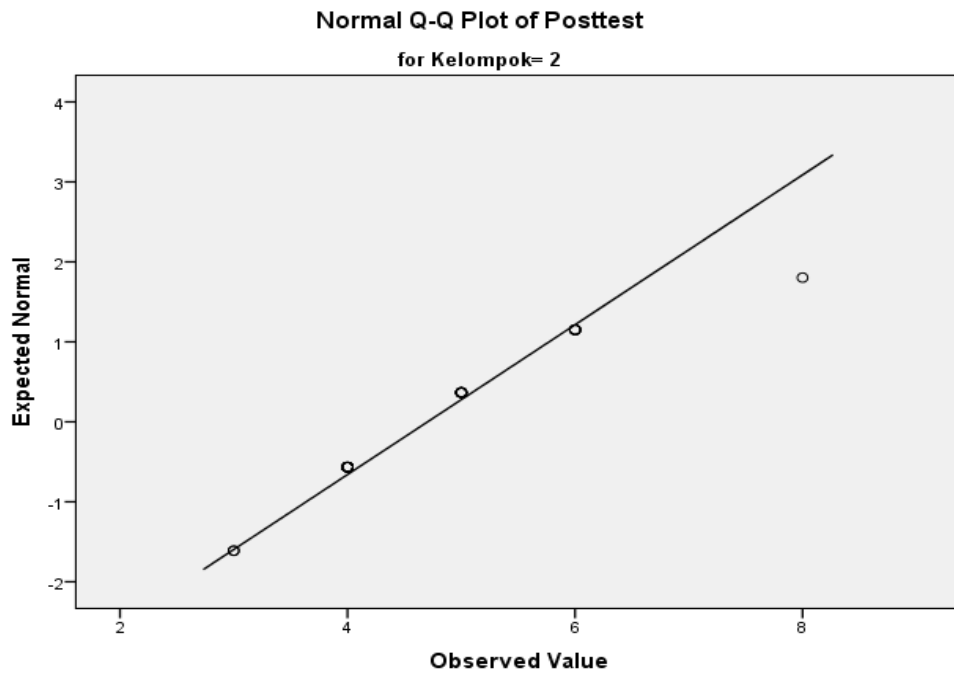


Figure Q-Q Plot Posttest Group 2



Result of the Normality Test of Digital Literacy

Tests of Normality

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Digital Literacy	Experiment	.188	28	.012	.933	28	.074
	Control	.129	27	.200*	.975	27	.731

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure Q-Q Plot Digital Literacy Experiment Group

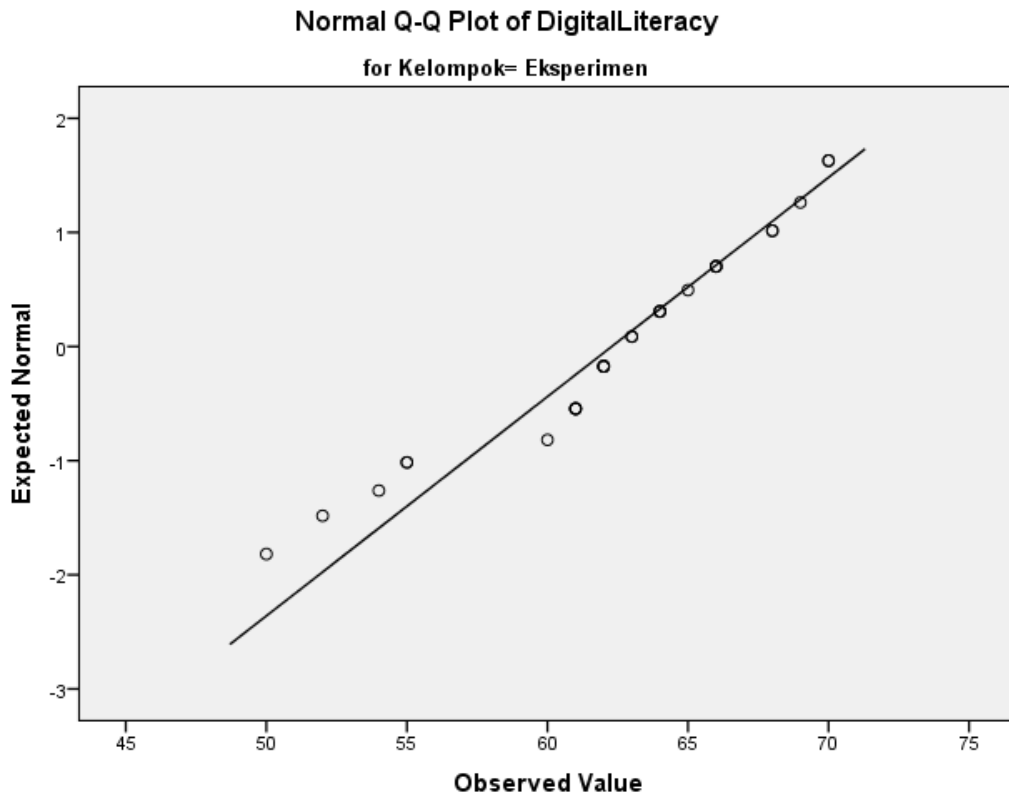
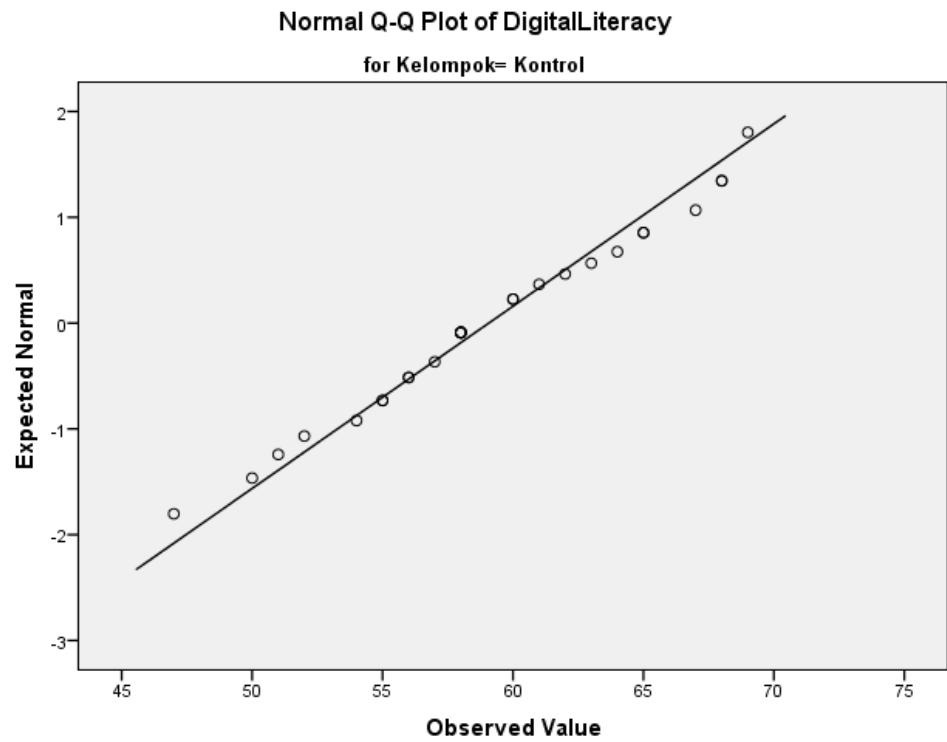


