

# APPENDIXES



## Appendix 01. Letter of the Research Observation



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI  
**UNIVERSITAS PENDIDIKAN GANESHA**  
**FAKULTAS BAHASA DAN SENI**  
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
 Telepon (0362) 21541 Fax. (0362) 27561  
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Nomor : 2876/UN48.7.1/DT/2023

12 September 2023

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMA Negeri 4 Singaraja  
 di Singaraja

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

Nama	: Putu Gede Arimbawa
NIM	: 2012021027
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,  
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 N Luh Putu Eka Sulistia Dewi  
 NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
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3. Sub Bagian Pendidikan FBS

## Appendix 02. Letter of the Research Permission



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI  
**UNIVERSITAS PENDIDIKAN GANESHA**  
**FAKULTAS BAHASA DAN SENI**  
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
 Telepon (0362) 21541 Fax. (0362) 27561  
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Nomor : 1577/UN48.7.1/DT/2024

2 Mei 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 4 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 Gede Arimbawa
NIM	: 2012021027
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION INTEGRATED WITH TECHNOLOGY IN ENGLISH CLASS AT SMA NEGERI 4 SINGARAJA

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



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Tembusan:

1. Dekan FBS Undiksha Singaraja
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### Appendix 03. Expert Judge Sheet I

#### Expert Judge Sheet I

#### Questionnaire

**Instrument** : Questionnaire of Teachers Stress in Implementing Differentiated Instruction with Technology

**1<sup>st</sup> Expert** : Putu Adi Krisna Juniarta, S.Pd., M.Pd. (Judge 1)

The Stress theory used in this research is from Ramberg et al., (2020), who explained that stress relates to Technology Competence, Support and Training, Role Preparedness. The definition of each aspect can be defined as following below:

1. **Technology Competence** refers to the understanding of various technologies, their functions, and their capabilities. Teachers who need more technology skills or feel confident in using specific software or hardware may experience stress when trying to integrate technology into their learning.
2. **Support and Training** is the support from schools and administration also plays an essential role in reducing teacher stress in using technology. Teachers who feel that they receive sufficient support in terms of training, guidance, and flexibility in integrating technology into the curriculum.
3. **Role Preparedness** is crucial to reduce teacher stress. When teachers are well prepared, they are more likely to feel confident, competent, and able to handle the demands of their profession. It encompasses the skills, knowledge, and resources one possesses, allowing them to tackle challenges and successfully meet objectives.

Furthermore, Technological Competency is an obligation that must be applied to a task, support and training is a positive attitude in supporting the implementation of technology, and role preparedness is the ability and resources available to carry out tasks effectively to be more efficient. Together, these aspects contribute to an individual's stress to face challenges and achieve desired outcomes.

No of Question	Statements	Validity		Comments/Notes
		Relevant	Irrelevant	
		(√)	(√)	
Aspect of Technology Comptence				
1.	Saya merasa stres ketika mengikuti berbagai pelatihan khusus seperti seminar atau webinar untuk mengembangkan profesionalisme serta kemampuan dalam penggunaan serta pengintegrasian teknologi dalam pembelajaran berdiferensiasi.	√		
2.	Saya merasa terbebani ketika secara berlebihan meneliti jurnal atau artikel ilmiah yang berkaitan dengan pembelajaran dengan instruksi berbeda untuk mendukung dan memperluas wawasan dalam menerapkan pembelajaran	√		

	berdiferensiasi menggunakan teknologi.			
3.	Saya merasa cemas ketika harus mencari sumber referensi dalam bentuk video mengenai pembelajaran dengan instruksi yang berbeda untuk memastikan bahwa teknologi terintegrasi dengan baik dan efektif dalam pembelajaran berdiferensiasi di kelas.	√		
4.	Saya merasa stres saat harus mencari dan mengeksplorasi berbagai alat teknologi pendidikan untuk meningkatkan kemampuan dalam mengimplementasikan pembelajaran diferensiasi di kelas.	√		
5.	Saya merasa tertekan ketika harus secara aktif mengeksplorasi dan menerapkan cara inovatif untuk menggunakan teknologi dalam asesmen formatif, memungkinkan	√		



	penyesuaian waktu nyata untuk memenuhi kebutuhan belajar individual dalam pembelajaran berdiferensiasi.			
6.	Saya merasa frustrasi ketika mengalami permasalahan teknis (teknologi) yang menghambat kelancaran pembelajaran berdiferensiasi berbasis teknologi di kelas.	√		
7.	Saya merasa terbebani ketika harus secara berkala merefleksikan praktik mengajar, khususnya integrasi teknologi, untuk mengidentifikasi area yang perlu ditingkatkan dan diperbaiki dalam pembelajaran berdiferensiasi.	√		
8.	Saya merasa kesulitan ketika harus secara rutin mengeksplorasi dan menerapkan elemen-	√		

	elemen gamifikasi dalam pembelajaran, menggunakan teknologi untuk membuat pembelajaran berdiferensiasi lebih menarik dan memotivasi bagi siswa			
9.	Saya merasa cemas ketika harus menciptakan suasana kelas yang mendukung dan mendorong kolaborasi antar siswa melalui alat teknologi yang sesuai dengan minat dan kebutuhan belajar yang berbeda dalam pembelajaran berdiferensiasi.	√		
10.	Saya terkadang merasa kesulitan untuk memotivasi siswa yang menunjukkan ketidakminatan menggunakan teknologi dalam pembelajaran berdiferensiasi.	√		



11.	Saya merasa terbebani ketika harus secara proaktif mencari masukan dari siswa untuk memahami preferensi dan tingkat kenyamanan mereka terhadap berbagai alat teknologi, dan menyesuaikan pendekatan sesuai kebutuhan dalam pembelajaran berdiferensiasi.	√		
12.	Saya sering merasa kesulitan untuk menyesuaikan pembelajaran berdiferensiasi dengan teknologi terkini karena keterbatasan akses teknologi dan kurangnya dukungan dari pihak sekolah.	√		
13.	Saya merasa stres ketika harus menghabiskan waktu ekstra untuk menyusun modul atau materi pembelajaran berdiferensiasi yang	√		

	dapat diakses melalui platform digital.			
	<b>Aspect of Support and Training</b>			
14.	Saya merasa stres ketika menginvestasikan banyak waktu untuk mengikuti berbagai pelatihan khusus (seminar atau webinar) tanpa adanya dukungan yang memadai dari sekolah atau administrasi untuk mengembangkan profesionalisme serta kemampuan saya dalam penggunaan dan pengintegrasian teknologi dalam mengimplementasikan pembelajaran berdiferensiasi..	√		
15.	Saya merasa kurang didukung ketika harus mengeluarkan uang lebih untuk membeli atau berlangganan platform digital yang seharusnya disediakan oleh sekolah	√		

	<p>untuk mendukung pembelajaran berdiferensiasi dan memenuhi kebutuhan beragam siswa di kelas saya.</p>			
16.	<p>Saya merasa tertekan karena harus meluangkan waktu sendiri untuk mempelajari berbagai alat dan aplikasi teknologi tanpa adanya bimbingan atau pelatihan yang memadai dari sekolah atau administrasi yang dapat mendukung pembelajaran diferensiasi di dalam kelas.</p>	√		
17.	<p>Saya merasa terbebani karena tidak ada dukungan dari sekolah atau administrasi ketika ingin mencoba model pembelajaran yang bervariasi dengan memanfaatkan teknologi untuk mendukung perbedaan kecepatan</p>	√		

	belajar sesuai dengan preferensi siswa dalam pembelajaran berdiferensiasi.			
18.	Saya merasa stres karena harus menginvestasikan waktu sendiri untuk mencari sumber referensi berupa artikel atau jurnal ilmiah untuk mempelajari berbagai alat dan platform pembelajaran digital tanpa adanya bimbingan yang cukup dari sekolah atau administrasi untuk mendukung diferensiasi di dalam kelas.	√		
19.	Saya merasa tertekan untuk merancang materi pembelajaran berbasis teknologi yang dapat diakses oleh semua tingkatan kemampuan siswa dalam pembelajaran berdiferensiasi di kelas saya tanpa adanya dukungan atau fleksibilitas yang cukup	√		

	dari sekolah atau administrasi.			
	<b>Aspect of Role Preparedness</b>			
20.	Saya merasa stres karena kurangnya kesiapan dalam mengintegrasikan platform pembelajaran digital ke dalam kurikulum yang selaras dengan pengajaran berdiferensiasi guna memenuhi kebutuhan, gaya, dan preferensi belajar individu dari setiap siswa di dalam kelas.	√		
21.	Saya merasa kurang percaya diri dalam memilih serta menggunakan berbagai macam platform pembelajaran digital atau aplikasi pendidikan untuk menyesuaikan strategi pengajaran saya secara efektif dalam pembelajaran berdiferensiasi.	√		



22.	Saya merasa terbebani dalam merancang berbagai jenis tugas berbasis teknologi untuk mengakses prestasi dan pencapaian siswa ketika diajar menggunakan instruksi yang berbeda karena kurangnya kesiapan dan pelatihan yang memadai.	√		
23.	Saya merasa tidak cukup terampil dalam menciptakan kondisi pembelajaran yang lebih berpusat pada siswa (student-centered) dalam pembelajaran berdiferensiasi menggunakan teknologi, yang menyebabkan stres dalam proses pengajaran.	√		
24.	Saya merasa tertekan karena tidak mahir dalam memecahkan masalah dan mengatasi tantangan teknologi serta memastikan integrasi teknologi yang mulus dan efisien ke dalam instruksi	√		

	pembelajaran yang berbeda di dalam kelas.			
25.	Saya merasa kurang terampil dalam menerapkan elemen gamifikasi digital, sehingga kemampuan saya dalam membuat pembelajaran berdiferensiasi menarik menjadi terbatas, menambah tingkat stres saya.	√		
26.	Saya merasa tidak memiliki keterampilan yang memadai untuk memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan pembelajaran mandiri dalam pembelajaran terdiferensiasi, yang menyebabkan ketidaknyamanan dan stres.	√		
27.	Saya merasa kurang percaya diri dalam memfasilitasi kolaborasi	√		

	virtual melalui platform online yang mendorong pembelajaran kooperatif di antara siswa dengan berbagai kemampuan dalam pembelajaran instruksi yang berbeda			
28.	Saya merasa stres karena terkadang kurang maksimal dalam menyesuaikan rencana pembelajaran untuk melibatkan penggunaan teknologi dan masih kesulitan memberikan berbagai cara bagi siswa untuk terlibat dengan konten digital berdasarkan preferensi individual mereka.	√		
29.	Saya merasa kurang kompeten dalam mengalokasikan waktu pengajaran dan pembelajaran berdiferensiasi yang tersedia dan efektif ketika mengintegrasikan teknologi, yang meningkatkan beban	√		

	kerja dan tingkat stres saya.			
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Singaraja, 04 July 2024

