APPENDICES

Appendix 1. Data Collection Permit Letter

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 1378/UN48.7.1/DT/2024   19 Juli 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMK Negeri 3 Denpasar

di Denpasar Selatan

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

Nama	: Made Candrika Widya Astawa
NIM	: 2012021175
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: The Implementation Of Differentiated Instruction Integrated With Technology In English Class At SMK Negeri 3 Denpasar.

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

a.n. Dekan,
Wakil Dekan I,

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

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

Appendix 2. Expert Judgement Sheet

Expert Judgment Sheet

Instrument: Questionnaire

Expert Judge 1

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

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

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

1. **Difficulty of language learning,** which students difficulties that often experience in language classes in learning foreign languages.

2. **Foreign language aptitude,** which refers to the student's talent in using a foreign language. This could be related to the ease with which students understand the language.

3. **Nature of language learning,** is one aspect that shows that language learning is a different process than learning other subjects.

4. **Learning and communication strategies,** refer to the strategy used by students in practicing foreign language skills while students are studying it.

5. **Motivation and expectations,** these motivations and expectations tend to influence students' beliefs about how the language will help them in other aspects of life

Dimension	Number of Questions
Beliefs about the difficulty of language learning	3, 4, 6, 22, 26
Beliefs about language learning aptitude	1, 2, 9, 13, 20, 27, 30, 31, 32
Beliefs about nature in language learning	5, 10, 14, 18, 23, 24

Beliefs about learning and communication strategy	15, 19, 7, 8, 11, 12, 16, 17
Motivation and expectation in language learning	21, 25, 28, 29

No	Statement	Relevant	Irrelevant	Note
1	Anak-anak lebih mudah mempelajari bahasa Inggris daripada orang dewasa ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		

2	Beberapa orang terlahir dengan kemampuan special yang dapat menolong mereka untuk mempelajari bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
3	Beberapa bahasa lebih mudah dipelajari dibandingkan bahasa lain bila diterapkan dengan pembelajaran berdifferensiasi terintegrasi dengan teknologi.	✓		
4	Bahasa yang saya coba pelajari adalah: 1) bahasa yang sangat sulit, 2) bahasa yang sulit, 3) bahasa dengan tingkat kesulitan sedang, 4) bahasa yang mudah, 5) bahasa yang sangat mudah, ketika pembelajaran	✓		

	berdifferensiasi terintegrasi dengan teknologi diterapkan.			
5	Bahasa yang saya coba pelajari disusun dengan cara yang sama seperti bahasa Indonesia, ketika saya belajar bahasa asing dengan metode pembelajaran berdifferensiasi terintegrasi dengan teknologi.	✓		
6	Saya percaya bahwa saya akan bisa belajar berbicara bahasa inggris dengan sangat baik melalui pembelajaran berdifferensiasi terintegrasi dengan teknologi yang diterapkan.	✓		
7	Penting untuk berbicara bahasa Inggris dengan aksen yang sempurna melalui pembelajaran berdifferensiasi terintegrasi dengan teknologi yang diterapkan.	✓		
8	Saya tidak seharusnya mengatakan sesuatu	✓		

	dengan bahasa Inggris sampai saya bisa mengucapkannya dengan benar ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.			
9	Orang yang fasih berbahasa Inggris bisa dengan mudah mempelajari bahasa lainnya melalui pembelajaran berdifferensiasi terintegrasi dengan teknologi yang diterapkan.	✓		
10	Lebih baik mempelajari bahasa inggris di luar negeri bila pelaksanaannya dilakukan dengan pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
11	Jika saya mendengar seseorang berbicara dengan bahasa yang sedang saya pelajari, saya akan mendatanginya agar bisa berlatih berbicara bahasa	✓		

	tersebut ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.			
12	Boleh menebak jika anda tidak tahu suatu kata dalam bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
13	Saya memiliki bakat menggunakan bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
14	Hal paling penting dalam mempelajari bahasa asing adalah banyak mempelajari kosakata baru, ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
15	Penting untuk banyak mengulang dan berlatih bahasa Inggris dengan metode pembelajaran	✓		

	berdifferensiasi terintegrasi dengan teknologi diterapkan.			
16	Saya merasa gugup berbicara bahasa inggris di depan orang lain ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
17	Jika anda diperbolehkan berbuat kesalahan di awal, maka akan sulit untuk menghilangkannya di kemudian hari ketika pembelajaran dengan pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
18	Saya yakin bahwa mempelajari bahasa asing sebagian besar adalah soal mempelajari banyak aturan tata bahasa, ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi	✓		

	diterapkan.			
19	Pentingnya praktik di laboratorium bahasa ketika belajar bahasa Inggris dengan metode pembelajaran berdifferensiasi terintegrasi dengan teknologi.	✓		
20	Perempuan lebih baik dibandingkan laki-laki dalam belajar bahasa asing ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
21	Jika saya dapat berbicara bahasa Inggris dengan lancar, saya akan memiliki banyak kesempatan untuk menggunakannya ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		

22	Lebih mudah untuk berbicara daripada memahami bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
23	Saya yakin bahwa mempelajari bahasa Inggris berbeda dengan mempelajari pelajaran sekolah lainnya, ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
24	Saya yakin bahwa hal paling penting dalam mempelajari bahasa asing adalah menterjemahkan kata ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
25	Jika saya belajar untuk berbicara bahasa asing dengan baik saat pembelajaran berdifferensiasi terintegrasi dengan teknologi, akan membantu	✓		

	saya untuk mendapatkan pekerjaan yang bagus			
26	Lebih mudah membaca dan menulis dalam bahasa asing daripada berbicara dan memahaminya ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
27	Orang yang pandai matematika dan sains tidak pandai belajar bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
28	Saya pikir penting untuk memahami bahasa asing melalui pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
29	Saya ingin mempelajari bahasa Inggris bahasa asing dengan pembelajaran berdifferensiasi	✓		

	terintegrasi dengan teknologi agar lebih mengenal pembicaranya lebih baik.			
30	Orang yang pandai berbicara lebih dari satu bahasa adalah orang yang cerdas ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
31	Saya ingin berbahasa inggris dengan fasih ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
32	Semua orang bisa belajar untuk berbicara dalam bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		

Adapted from Rahmawita (2022)

Singaraja, July 19th 2024

Expert Judge 1

<u>Putu Adi Krisna Juniarta, S.Pd., M.Pd.</u>

NIP. 198706122015041006

Expert Judgment Sheet

Instrument: Questionnaire

Expert Judge 2

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

2ⁿᵈ Expert : Dewa Ayu Eka Agustina, S.Pd., M.S. (Judge 2)

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

1. **Difficulty of language learning,** which students difficulties that often experience in language classes in learning foreign languages.

2. **Foreign language aptitude,** which refers to the student's talent in using a foreign language. This could be related to the ease with which students understand the language.

3. **Nature of language learning,** is one aspect that shows that language learning is a different process than learning other subjects.

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

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

4	Bahasa yang saya coba pelajari adalah: 1) bahasa yang sangat sulit, 2) bahasa yang sulit, 3) bahasa dengan tingkat kesulitan sedang, 4) bahasa yang mudah, 5) bahasa yang sangat mudah, ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
5	Bahasa yang saya coba pelajari disusun dengan cara yang sama seperti bahasa Indonesia, ketika saya belajar bahasa asing dengan metode pembelajaran berdifferensiasi terintegrasi dengan teknologi.	✓		
6	Saya percaya bahwa saya akan bisa belajar berbicara bahasa inggris dengan sangat baik melalui pembelajaran berdifferensiasi terintegrasi	✓		

	dengan teknologi yang diterapkan.			
7	Penting untuk berbicara bahasa Inggris dengan aksen yang sempurna melalui pembelajaran berdifferensiasi terintegrasi dengan teknologi yang diterapkan.	✓		
8	Saya tidak seharusnya mengatakan sesuatu dengan bahasa Inggris sampai saya bisa mengucapkannya dengan benar ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
9	Orang yang fasih berbahasa Inggris bisa dengan mudah mempelajari bahasa lainnya melalui pembelajaran berdifferensiasi terintegrasi dengan teknologi yang diterapkan.	✓		