Figure Q-Q Plot Digital Literacy Experiment Group



Result of Homogeneity Test of Post-Test

Test of Homogeneity of Variances

Posttest

Levene Statistic	df1	df2	Sig.
7.437	1	53	.009

Result of Homogenitas Digital Literacy

Test of Homogeneity of Variances

DigitalLiteracy

Levene Statistic	df1	df2	Sig.
1.413	1	53	.240

Mann-Whitney U Test Ranks for DTBLT on Problem Solving

Ranks

	Group	N	Mean Rank	Sum of Ranks
Posttest	Eksperiment	28	38.98	1091.50
	Control	27	16.61	448.50
	Total	55		

Results of the Mann-Whitney U Test for DTBLT on Problem Solving

Test Statistics^a

	Problem Solving
Mann-Whitney U	232.000
Wilcoxon W	638.000
Z	-2.494
Asymp. Sig. (2-tailed)	.013

a. Grouping Variable: Kelompok

Mann-Whitney U Test Ranks for DTBLT on Digital Literacy

Ranks

	Group	N	Mean Rank	Sum of Ranks
Digital Literacy	Experiment	28	27.96	783.00
	Control	27	28.04	757.00
	Total	55		

Results of the Mann-Whitney U Test for DTBLT on Digital Literacy

Test Statistics^a

	Digital Literacy
Mann-Whitney U	252.500
Wilcoxon W	630.500
Z	-2.117
Asymp. Sig. (2-tailed)	.034

a. Grouping Variable: Kelompok



Appendix 6 Observation Checklist

Observation Checklist

No.	Observed Behavior	Yes	No	Explanation
1.	The students communicate with their friends and teacher well during the lesson process.			
2.	The students show an improvement of speaking skill when they speak during lesson process.			
3.	The students can communicate well in completing a task.			
4.	The students can speak well like in real life when doing the task.			
5.	The students can use good language on doing a task that is given by the teacher.			

Expert Judge Sheet (Questionnaire)
Instrument: The Effect of Digital Task-Based Language Teaching (TBLT)
Towards Food and Beverage Students' Problem-Solving and Digital Literacy
Skills

Expert Judge : Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

No	Response		Comment / Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		

Expert Judge,

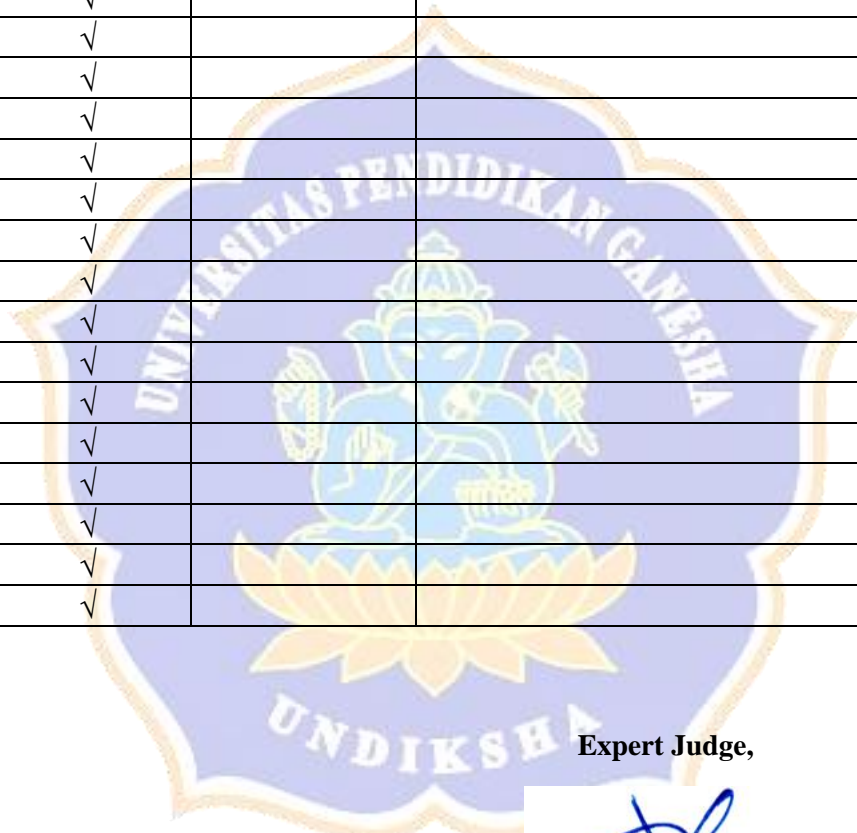


Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

Expert Judge Sheet (Questionnaire)
Instrument: The Effect of Digital Task-Based Language Teaching (TBLT)
Towards Food and Beverage Students' Problem-Solving and Digital Literacy
Skills

Expert Judge: Made Hery Santosa, S.Pd, M.Pd., Ph.D.

No	Response		Comment / Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		



Expert Judge,

Made Hery Santosa, S.Pd, M.Pd., Ph.D.