1<sup>st</sup> Expert Judge



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



#### Appendix 04. Expert Judge Sheet II

#### Expert Judge Sheet II

#### Questionnaire

**Instrument** : Questionnaire of Teachers Stress in Implementing Differentiated Instruction with Technology

**1<sup>st</sup> Expert** : Kadek Sintya Dewi. S.Pd., M.Pd. (Judge 2)

The Stress theory used in this research is from Ramberg et al., (2020), who explained that stress relates to Technology Competence, Support and Training, Role Preparedness. The definition of each aspect can be defined as following below:

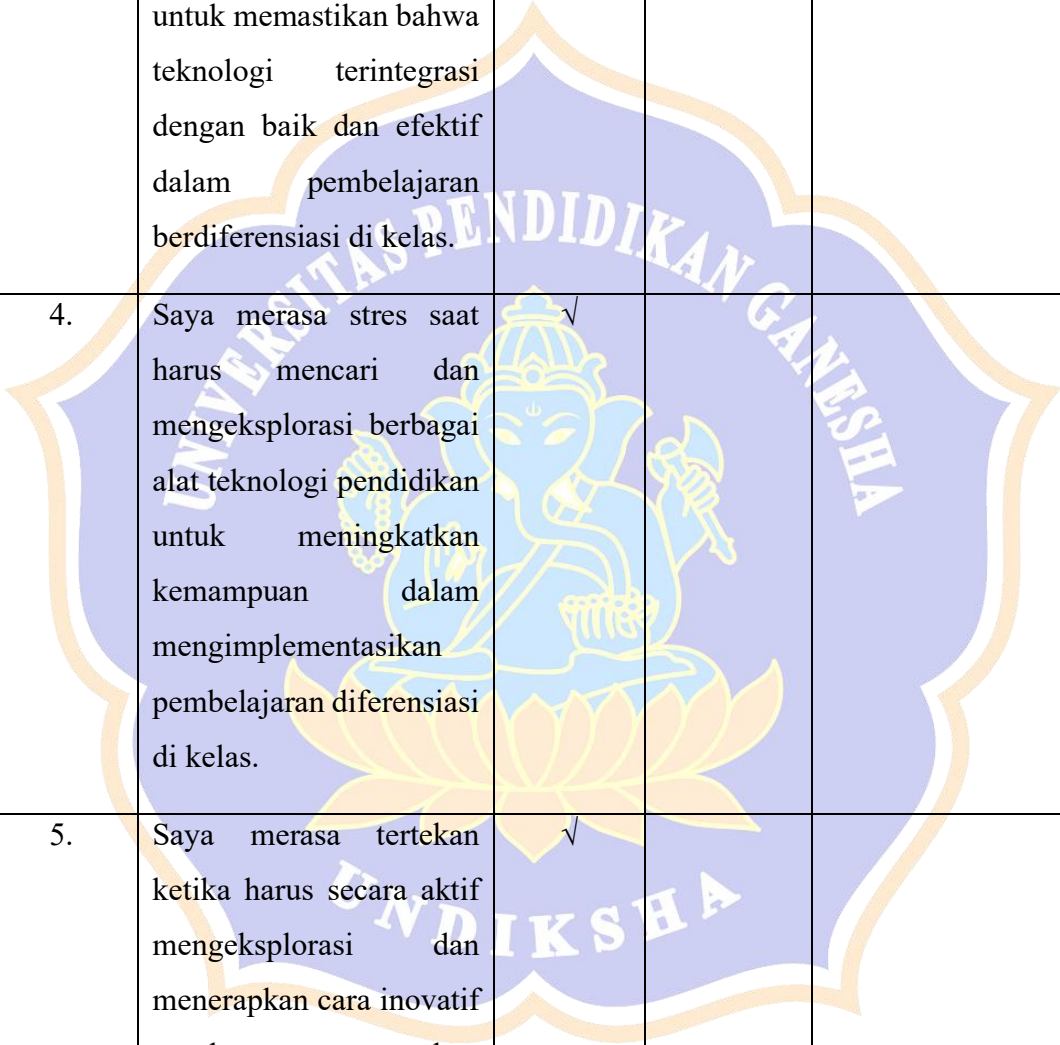
1. **Technology Competence** refers to the understanding of various technologies, their functions, and their capabilities. Teachers who need more technology skills or feel confident in using specific software or hardware may experience stress when trying to integrate technology into their learning.
2. **Support and Training** is the support from schools and administration also plays an essential role in reducing teacher stress in using technology. Teachers who feel that they receive sufficient support in terms of training, guidance, and flexibility in integrating technology into the curriculum.
3. **Role Preparedness** is crucial to reduce teacher stress. When teachers are well prepared, they are more likely to feel confident, competent, and able to handle the demands of their profession. It encompasses the skills, knowledge, and resources one possesses, allowing them to tackle challenges and successfully meet objectives.

Furthermore, Technological Competency is an obligation that must be applied to a task, support and training is a positive attitude in supporting the implementation of technology, and role preparedness is the ability and resources available to carry out tasks effectively to be more efficient. Together, these aspects contribute to an individual's stress to face challenges and achieve desired outcomes.

	Statements	Validity		Comments/Notes
		Relevant	Irrelevant	



No of Question		(√)	(√)	
	Aspect of Technology Comptence			
1.	Saya merasa stres ketika mengikuti berbagai pelatihan khusus seperti seminar atau webinar untuk mengembangkan profesionalisme serta kemampuan dalam penggunaan serta pengintegrasian teknologi dalam pembelajaran berdiferensiasi.	√		
2.	Saya merasa terbebani ketika secara berlebihan meneliti jurnal atau artikel ilmiah yang berkaitan dengan pembelajaran dengan instruksi berbeda untuk mendukung dan memperluas wawasan dalam menerapkan pembelajaran berdiferensiasi menggunakan teknologi.	√		



3.	Saya merasa cemas ketika harus mencari sumber referensi dalam bentuk video mengenai pembelajaran dengan instruksi yang berbeda untuk memastikan bahwa teknologi terintegrasi dengan baik dan efektif dalam pembelajaran berdiferensiasi di kelas.	√		
4.	Saya merasa stres saat harus mencari dan mengeksplorasi berbagai alat teknologi pendidikan untuk meningkatkan kemampuan dalam mengimplementasikan pembelajaran diferensiasi di kelas.	√		
5.	Saya merasa tertekan ketika harus secara aktif mengeksplorasi dan menerapkan cara inovatif untuk menggunakan teknologi dalam asesmen formatif, memungkinkan penyesuaian waktu nyata untuk memenuhi kebutuhan belajar	√		

	individual dalam pembelajaran berdiferensiasi.			
6.	Saya merasa frustrasi ketika mengalami permasalahan teknis (teknologi) yang menghambat kelancaran pembelajaran berdiferensiasi berbasis teknologi di kelas.	√		
7.	Saya merasa terbebani ketika harus secara berkala merefleksikan praktik mengajar, khususnya integrasi teknologi, untuk mengidentifikasi area yang perlu ditingkatkan dan diperbaiki dalam pembelajaran berdiferensiasi.	√		
8.	Saya merasa kesulitan ketika harus secara rutin mengeksplorasi dan menerapkan elemen-elemen gamifikasi dalam pembelajaran,	√		

	menggunakan teknologi untuk membuat pembelajaran berdiferensiasi lebih menarik dan memotivasi bagi siswa			
9.	Saya merasa cemas ketika harus menciptakan suasana kelas yang mendukung dan mendorong kolaborasi antar siswa melalui alat teknologi yang sesuai dengan minat dan kebutuhan belajar yang berbeda dalam pembelajaran berdiferensiasi.	√		
10.	Saya terkadang merasa kesulitan untuk memotivasi siswa yang menunjukkan ketidakminatan menggunakan teknologi dalam pembelajaran berdiferensiasi.	√		
11.	Saya merasa terbebani ketika harus secara proaktif mencari	√		

	<p>masuk dari siswa untuk memahami preferensi dan tingkat kenyamanan mereka terhadap berbagai alat teknologi, dan menyesuaikan pendekatan sesuai kebutuhan dalam pembelajaran berdiferensiasi.</p>			
12.	<p>Saya sering merasa kesulitan untuk menyesuaikan pembelajaran berdiferensiasi dengan teknologi terkini karena keterbatasan akses teknologi dan kurangnya dukungan dari pihak sekolah.</p>	√		
13.	<p>Saya merasa stres ketika harus menghabiskan waktu ekstra untuk menyusun modul atau materi pembelajaran berdiferensiasi yang dapat diakses melalui platform digital.</p>	√		
	<b>Aspect of Support and Training</b>			



14.	<p>Saya merasa stres ketika menginvestasikan banyak waktu untuk mengikuti berbagai pelatihan khusus (seminar atau webinar) tanpa adanya dukungan yang memadai dari sekolah atau administrasi untuk mengembangkan profesionalisme serta kemampuan saya dalam penggunaan dan pengintegrasian teknologi dalam mengimplementasikan pembelajaran berdiferensiasi..</p>	√		
15.	<p>Saya merasa kurang didukung ketika harus mengeluarkan uang lebih untuk membeli atau berlangganan platform digital yang seharusnya disediakan oleh sekolah untuk mendukung pembelajaran berdiferensiasi dan memenuhi kebutuhan</p>	√		

	beragam siswa di kelas saya.			
16.	Saya merasa tertekan karena harus meluangkan waktu sendiri untuk mempelajari berbagai alat dan aplikasi teknologi tanpa adanya bimbingan atau pelatihan yang memadai dari sekolah atau administrasi yang dapat mendukung pembelajaran diferensiasi di dalam kelas.	√		
17.	Saya merasa terbebani karena tidak ada dukungan dari sekolah atau administrasi ketika ingin mencoba model pembelajaran yang bervariasi dengan memanfaatkan teknologi untuk mendukung perbedaan kecepatan belajar sesuai dengan preferensi siswa dalam pembelajaran berdiferensiasi.	√		