10	Lebih baik mempelajari bahasa inggris di luar negeri bila pelaksanaannya dilakukan dengan pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
11	Jika saya mendengar seseorang berbicara dengan bahasa yang sedang saya pelajari, saya akan mendatanginya agar bisa berlatih berbicara bahasa tersebut ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
12	Boleh menebak jika anda tidak tahu suatu kata dalam bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
13	Saya memiliki bakat menggunakan bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi	✓		

	dengan teknologi diterapkan.			
14	Hal paling penting dalam mempelajari bahasa asing adalah banyak mempelajari kosakata baru, ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
15	Penting untuk banyak mengulang dan berlatih bahasa Inggris dengan metode pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
16	Saya merasa gugup berbicara bahasa inggris di depan orang lain ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
17	Jika anda diperbolehkan berbuat kesalahan di	✓		

	awal, maka akan sulit untuk menghilangkannya di kemudian hari ketika pembelajaran dengan pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.			
18	Saya yakin bahwa mempelajari bahasa asing sebagian besar adalah soal mempelajari banyak aturan tata bahasa, ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
19	Pentingnya praktik di laboratorium bahasa ketika belajar bahasa Inggris dengan metode pembelajaran berdifferensiasi terintegrasi dengan teknologi.	✓		
20	Perempuan lebih baik dibandingkan laki-laki dalam belajar bahasa asing ketika pembelajaran	✓		

	berdifferensiasi terintegrasi dengan teknologi diterapkan.			
21	Jika saya dapat berbicara bahasa Inggris dengan lancar, saya akan memiliki banyak kesempatan untuk menggunakannya ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
22	Lebih mudah untuk berbicara daripada memahami bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
23	Saya yakin bahwa mempelajari bahasa Inggris berbeda dengan mempelajari pelajaran sekolah lainnya, ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		

24	Saya yakin bahwa hal paling penting dalam mempelajari bahasa asing adalah menterjemahkan kata ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
25	Jika saya belajar untuk berbicara bahasa asing dengan baik saat pembelajaran berdifferensiasi terintegrasi dengan teknologi, akan membantu saya untuk mendapatkan pekerjaan yang bagus	✓		
26	Lebih mudah membaca dan menulis dalam bahasa asing daripada berbicara dan memahaminya ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓		
27	Orang yang pandai matematika dan sains tidak pandai belajar bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi	✓		

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

	teknologi diterapkan.				
32	Semua orang bisa belajar untuk berbicara dalam bahasa Inggris ketika pembelajaran berdifferensiasi terintegrasi dengan teknologi diterapkan.	✓			

Adapted from Rahmawita (2022)

Singaraja, July 19th 2024

Expert Judge 2

Dewa Ayu Eka Agustina, S.Pd., M.S.

NIP. 198108142009122002

Appendix 3. Instrument Validity

Instrument Validity

Pearson Product Moment

Correlations

		XP1	XP2	XP3	XP4	XP5	XP6	XP7	XP8	XP9	XP10	XP11	XP12	XP13	XP14	XP15	XP16	XP17	XP18	XP19	XP20	XP21
XP1	Pearson Correlation	1	.339	.419*	.358*	.333	.291	.513**	.478**	.513**	.330	.298	.584**	.145	.566**	.623**	.501**	.657**	.412*	.622**	.412*	.587**
	Sig. (2-tailed)		.058	.017	.044	.063	.107	.003	.006	.003	.065	.097	.000	.429	.001	.000	.004	.000	.019	.000	.019	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP2	Pearson Correlation	.339	1	.193	.368*	.120	.434*	.336	.219	.336	.202	.330	.113	.097	.171	.317	.329	.279	.156	.438*	-.065	.413*
	Sig. (2-tailed)	.058		.291	.038	.514	.013	.060	.228	.060	.267	.065	.537	.598	.350	.077	.066	.122	.393	.012	.725	.019

	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP3	Pearson Correlation	.419*	.193	1	.422*	.210	.247	.371*	.544**	.371*	.024	.189	.051	-.147	.517**	.585**	.150	.392*	-.053	.186	-.068	.404*
	Sig. (2-tailed)	.017	.291		.016	.248	.174	.036	.001	.036	.895	.299	.782	.422	.002	.000	.414	.026	.774	.307	.710	.022
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP4	Pearson Correlation	.358*	.368*	.422*	1	.325	.411*	.416*	.063	.416*	.187	.232	.331	-.134	.318	.531**	.301	.475**	.170	.321	.049	.353*
	Sig. (2-tailed)	.044	.038	.016		.069	.019	.018	.732	.018	.305	.200	.064	.466	.077	.002	.094	.006	.354	.073	.789	.048
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP5	Pearson Correlation	.333	.120	.210	.325	1	.401*	.322	-.113	.322	.309	.461**	.144	-.045	-.068	.296	.327	.412*	.327	.281	.334	.393*
	Sig. (2-tailed)	.063	.514	.248	.069		.023	.073	.537	.073	.085	.008	.431	.806	.713	.100	.068	.019	.068	.120	.062	.026

	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP6	Pearson Correlation	.291	.434*	.247	.411*	.401*	1	.611**	.124	.611**	.259	.358*	.253	.174	.176	.356*	.124	.314	.028	.279	.098	.389*
	Sig. (2-tailed)	.107	.013	.174	.019	.023		.000	.500	.000	.152	.044	.163	.340	.334	.046	.500	.080	.878	.122	.594	.028
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP7	Pearson Correlation	.513**	.336	.371*	.416*	.322	.611**	1	.350*	1.000**	.316	.377*	.299	.135	.487**	.456**	.404*	.668**	.003	.485**	.187	.515**
	Sig. (2-tailed)	.003	.060	.036	.018	.073	.000		.050	.000	.078	.033	.096	.462	.005	.009	.022	.000	.988	.005	.305	.003
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP8	Pearson Correlation	.478**	.219	.544**	.063	-.113	.124	.350*	1	.350*	-.100	.262	.168	.167	.870**	.473**	.198	.340	-.001	.341	-.042	.404*
	Sig. (2-tailed)	.006	.228	.001	.732	.537	.500	.050		.050	.585	.147	.358	.360	.000	.006	.277	.057	.996	.056	.820	.022

	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP9	Pearson Correlation	.513**	.336	.371*	.416*	.322	.611**	1.000**	.350*	1	.316	.377*	.299	.135	.487**	.456**	.404*	.668**	.003	.485**	.187	.515**
	Sig. (2-tailed)	.003	.060	.036	.018	.073	.000	.000	.050		.078	.033	.096	.462	.005	.009	.022	.000	.988	.005	.305	.003
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP10	Pearson Correlation	.330	.202	.024	.187	.309	.259	.316	-.100	.316	1	.149	.240	.322	-.067	.092	.332	.247	.323	.288	.395*	.382*
	Sig. (2-tailed)	.065	.267	.895	.305	.085	.152	.078	.585	.078		.415	.186	.072	.715	.616	.063	.173	.072	.111	.025	.031
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP11	Pearson Correlation	.298	.330	.189	.232	.461**	.358*	.377*	.262	.377*	.149	1	.428*	.397*	.313	.451**	.327	.473**	.135	.599**	.146	.643**
	Sig. (2-tailed)	.097	.065	.299	.200	.008	.044	.033	.147	.033	.415		.014	.024	.081	.010	.068	.006	.461	.000	.427	.000

	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP12	Pearson Correlation	.584**	.113	.051	.331	.144	.253	.299	.168	.299	.240	.428*	1	.349	.353*	.519**	.503**	.532**	.403*	.572**	.422*	.463**
	Sig. (2-tailed)	.000	.537	.782	.064	.431	.163	.096	.358	.096	.186	.014		.051	.048	.002	.003	.002	.022	.001	.016	.008
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP13	Pearson Correlation	.145	.097	-.147	-.134	-.045	.174	.135	.167	.135	.322	.397*	.349	1	.256	.044	.176	-.026	.065	.276	.363*	.380*
	Sig. (2-tailed)	.429	.598	.422	.466	.806	.340	.462	.360	.462	.072	.024	.051		.158	.809	.336	.889	.725	.127	.041	.032
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP14	Pearson Correlation	.566**	.171	.517**	.318	-.068	.176	.487**	.870**	.487**	-.067	.313	.353*	.256	1	.636**	.262	.444*	.073	.478**	.090	.515**
	Sig. (2-tailed)	.001	.350	.002	.077	.713	.334	.005	.000	.005	.715	.081	.048	.158		.000	.148	.011	.692	.006	.625	.003

	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP15	Pearson Correlation	.623**	.317	.585**	.531**	.296	.356*	.456**	.473**	.456**	.092	.451**	.519**	.044	.636**	1	.466**	.611**	.451**	.525**	.071	.747**
	Sig. (2-tailed)	.000	.077	.000	.002	.100	.046	.009	.006	.009	.616	.010	.002	.809	.000		.007	.000	.010	.002	.699	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP16	Pearson Correlation	.501**	.329	.150	.301	.327	.124	.404*	.198	.404*	.332	.327	.503**	.176	.262	.466**	1	.605**	.384*	.547**	.328	.614**
	Sig. (2-tailed)	.004	.066	.414	.094	.068	.500	.022	.277	.022	.063	.068	.003	.336	.148	.007		.000	.030	.001	.067	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP17	Pearson Correlation	.657**	.279	.392*	.475**	.412*	.314	.668**	.340	.668**	.247	.473**	.532**	-.026	.444*	.611**	.605**	1	.343	.654**	.328	.537**
	Sig. (2-tailed)	.000	.122	.026	.006	.019	.080	.000	.057	.000	.173	.006	.002	.889	.011	.000	.000		.054	.000	.067	.002