Expert Judge Sheet (Observation Checklist)
Instrument :The Effect of Digital Task-Based Language Teaching (TBLT)
Towards Food and Beverage Students' Problem-Solving and Digital Literacy
Skills

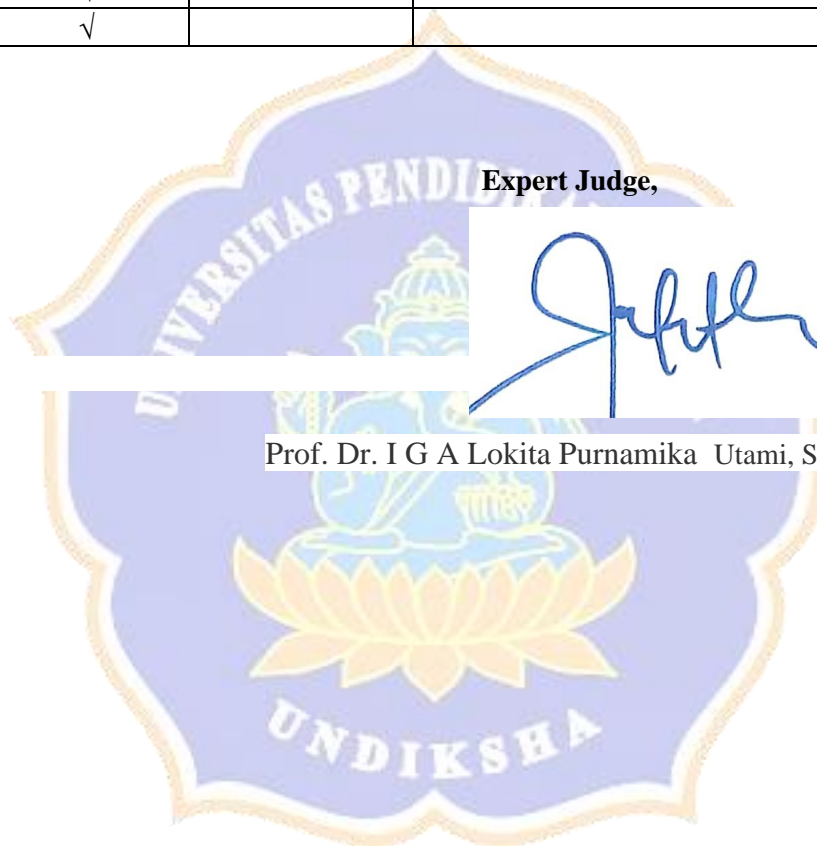
Expert Judge : Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

No	Response		Comment / Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		

Expert Judge,



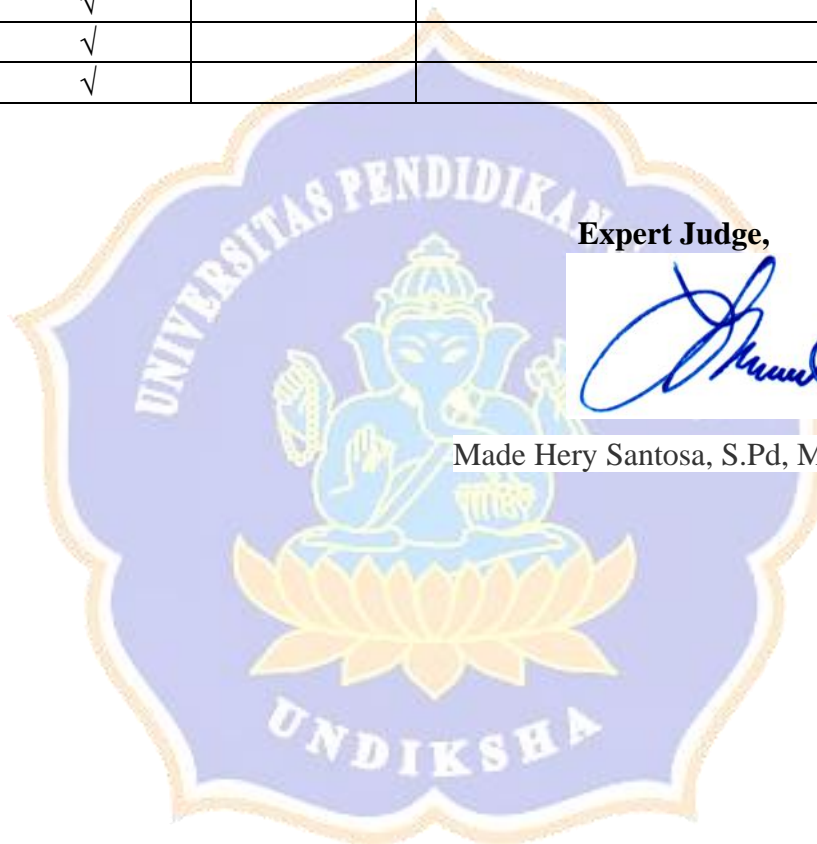
Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.



Expert Judge Sheet (Observation Checklist)
Instrument :The Effect of Digital Task-Based Language Teaching (TBLT)
Towards Food and Beverage Students' Problem-Solving and Digital Literacy
Skills

Expert Judge: Made Hery Santosa, S.Pd, M.Pd., Ph.D.