18.	Saya merasa stres karena harus menginvestasikan waktu sendiri untuk mencari sumber referensi berupa artikel atau jurnal ilmiah untuk mempelajari berbagai alat dan platform pembelajaran digital tanpa adanya bimbingan yang cukup dari sekolah atau administrasi untuk mendukung diferensiasi di dalam kelas.	√		
19.	Saya merasa tertekan untuk merancang materi pembelajaran berbasis teknologi yang dapat diakses oleh semua tingkatan kemampuan siswa dalam pembelajaran berdiferensiasi di kelas saya tanpa adanya dukungan atau fleksibilitas yang cukup dari sekolah atau administrasi.	√		
Aspect of Role Preparedness				

20.	Saya merasa stres karena kurangnya kesiapan dalam mengintegrasikan platform pembelajaran digital ke dalam kurikulum yang selaras dengan pengajaran berdiferensiasi guna memenuhi kebutuhan, gaya, dan preferensi belajar individu dari setiap siswa di dalam kelas.	√		
21.	Saya merasa kurang percaya diri dalam memilih serta menggunakan berbagai macam platform pembelajaran digital atau aplikasi pendidikan untuk menyesuaikan strategi pengajaran saya secara efektif dalam pembelajaran berdiferensiasi.	√		
22.	Saya merasa terbebani dalam merancang berbagai jenis tugas berbasis teknologi untuk mengakses prestasi dan	√		

	pencapaian siswa ketika diajar menggunakan instruksi yang berbeda karena kurangnya kesiapan dan pelatihan yang memadai.			
23.	Saya merasa tidak cukup terampil dalam menciptakan kondisi pembelajaran yang lebih berpusat pada siswa (student-centered) dalam pembelajaran berdiferensiasi menggunakan teknologi, yang menyebabkan stres dalam proses pengajaran.	√		
24.	Saya merasa tertekan karena tidak mahir dalam memecahkan masalah dan mengatasi tantangan teknologi serta memastikan integrasi teknologi yang mulus dan efisien ke dalam instruksi pembelajaran yang berbeda di dalam kelas.	√		
25.	Saya merasa kurang terampil dalam	√		



	<p>menerapkan elemen gamifikasi digital, sehingga kemampuan saya dalam membuat pembelajaran berdiferensiasi menarik menjadi terbatas, menambah tingkat stres saya.</p>			
26.	<p>Saya merasa tidak memiliki keterampilan yang memadai untuk memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan pembelajaran mandiri dalam pembelajaran terdiferensiasi, yang menyebabkan ketidaknyamanan dan stres.</p>	√		
27.	<p>Saya merasa kurang percaya diri dalam memfasilitasi kolaborasi virtual melalui platform online yang mendorong pembelajaran kooperatif di antara siswa dengan berbagai kemampuan</p>	√		

	dalam pembelajaran instruksi yang berbeda			
28.	Saya merasa stres karena terkadang kurang maksimal dalam menyesuaikan rencana pembelajaran untuk melibatkan penggunaan teknologi dan masih kesulitan memberikan berbagai cara bagi siswa untuk terlibat dengan konten digital berdasarkan preferensi individual mereka.	√		
29.	Saya merasa kurang kompeten dalam mengalokasikan waktu pengajaran dan pembelajaran berdiferensiasi yang tersedia dan efektif ketika mengintegrasikan teknologi, yang meningkatkan beban kerja dan tingkat stres saya.	√		

Singaraja, 04 July 2024

2<sup>nd</sup> Expert Judge



### Appendix 05. Observation Sheet

#### OBSERVATION SHEET

#### MEETING 1 : X.1

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Wednesday, September 20 <sup>th</sup> , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> <li>The students greet the teacher as he enters the classroom.</li> </ul>

				<ul style="list-style-type: none"> <li>• The teacher leads the students in a prayer before beginning the lesson.</li> <li>• The teacher asks the students to take their seats.</li> <li>• The teacher checks the students' attendance and readiness.</li> <li>• The teacher gives students the option to study lesson material via YouTube or PDF links as a tool for teaching recount text.</li> <li>• Recount text material shared in WhatsApp groups includes a general description, structure, characteristics and examples. Students are asked to choose between YouTube and PDF according to their interests and needs.</li> <li>• The teacher instructs students to read the text in Word or watch a video on YouTube, then discuss the recount text.</li> </ul>
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		Process	Main-Activity	<ul style="list-style-type: none"> <li>• After the students review the material, the teacher organizes them into heterogeneous groups of 3-4 students to discuss recount text.</li> <li>• The teacher selects several students with strong English skills, assigns them numbers, and ensures they are placed in different groups. Other students then choose groups with one of these selected students, creating groups with varied abilities.</li> <li>• The teacher presents a PowerPoint that includes the definition, generic structure, and examples of descriptive text about animals.</li> <li>• The teacher and students engage in a discussion using the Direct Method, particularly focusing on Question-and-Answer exercises.</li> </ul>
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				<ul style="list-style-type: none"> <li>During the discussion, the teacher asks questions, which the students answer. Students are also encouraged to ask questions to each other regarding the teacher's questions. This promotes a collaborative discussion involving both the teacher and the students, ensuring everyone's participation in the discussion on recount text.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>The teacher asks questions related to the material that students have read or watched, such as the meaning of recount text, its structure, and how to arrange it systematically.</li> <li>The teacher asks students to make a video analysis of their recount text and send it via Google Drive. The video will be shown in the next lesson</li> </ul>



No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
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1.	Wednesday, September 20 <sup>th</sup> , 2023	Content	Pre- Activity	<ul style="list-style-type: none"> <li>• The students greet the teacher as he enters the classroom.</li> <li>• The teacher leads the students in a prayer before beginning the lesson.</li> <li>• The teacher asks the students to take their seats.</li> <li>• The teacher checks the students' attendance and readiness.</li> <li>• Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.</li> <li>• Recount text material shared in WhatsApp groups includes a general description, structure, characteristics and examples. Students are asked to choose between Article and PDF according to their interests and needs.</li> <li>• The teacher instructs students to read the text in</li> </ul>
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				Article or PDF, then discuss the recount text.
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• After the students review the material, the teacher organizes them into heterogeneous groups of 3-4 students to discuss recount text.</li> <li>• The teacher selects several students with strong English skills, assigns them numbers, and ensures they are placed in different groups. Other students then choose groups with one of these selected students, creating groups with varied abilities.</li> <li>• The teacher presents a PowerPoint that includes the definition, generic structure, and examples of descriptive text about animals.</li> <li>• The teacher and students engage in a discussion using the Direct Method, particularly focusing on</li> </ul>

				<p>Question-and-Answer exercises.</p> <ul style="list-style-type: none"> <li>During the discussion, the teacher asks questions, which the students answer. Students are also encouraged to ask questions to each other regarding the teacher's questions. This promotes a collaborative discussion involving both the teacher and the students, ensuring everyone's participation in the discussion on recount text.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>The teacher asks questions related to the material that students have read or watched, such as the meaning of recount text, its structure, and how to arrange it systematically.</li> <li>The teacher asks to write a recount text, read it aloud in front of the class, and</li> </ul>



				send the written text to the WhatsApp group.
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## OBSERVATION SHEET

## MEETING 1 : X.10

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Wednesday, September 20 <sup>th</sup> , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• The students greet the teacher as he enters the classroom.</li> <li>• The teacher leads the students in a prayer before beginning the lesson.</li> <li>• The teacher asks the students to take their seats.</li> <li>• The teacher checks the students' attendance and readiness.</li> <li>• Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.</li> <li>• Recount text material shared in WhatsApp groups includes a general description, structure,</li> </ul>

				<p>characteristics and examples. Students are asked to choose between Article and PDF according to their interests and needs.</p> <ul style="list-style-type: none"> <li>• The teacher instructs students to read the text in Article or PDF, then discuss the recount text.</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• After the students review the material, the teacher organizes them into heterogeneous groups of 3-4 students to discuss recount text.</li> <li>• The teacher selects several students with strong English skills, assigns them numbers, and ensures they are placed in different groups. Other students then choose groups with one of these selected students, creating groups with varied abilities.</li> <li>• The teacher presents a PowerPoint that includes the definition, generic</li> </ul>

				<p>structure, and examples of descriptive text about animals.</p> <ul style="list-style-type: none"> <li>• The teacher and students engage in a discussion using the Direct Method, particularly focusing on Question-and-Answer exercises.</li> <li>• During the discussion, the teacher asks questions, which the students answer. Students are also encouraged to ask questions to each other regarding the teacher's questions. This promotes a collaborative discussion involving both the teacher and the students, ensuring everyone's participation in the discussion on recount text.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• The teacher asks questions related to the material that students have read or watched, such as the meaning of recount text, its structure,</li> </ul>