	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP18	Pearson Correlation	.412*	.156	-.053	.170	.327	.028	.003	-.001	.003	.323	.135	.403*	.065	.073	.451**	.384*	.343	1	.470**	.402*	.318
	Sig. (2-tailed)	.019	.393	.774	.354	.068	.878	.988	.996	.988	.072	.461	.022	.725	.692	.010	.030	.054		.007	.023	.077
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP19	Pearson Correlation	.622**	.438*	.186	.321	.281	.279	.485**	.341	.485**	.288	.599**	.572**	.276	.478**	.525**	.547**	.654**	.470**	1	.234	.711**
	Sig. (2-tailed)	.000	.012	.307	.073	.120	.122	.005	.056	.005	.111	.000	.001	.127	.006	.002	.001	.000	.007		.198	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP20	Pearson Correlation	.412*	-.065	-.068	.049	.334	.098	.187	-.042	.187	.395*	.146	.422*	.363*	.090	.071	.328	.328	.402*	.234	1	.198
	Sig. (2-tailed)	.019	.725	.710	.789	.062	.594	.305	.820	.305	.025	.427	.016	.041	.625	.699	.067	.067	.023	.198		.277

	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP21	Pearson Correlation	.587**	.413*	.404*	.353*	.393*	.389*	.515**	.404*	.515**	.382*	.643**	.463**	.380*	.515**	.747**	.614**	.537**	.318	.711**	.198	1
	Sig. (2-tailed)	.000	.019	.022	.048	.026	.028	.003	.022	.003	.031	.000	.008	.032	.003	.000	.000	.002	.077	.000	.277	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP22	Pearson Correlation	.372*	.112	.014	.137	.155	.193	.205	.296	.205	.156	.596**	.443*	.514**	.362*	.325	.212	.261	.141	.194	.322	.294
	Sig. (2-tailed)	.036	.540	.939	.453	.396	.289	.260	.100	.260	.395	.000	.011	.003	.041	.069	.245	.149	.441	.287	.072	.103
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP23	Pearson Correlation	.735**	.317	.460**	.502**	.485**	.406*	.638**	.365*	.638**	.489**	.460**	.470**	.135	.530**	.617**	.538**	.705**	.506**	.747**	.470**	.680**
	Sig. (2-tailed)	.000	.077	.008	.003	.005	.021	.000	.040	.000	.005	.008	.007	.460	.002	.000	.002	.000	.003	.000	.007	.000

	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP24	Pearson Correlation	.395*	.114	.256	.476**	.097	.376*	.336	.269	.336	.287	.305	.479**	.081	.431*	.627**	.157	.381*	.470**	.448*	-.089	.404*
	Sig. (2-tailed)	.025	.535	.158	.006	.599	.034	.060	.137	.060	.111	.089	.006	.660	.014	.000	.392	.031	.007	.010	.630	.022
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP25	Pearson Correlation	.478**	.277	.508**	.401*	.323	.310	.545**	.545**	.545**	.315	.555**	.271	.341	.667**	.737**	.501**	.491**	.252	.441*	.153	.791**
	Sig. (2-tailed)	.006	.125	.003	.023	.071	.085	.001	.001	.001	.079	.001	.134	.056	.000	.000	.003	.004	.164	.012	.404	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP26	Pearson Correlation	.569**	.433*	.389*	.397*	.391*	.399*	.484**	.293	.484**	.121	.484**	.371*	.071	.426*	.687**	.400*	.560**	.530**	.589**	.244	.526**
	Sig. (2-tailed)	.001	.013	.028	.024	.027	.024	.005	.103	.005	.510	.005	.037	.699	.015	.000	.023	.001	.002	.000	.178	.002

	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP27	Pearson Correlation	.282	.075	.124	.241	-.036	.181	.224	.230	.224	.168	.235	.297	.018	.330	.460**	.115	.337	.437*	.376*	.055	.235
	Sig. (2-tailed)	.118	.682	.500	.185	.845	.322	.218	.206	.218	.357	.196	.098	.923	.065	.008	.531	.059	.012	.034	.765	.196
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP28	Pearson Correlation	.301	.360*	.405*	.292	.127	.282	.306	.485**	.306	.100	.378*	.126	-.012	.413*	.560**	.185	.404*	.291	.504**	-.113	.521**
	Sig. (2-tailed)	.094	.043	.022	.105	.488	.117	.089	.005	.089	.587	.033	.492	.949	.019	.001	.311	.022	.106	.003	.539	.002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP29	Pearson Correlation	.461**	.333	.381*	.369*	.429*	.552**	.638**	.243	.638**	.191	.529**	.294	.137	.397*	.693**	.392*	.514**	.394*	.582**	.000	.644**
	Sig. (2-tailed)	.008	.063	.031	.038	.014	.001	.000	.181	.000	.296	.002	.102	.455	.025	.000	.026	.003	.026	.000	1.000	.000

	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP30	Pearson Correlation	.706**	.435*	.431*	.403*	.428*	.311	.484**	.363*	.484**	.257	.494**	.413*	.197	.501**	.717**	.515**	.608**	.547**	.658**	.331	.675**
	Sig. (2-tailed)	.000	.013	.014	.022	.015	.083	.005	.041	.005	.155	.004	.019	.279	.003	.000	.003	.000	.001	.000	.064	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP31	Pearson Correlation	.428*	.390*	.309	.455**	.220	.499**	.602**	.477**	.602**	.040	.470**	.357*	.014	.597**	.585**	.262	.556**	.296	.594**	.160	.439*
	Sig. (2-tailed)	.014	.027	.085	.009	.227	.004	.000	.006	.000	.826	.007	.045	.938	.000	.000	.148	.001	.100	.000	.383	.012
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
XP32	Pearson Correlation	.563**	.598**	.377*	.306	.207	.388*	.433*	.517**	.433*	.240	.510**	.269	.242	.531**	.646**	.294	.348	.421*	.652**	-.038	.699**
	Sig. (2-tailed)	.001	.000	.033	.089	.255	.028	.013	.002	.013	.186	.003	.137	.182	.002	.000	.103	.051	.016	.000	.835	.000

	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
TOTAL	Pearson Correlation	.767**	.502**	.413*	.473**	.463**	.518**	.681**	.483**	.681**	.417*	.639**	.586**	.366*	.623**	.772**	.606**	.723**	.527**	.792**	.408*	.819**
	Sig. (2-tailed)	.000	.003	.019	.006	.008	.002	.000	.005	.000	.018	.000	.000	.040	.000	.000	.000	.000	.002	.000	.021	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

Correlations

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

	Sig. (2-tailed)	.453	.003	.006	.023	.024	.185	.105	.038	.022	.009	.089	.006
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP5	Pearson Correlation	.155	.485**	.097	.323	.391*	-.036	.127	.429*	.428*	.220	.207	.463**
	Sig. (2-tailed)	.396	.005	.599	.071	.027	.845	.488	.014	.015	.227	.255	.008
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP6	Pearson Correlation	.193	.406*	.376*	.310	.399*	.181	.282	.552**	.311	.499**	.388*	.518**
	Sig. (2-tailed)	.289	.021	.034	.085	.024	.322	.117	.001	.083	.004	.028	.002
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP7	Pearson Correlation	.205	.638**	.336	.545**	.484**	.224	.306	.638**	.484**	.602**	.433*	.681**
	Sig. (2-tailed)	.260	.000	.060	.001	.005	.218	.089	.000	.005	.000	.013	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP8	Pearson Correlation	.296	.365*	.269	.545**	.293	.230	.485**	.243	.363*	.477**	.517**	.483**
	Sig. (2-tailed)	.100	.040	.137	.001	.103	.206	.005	.181	.041	.006	.002	.005

	N	32	32	32	32	32	32	32	32	32	32	32	32
XP9	Pearson Correlation	.205	.638**	.336	.545**	.484**	.224	.306	.638**	.484**	.602**	.433*	.681**
	Sig. (2-tailed)	.260	.000	.060	.001	.005	.218	.089	.000	.005	.000	.013	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP10	Pearson Correlation	.156	.489**	.287	.315	.121	.168	.100	.191	.257	.040	.240	.417*
	Sig. (2-tailed)	.395	.005	.111	.079	.510	.357	.587	.296	.155	.826	.186	.018
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP11	Pearson Correlation	.596**	.460**	.305	.555**	.484**	.235	.378*	.529**	.494**	.470**	.510**	.639**
	Sig. (2-tailed)	.000	.008	.089	.001	.005	.196	.033	.002	.004	.007	.003	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP12	Pearson Correlation	.443*	.470**	.479**	.271	.371*	.297	.126	.294	.413*	.357*	.269	.586**
	Sig. (2-tailed)	.011	.007	.006	.134	.037	.098	.492	.102	.019	.045	.137	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32