No	Response		Comment / Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		



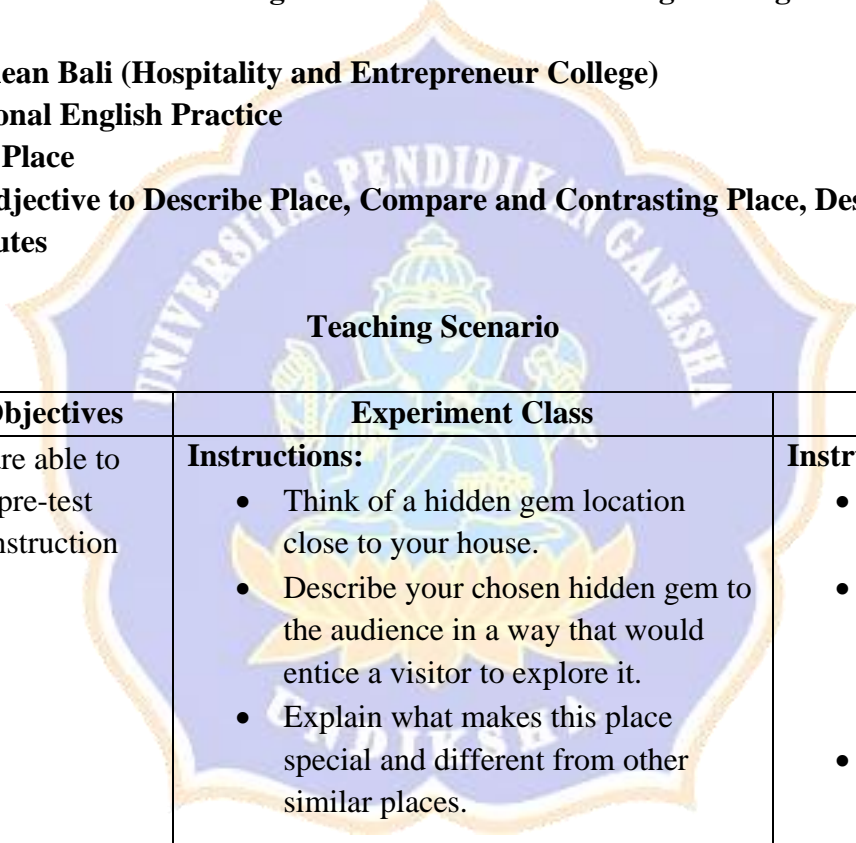
Expert Judge,



Made Hery Santosa, S.Pd, M.Pd., Ph.D.

Teaching Scenario
The Effect of Digital Task-Based Language Teaching (TBLT)
Towards Food and Beverage Students' Problem-Solving and Digital Literacy

School : Mediterranean Bali (Hospitality and Entrepreneur College)
Subject : Conversational English Practice
Topic : People and Place
Sub Topic : Advance Adjective to Describe Place, Compare and Contrasting Place, Describing Place
Time Allocation : 2 X 45 minutes



Teaching Scenario

No	Meetings	Learning Objectives	Experiment Class	Control Class
1	Pre-Test	<ul style="list-style-type: none"> Students are able to finish the pre-test based on instruction 	<p>Instructions:</p> <ul style="list-style-type: none"> Think of a hidden gem location close to your house. Describe your chosen hidden gem to the audience in a way that would entice a visitor to explore it. Explain what makes this place special and different from other similar places. 	<p>Instructions:</p> <ul style="list-style-type: none"> Think of a hidden gem location close to your house. Describe your chosen hidden gem to the audience in a way that would entice a visitor to explore it. Explain what makes this place special and different from other similar places.

No	Meetings	Learning Objectives	Experiment Class	Control Class
2	Meeting 10	<ul style="list-style-type: none"> • Students will be able to identify vivid adjectives and descriptive language to paint a picture of a place with words. • Students will be able to mention of vivid adjectives and descriptive language to paint a picture of a place with words. • Students will be able to understanding the use of vivid adjectives and descriptive language to paint a picture of a place with words. 	<p>Pre- Task:</p> <ul style="list-style-type: none"> • Display a familiar place image. Ask students to describe it using basic adjectives. • Present a digital slideshow introducing a selection of advanced adjectives related to describing places. <p>Task:</p> <ul style="list-style-type: none"> • Divide students into some groups consist of 4 by using online team picker wheels(https://pickerwheel.com/) • Students work together within their group to discuss and identify negative and positive advance adjective in the digital slideshow was presented by (https://canva.com/) • Each group has to take turn in mentioning the adjective words based on the description had shown 	<p>Pre- Task:</p> <ul style="list-style-type: none"> • Print and put on the whiteboard a familiar place image. Ask students to describe it using basic adjectives. • Print and introduce a selection of advanced adjectives related to describing places. <p>Task:</p> <ul style="list-style-type: none"> • Let student to divide the group consist of 4 • Students work together within their group to discuss and identify negative and positive advance adjective on the handout given • Each group has to take turn in mentioning the adjective words after taking the lottery from the box <p>Post-Task:</p>

No	Meetings	Learning Objectives	Experiment Class	Control Class
			<p>by (https://wordwall.net/) on the slide</p> <p>Post-Task:</p> <ul style="list-style-type: none"> • Ask of each group to choose a familiar place images that was prepared in a quiz box. • Ask students to describe it using advance adjectives • Other groups can offer constructive feedback through spoken discussion, focusing on the use of descriptive language 	<ul style="list-style-type: none"> • Ask of each group to choose a familiar place images that was prepared in printed paper. • Ask students to describe it using advance adjectives • Other groups can offer constructive feedback through spoken discussion, focusing on the use of descriptive language
3	Meeting 11	<ul style="list-style-type: none"> • Describe, compare, and contrast different places using geographical features and cultural aspects. 	<p>Pre- Task:</p> <ul style="list-style-type: none"> • Show and play the video on the screen about 2 places with different condition and Ask students to describe it using advance adjectives spoken aloud (video presented through https://www.canva.com/) <p>Task:</p> <ul style="list-style-type: none"> • Divide students into small groups. Instruct each group to open a new collaborative document 	<p>Pre- Task:</p> <ul style="list-style-type: none"> • Print and show about 2 places with different condition and Ask students to describe it using advance adjectives spoken aloud <p>Task:</p> <ul style="list-style-type: none"> • Divide students into small groups. Instruct each group to prepare blank paper and

No	Meetings	Learning Objectives	Experiment Class	Control Class
			<p>(https://padlet.com/) and name it according to their group number.</p> <ul style="list-style-type: none"> • Students work together within their groups, using their mobile devices or classroom computers to access and edit the shared document. • Students compare and contrast 2 different place that was prepared based on what they chose on a online spin wheels <p>Post – Task :</p> <ul style="list-style-type: none"> • Each group should be shared the projects document into the screen and presents their completed sentences to the class. • Other groups can ask clarifying questions or suggest alternative wording for stronger descriptions through spoken discussion. 	<p>name it according to their group number.</p> <ul style="list-style-type: none"> • Students work together and take turn within their groups to complete the paper • Students compare and contrast 2 different place that was prepared based on what they chose on lottery <p>Post – Task :</p> <ul style="list-style-type: none"> • Each group should be shared the projects and presents their completed sentences to the class. • Other groups can ask clarifying questions or suggest alternative wording for stronger descriptions through spoken discussion.
4	Meeting 12	<ul style="list-style-type: none"> • Students will be able to incorporate persuasive language 	<p>Pre Task:</p> <ul style="list-style-type: none"> • Ask students to brainstorm what makes a place a hidden gem and 	<p>Pre Task:</p> <ul style="list-style-type: none"> • Ask students to brainstorm what makes a place a hidden