				<p>and how to arrange it systematically.</p> <ul style="list-style-type: none"><li>• The teacher asks to write a recount text, read it aloud in front of the class, and send the written text to the WhatsApp group.</li></ul>
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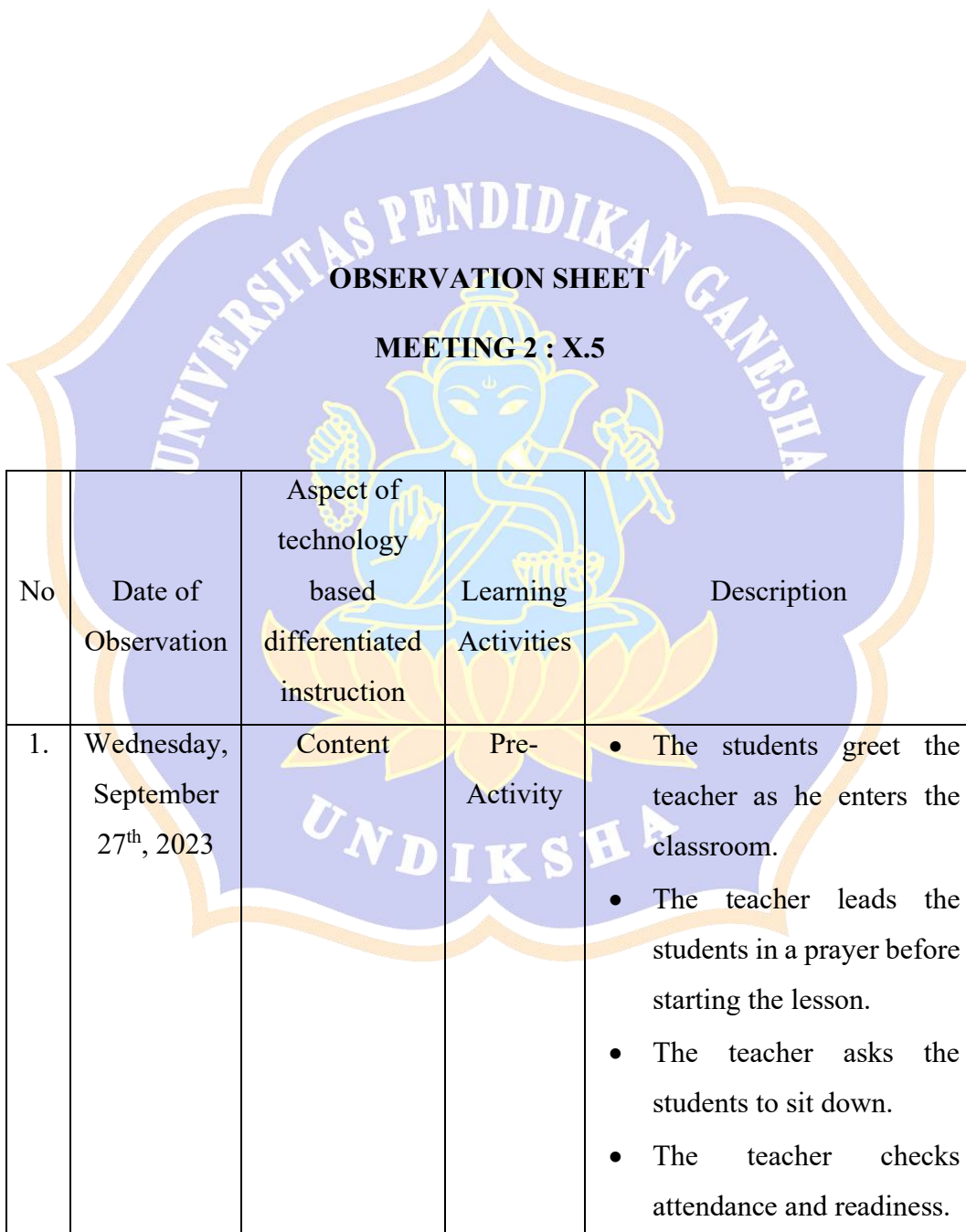
# **OBSERVATION SHEET**

## **MEETING 2 : X.1**

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Wednesday, September 27 <sup>th</sup> , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• The students greet the teacher as he enters the classroom.</li> <li>• The teacher leads the students in a prayer before starting the lesson.</li> <li>• The teacher asks the students to sit down.</li> <li>• The teacher checks attendance and readiness.</li> <li>• The teacher reviews the previous material on recount text.</li> </ul>

				<ul style="list-style-type: none"> <li>• The teacher uses a PowerPoint and images to present the content to the students.</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• The teacher asks the students to sit with a partner and correct each other's mind maps.</li> <li>• The teacher explains how to correct mind maps using a PowerPoint presentation and shows the process using an LCD projector.</li> <li>• Students exchange their mind maps with their partner and start correcting them.</li> <li>• The teacher encourages students to discuss and collaborate in depth with their partners in understanding the material, especially in the context of recount text learning.</li> <li>• After making corrections, students return the mind maps to their owners and</li> </ul>

				then use them to draft paragraphs.
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• The teacher asks students to turn their paragraph drafts on their favorite place into a video or clip, based on their skills and interests.</li> <li>• The students should upload their videos or clips to YouTube or a blog and then share the links in the WhatsApp group.</li> <li>• The students were asked to choose between creating a recount text about a memorable vacation experience or a significant school event, and then present their work in video format</li> </ul>



**OBSERVATION SHEET**

**MEETING 2 : X.5**

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Wednesday, September 27 <sup>th</sup> , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• The students greet the teacher as he enters the classroom.</li> <li>• The teacher leads the students in a prayer before starting the lesson.</li> <li>• The teacher asks the students to sit down.</li> <li>• The teacher checks attendance and readiness.</li> </ul>

				<ul style="list-style-type: none"> <li>• The teacher reviews the previous material on recount text.</li> <li>• The teacher uses a PowerPoint and images to present the content to the students.</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• The teacher divides students into small groups, each consisting of 3-4 people</li> <li>• Teacher evaluates students by observing the extent to which they work effectively in small groups to ensure their understanding of the recount text.</li> <li>• The teacher asks students to work in predetermined pairs to compose recount text.</li> <li>• Teachers provide students with a variety of options based on their needs and interests to demonstrate their understanding of recount texts.</li> </ul>



		Product	Post-Activity	<ul style="list-style-type: none"> <li>• The teacher asks students to choose between creating a recount text about a family vacation to the beach, where they narrate their experiences from preparation for departure, arrival at the destination, activities undertaken, to their feelings upon returning.</li> <li>• The teacher asks students to upload videos of their work to the YouTube platform and share the video link in the WhatsApp group specified by the teacher. Students need to upload their videos or clips to YouTube or a blog and share the links in the WhatsApp group.</li> </ul>
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No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Wednesday, September 27 <sup>th</sup> , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• The students greet the teacher as he enters the classroom.</li> <li>• The teacher leads the students in a prayer before starting the lesson.</li> </ul>

				<ul style="list-style-type: none"> <li>• The teacher asks the students to sit down.</li> <li>• The teacher checks attendance and readiness.</li> <li>• The teacher reviews the previous material on procedure text.</li> <li>• The teacher uses a PowerPoint and images to present the content to the students.</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• The teacher divides students into small groups, each consisting of 3-4 people</li> <li>• Teacher evaluates students by observing the extent to which they work effectively in small groups to ensure their understanding of the recount text.</li> <li>• The teacher asks students to work in predetermined pairs to compose recount text.</li> <li>• Teachers provide students with a variety of options based on their needs and interests to demonstrate</li> </ul>

				their understanding of recount texts.
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• The teacher provided students with the option to create a slide presentation that chronologically explained their experiences, covering all essential aspects of recount texts, such as orientation, sequence of events, and reorientation.</li> <li>• This presentation will be delivered in front of the class as an alternative to making a video done in the previous assignment.</li> </ul>



No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Wednesday, October 4 <sup>th</sup> , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> <li>The students greet the teacher as he enters the classroom.</li> </ul>



				<ul style="list-style-type: none"> <li>• The teacher leads the students in a prayer before starting the lesson.</li> <li>• The teacher asks the students to sit down.</li> <li>• The teacher checks attendance and readiness.</li> <li>• The teacher introduces the topic on procedure text, focusing on how to operate something.</li> <li>• The teacher presents the material on procedure text using a PowerPoint. This material was also shared via WhatsApp a day earlier, so the teacher asks the students to review it for three minutes.</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• The teacher asks students to work together in groups in pairs (group in pairs).</li> <li>• The teacher asks students to go through the draft writing stage, and the teacher asks students to exchange the drafts they have</li> </ul>

				<p>worked on with their classmates.</p> <ul style="list-style-type: none"> <li>• Before starting the correction process, the teacher provides instructions on how to assess other people's designs correctly. In this process, students will correct each other's drafts.</li> <li>• After the correction process is complete, the teacher asks students to revise their draft based on the input received so as to produce a more complete and accurate procedural text.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• The teacher noticed that most students chose the same video format, resulting in limited variation in product delivery.</li> <li>• The teacher instructs students to submit their assignment in the WhatsApp group.</li> </ul>



No	Date of Observation	Aspect of technology based	Learning Activities	Description
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		differentiated instruction		
1.	Wednesday, October 4 <sup>th</sup> , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• The students greet the teacher as he enters the classroom.</li> <li>• The teacher leads the students in a prayer before starting the lesson.</li> <li>• The teacher asks the students to sit down.</li> <li>• The teacher checks attendance and readiness.</li> <li>• The teacher introduces the topic remained the same as in the previous observation, Recount Texts.</li> <li>• The teacher presents the material on recount text using a PowerPoint. This material was also shared via WhatsApp a day earlier, so the teacher asks the students to review it for three minutes.</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• The teacher asks students to work together in groups in pairs (group in pairs).</li> <li>• The teacher asks students to go through the draft</li> </ul>

				<p>writing stage, and the teacher asks students to exchange the drafts they have worked on with their classmates.</p> <ul style="list-style-type: none"> <li>• Before starting the correction process, the teacher provides instructions on how to assess other people's designs correctly. In this process, students will correct each other's drafts.</li> <li>• After the correction process is complete, the teacher asks students to revise their draft based on the input received so as to more complete and accurate recount text.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• the teacher noticed that most students chose the same video format, resulting in limited variation in product delivery.</li> <li>• The teacher instructs students to submit their assignment in the WhatsApp group.</li> </ul>