XP13	Pearson Correlation	.514**	.135	.081	.341	.071	.018	-.012	.137	.197	.014	.242	.366*
	Sig. (2-tailed)	.003	.460	.660	.056	.699	.923	.949	.455	.279	.938	.182	.040
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP14	Pearson Correlation	.362*	.530**	.431*	.667**	.426*	.330	.413*	.397*	.501**	.597**	.531**	.623**
	Sig. (2-tailed)	.041	.002	.014	.000	.015	.065	.019	.025	.003	.000	.002	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP15	Pearson Correlation	.325	.617**	.627**	.737**	.687**	.460**	.560**	.693**	.717**	.585**	.646**	.772**
	Sig. (2-tailed)	.069	.000	.000	.000	.000	.008	.001	.000	.000	.000	.000	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP16	Pearson Correlation	.212	.538**	.157	.501**	.400*	.115	.185	.392*	.515**	.262	.294	.606**
	Sig. (2-tailed)	.245	.002	.392	.003	.023	.531	.311	.026	.003	.148	.103	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP17	Pearson Correlation	.261	.705**	.381*	.491**	.560**	.337	.404*	.514**	.608**	.556**	.348	.723**

	Sig. (2-tailed)	.149	.000	.031	.004	.001	.059	.022	.003	.000	.001	.051	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP18	Pearson Correlation	.141	.506**	.470**	.252	.530**	.437*	.291	.394*	.547**	.296	.421*	.527**
	Sig. (2-tailed)	.441	.003	.007	.164	.002	.012	.106	.026	.001	.100	.016	.002
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP19	Pearson Correlation	.194	.747**	.448*	.441*	.589**	.376*	.504**	.582**	.658**	.594**	.652**	.792**
	Sig. (2-tailed)	.287	.000	.010	.012	.000	.034	.003	.000	.000	.000	.000	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP20	Pearson Correlation	.322	.470**	-.089	.153	.244	.055	-.113	.000	.331	.160	-.038	.408*
	Sig. (2-tailed)	.072	.007	.630	.404	.178	.765	.539	1.000	.064	.383	.835	.021
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP21	Pearson Correlation	.294	.680**	.404*	.791**	.526**	.235	.521**	.644**	.675**	.439*	.699**	.819**
	Sig. (2-tailed)	.103	.000	.022	.000	.002	.196	.002	.000	.000	.012	.000	.000

	N	32	32	32	32	32	32	32	32	32	32	32	32
XP22	Pearson Correlation	1	.279	.262	.438*	.411*	.167	.150	.208	.411*	.341	.296	.481**
	Sig. (2-tailed)		.122	.148	.012	.020	.360	.412	.252	.019	.056	.100	.005
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP23	Pearson Correlation	.279	1	.490**	.603**	.713**	.293	.406*	.564**	.798**	.603**	.640**	.862**
	Sig. (2-tailed)	.122		.004	.000	.000	.103	.021	.001	.000	.000	.000	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP24	Pearson Correlation	.262	.490**	1	.413*	.477**	.743**	.497**	.642**	.439*	.462**	.600**	.553**
	Sig. (2-tailed)	.148	.004		.019	.006	.000	.004	.000	.012	.008	.000	.001
	N	32	32	32	32	32	32	32	32	32	32	32	32
XP25	Pearson Correlation	.438*	.603**	.413*	1	.530**	.325	.405*	.650**	.637**	.550**	.553**	.730**
	Sig. (2-tailed)	.012	.000	.019		.002	.069	.022	.000	.000	.001	.001	.000

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

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

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

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

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

Appendix 4. Instrument Reliability

Cronbach's Alpha Formula

Case Processing Summary

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

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.949	32

Appendix 5. Questionnaire Try Out Result

Code	Question's Items																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
X1	4	5	5	4	4	5	5	4	5	5	5	4	4	4	4	4	4	2	4	3	5	5	5	4	5	5	2	3	4	5	4	5
X2	3	1	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
X3	4	3	5	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
X4	3	2	4	4	4	3	2	4	2	4	3	3	3	4	3	4	3	4	3	4	4	4	4	4	4	4	4	4	3	4	4	3
X5	1	3	3	2	1	2	2	3	2	3	3	3	5	3	2	3	1	2	3	2	3	2	1	3	3	2	3	3	3	2	2	3
X6	3	3	3	4	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3	3
X7	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
X8	5	5	4	4	3	4	4	5	4	3	3	4	4	5	5	4	3	4	3	3	4	5	3	4	5	5	4	4	4	5	5	5
X9	4	5	5	5	4	4	5	4	5	5	3	3	1	4	5	5	5	5	5	2	5	1	5	5	5	4	5	5	5	4	5	5

X10	3	3	2	3	3	3	3	1	3	4	2	3	2	1	1	3	2	2	2	4	2	2	2	2	1	2	2	2	2	2	2	2
X11	3	3	4	3	2	3	3	4	3	3	3	2	3	4	4	3	2	2	2	2	4	4	2	4	4	3	4	4	4	3	2	4
X12	4	4	4	5	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
X13	3	4	4	3	4	4	3	4	3	2	4	3	4	4	4	4	2	4	4	4	5	3	4	3	4	4	3	4	4	4	4	5
X14	3	5	5	4	4	4	5	4	5	3	4	2	3	4	4	4	4	2	4	3	5	3	4	2	5	5	2	5	4	5	5	4
X15	2	3	4	4	3	3	3	5	3	2	4	2	3	5	3	2	2	1	2	2	3	4	2	3	5	2	3	3	3	2	4	3
X16	4	4	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3
X17	4	4	4	4	3	4	4	5	4	1	4	4	3	5	4	4	5	2	5	2	4	3	3	4	3	4	4	4	4	4	4	4
X18	5	3	5	4	4	3	5	5	5	3	5	5	3	5	5	5	5	4	5	3	5	5	5	5	5	5	5	5	5	5	5	5
X19	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
X20	3	3	4	4	4	4	3	4	3	3	3	4	3	4	4	3	2	3	3	2	4	3	3	4	3	3	1	4	3	3	3	4
X21	4	3	3	5	4	4	5	2	5	4	4	5	4	5	5	4	4	4	5	4	5	4	5	5	5	5	5	3	5	5	5	4
X22	4	4	4	3	2	2	2	5	2	2	3	3	2	5	4	2	3	5	4	3	3	3	4	4	3	5	4	4	3	5	4	5
X23	4	3	4	3	4	5	5	5	5	4	4	3	4	5	4	2	3	3	4	3	5	3	4	5	5	4	5	5	5	4	5	5
X24	4	4	4	3	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
X25	4	5	3	4	2	4	4	5	4	4	4	4	4	5	3	3	3	2	5	3	4	4	4	4	3	3	4	5	3	3	5	5

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

Appendix 6. Questionnaire Result

XI Hospitality M1

Code	Question's Items																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
XI-M1. 1.	3	4	3	4	4	4	5	2	5	2	3	4	3	4	5	4	3	4	4	2	5	3	4	4	4	3	3	4	5	4	5	4
XI-M1. 2.	4	2	4	4	4	4	3	4	2	3	3	3	4	4	4	2	3	4	4	3	4	3	3	5	4	3	3	4	4	2	4	4
XI-M1. 3.	3	4	5	3	3	3	5	4	5	2	3	4	3	5	4	3	4	4	3	3	5	3	4	5	5	4	3	3	4	4	3	4
XI-M1. 4.	3	3	4	3	4	4	4	3	3	2	4	5	4	4	4	4	4	4	4	2	5	3	4	4	4	5	3	3	5	4	4	4
XI-M1. 5.	4	3	4	5	5	5	5	3	3	4	4	3	4	5	5	3	3	4	4	3	5	4	5	5	4	3	3	4	4	4	5	5
XI-M1. 6.	4	5	5	3	5	5	5	3	3	5	3	2	5	5	5	5	3	4	3	3	4	1	5	5	5	3	3	4	5	3	5	5
XI-M1. 7.	4	3	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4
XI-M1. 8.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M1. 9.	4	4	3	3	4	4	5	2	2	2	3	2	4	5	4	4	3	4	1	5	3	4	5	5	4	1	5	4	4	5	5	5

XI-M1. 10.	3	4	4	3	4	4	5	3	3	2	3	4	3	4	4	4	4	4	3	3	5	3	4	5	5	3	3	4	4	4	3	5
XI-M1. 11.	3	4	4	3	3	3	3	4	5	3	3	3	3	3	5	5	2	3	3	3	5	3	3	3	3	3	2	5	5	5	5	3
XI-M1. 12.	2	4	4	3	3	4	4	4	1	4	4	3	4	5	4	1	1	4	4	1	4	4	4	4	4	1	1	1	4	4	4	4
XI-M1. 13.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M1. 14.	4	3	3	4	1	4	4	4	3	4	3	4	3	3	3	4	4	1	3	4	3	3	4	4	3	3	3	4	4	4	4	4
XI-M1. 15.	3	3	4	4	4	4	4	3	2	3	2	3	3	5	5	4	4	5	3	3	5	4	3	4	5	2	2	4	5	4	4	4
XI-M1. 16.	4	5	4	4	3	3	3	3	3	2	3	4	3	4	4	5	2	4	3	3	4	4	3	4	4	1	3	4	4	3	3	4
XI-M1. 17.	4	4	4	3	4	4	3	3	2	3	3	4	3	5	4	4	2	4	3	3	5	3	4	4	4	4	3	4	4	3	5	4
XI-M1. 18.	4	3	5	4	4	5	4	1	3	2	3	2	4	5	5	2	2	4	4	1	5	5	4	5	5	2	2	5	5	3	5	5
XI-M1. 19.	4	3	5	3	2	5	3	1	2	2	3	3	3	5	5	5	2	4	4	3	3	2	3	3	4	4	2	4	4	4	4	4
XI-M1. 20.	3	3	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5
XI-M1. 21.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
XI-M1. 22.	3	4	4	3	4	4	4	4	4	3	3	3	3	4	4	4	3	3	3	3	4	3	3	4	4	3	2	3	3	5	4	4
XI-M1. 23.	4	3	4	4	5	4	4	4	4	2	4	4	5	4	4	3	3	3	4	4	4	4	4	5	4	4	3	4	4	3	4	
XI-M1. 24.	3	3	4	4	5	3	5	3	5	3	3	3	4	5	5	5	5	3	3	3	3	4	3	3	4	3	2	2	3	5	4	3