No	Meetings	Learning Objectives	Experiment Class	Control Class
		<p>and marketing techniques to promote the chosen location as an influencer.</p>	<p>what kind of qualities would attract people to come to that place</p> <ul style="list-style-type: none"> • Show 1 video by @eranitri on Tiktok platform (https://vt.tiktok.com/ZSYwnaFsx/) <p>Task:</p> <ul style="list-style-type: none"> • Ask students to consider the language and techniques influencers use to make a location appealing. • Students work to brainstorm ideas for their travelogue activity by using persuasive language and marketing technique <p>Post-Task</p> <ul style="list-style-type: none"> • Students share the result of brainstorming about how to make proper persuasive marketing video to promote the hidden gem place (e.g audience target, descriptive language and persuasive language) in front of the class 	<p>gem and what kind of qualities would attract people to come to that place</p> <p>Task:</p> <ul style="list-style-type: none"> • Ask students to consider what the language and techniques influencers use to make a location appealing. • Students work to brainstorm ideas for their travelogue activity by using persuasive language and marketing technique <p>Post-Task</p> <ul style="list-style-type: none"> • Students share the result of brainstorming about how to make proper persuasive marketing video to promote the hidden gem place (e.g audience target, descriptive language and persuasive

No	Meetings	Learning Objectives	Experiment Class	Control Class
				language) in front of the class
5	Post – Test	<ul style="list-style-type: none"> Students are able to finish the post-test based on instruction 	Instructions: <ul style="list-style-type: none"> Think of a hidden gem location close to your house. Describe your chosen hidden gem to the audience in a way that would entice a visitor to explore it. Explain what makes this place special and different from other similar places. 	Instructions: <ul style="list-style-type: none"> Think of a hidden gem location close to your house. Describe your chosen hidden gem to the audience in a way that would entice a visitor to explore it. Explain what makes this place special and different from other similar places.

Judge 1

Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
NIP. 198304022006042001

Judge 2

Made Hery Santosa, S.Pd, M.Pd., Ph.D.
NIP. 197910232003121001

Appendix 7 Students Absence List

Students Absence List

No	Experiment	Initial	Control	Initial
1	GDFSPK	S1	DPPWMD	S1
2	GBLD	S2	IGAWA	S2
3	IGPAP	S3	IGAAP	S3
4	IGNPAS	S4	IGSDP	S4
5	IGNAOWP	S5	IGNKRGR	S5
6	IKBSN	S6	IKS	S6
7	IKDG	S7	IKD	S7
8	IKMP	S8	IMCGDK	S8
9	IKHC	S9	IMDDY	S9
10	IMSY	S10	IMGPK	S10
11	IMVS	S11	IMSAN	S11
12	IMYAW	S12	INAAMN	S12
13	IPGAPM	S13	INAPAW	S13
14	IPK	S14	IPHAP	S14
15	IPMA	S15	IPYWPD	S15
16	IPYHP	S16	IWPA	S16
17	KGAP	S17	JABP	S17
18	LAPDP	S18	KSE	S18
19	NGAMP	S19	KTP	S19
20	NKE	S20	LMSL	S20
21	NKAJ	S21	MYP	S21
22	NLMIS	S22	MC	S22
23	NMBDC	S23	NKSWP	S23
24	NNUSD	S24	NLPLD	S24
25	NPDAD	S25	NPMAS	S25
26	RHA	S26	NPSS	S26
27	VNGM	S27	PAP	S27
28			PAD	S28

Appendix 8 Pretest and Posttest

PRE – TEST

Welcome, future hospitality professionals!

This test is designed to assess your ability to identify and describe hidden gems – unique and interesting places – near your home that could be of interest to visitors.

Instructions:

- Think of a hidden gem location close to your house.
- Describe your chosen hidden gem to the audience in a way that would entice a visitor to explore it.
- Explain what makes this place special and different from other similar places.

~ Good Luck ~

POST – TEST

Welcome, future hospitality professionals!

This test is designed to assess your ability to identify and describe hidden gems – unique and interesting places – near your home that could be of interest to visitors.

Instructions:

- Think of a hidden gem location close to your house.
- Describe your chosen hidden gem to the audience in a way that would entice a visitor to explore it.
- Explain what makes this place special and different from other similar places.

~ Good Luck ~

Appendix 9 Lesson Plan

Lesson Plan of Experimental Group

School : Mediterranean Bali
Subject : Conversational English Practice
Topic : People and Place
Sub Topic : Advance Adjective to Describe Place, Compare and Contrasting Place, Describing Place
Time Allocation : 2 X 45 minutes

Learning Objective

In this meeting, the students are able to finish the pre-test based on instruction.

Learning Procedure

No.	Learning Activity	Time Allocation
1.	Introduction: Greeting, checking the readiness of students, motivating, and relating the materials, delivering learning objective and learning material topic.	10 minutes
2.	Main Activity: a. The lecturer gives a task as pre-test. b. The lecturer asks the students to think about a hidden gem location close to students' house. c. The lecturer gives a description about the task that is the students should choose a hidden gem to the audience in a way that would entice a visitor to explore it. d. The lecturer explains about what makes the place (hidden gem chosen) special and different from other similar places.	75 minutes
3.	Closing Asking about the students' difficulties during the learning session, delivering closing and greeting.	5 minutes

Denpasar, 4th March
2024

Subject's Lecturer

Researcher

Ida Bagus Gde Phalaguna, S.Pd., M.Pd

Diantari Kusuma Dewi

Lesson Plan of Experimental Group

School : Mediterranean Bali
Subject : Conversational English Practice
Topic : People and Place
Sub Topic : Advance Adjective to Describe Place, Compare and Contrasting Place, Describing Place
Time Allocation : 2 X 45 minutes

Learning Objective

In this meeting, the students are able to:

1. Identify vivid adjectives and descriptive language to paint a picture of a place with words.
2. Mention of vivid adjectives and descriptive language to paint a picture of a place with words.
3. Understand the use of vivid adjectives and descriptive language to paint a picture of a place with words.