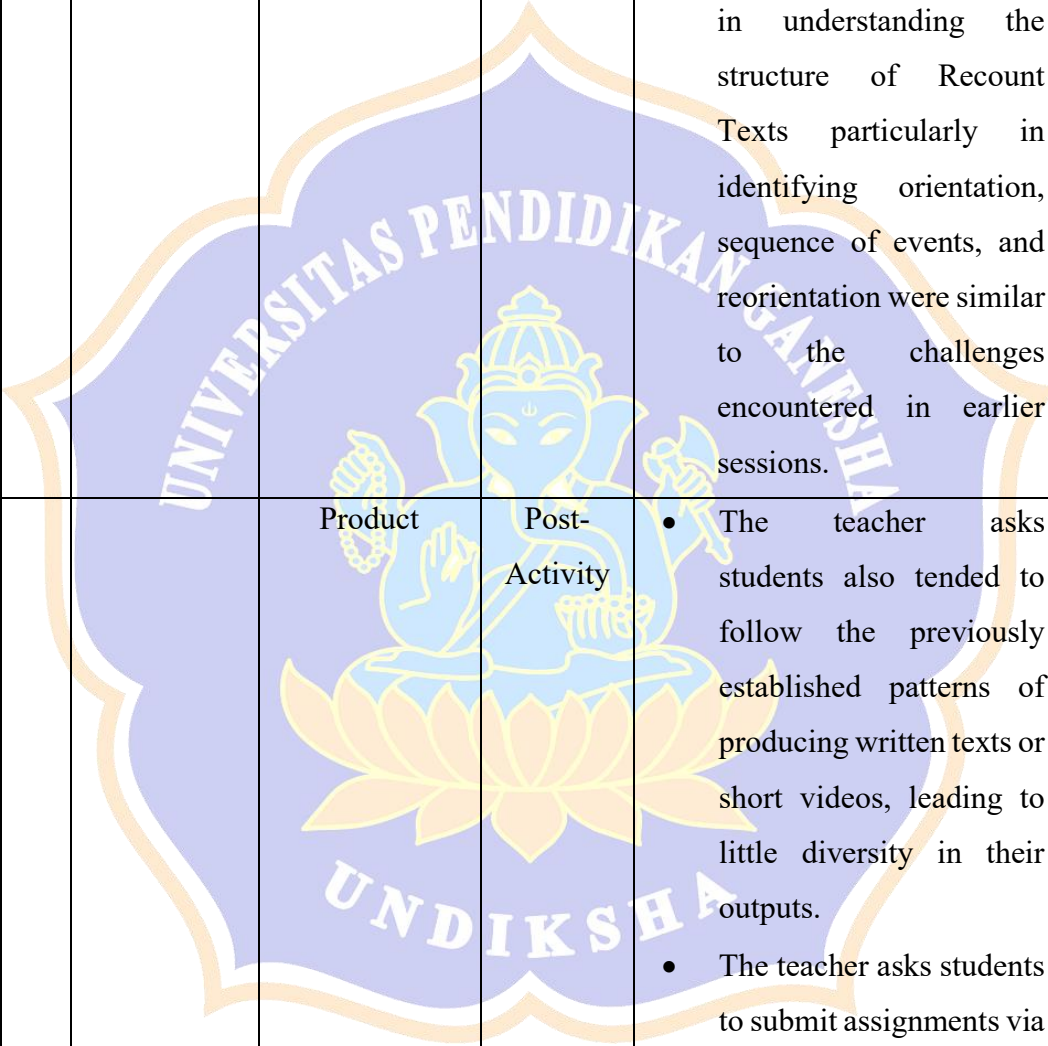




**OBSERVATION SHEET**

**MEETING 3 : X.10**

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Wednesday, October 4 <sup>th</sup> , 2023	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• The students greet the teacher as he enters the classroom.</li> <li>• The teacher leads the students in a prayer before starting the lesson.</li> <li>• The teacher asks the students to sit down.</li> <li>• The teacher checks attendance and readiness.</li> <li>• The teacher introduces the topic remained the same as in the previous observation, Recount Texts.</li> <li>• The teacher presents the material on procedure text using a PowerPoint. This material was also shared via WhatsApp a day earlier, so the teacher asks the students to review it for three minutes.</li> </ul>



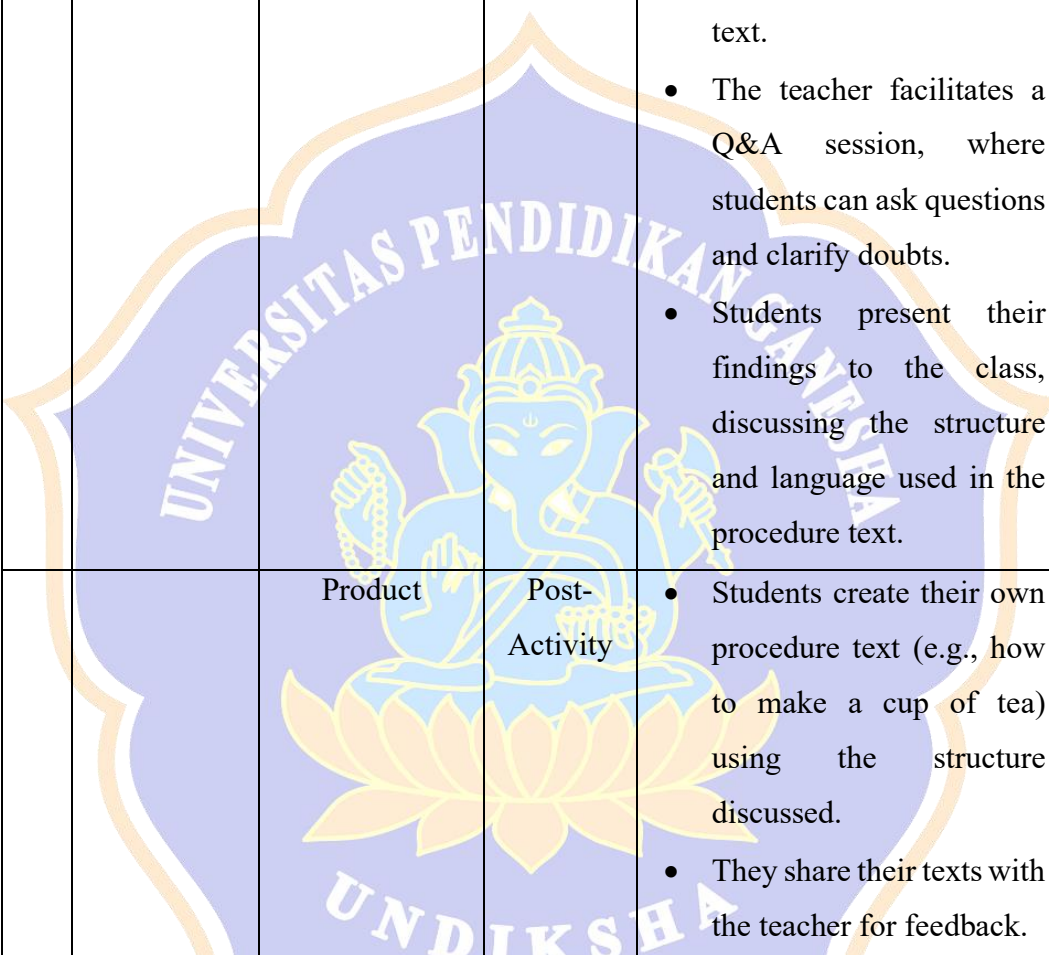
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• The teacher asks students to work together in groups in pairs (group in pairs).</li> <li>• The teacher noted that the challenges students faced in understanding the structure of Recount Texts particularly in identifying orientation, sequence of events, and reorientation were similar to the challenges encountered in earlier sessions.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• The teacher asks students also tended to follow the previously established patterns of producing written texts or short videos, leading to little diversity in their outputs.</li> <li>• The teacher asks students to submit assignments via YouTube for videos and Blogs for clippings.</li> <li>• The teacher instructs students to submit their</li> </ul>

				assignment in the WhatsApp group.
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## OBSERVATION SHEET

### MEETING 1 : X.2

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Friday, November 20 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• Students greet the teacher as they enter the room.</li> <li>• The teacher asks students to take their seats and checks attendance.</li> <li>• The teacher introduces the lesson by explaining what a procedure text is.</li> <li>• The teacher gives a brief explanation of procedure text and shares a sample text via PowerPoint.</li> <li>• Students read a simple procedure text shared on the class's WhatsApp group.</li> </ul>



		Process	Main-Activity	<ul style="list-style-type: none"> <li>• The teacher divides the class into small groups of 3-4 students.</li> <li>• Each group is asked to identify the structure and steps in the procedure text.</li> <li>• The teacher facilitates a Q&amp;A session, where students can ask questions and clarify doubts.</li> <li>• Students present their findings to the class, discussing the structure and language used in the procedure text.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• Students create their own procedure text (e.g., how to make a cup of tea) using the structure discussed.</li> <li>• They share their texts with the teacher for feedback.</li> </ul>



# **OBSERVATION SHEET**

## **MEETING 1 : X.3**

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Friday, November 20 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• Students greet the teacher as they enter the room.</li> <li>• The teacher asks students to take their seats and checks attendance.</li> <li>• The teacher introduces the lesson by explaining what a procedure text is.</li> <li>• A sample procedure text is provided via a YouTube video, explaining how to bake a cake.</li> <li>• The teacher asks the students to take notes and</li> </ul>

				discuss what they learned from the video.
		Process	Main-Activity	<ul style="list-style-type: none"> <li>Students are grouped into pairs to brainstorm their own procedure text (e.g., how to make a sandwich).</li> <li>After discussing, they write down the steps and share them with the class.</li> <li>The teacher guides the students to check for clarity in the steps and structure.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>Students record a video of themselves explaining their procedure text and submit it to the teacher.</li> <li>They share their video with the teacher for feedback.</li> </ul>

# **OBSERVATION SHEET**

## **MEETING 1 : X.4**

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Friday, November 20 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• Students greet the teacher as they enter the room.</li> <li>• The teacher asks students to take their seats and checks attendance.</li> <li>• The teacher introduces the lesson by explaining what a procedure text is.</li> <li>• Students are given a choice between watching a YouTube video or reading a PDF on how to make a paper airplane.</li> </ul>

				<ul style="list-style-type: none"> <li>• The teacher asks the students to take notes and discuss what they learned from the video.</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• After reviewing the material, the teacher organizes students into heterogeneous groups.</li> <li>• Each group is tasked with creating a PowerPoint presentation outlining the steps to make a paper airplane.</li> <li>• The teacher guides them through the key points of writing clear and concise procedural steps.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• Groups present their PowerPoint presentations to the class. Each student explains a part of the procedure in their own words.</li> <li>• They share their PowerPoint with the teacher for feedback.</li> </ul>

# **OBSERVATION SHEET**

## **MEETING 1 : X.6**

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Friday, November 20 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• Students greet the teacher as they enter the room.</li> <li>• The teacher asks students to take their seats and checks attendance.</li> <li>• The teacher introduces the lesson by explaining what a procedure text is.</li> <li>• The teacher introduces the concept of a procedure text and asks students to review a sample</li> </ul>



				<p>procedure shared in the WhatsApp group.</p>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• Students are grouped with a partner to teach each other how to write a procedure text.</li> <li>• Each pair is assigned a different task (e.g., how to fold a shirt, how to plant a seed).</li> <li>• The teacher monitors and assists groups during their discussion.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• Each group creates a written procedure text and submits it for review. They also give a mini-presentation on their task to the class.</li> <li>• They share their text with the teacher for feedback.</li> </ul>