	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
XI-M1. 25.	4	3	4	5	3	4	5	3	3	2	2	4	2	4	5	4	3	3	3	4	5	1	4	4	5	5	4	3	4	4	4	4
XI-M1. 26.	2	3	4	3	4	4	4	3	4	2	4	4	3	4	4	4	2	4	4	2	4	3	4	4	4	3	2	4	4	4	4	4
XI-M1. 27.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M1. 28.	4	2	5	3	2	3	2	1	2	2	3	3	3	5	3	3	2	2	3	1	3	3	3	4	2	1	4	5	5	4	5	3
XI-M1. 29.	3	4	4	3	4	4	4	4	3	3	4	3	4	3	4	4	4	4	4	4	4	3	3	4	3	3	4	4	3	4	4	4
XI-M1. 30.	4	3	4	3	4	4	3	3	3	3	4	4	3	4	4	3	4	3	4	3	3	4	3	4	4	3	3	4	4	4	4	4
XI-M1. 31.	4	3	4	3	2	4	4	3	3	3	3	4	3	4	4	3	3	3	3	3	4	3	3	4	3	3	3	4	3	3	4	4
XI-M1. 32.	3	3	3	4	3	3	3	3	4	3	3	4	3	5	4	5	3	4	3	2	4	3	3	4	3	4	3	4	3	4	3	4
XI-M1. 33.	3	4	3	4	3	4	5	2	3	4	4	3	4	4	5	3	2	4	4	1	5	4	2	2	2	4	3	1	2	1	1	2
XI-M1. 34.	3	3	3	3	3	3	3	3	3	4	2	4	2	3	3	2	4	4	3	3	3	2	3	4	3	2	4	3	3	2	3	3
XI-M1. 35.	4	3	3	3	3	4	3	3	3	3	3	4	3	4	4	4	4	3	3	1	4	3	4	3	4	3	2	4	3	4	4	4
XI-M1. 36.	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	1	4	3	3	3	3	3	3	3	3	3	3	3
XI-M1. 37.	5	3	4	3	4	4	3	3	4	2	4	3	3	4	4	3	3	3	3	2	4	3	3	3	3	3	2	5	4	3	5	5

XI Hospitality M2

Code	Question's Items																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
XI-M2.1.	3	3	3	3	3	3	4	3	3	4	3	3	4	3	4	3	4	3	4	3	3	3	3	4	4	3	3	3	3	3	3	5
XI-M2.2.	3	4	4	5	3	3	4	2	3	2	2	4	1	4	4	2	3	4	1	3		3	3	4	5	3	2	4	4	4	4	4

XI-M2.3.	3	4	3	3	4	4	4	3	3	2	4	3	3	5	5	4	3	4	4	3	4	4	5	4	5	4	3	3	4	4	4	5
XI-M2.4.	3	4	3	3	3	4	3	3	4	3	4	3	3	4	4	4	3	3	3	3	4	3	3	4	4	4	4	4	4	4	4	4
XI-M2.5.	3	4	3	2	3	3	2	2	1	3	2	4	4	4	3	2	3	4	4	4	3	4	4	3	4	3	4	3	4	4	3	4
XI-M2.6.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M2.7.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M2.8.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M2.9.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M2.10.	3	3	4	3	3	3	3	3	3	3	3	4	3	4	4	3	3	4	4	3	4	3	3	4	3	3	3	3	4	4	3	3
XI-M2.11.	2	1	3	3	2	3	4	1	1	2	1	4	3	5	2	2	2	3	3	2	1	1	5	5	4	3	2	3	3	1	2	2
XI-M2.12.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M2.13.	3	4	4	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
XI-M2.14.	4	4	3	3	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	4	3	4	4
XI-M2.15.	3	4	3	3	3	3	3	3	4	3	3	4	1	5	2	3	3	2	3	3	1	3	3	2	2	4	4	1	3	3	3	2
XI-M2.16.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M2.17.	4	4	4	4	4	4	4	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3

XI-M2.18.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M2.19.	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M2.20.	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M2.21.	5	2	2	3	2	3	4	5	1	4	4	3	4	1	1	1	3	2	1	5	3	2	2	2	3	2	2	1	1	1	1	2
XI-M2.22.	3	3	3	3	2	5	2	3	5	4	5	3	2	3	3	3	2	2	3	3	3	5	3	2	5	3	3	3	4	2	4	
XI-M2.23.	3	4	4	3	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	5	4	3	4	3	3	3	4	3
XI-M2.24.	3	3	3	3	4	5	3	3	4	4	4	3	4	3	2	3	4	3	3	4	3	3	4	3	3	3	3	3	4	5	4	
XI-M2.25.	5	4	3	4	3	5	4	4	4	3	5	4	3	5	4	3	2	4	5	2	5	3	3	4	3	3	2	4	5	5	4	4
XI-M2.26.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M2.27.	4	3	4	4	4	4	3	3	4	3	3	4	2	4	4	4	3	4	3	4	4	3	3	4	4	4	2	4	4	4	4	3
XI-M2.28.	4	4	3	2	4	4	3	4	3	4	3	4	3	4	3	4	4	4	4	4	4	3	3	3	4	4	3	4	3	4	4	4
XI-M2.29.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M2.30.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M2.31.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M2.32.	4	4	4	4	4	4	5	1	4	5	4	4	4	4	5	2	4	4	4	1	5	4	4	4	4	1	1	4	4	4	5	5

XI-M2.33.	4	4	4	4	3	4	3	2	4	3	4	2	4	5	4	3	3	3	4	4	4	4	4	4	5	3	3	4	4	4	4	5
XI-M2.34.	4	4	4	3	3	5	5	2	4	2	4	3	4	4	5	3	2	3	3	5	4	3	3	4	5	4	1	4	4	4	4	4
XI-M2.35.	2	4	4	3	3	4	3	2	4	2	4	2	4	4	4	3	2	3	3	3	4	4	3	3	4	4	3	4	4	4	4	4
XI-M2.36.	4	4	4	4	3	4	4	2	4	2	3	2	4	4	4	3	3	4	2	3	4	4	3	3	4	3	2	4	4	4	4	4
XI-M2.37.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-M2.38.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

XI Culinary W1

Code	Question's Items																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
XI-WI.1.	4	3	4	3	3	5	4	2	4	2	4	2	4	5	2	3	3	2	2	4	4	3	4	5	4	2	4	4	4	4	4	4
XI-WI.2.	3	4	4	4	4	4	4	2	4	2	4	2	4	4	4	2	4	2	2	4	4	4	4	5	4	2	4	4	4	4	4	4
XI-WI.3.	2	4	4	3	3	4	3	3	4	2	3	2	4	5	4	2	3	4	2	2	4	3	3	4	5	4	2	4	4	4	4	4
XI-WI.4.	2	2	3	3	3	4	4	2	3	3	3	2	4	4	4	3	3	4	3	3	4	3	2	4	4	4	2	4	4	4	4	4
XI-WI.5.	3	3	4	3	3	4	4	2	4	4	3	2	4	4	4	3	2	3	2	3	4	2	3	4	4	4	2	4	4	4	4	4
XI-WI.6.	4	3	3	3	3	4	4	2	3	2	3	2	4	4	4	3	2	4	3	2	4	3	3	4	4	4	2	4	4	4	4	4
XI-WI.7.	4	4	4	3	3	4	3	2	4	2	3	2	4	4	4	3	3	3	3	3	4	3	3	3	4	4	2	4	3	4	4	4
XI-WI.8.	3	4	3	3	3	4	4	2	4	2	3	2	4	4	4	3	3	3	2	3	4	3	3	4	5	4	3	4	4	4	4	4
XI-WI.9.	3	4	3	4	4	4	5	2	5	2	3	4	3	4	5	4	3	4	4	2	5	3	4	4	4	3	3	4	5	4	5	4
XI-WI.10.	4	2	4	4	4	4	3	4	2	3	3	3	4	4	2	3	4	4	3	4	3	3	5	4	3	3	4	4	2	4	4	4
XI-WI.11.	3	4	5	3	3	3	5	4	5	2	3	4	3	5	4	3	4	4	3	3	5	3	4	5	5	4	3	3	4	4	3	4