Learning Procedure

No.	Learning Activity	Time Allocation
1.	Introduction: Greeting, checking the readiness of students, motivating, and relating the materials, delivering learning objective and learning material topic.	10 minutes
2.	Main Activity: Pre- Task: <ul style="list-style-type: none"> • Display a familiar place image. Ask students to describe it using basic adjectives. • Present a digital slideshow introducing a selection of advanced adjectives related to describing places. Task: <ul style="list-style-type: none"> • Divide students into some groups consist of 4 by using online team picker wheels(https://pickerwheel.com/) • Students work together within their group to discuss and identify negative and positive advance adjective in the digital slideshow was presented by (https://canva.com/) • Each group has to take turn in mentioning the adjective words based on the description had shown by (https://wordwall.net/) on the slide Post-Task: <ul style="list-style-type: none"> • Ask of each group to choose a familiar place images that was prepared in a quiz box. 	75 minutes

No.	Learning Activity	Time Allocation
	<ul style="list-style-type: none"> • Ask students to describe it using advance adjectives • Other groups can offer constructive feedback through spoken discussion, focusing on the use of descriptive language. 	
3.	Closing Asking about the students' difficulties during the learning session, delivering closing and greeting.	5 minutes

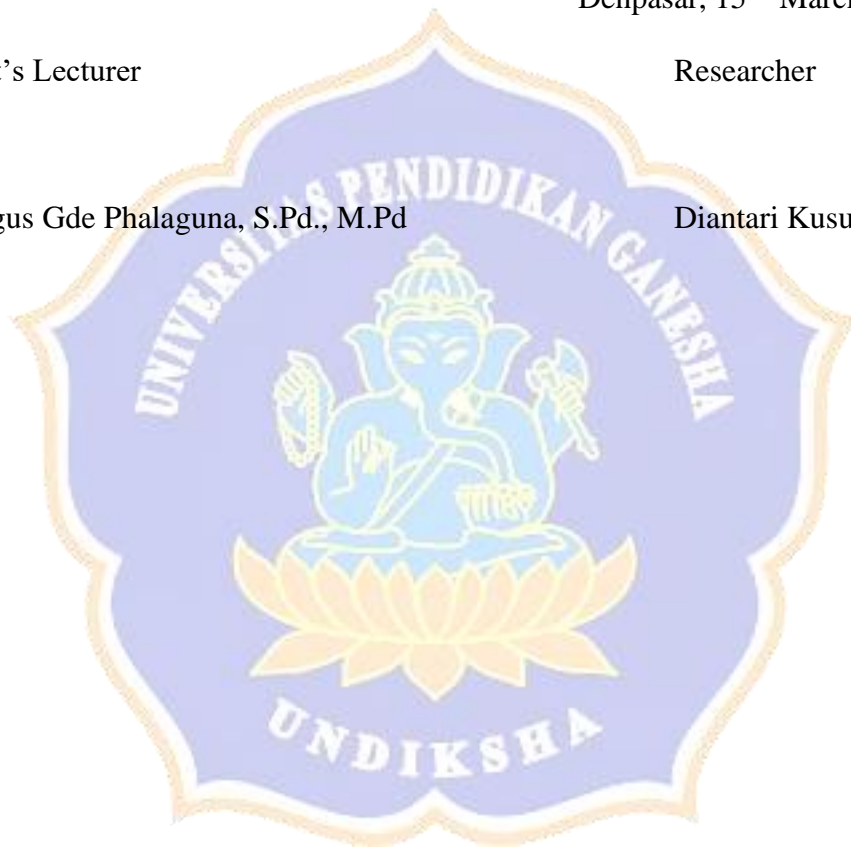
Denpasar, 15th March 2024

Subject's Lecturer

Researcher

Ida Bagus Gde Phalaguna, S.Pd., M.Pd
Dewi

Diantari Kusuma



Lesson Plan of Experimental Group

School	: Mediterranean Bali
Subject	: Conversational English Practice
Topic	: People and Place
Sub Topic	: Advance Adjective to Describe Place, Compare and Contrasting Place, Describing Place
Time Allocation	: 2 X 45 minutes

Learning Objective

In this meeting, the students are able to describe, compare, and contrast different places using geographical features and cultural aspects.

Learning Procedure

No.	Learning Activity	Time Allocation
1.	Introduction: Greeting, checking the readiness of students, motivating, and relating the materials, delivering learning objective and learning material topic.	10 minutes
2.	Main Activity: Pre- Task: <ul style="list-style-type: none">• Show and play the video on the screen about 2 places with different condition and Ask students to describe it using advance adjectives spoken aloud (video presented through https://www.canva.com/) Task: <ul style="list-style-type: none">• Divide students into small groups. Instruct each group to open a new collaborative document (https://padlet.com/) and name it according to their group number.• Students work together within their groups, using their mobile devices or classroom computers to access and edit the shared document.• Students compare and contrast 2 different place that was prepared based on what they chose on an online spin wheels Post – Task: <ul style="list-style-type: none">• Each group should be shared the projects document into the screen and presents their completed sentences to the class.• Other groups can ask clarifying questions or suggest alternative wording for stronger descriptions through spoken discussion.	75 minutes
3.	Closing	5 minutes

No.	Learning Activity	Time Allocation
	Asking about the students' difficulties during the learning session, delivering closing and greeting.	

Subject's Lecturer

Denpasar, 18th March 2024
Researcher

Ida Bagus Gde Phalaguna, S.Pd., M.Pd

Diantari Kusuma Dewi



Lesson Plan of Experimental Group

School : Mediterranean Bali
Subject : Conversational English Practice
Topic : People and Place
Sub Topic : Advance Adjective to Describe Place, Compare and Contrasting Place, Describing Place
Time Allocation : 2 X 45 minutes

Learning Objective

In this meeting, the students are able to incorporate persuasive language and marketing techniques to promote the chosen location as an influencer.