No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
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1.	Friday, November 20 <sup>th</sup> , 2024	Content	Pre- Activity	<ul style="list-style-type: none"> <li>Students greet the teacher as they enter the room.</li> <li>The teacher asks students to take their seats and checks attendance.</li> <li>The teacher introduces the lesson by explaining what a procedure text is.</li> <li>The teacher introduces the procedure text through an interactive game where students have to order steps of a procedure (e.g., how to brush your teeth).</li> </ul>
		Process	Main- Activity	<ul style="list-style-type: none"> <li>The teacher divides students into two teams. Each team is given scrambled steps of a procedure.</li> <li>Teams must work together to put the steps in the correct order and present their answers to the class.</li> <li>The teacher discusses any mistakes or misunderstandings during the process.</li> </ul>
		Product	Post- Activity	<ul style="list-style-type: none"> <li>After the game, students are asked to write their</li> </ul>

				own procedure text and submit it as homework.
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No	Date of Observation	Aspect of technology based	Learning Activities	Description
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		differentiated instruction		
1.	Friday, November 20 <sup>th</sup> , 2024	Content	Pre- Activity	<ul style="list-style-type: none"> <li>Students greet the teacher as they enter the room.</li> <li>The teacher asks students to take their seats and checks attendance.</li> <li>The teacher introduces the lesson by explaining what a procedure text is.</li> <li>Students are given a list of materials and steps for a simple recipe (e.g., how to make lemonade).</li> </ul>
		Process	Main- Activity	<ul style="list-style-type: none"> <li>The teacher explains how to identify materials and steps, focusing on using clear language and sequence.</li> <li>Students work individually to create a visual flowchart or mind map of their procedure text.</li> </ul>
		Product	Post- Activity	<ul style="list-style-type: none"> <li>Students present their flowcharts or mind maps to the class, explaining the procedure they wrote.</li> <li>They share their flowcharts or mind maps</li> </ul>

				with the teacher for feedback.
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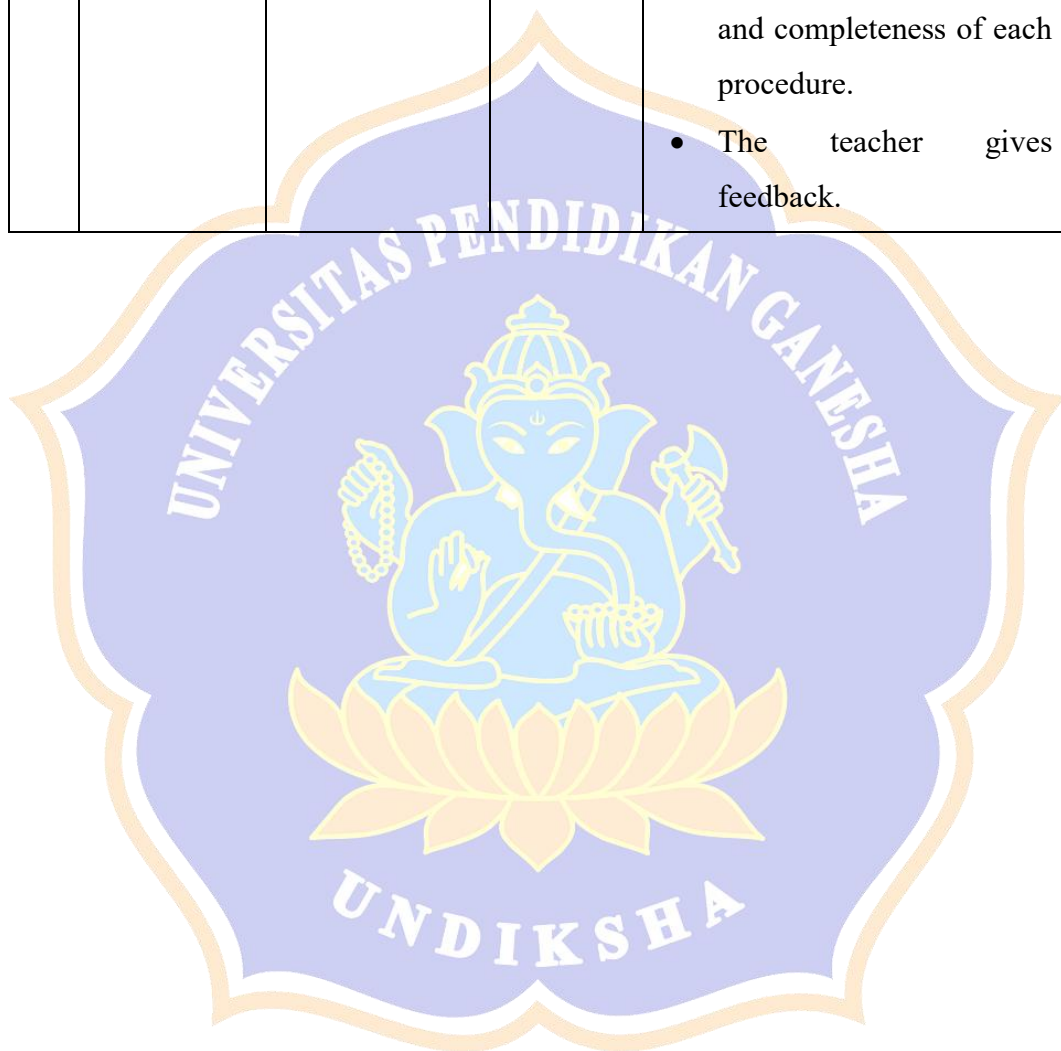
## **OBSERVATION SHEET**

### **MEETING 1 : X.9**



No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Friday, November 20 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• Students greet the teacher as they enter the room.</li> <li>• The teacher asks students to take their seats and checks attendance.</li> <li>• The teacher introduces the lesson by explaining what a procedure text is.</li> <li>• The teacher provides a sample procedure text (e.g., how to tie shoelaces) and asks students to analyze it.</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• Students are divided into larger groups of 5-6 students.</li> <li>• Each group is assigned a different procedure (e.g., how to make a paper boat). They will work together to write the procedure text.</li> <li>• The teacher circulates among the groups to</li> </ul>

				provide support and feedback.
		Product	Post-Activity	<ul style="list-style-type: none"> <li>Groups present their procedure texts to the class, followed by a discussion on the clarity and completeness of each procedure.</li> <li>The teacher gives feedback.</li> </ul>



## OBSERVATION SHEET

### MEETING 2 : X.2

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Wednesday, November 25 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• Students greet the teacher as they enter the room.</li> <li>• The teacher asks students to take their seats and checks attendance.</li> <li>• The teacher introduces the lesson by explaining what a procedure text is.</li> <li>• The teacher introduces procedure texts using a PowerPoint with images and a YouTube video on a practical task (e.g., how to tie shoes).</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• Students watch the video and work in pairs to discuss the procedure steps.</li> <li>• The teacher explains how to correct mind maps and</li> </ul>

				<p>demonstrates with the help of the projector.</p> <ul style="list-style-type: none"> <li>• After watching the video, students exchange mind maps with their partners to correct them and refine the steps.</li> <li>• Collaboration is encouraged as students clarify each other's understanding.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• Students draft a procedure text on a task of their choice (e.g., how to make an origami bird) and create a video tutorial based on their text.</li> <li>• They share their videos on YouTube or a blog, linking them in the class's WhatsApp group.</li> <li>• The teacher gives feedback.</li> </ul>

## OBSERVATION SHEET

### MEETING 2 : X.3

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Wednesday, November 25 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• Students greet the teacher as they enter the room.</li> <li>• The teacher asks students to take their seats and checks attendance.</li> <li>• The teacher introduces the lesson by explaining what a procedure text is.</li> <li>• The teacher introduces procedure texts using PowerPoint slides with visuals and explanations.</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• Students are divided into small groups of 3-4. Each group is given a different task to write a procedure</li> </ul>

				<p>text (e.g., how to make a cup of tea).</p> <ul style="list-style-type: none"> <li>• The teacher demonstrates how to create and correct mind maps using the projector.</li> <li>• Groups work together to create and revise their mind maps, ensuring clarity in the procedure steps.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• Each group drafts a procedure text and turns it into a short video, demonstrating their process.</li> <li>• They upload the videos to a class blog or YouTube and share the links in the WhatsApp group.</li> </ul>



# **OBSERVATION SHEET**

## **MEETING 2 : X.4**

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Wednesday, November 25 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• Students greet the teacher as they enter the room.</li> <li>• The teacher asks students to take their seats and checks attendance.</li> <li>• The teacher introduces the lesson by explaining what a procedure text is.</li> <li>• The teacher introduces procedure texts using PowerPoint and a live demonstration (e.g., making a simple recipe).</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• The teacher demonstrates how to create mind maps using the PowerPoint.</li> </ul>

				<ul style="list-style-type: none"> <li>• Students then work with a partner to create and correct their mind maps based on the teacher's demonstration.</li> <li>• Collaboration is emphasized as students discuss the steps involved in their procedure tasks.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• Students write a procedure text and create a video demonstrating their chosen task (e.g., how to prepare a sandwich).</li> <li>• They upload their videos to YouTube or a class blog and share the links in the WhatsApp group.</li> </ul>

# **OBSERVATION SHEET**

## **MEETING 2 : X.6**

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Wednesday, November 25 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• Students greet the teacher as they enter the room.</li> <li>• The teacher asks students to take their seats and checks attendance.</li> <li>• The teacher introduces the lesson by explaining what a procedure text is using PowerPoint.</li> <li>• Students are assigned a YouTube video or PDF on creating a procedure text for homework.</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• In class, students pair up and discuss the procedure text material they studied.</li> </ul>

				<ul style="list-style-type: none"> <li>• The teacher demonstrates how to use mind maps effectively to outline steps for a procedure.</li> <li>• Students exchange their mind maps and help each other improve their drafts.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• After refining their mind maps, students draft a procedure text and create a video tutorial based on their chosen topic (e.g., how to plan a trip).</li> <li>• Students upload their videos to YouTube or a class blog and share the links in the WhatsApp group.</li> </ul>

# **OBSERVATION SHEET**

## **MEETING 2 : X.7**

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Wednesday, November 25 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>Students greet the teacher as they enter the room.</li> <li>The teacher asks students to take their seats and checks attendance.</li> <li>The teacher introduces procedure texts using PowerPoint and images from creative tasks (e.g., crafting or cooking).</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>The teacher explains how to structure a procedure text using mind maps, then demonstrates the process on the projector.</li> </ul>

				<ul style="list-style-type: none"> <li>Students work in pairs to create and correct mind maps.</li> <li>The teacher asks the students to discuss each other's mind maps in detail, focusing on clarity and accuracy.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>Students write a procedure text about a creative task (e.g., how to paint a picture).</li> <li>They create a video or clip demonstrating their procedure and upload it to YouTube or a class blog. Links are shared in the WhatsApp group.</li> </ul>



# **OBSERVATION SHEET**

## **MEETING 2 : X.8**

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Wednesday, November 25 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>Students greet the teacher as they enter the room.</li> <li>The teacher asks students to take their seats and checks attendance.</li> <li>The teacher uses a PowerPoint presentation and images to explain procedure texts, focusing on practical tasks.</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>The teacher demonstrates how to create mind maps for a procedure text using</li> </ul>