XI-WI.12.	3	3	4	3	4	4	4	3	3	2	4	5	4	4	4	4	4	4	4	2	5	3	4	4	4	5	3	3	5	4	4	4
XI-WI.13.	4	3	4	5	5	5	5	3	3	4	4	3	4	5	5	3	3	4	4	3	5	4	5	5	4	3	3	4	4	4	5	5
XI-WI.14.	4	5	5	3	5	5	5	3	3	5	3	2	5	5	5	5	3	4	3	3	4	1	5	5	5	3	3	4	5	3	5	5
XI-WI.15.	4	3	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4
XI-WI.16.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-WI.17.	4	4	3	3	4	4	5	2	2	2	3	2	4	5	4	4	4	3	4	1	5	3	4	5	5	4	1	5	4	4	5	5
XI-WI.18.	3	4	4	3	4	4	5	3	3	2	3	4	3	4	4	4	4	3	3	5	3	4	5	5	3	3	4	4	4	3	5	
XI-WI.19.	3	4	4	3	3	3	3	4	5	3	3	3	3	3	5	5	2	3	3	3	5	3	3	3	3	3	2	5	5	5	5	3
XI-WI.20.	2	4	4	3	3	4	4	4	1	4	4	3	4	5	4	1	1	4	4	1	4	4	4	4	4	1	1	1	4	4	4	4
XI-WI.21.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-WI.22.	4	3	3	4	1	4	4	4	3	3	4	3	4	3	3	3	4	4	1	3	4	3	3	4	4	3	3	3	4	4	4	4
XI-WI.23.	3	3	4	4	4	4	4	3	2	3	2	3	3	5	5	4	4	5	3	3	5	4	3	4	5	2	2	4	5	4	4	4
XI-WI.24.	4	5	4	4	3	3	3	3	3	2	3	4	3	4	4	5	2	4	3	3	4	4	3	4	4	1	3	4	4	3	3	4
XI-WI.25.	4	4	4	3	4	4	3	3	2	3	3	4	3	5	4	4	2	4	3	3	5	3	4	4	4	4	3	4	4	3	5	4
XI-WI.26.	4	3	5	4	4	5	4	1	3	2	3	2	4	5	5	2	2	4	4	1	5	5	4	5	5	2	2	5	5	3	5	5

XI-WI.27.	4	3	5	3	2	5	3	1	2	2	3	3	3	5	5	5	2	4	4	3	3	2	3	3	4	4	2	4	4	4	4	4
XI-WI.28.	3	3	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5
XI-WI.29.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
XI-WI.30.	3	4	4	3	4	4	4	4	4	3	3	3	3	4	4	4	4	3	3	3	4	3	3	4	4	3	2	3	3	5	4	4
XI-WI.31.	4	3	4	4	5	4	4	4	4	2	4	4	5	5	4	4	3	3	3	4	4	4	4	5	4	4	3	4	4	3	4	
XI-WI.32.	3	3	4	4	5	3	5	3	5	3	3	3	4	5	5	5	5	3	3	3	4	3	3	4	3	2	2	3	5	4	3	
XI-WI.33.	4	3	4	5	3	4	5	3	3	2	2	4	2	4	5	4	3	3	3	4	5	1	4	4	5	5	4	3	4	4	4	4
XI-WI.34.	2	3	4	3	4	4	4	3	4	2	4	4	3	4	4	2	4	4	2	4	3	4	4	4	3	2	4	4	4	4	4	
XI-WI.35.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-WI.36.	4	2	5	3	2	3	2	1	2	2	3	3	3	5	5	3	2	2	3	1	3	3	3	4	2	1	4	5	5	4	5	3
XI-WI.37.	3	4	4	3	4	4	4	4	3	3	4	3	4	3	4	4	4	4	4	4	4	3	3	4	3	3	4	4	3	4	4	

XI Culinary B1

Code	Question's Items																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
XI-B1.1.	4	3	4	3	4	4	3	3	3	3	4	4	3	4	4	3	4	3	4	3	3	4	3	4	4	3	3	4	4	4	4	4
XI-B1.2.	4	3	4	3	2	4	4	3	3	3	3	4	3	4	4	3	3	3	3	3	4	3	3	4	3	3	3	4	3	3	4	4
XI-B1.3.	3	3	3	4	3	3	3	3	4	3	3	4	3	5	4	5	3	4	3	2	4	3	3	4	3	4	3	4	3	4	3	4
XI-B1.4.	3	4	3	4	3	4	5	2	3	4	4	3	4	4	5	3	2	4	4	1	5	4	2	2	2	4	3	1	2	1	1	2
XI-B1.5.	3	3	3	3	3	3	3	3	3	4	2	4	2	3	3	2	4	4	3	3	3	2	3	4	3	2	4	3	3	2	3	3

XI-B1.6.	4	3	3	3	3	4	3	3	3	3	3	4	3	4	4	4	4	3	3	1	4	3	4	3	4	3	2	4	3	4	4	4
XI-B1.7.	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	1	4	3	3	3	3	3	3	3	3	3	3	3
XI-B1.8.	5	3	4	3	4	4	3	3	4	2	4	3	3	4	4	3	3	3	3	2	4	3	3	3	3	3	2	5	4	3	5	5
XI-B1.9.	3	3	3	3	3	3	4	3	3	4	3	3	4	3	4	3	4	3	4	3	3	3	3	4	4	3	3	3	3	3	3	5
XI-B1.10.	3	4	4	5	3	3	4	2	3	2	2	4	1	4	4	4	2	3	4	3	3	3	4	5	3	2	4	4	4	4	4	
XI-B1.11.	3	4	3	3	4	4	4	3	3	2	4	3	3	5	5	4	3	4	4	3	4	5	4	5	4	3	3	4	4	4	5	
XI-B1.12.	3	4	3	3	3	4	3	3	4	3	4	3	3	4	4	4	3	3	3	3	4	3	3	4	4	4	4	4	4	4	4	4
XI-B1.13.	3	4	3	2	3	3	2	2	1	3	2	4	4	4	3	2	3	4	4	4	3	4	4	3	4	3	4	3	4	4	3	4
XI-B1.14.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-B1.15.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-B1.16.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-B1.17.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-B1.18.	3	3	4	3	3	3	3	3	3	3	3	4	3	4	4	3	3	4	4	3	4	3	3	4	3	3	3	3	4	4	3	3
XI-B1.19.	2	1	3	3	2	3	4	1	1	2	1	4	3	5	2	2	2	3	3	2	1	1	5	5	4	3	2	3	3	1	2	2
XI-B1.20.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

XI-B1.21.	3	4	4	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
XI-B1.22.	4	4	3	3	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	4	3	4	4
XI-B1.23.	3	4	3	3	3	3	3	4	3	3	4	1	5	2	3	3	2	3	3	1	3	3	2	2	4	4	1	3	3	3	2
XI-B1.24.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-B1.25.	4	4	4	4	4	4	4	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
XI-B1.26.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-B1.27.	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-B1.28.	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-B1.29.	5	2	2	3	2	3	4	5	1	4	4	3	4	1	1	1	3	2	1	5	3	2	2	2	3	2	2	1	1	1	1
XI-B1.30.	3	3	3	3	2	5	2	3	5	4	5	3	2	3	3	3	2	2	3	3	3	3	5	3	2	5	3	3	3	4	2
XI-B1.31.	3	4	4	3	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	3	5	4	3	4	3	3	3	4	3
XI-B1.32.	3	3	3	3	4	5	3	3	4	4	4	3	3	4	3	2	3	4	3	3	4	3	3	4	3	3	3	3	3	4	5
XI-B1.33.	5	4	3	4	3	5	4	4	4	3	5	4	3	5	4	3	2	4	5	2	5	3	3	4	3	3	2	4	5	5	4
XI-B1.34.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-B1.35.	4	3	4	4	4	4	3	3	4	3	3	4	2	4	4	4	3	4	3	4	4	3	3	4	4	4	2	4	4	4	4

XI-B1.36.	4	4	3	2	4	4	3	4	3	4	3	4	3	4	3	4	4	4	4	4	4	3	3	3	4	4	3	4	3	4	4	4
XI-B1.37.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
XI-B1.38.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Appendix 7. Observation Sheet

OBSERVATION SHEET

1st Meeting: Descriptive Text (Job Description)

XI Hospitality M1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description
1	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat • The teacher checked the student's attendance and gave them positive encouragement during the learning process • The teacher introduces the topic material that will be discussed, which is descriptive text about job desk and workplace in hospitality • The teacher also has provided material via WhatsApp Group a day before class starts

			• The teacher gave the students several questions to conduct a diagnostic assessment related to the topic, such as: "Have you ever been to a hotel?" "If yes, what do you feel?", "Can you tell us about the hotel you have visited?" and "What do you think about the receptionist/bellboy/housekeeping/etc?" While the teacher prepares the PowerPoint in the classroom
2	Process	Main - Activity	• The teacher asked students to work in pairs. • After watching the video in the PPT about the content material, the teacher asks students to write down all the information that they got from the video.
3	Product	Post - Activity	• For the final work, each pair were asked to present their finding in front of the class. • Discussion. The pairs that did not got the opportunity to present their findings should share their opinion or suggestion about the pairs that doing presentation. • Teacher concluded today's learning material and gave a brief overview for the next meeting. • The teacher says thank you and says goodbye.