Learning Procedure

No.	Learning Activity	Time Allocation
1.	Introduction: Greeting, checking the readiness of students, motivating, and relating the materials, delivering learning objective and learning material topic.	10 minutes
2.	Main Activity: Pre Task: <ul style="list-style-type: none">• Ask students to brainstorm what makes a place a hidden gem and what kind of qualities would attract people to come to that place.• Show 1 video by @eranitri on Tiktok platform (https://vt.tiktok.com/ZSYwnaFsx/) Task: <ul style="list-style-type: none">• Ask students to consider the language and techniques influencers use to make a location appealing.• Students work to brainstorm ideas for their travelogue activity by using persuasive language and marketing technique Post-Task <ul style="list-style-type: none">• Students share the result of brainstorming about how to make proper persuasive marketing video to promote the hidden gem place (e.g audience target, descriptive language and persuasive language) in front of the class	75 minutes
3.	Closing Asking about the students' difficulties during the learning session, delivering closing and greeting.	5 minutes

Subject's Lecturer

Denpasar, 22nd March 2024
Researcher

Ida Bagus Gde Phalaguna, S.Pd., M.Pd

Diantari Kusuma Dewi

Lesson Plan of Experimental Group

School : Mediterranean Bali
Subject : Conversational English Practice
Topic : People and Place
Sub Topic : Advance Adjective to Describe Place, Compare and Contrasting Place, Describing Place
Time Allocation : 2 X 45 minutes

Learning Objective

In this meeting, the students are able to finish the post-test based on instruction.

Learning Procedure

No.	Learning Activity	Time Allocation
1.	Introduction: Greeting, checking the readiness of students, motivating, and relating the materials, delivering learning objective and learning material topic.	10 minutes
2.	Main Activity: a. The lecturer gives a task as post-test. b. The lecturer asks the students to think about a hidden gem location close to students' house. c. The lecturer gives a description about the task that is the students should choose a hidden gem to the audience in a way that would entice a visitor to explore it. d. The lecturer explains about what makes the place (hidden gem chosen) special and different from other similar places.	75 minutes
3.	Closing Asking about the students' difficulties during the learning session, delivering closing and greeting.	5 minutes

Subject's Lecturer

Ida Bagus Gde Phalaguna, S.Pd., M.Pd

Denpasar, 25th March 2024
Researcher

Diantari Kusuma Dewi

Lesson Plan of Control Group

School : Mediterranean Bali
Subject : Conversational English Practice
Topic : People and Place
Sub Topic : Advance Adjective to Describe Place, Compare and Contrasting Place, Describing Place
Time Allocation : 2 X 45 minutes

Learning Objective

In this meeting, the students are able to finish the pre-test based on instruction.

Learning Procedure

No.	Learning Activity	Time Allocation
1.	Introduction: Greeting, checking the readiness of students, motivating, and relating the materials, delivering learning objective and learning material topic.	10 minutes
2.	Main Activity: a. The lecturer gives a task as pre-test. b. The lecturer asks the students to think about a hidden gem location close to students' house. c. The lecturer gives a description about the task that is the students should choose a hidden gem to the audience in a way that would entice a visitor to explore it. d. The lecturer explains about what makes the place (hidden gem chosen) special and different from other similar places.	75 minutes
3.	Closing Asking about the students' difficulties during the learning session, delivering closing and greeting.	5 minutes

Subject's Lecturer

Denpasar, 5th March 2024
Researcher

I Komang Dedik Susila, S.Pd., M.Pd.

Diantari Kusuma Dewi

Lesson Plan of Control Group

School	: Mediterranean Bali
Subject	: Conversational English Practice
Topic	: People and Place
Sub Topic	: Advance Adjective to Describe Place, Compare and Contrasting Place, Describing Place
Time Allocation	: 2 X 45 minutes

Learning Objective

In this meeting, the students are able to:

1. Identify vivid adjectives and descriptive language to paint a picture of a place with words.
2. Mention of vivid adjectives and descriptive language to paint a picture of a place with words.
3. Understand the use of vivid adjectives and descriptives language to paint a picture of a place with words.

Learning Procedure

No.	Learning Activity	Time Allocation
1.	Introduction: Greeting, checking the readiness of students, motivating, and relating the materials, delivering learning objective and learning material topic.	10 minutes
2.	Main Activity: Pre- Task: <ul style="list-style-type: none">• Print and put on the whiteboard a familiar place image. Ask students to describe it using basic adjectives.• Print and introduce a selection of advanced adjectives related to describing places. Task: <ul style="list-style-type: none">• Let student to divide the group consist of 4• Students work together within their group to discuss and identify negative and positive advance adjective on the handout given• Each group has to take turn in mentioning the adjective words after taking the lottery from the box Post-Task: <ul style="list-style-type: none">• Ask of each group to choose a familiar place images that was prepared in printed paper.• Ask students to describe it using advance adjectives	75 minutes

No.	Learning Activity	Time Allocation
	<ul style="list-style-type: none">• Other groups can offer constructive feedback through spoken discussion, focusing on the use of descriptive language.	
3.	Closing Asking about the students' difficulties during the learning session, delivering closing and greeting.	5 minutes

Subject's Lecturer

Denpasar, 7th March 2024
Researcher

I Komang Dedik Susila, S.Pd., M.Pd.

Diantari Kusuma Dewi



Lesson Plan of Control Group

School : Mediterranean Bali
Subject : Conversational English Practice
Topic : People and Place
Sub Topic : Advance Adjective to Describe Place, Compare and Contrasting Place, Describing Place
Time Allocation : 2 X 45 minutes

Learning Objective

In this meeting, the students are able to describe, compare, and contrast different places using geographical features and cultural aspects.

Learning Procedure

No.	Learning Activity	Time Allocation
1.	Introduction: Greeting, checking the readiness of students, motivating, and relating the materials, delivering learning objective and learning material topic.	10 minutes
2.	Main Activity: Pre- Task: <ul style="list-style-type: none">Print and show about 2 places with different condition and Ask students to describe it using advance adjectives spoken aloud Task: <ul style="list-style-type: none">Divide students into small groups. Instruct each group to prepare blank paper and name it according to their group number.Students work together and take turn within their groups to complete the paperStudents compare and contrast 2 different place that was prepared based on what they chose on lottery Post – Task: <ul style="list-style-type: none">Each group should be shared the projects and presents their completed sentences to the class.Other groups can ask clarifying questions or suggest alternative wording for stronger descriptions through spoken discussion.	75 minutes
3.	Closing Asking about the students' difficulties during the learning session, delivering closing and greeting.	5 minutes

Subject's Lecturer

Denpasar, 14th March 2024
Researcher

I Komang Dedik Susila, S.Pd., M.Pd.