				<p>the PowerPoint and projector.</p> <ul style="list-style-type: none"> <li>• Students work individually to create their own mind maps, exchanging them with a partner for feedback.</li> <li>• They refine their mind maps by discussing the details with their partner.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• After making corrections, students write their procedure text and create a video to demonstrate their process.</li> <li>• Videos are uploaded to YouTube or a class blog, and the links are shared in the WhatsApp group.</li> </ul>

# **OBSERVATION SHEET**

## **MEETING 2 : X.9**

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Wednesday, November 25 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• The students greet the teacher as he enters the classroom.</li> <li>• The teacher leads the students in a prayer before starting the lesson.</li> <li>• The teacher asks the students to sit down.</li> <li>• The teacher checks attendance and readiness.</li> <li>• The teacher reviews the previous material on procedure text.</li> </ul>

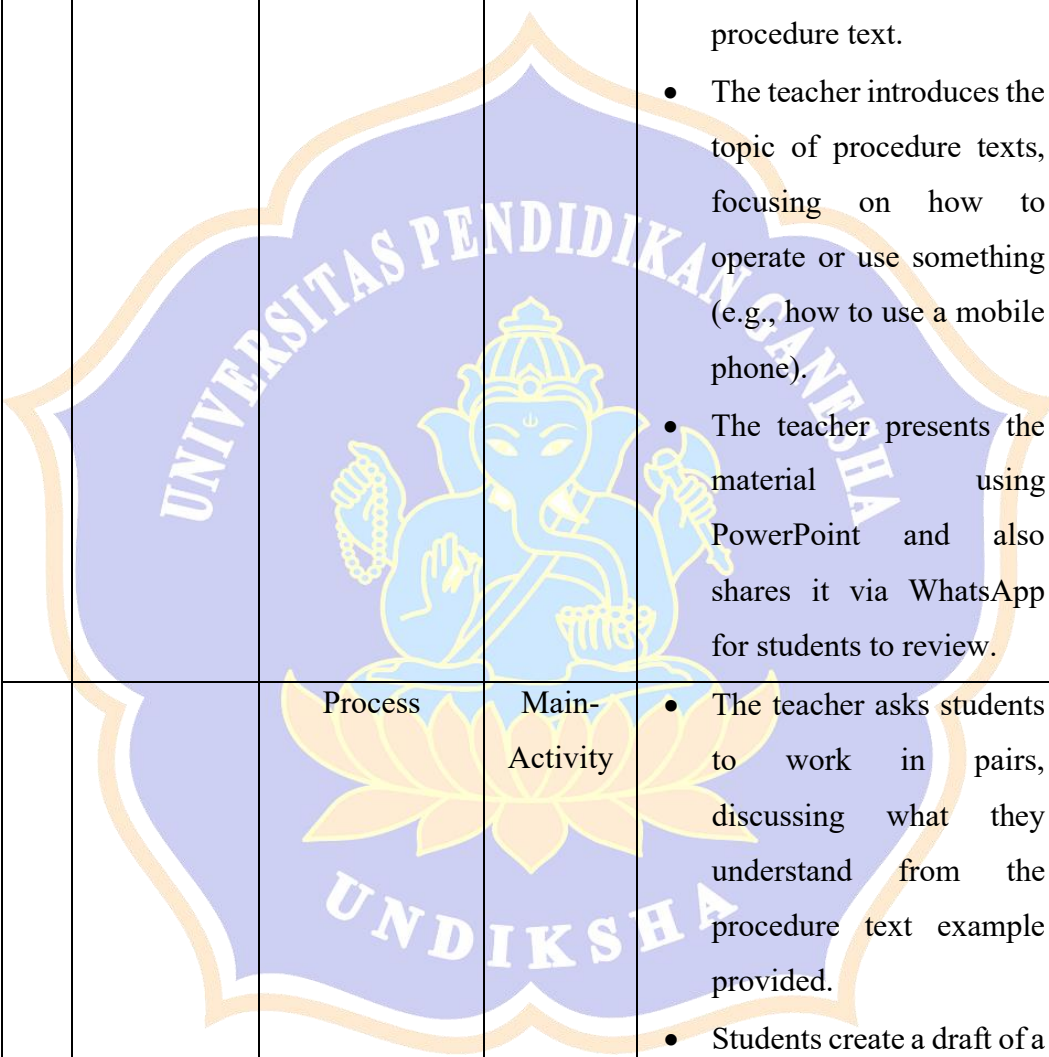
				<ul style="list-style-type: none"> <li>• The teacher uses a PowerPoint and images to present the content to the students.</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• The teacher divides students into small groups, each consisting of 3-4 members.</li> <li>• The teacher observes how effectively students collaborate in their groups to assess their understanding of procedure texts.</li> <li>• Students work in predetermined pairs to compose a procedure text.</li> <li>• Teacher offers various options tailored to students' needs and interests, allowing them to demonstrate their understanding of procedure texts in different ways.</li> </ul>

		Product	Post-Activity	<ul style="list-style-type: none"> <li>• The teacher asks students to choose between creating a procedure text about how to prepare for a beach vacation, including steps such as packing, transportation, and necessary preparations.</li> <li>• Students compose a detailed procedure text, outlining each step clearly to guide readers in preparing for a beach vacation.</li> <li>• create a video demonstrating the steps in their procedure text, ensuring clarity and engagement.</li> <li>• Students upload their videos to the YouTube platform or a blog and share the video link in the WhatsApp group specified by the teacher.</li> </ul>
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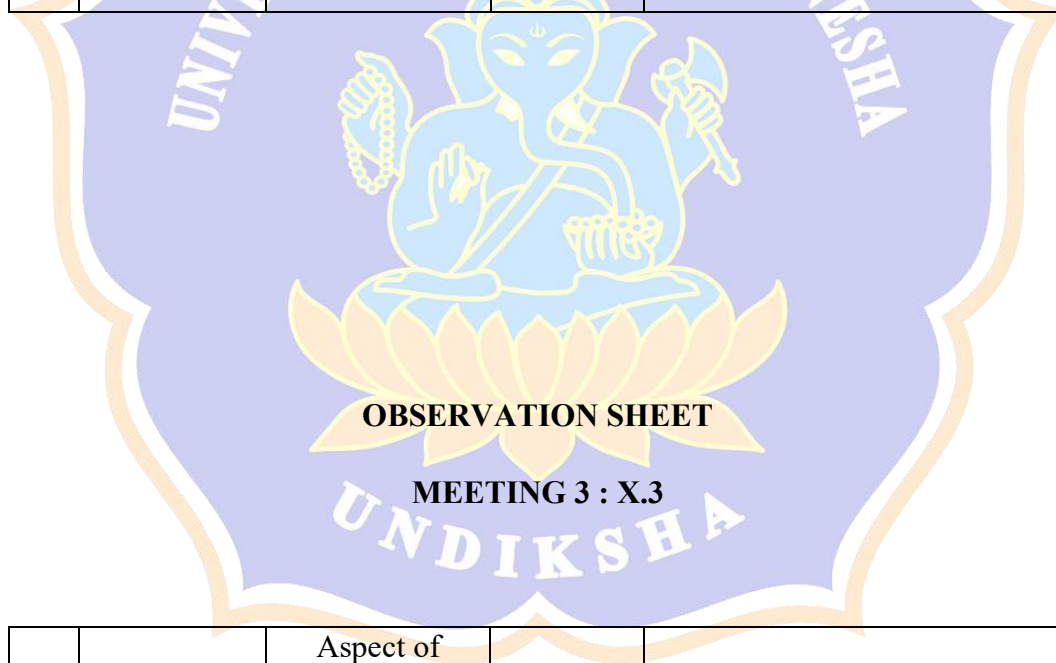
No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Friday, December 04 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• The students greet the teacher as he enters the classroom.</li> <li>• The teacher leads the students in a prayer before starting the lesson.</li> </ul>





				<ul style="list-style-type: none"> <li>• The teacher asks the students to sit down.</li> <li>• The teacher checks attendance and readiness.</li> <li>• The teacher reviews the previous material on procedure text.</li> <li>• The teacher introduces the topic of procedure texts, focusing on how to operate or use something (e.g., how to use a mobile phone).</li> <li>• The teacher presents the material using PowerPoint and also shares it via WhatsApp for students to review.</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• The teacher asks students to work in pairs, discussing what they understand from the procedure text example provided.</li> <li>• Students create a draft of a procedure text on how to perform a simple task (e.g., how to open an email).</li> </ul>

				<ul style="list-style-type: none"> <li>• The teacher explains how to give constructive feedback on drafts.</li> <li>• Students exchange drafts and offer corrections, aiming to improve clarity and accuracy.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• The teacher asks students to revise their drafts based on the feedback and submit them in the WhatsApp group for final review.</li> </ul>



No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
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1.	Friday, December 04 <sup>th</sup> , 2024	Content	Pre- Activity	<ul style="list-style-type: none"> <li>• The students greet the teacher as he enters the classroom.</li> <li>• The teacher leads the students in a prayer before starting the lesson.</li> <li>• The teacher asks the students to sit down.</li> <li>• The teacher checks attendance and readiness.</li> <li>• The teacher reviews the previous material on procedure text.</li> <li>• The teacher introduces the procedure text, with a focus on real-life tasks (e.g., operating a coffee machine).</li> <li>• The teacher presents the material using PowerPoint, with links to video resources shared via WhatsApp for students to review.</li> </ul>
		Process	Main- Activity	<ul style="list-style-type: none"> <li>• Students are divided into small groups. Each group works together on a draft of a procedure text.</li> <li>• The teacher explains how to exchange and assess</li> </ul>