OBSERVATION SHEET

1st Meeting: Descriptive Text (Job Description)

XI Hospitality M2

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description
1.	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat

			• The teacher checked the student's attendance and gave them positive encouragement during the learning process
			• The teacher introduces the topic material that will be discussed, which is descriptive text about job desk and workplace in hospitality
			• The teacher also has provided material via WhatsApp Group a day before class starts
			• The teacher gave the students several questions to conduct a diagnostic assessment related to the topic, such as: "Have you ever been to a hotel?" "If yes, what do you feel?", "Can you tell us about the hotel you have visited?" and "What do you think about the receptionist/bellboy/housekeeping/etc?" While the teacher prepares the PowerPoint in the classroom
2	Process	Main Activity	• The teacher asked students to work in pairs.
			• After watching the video in the PPT about the content material, the teacher asks students to write down all the information that they got from the video.

3	Product	Post - Activity	- For the final work, each pair were asked to present their finding in front of the class. - Discussion. The pairs that did not got the opportunity to present their findings should share their opinion or suggestion about the pairs that doing presentation. - Teacher concluded today's learning material and gave a brief overview for the next meeting. - The teacher says thank you and says goodbye.

OBSERVATION SHEET

1st Meeting: Descriptive Text (Job Description)

XI Culinary W1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description
1.	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat • The teacher checked the student's attendance and gave them positive encouragement during the learning process • The teacher introduces the topic material that will be discussed, which is descriptive text about job desk and workplace in hospitality • The teacher also has provided material via WhatsApp Group a day before class starts • The teacher asked the students to make groups consisting of 7-8 students in each group

			• The teacher invites the students to play the 'Who Am I' games.
2	Process	Main - Activity	• The teacher asked the students to identify the elements of descriptive text (job description). • When finished, the teachers asked the students to read and submit their work on WhatsApp Group in audio format.
3	Product	Post - Activity	• The teacher also gave some feedback for the students via WhatsApp group. • Teacher concluded today's learning material and gave a brief overview for the next meeting. • The teacher says thank you and says goodbye.

OBSERVATION SHEET

1st Meeting: Descriptive Text (Job Description)

XI Culinary B1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description

1.	Content	Pre-Activity	- Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat - The teacher checked the student's attendance and gave them positive encouragement during the learning process - The teacher introduces the topic material that will be discussed, which is descriptive text about job desk and workplace in hospitality - The teacher also has provided material via WhatsApp Group a day before class starts - The teacher asked the students to make groups consisting of 7-8 students in each group - The teacher invites the students to play the 'Who Am I' games.
2	Process	Main - Activity	- The teacher asked the students to identify the elements of descriptive text (job description). - When finished, the teachers asked the students to read and submit their work on WhatsApp Group in audio format.

3	Product	Post - Activity	- The teacher also gave some feedback for the students via WhatsApp group. - Teacher concluded today's learning material and gave a brief overview for the next meeting. - The teacher says thank you and says goodbye.

OBSERVATION SHEET

2nd Meeting: Descriptive Text (Job Description)

XI Hospitality M1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description
1	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat • The teacher checked the student's attendance and gave them positive encouragement during the learning process • The teacher introduces the topic material that will be discussed, which is descriptive text about job desk and workplace in hospitality

			• The teacher also has provided material via WhatsApp Group a day before class starts • The teacher asked the students several question about descriptive text to remain students what they already learn in the previous meeting. • The teacher explaining the material again.
2	Process	Main Activity -	• The teacher explaining the final product that the students need to complete. • The teacher asked the students to work in groups. Each group consist of 3-4 students. • Each group are assigned to create a descriptive text and do a role play to demonstrate the duties and responsibilities associated with the job that they chose. • The students started to preparing, designing, and creating the final product.
3	Product	Post Activity -	• The students are welcome to use Google Translate, Canva, Tiktok, Youtube to help them to create the final product. • The teacher also gave some suggestion and feedback for the students. • Teacher concluded today's learning material and gave a brief overview for the next meeting.

			• The teacher says thank you and says goodbye.

OBSERVATION SHEET

2nd Meeting: Descriptive Text (Job Description)

XI Hospitality M2

No.	Aspect of Differentiated	Learning activities	Description

	Instruction Integrated with Technology		
1	Content	Pre-Activity	- Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat - The teacher checked the student's attendance and gave them positive encouragement during the learning process - The teacher introduces the topic material that will be discussed, which is descriptive text about job desk and workplace in hospitality - The teacher also has provided material via WhatsApp Group a day before class starts - The teacher asked the students several question about descriptive text to remain students what they already learn in the previous meeting. - The teacher explaining the material again.

2	Process	Main - Activity	• The teacher explaining the final product that the students need to complete. • The teacher asked the students to work in groups. Each group consist of 3-4 students. • Each group are assigned to create a descriptive text and do a role play to demonstrate the duties and responsibilities associated with the job that they chose. • The students started to preparing, designing, and creating the final product.
3	Product	Post - Activity	• The students are welcome to use Google Translate, Canva, Tiktok, Youtube to help them to create the final product. • The teacher also gave some suggestion and feedback for the students. • Teacher concluded today's learning material and gave a brief overview for the next meeting. • The teacher says thank you and says goodbye.

OBSERVATION SHEET

2ⁿᵈ Meeting: Descriptive Text (Job Description)

XI Culinary W1

No.	Aspect of Differentiated Instruction	Learning activities	Description
1	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat • The teacher checked the student's attendance and gave them positive encouragement during the learning process • The teacher introduces the topic material that will be discussed, which is descriptive text about job desk and workplace in hospitality • The teacher also has provided material via WhatsApp Group a day before class starts

2	Process	Main - Activity	• The teacher invited the students to play Quizizz about descriptive text to remain students what they already learn in the previous meeting. • The teacher explaining the material again.
			• The teacher explaining the final product that the students need to complete. • Students are assigned to create a descriptive text using Microsoft Word. • The students are invited to learn in the computer lab.
3	Product	Post - Activity	• The students are welcome to use Google Translate, to help them to create the final product. • The teacher also gave some suggestion and feedback for the students. • Teacher concluded today's learning material and gave a brief overview for the next meeting. • The teacher says thank you and says goodbye.

OBSERVATION SHEET

2ⁿᵈ Meeting: Descriptive Text (Job Description)

XI Culinary B1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description

1	Content	Pre-Activity	- Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat - The teacher checked the student's attendance and gave them positive encouragement during the learning process - The teacher introduces the topic material that will be discussed, which is descriptive text about job desk and workplace in hospitality - The teacher also has provided material via WhatsApp Group a day before class starts - The teacher invited the students to play Quizizz about descriptive text to remain students what they already learn in the previous meeting. - The teacher explaining the material again.
2	Process	Main - Activity	- The teacher explaining the final product that the students need to complete. - Students are assigned to create a descriptive text using Microsoft Word. - The students are invited to learn in the computer lab.

3	Product	Post - Activity	• The students are welcome to use Google Translate, to help them to create the final product.
			• The teacher also gave some suggestion and feedback for the students.
			• Teacher concluded today's learning material and gave a brief overview for the next meeting.
			• The teacher says thank you and says goodbye.

OBSERVATION SHEET

3rd Meeting: Descriptive Text (Job Description)

XI Hospitality M1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description
1	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat • The teacher checked the students' attendance and their readiness to learn. • The teacher asked whether students had any problems working on the final product.
2	Process	Main - Activity	• Students who chose to present and do live practice began presenting in front of the class. • Students who chose to make videos submitted their work via a Google Drive link. • The teacher provided feedback on both live performances and video submissions.
3	Product	Post - Activity	• The teacher conducted a quiz via Quizizz to assess students' understanding after three meetings.

			• The teacher reviewed and evaluated the overall student performance and product quality.
			• Teacher concluded today's learning material and gave a brief overview for the next meeting.
			• The teacher says thank you and says goodbye.

OBSERVATION SHEET

3rd Meeting: Descriptive Text (Job Description)

XI Hospitality M2

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description
1	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat • The teacher checked the students' attendance and their readiness to learn. • The teacher asked whether students had any problems working on the final product.
2	Process	Main - Activity	• Students who chose to present and do live practice began presenting in front of the class. • Students who chose to make videos submitted their work via a Google Drive link. • The teacher provided feedback on both live performances and video submissions.
3	Product	Post - Activity	• The teacher conducted a quiz via Quizizz to assess students' understanding after three meetings.