Diantari Kusuma Dewi

Lesson Plan of Control Group

School : Mediterranean Bali
Subject : Conversational English Practice
Topic : People and Place
Sub Topic : Advance Adjective to Describe Place, Compare and Contrasting Place, Describing Place
Time Allocation : 2 X 45 minutes

Learning Objective

In this meeting, the students are able to incorporate persuasive language and marketing techniques to promote the chosen location as an influencer.

Learning Procedure

No.	Learning Activity	Time Allocation
1.	Introduction: Greeting, checking the readiness of students, motivating, and relating the materials, delivering learning objective and learning material topic.	10 minutes
2.	Main Activity: Pre Task: <ul style="list-style-type: none">Ask students to brainstorm what makes a place a hidden gem and what kind of qualities would attract people to come to that place. Task: <ul style="list-style-type: none">Ask students to consider what the language and techniques influencers use to make a location appealing.Students work to brainstorm ideas for their travelogue activity by using persuasive language and marketing technique Post-Task <ul style="list-style-type: none">Students share the result of brainstorming about how to make proper persuasive marketing video to promote the hidden gem place (e.g audience target, descriptive language and persuasive language) in front of the class.	75 minutes
3.	Closing Asking about the students' difficulties during the learning session, delivering closing and greeting.	5 minutes

Subject's Lecturer

I Komang Dedik Susila, S.Pd., M.Pd.

Denpasar, 19th March 2024
Researcher

Diantari Kusuma Dewi

Lesson Plan of Control Group

School : Mediterranean Bali
Subject : Conversational English Practice
Topic : People and Place
Sub Topic : Advance Adjective to Describe Place, Compare and Contrasting Place, Describing Place
Time Allocation : 2 X 45 minutes

Learning Objective

In this meeting, the students are able to finish the post-test based on instruction.

Learning Procedure

No.	Learning Activity	Time Allocation
1.	Introduction: Greeting, checking the readiness of students, motivating, and relating the materials, delivering learning objective and learning material topic.	10 minutes
2.	Main Activity: a. The lecturer gives a task as post-test. b. The lecturer asks the students to think about a hidden gem location close to students' house. c. The lecturer gives a description about the task that is the students should choose a hidden gem to the audience in a way that would entice a visitor to explore it. d. The lecturer explains about what makes the place (hidden gem chosen) special and different from other similar places.	75 minutes
3.	Closing Asking about the students' difficulties during the learning session, delivering closing and greeting.	5 minutes

Subject's Lecturer

Denpasar, 26th March 2024
Researcher

I Komang Dedik Susila, S.Pd., M.Pd.

Diantari Kusuma Dewi



Appendix 10 Documentations

Documentations Result

No	Descriptions of Activity	Documentations
1	Observation for Experimental and Control Class	

2 Teaching and Learning
Process



<p>3</p>	<p>The Application of some teaching digital tools in teaching process for experiment class</p>	
<p>4</p>	<p>Result of some Videos uploaded on social media about reviewing some of places to go</p>	



HIDDEN GEM EATERY Di AKASIA

Rasha Kitchenette · 3.2km

Piw^wiP

Hi Everyone !! 😊 Let me show you the hidden gem on Akasia stre... more

@Piw^wiP Original Sound

Piw^wiP shared this video [Follow back](#)

16 likes, 2 comments, 1 share, 5 views

HIDDEN GEM AT MENDIRA BEACH

3 views 10d ago ...more

5 Documentations for filling
the questionnaire



Appendix 11 Research Permission Letter of University



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
PROGRAM PASCASARJANA

Jalan Udayana Nomor 11 Singaraja, Bali 81116 Telepon 081999446444 Laman www.pasca.undiksha.ac.id

Singaraja, 29 Agustus 2024

Nomor : 3477/UN48.14.1/KM/2024
Hal : **Mohon Ijin Pengambilan Data**
Yth. :
di

Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Tesis mahasiswa Program Pascasarjana Universitas Pendidikan Ganesha, kami mohon kesediaan Bapak/Ibu untuk dapat menerima dan mengizinkan mahasiswa kami sebagai berikut :

Nama : Luh Putu Diantari Kusuma Dewi
NIM : 2229081032
Program Studi : Pendidikan Bahasa Inggris (S2)
Judul Tesis : **The Effect of Digital Task-Based Language Teaching (DTBLT) Towards Food and Beverage Service Students' Problem Solving and Digital Literacy Skills.**

untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.

Atas perhatian, perkenaan dan kerja sama yang baik kami ucapkan terima kasih.

Menyetujui,

Pembimbing I,

Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
NIP. 198304022006042001

Pembimbing II,

Made Hery Santosa, S.Pd, M.Pd., Ph.D.
NIP. 197910232003121001

Mengetahui,
a.n. Direktur,
Wadir I,



Prof. Dr. Ida Bagus Putu Arnyana, M.Si
NIP. 195812311986011005

Appendix 12 Research Permission Letter of Mediterranean College



MEDITERRANEAN BALI
HOSPITALITY AND ENTREPRENEUR COLLEGE

Mediterranean Bali - Headquarters

Jln. Hayam Wuruk, No. 274, Panjer, Denpasar, Bali | Phone (0361) 4455758

Website : www.mediterraneanbali.id | Email : info@mediterraneanbali.id

SURAT KETERANGAN

Yang bertandatangan di bawah ini *Campus Manager* Mediterranean Bali - Headquarters, berlokasi di Jl. Hayam Wuruk No.274, Panjer, Denpasar Selatan, Kota Denpasar, Bali

Nama : Gede Rai Palguna, S.Tr.AB., M.Tr.Par
Jabatan : *Campus Manager*

Dengan ini memberikan ijin untuk melakukan penelitian di lingkungan Mediterranean Bali - Headquarters kepada:

Nama : Luh Putu Diantari Kusuma Dewi
NIM : 2229081032
Prodi : Pascasarjana – Pendidikan Bahasa Inggris (S2)
Judul Tesis : The Effect of Digital Task-Based Language Teaching (TBLT) Towards Food and Beverage Service Students' Digital Literacy and Problem-solving Skills

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Denpasar, 5 Mei 2024

Mediterranean Bali – Headquarters,

Gede Rai Palguna, S.Tr.AB., M.Tr.Par
Campus Manager