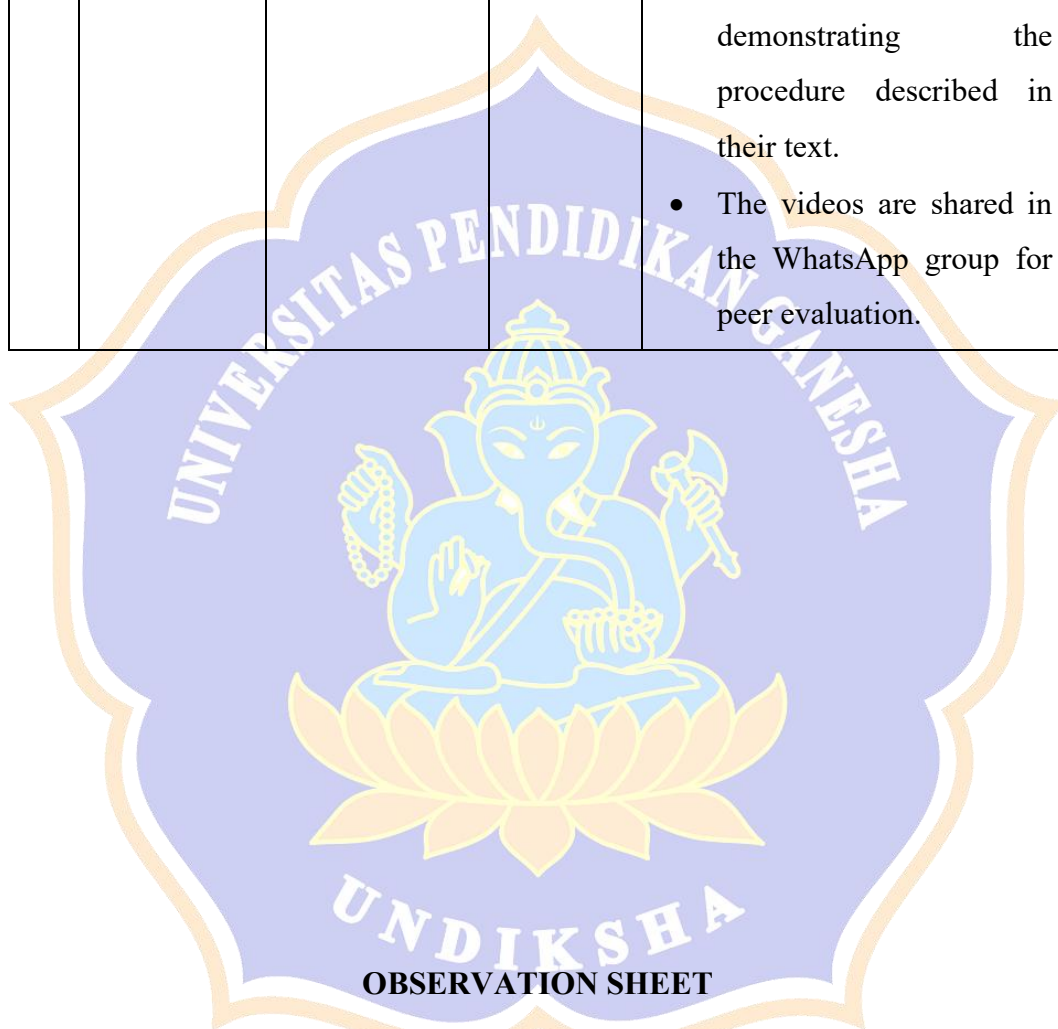
				<p>drafts, emphasizing peer feedback.</p> <ul style="list-style-type: none"> <li>Students then exchange drafts with other groups and work on revising based on peer input.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>After revisions, the teacher asks students to present their procedure texts to the class and share them via WhatsApp for collective feedback.</li> </ul>



No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description

1.	Friday, December 04 <sup>th</sup> , 2024	Content	Pre- Activity	<ul style="list-style-type: none"> <li>• The students greet the teacher as he enters the classroom.</li> <li>• The teacher leads the students in a prayer before starting the lesson.</li> <li>• The teacher asks the students to sit down.</li> <li>• The teacher checks attendance and readiness.</li> <li>• The teacher reviews the previous material on procedure text.</li> <li>• The teacher introduces the procedure text, focusing on tasks involving technology (e.g., how to download an app).</li> <li>• PowerPoint slides and video tutorials are used to introduce the material.</li> </ul>
		Process	Main- Activity	<ul style="list-style-type: none"> <li>• Students work in pairs to draft a procedure text, following the guidelines shared by the teacher.</li> <li>• After completing their drafts, students exchange their work with peers for revision.</li> </ul>

				<ul style="list-style-type: none"> <li>The teacher provides a brief tutorial on how to give useful, detailed feedback to peers.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>After revising their drafts, students create a video demonstrating the procedure described in their text.</li> <li>The videos are shared in the WhatsApp group for peer evaluation.</li> </ul>



**OBSERVATION SHEET**

**MEETING 3 : X.6**

No	Aspect of technology based	Description
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	Date of Observation	differentiated instruction	Learning Activities	
1.	Friday, December 04 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• The students greet the teacher as he enters the classroom.</li> <li>• The teacher leads the students in a prayer before starting the lesson.</li> <li>• The teacher asks the students to sit down.</li> <li>• The teacher checks attendance and readiness.</li> <li>• The teacher reviews the previous material on procedure text.</li> <li>• The teacher introduces the procedure text, focusing on tasks involving technology (e.g., how to download an app).</li> <li>• PowerPoint slides and video tutorials are used to introduce the material.</li> </ul>
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• Students work in pairs to draft a procedure text, following the guidelines shared by the teacher.</li> <li>• After completing their drafts, students exchange</li> </ul>

				<p>their work with peers for revision.</p> <ul style="list-style-type: none"> <li>• The teacher provides a brief tutorial on how to give useful, detailed feedback to peers.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• After revising their drafts, students create a video demonstrating the procedure described in their text.</li> <li>• The videos are shared in the WhatsApp group for peer evaluation.</li> </ul>



### OBSERVATION SHEET

### MEETING 3 : X.7

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Friday, December 04 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• The students greet the teacher as he enters the classroom.</li> <li>• The teacher leads the students in a prayer before starting the lesson.</li> <li>• The teacher asks the students to sit down.</li> <li>• The teacher checks attendance and readiness.</li> <li>• The teacher reviews the previous material on procedure text.</li> <li>• The teacher introduces the procedure text, with a focus on how to perform a daily task (e.g., how to set an alarm clock).</li> <li>• The teacher presents the material through PowerPoint, also available via WhatsApp for review.</li> </ul>

		Process	Main-Activity	<ul style="list-style-type: none"> <li>Students work in pairs to write a draft procedure text.</li> <li>Before exchanging drafts, the teacher instructs students on how to effectively assess and provide feedback.</li> <li>After exchanging drafts, students collaborate with their partners to refine their text.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>Students revise their procedure texts based on peer feedback and submit the final drafts to the WhatsApp group.</li> </ul>

### OBSERVATION SHEET

## MEETING 3 : X.8

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Friday, December 04 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• The students greet the teacher as he enters the classroom.</li> <li>• The teacher leads the students in a prayer before starting the lesson.</li> <li>• The teacher asks the students to sit down.</li> <li>• The teacher checks attendance and readiness.</li> <li>• The teacher reviews the previous material on procedure text.</li> <li>• The teacher introduces the procedure text, focusing on how to complete a task using tools (e.g., how to use a microwave).</li> <li>• The teacher uses PowerPoint slides, with supplementary material</li> </ul>

				shared on WhatsApp for review.
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• Students work in pairs, drafting a procedure text for a given task.</li> <li>• After drafting, students exchange their work for peer review.</li> <li>• The teacher guides students on how to provide constructive criticism and refine their drafts.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• The teacher asks students to revise their drafts based on feedback.</li> <li>• The teacher asks students to submit their project in the WhatsApp group.</li> </ul>



## OBSERVATION SHEET

## MEETING 3 : X.9

No	Date of Observation	Aspect of technology based differentiated instruction	Learning Activities	Description
1.	Friday, December 04 <sup>th</sup> , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> <li>• The students greet the teacher as he enters the classroom.</li> <li>• The teacher leads the students in a prayer before starting the lesson.</li> <li>• The teacher asks the students to sit down.</li> <li>• The teacher checks attendance and readiness.</li> <li>• The teacher reviews the previous material on procedure text.</li> <li>• The teacher introduces the topic of procedure text and shares materials via WhatsApp a day in advance.</li> <li>• PowerPoint presentations and instructional videos</li> </ul>

				are used to explain the material.
		Process	Main-Activity	<ul style="list-style-type: none"> <li>• In class, students review the procedure text draft from the materials they studied at home.</li> <li>• Students then work in pairs, exchanging drafts and providing feedback based on a guided rubric provided by the teacher.</li> <li>• The teacher walks around to assist and ensure quality feedback.</li> </ul>
		Product	Post-Activity	<ul style="list-style-type: none"> <li>• The teacher asks students to revise their drafts based on feedback.</li> <li>• After revising their drafts, the teacher asks students to submit the final versions in the WhatsApp group, including a brief reflection on the revision process.</li> </ul>



# Appendix 06. Results of Questionnaire

## RESULT OF THE QUESTIONNAIRE TEACHERS' STRESS TO IMPLEMENT TECHNOLGY BASED DIFFERENTIATED INSTRUCTION

T	Number of Items																													Total
	Technology Competence													Support and Training						Role Preparedness										
	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	
T1	1	3	3	2	3	5	2	3	5	2	4	3	4	4	5	3	3	5	4	3	2	3	2	5	4	2	3	3	5	94
T2	2	3	3	4	2	3	4	3	3	3	5	2	3	2	5	2	4	5	5	4	2	3	3	3	3	2	3	5	3	94
T3	3	3	2	2	2	5	3	4	4	3	3	4	4	4	5	4	4	4	4	5	2	5	2	4	4	3	3	5	4	104

Notes: T = Teachers

## AUTHOR'S BIOGRAPHY



Putu Gede Arimbawa is the name of the author of this thesis. He was born on September 28, 2001, in Singaraja, Bali Province. The author is the fifth of five children from the couple of Gede Supala Netra and Kadek Serti. The author is of Indonesian nationality and is a Hindu. The author addresses Jalan Gunung Batur Gang IV-17C, Singaraja City, Buleleng District, Buleleng Regency, Bali Province. The author entered education at SD Negeri 1 Paket Agung in 2008 and graduated in 2014. The author continued his education at SMP Negeri 3 Singaraja the same year and graduated in 2017. After graduating from SMP, the author continued his studies at SMA Negeri 1 Sukasada, majoring in linguistics and culture, and graduated in 2020. In the same year, the author was enrolled as a student at the Ganesha University of Education, Faculty of Language and Art in the English Language Education Department and finished his studies at the mid of 2025. With perseverance and high motivation to continue learning and trying. Hopefully, the writing of this final thesis will contribute positively to the world of education. Finally, in the last semester of 2025, the author has completed the final project and expresses his most profound gratitude for completing the thesis entitled "The Implementation of Differentiated Instruction Integrated with Technology in English Class at SMA Negeri 4 Singaraja". Furthermore, starting in 2020 and continuing until the writing of this thesis, the author is still registered as a student S1 of the English Language Education Program at Ganesha University of Education.