			• The teacher reviewed and evaluated the overall student performance and product quality.
			• Teacher concluded today's learning material and gave a brief overview for the next meeting.
			• The teacher says thank you and says goodbye.

OBSERVATION SHEET

3rd Meeting: Descriptive Text (Job Description)

XI Culinary W1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description

1	Content	Pre-Activity	- Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat - The teacher checked the students' attendance and their readiness to learn. - The teacher asked whether students had any problems working on the final product.
2	Process	Main - Activity	- Students who chose to read their texts took turns presenting in front of the class. - Students who opted for audio-text submissions uploaded their work to a Google Drive link. - The teacher reviewed and evaluated the overall student performance and product quality.
3	Product	Post - Activity	- A written quiz was given to assess comprehension of the Descriptive Text topic. - Teachers concluded the lesson series by summarizing key points and providing final feedback. - Teacher concluded today's learning material and gave a brief overview for the next meeting.

			• The teacher says thank you and says goodbye.

OBSERVATION SHEET

3rd Meeting: Descriptive Text (Job Description)

XI Culinary B1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description
1	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat • The teacher checked the students' attendance and their readiness to learn. • The teacher asked whether students had any problems working on the final product.
2	Process	Main - Activity	• Students who chose to read their texts took turns presenting in front of the class. • Students who opted for audio-text submissions uploaded their work to a Google Drive link. • The teacher reviewed and evaluated the overall student performance and product quality.

3	Product	Post - Activity	• A written quiz was given to assess comprehension of the Descriptive Text topic.
			• Teachers concluded the lesson series by summarizing key points and providing final feedback.
			• Teacher concluded today's learning material and gave a brief overview for the next meeting.
			• The teacher says thank you and says goodbye.

OBSERVATION SHEET

1st Meeting: Application Letter

XI Hospitality M1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description

1.	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat • The teacher checked the student's attendance and gave them positive encouragement during the learning process • The teacher introduces the topic material that will be discussed, namely Application Letter. • The teacher shared materials (PPT, Online Articles, PDFs) via WhatsApp Group. • Materials were tailored to different hospitality job roles (receptionist, spa, waiter, housekeeping, etc.).

2	Process	Main - Activity	• Students worked individually and analyzed the structure of application letters individually.
			• Teacher allowed discussion among students for support.
			• Students shared their findings, followed by teacher's feedback and clarification.
			• Students then worked in small groups (3–4 people) to write application letters based on specific jobs.
			• Each member wrote the application letter in their notebook.
			• Students were allowed to use Google and Google Translate
3	Product	Post - Activity	• Teacher concluded today's learning material and gave a brief overview for the next meeting.
			• The teacher says thank you and says goodbye.

OBSERVATION SHEET

1st Meeting: Application Letter

XI Hospitality M2

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description

1.	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat
			• The teacher checked the student's attendance and gave them positive encouragement during the learning process
			• The teacher introduces the topic material that will be discussed, namely Application Letter.
			• The teacher shared materials (PPT, Online Articles, PDFs) via WhatsApp Group.
			• Materials were tailored to different hospitality job roles (receptionist, spa, waiter, housekeeping, etc.).

2	Process	Main - Activity	• Students worked individually and analyzed the structure of application letters individually. • Teacher allowed discussion among students for support. • Students shared their findings, followed by teacher's feedback and clarification. • Students then worked in small groups (3–4 people) to write application letters based on specific jobs. • Each member wrote the application letter in their notebook. • Students were allowed to use Google and Google Translate
3	Product	Post - Activity	• Teacher concluded today's learning material and gave a brief overview for the next meeting. • The teacher says thank you and says goodbye.

OBSERVATION SHEET

1st Meeting: Application Letter

XI Culinary W1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description

1.	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat • The teacher checked the student's attendance and gave them positive encouragement during the learning process • The teacher introduces the topic material that will be discussed, namely Application Letter. • Teacher displayed examples of application letters with accompanying audio. • Students read and listened simultaneously, then identified difficult vocabulary.
2	Process	Main - Activity	• Students discussed unfamiliar vocabulary with the teacher and peers. • Teacher explained the importance and purpose of application letters. • Students worked in pairs to explore the structure and components of application letters using resources like Google and YouTube.
3	Product	Post - Activity	• Students shared their findings, and the teacher gave feedbacks and explanations.

			- The result of this session was written notes about application letter structure. - Teacher concluded today's learning material and gave a brief overview for the next meeting. - The teacher says thank you and says goodbye.

OBSERVATION SHEET

1st Meeting: Application Letter

XI Culinary B1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description
1.	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat • The teacher checked the student's attendance and gave them positive encouragement during the learning process • The teacher introduces the topic material that will be discussed, namely Application Letter. • Teacher displayed examples of application letters with accompanying audio.

			• Students read and listened simultaneously, then identified difficult vocabulary.
2	Process	Main - Activity	• Students discussed unfamiliar vocabulary with the teacher and peers. • Teacher explained the importance and purpose of application letters. • Students worked in pairs to explore the structure and components of application letters using resources like Google and YouTube.
3	Product	Post - Activity	• Students shared their findings, and the teacher gave feedbacks and explanations. • The result of this session was written notes about application letter structure.

| | | | • Teacher concluded today's learning material and gave a brief overview for the next meeting. |
| | | | • The teacher says thank you and says goodbye. |

OBSERVATION SHEET

2nd Meeting: Application Letter

XI Hospitality M1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description
1	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat • The teacher checked the student's attendance and gave them positive encouragement during the learning process. • Teacher asked students to go and learn at Lab Computer. • The teacher began with a brief Q&A session to review prior learning on application letters.

2	Process	Main - Activity	• Teacher reviewed and gave feedback on group application letters. • Groups revised their work based on teacher input. • Teacher assessed and graded the final versions. • Students were introduced to Curriculum Vitae (CV) • Each student worked individually in the computer lab using Canva.
3	Product	Post - Activity	• Teachers provide help and support to students who struggle with technology, while more advanced students help their peers. • Final CVs were collected via a Google Drive link. • Teacher concluded today's learning material and gave a brief overview for the next meeting. • The teacher says thank you and says goodbye.

OBSERVATION SHEET

2nd Meeting: Application Letter

XI Hospitality M2

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description

1	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat • The teacher checked the student's attendance and gave them positive encouragement during the learning process. • Teacher asked students to go and learn at Lab Computer. • The teacher began with a brief Q&A session to review prior learning on application letters.
2	Process	Main - Activity	• Teacher reviewed and gave feedback on group application letters. • Groups revised their work based on teacher input. • Teacher assessed and graded the final versions. • Students were introduced to Curriculum Vitae (CV) • Each student worked individually in the computer lab using Canva.

3	Product	Post - Activity	• Teachers provide help and support to students who struggle with technology, while more advanced students help their peers. • Final CVs were collected via a Google Drive link. • Teacher concluded today's learning material and gave a brief overview for the next meeting. • The teacher says thank you and says goodbye.

OBSERVATION SHEET

2nd Meeting: Application Letter

XI Culinary W1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description
1	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat • The teacher checked the student's attendance and gave them positive encouragement during the learning process. • Teacher asked students to go and learn at Lab Computer. • Teacher reviewed previous material. • Students were asked to choose a culinary job position they were interested in.

2	Process	Main - Activity	- Students worked individually in the computer lab to create an application letter using Microsoft Word. - Teacher monitored student work, providing real-time feedback. - Students were allowed to use Google Translate.
3	Product	Post - Activity	- Application letters were submitted via Google Drive. - Teacher explained how to create a CV using Canva and gave examples. - Students were instructed to start preparing content for their CVs, which would be made in the next meeting. - Teacher concluded today's learning material and gave a brief overview for the next meeting. - The teacher says thank you and says goodbye.

OBSERVATION SHEET

2nd Meeting: Application Letter

XI Culinary B1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description

1	Content	Pre-Activity	• Students greet the teacher when the teacher entered the classroom and the teacher asked the students to have a seat
			• The teacher checked the student's attendance and gave them positive encouragement during the learning process.
			• Teacher asked students to go and learn at Lab Computer.
			• Teacher reviewed previous material.
			• Students were asked to choose a culinary job position they were interested in.
2	Process	Main - Activity	• Students worked individually in the computer lab to create an application letter using Microsoft Word.
			• Teacher monitored student work, providing real-time feedback.
			• Students were allowed to use Google Translate.

3	Product	Post - Activity	• Application letters were submitted via Google Drive.
			• Teacher explained how to create a CV using Canva and gave examples.
			• Students were instructed to start preparing content for their CVs, which would be made in the next meeting.
			• Teacher concluded today's learning material and gave a brief overview for the next meeting.
			• The teacher says thank you and says goodbye.

OBSERVATION SHEET

3rd Meeting: Application Letter

XI Hospitality M1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description
1	Content	Pre-Activity	• Teacher invites students to Lab Computer. • The teacher checked the students' attendance and their readiness to learn. • The teacher asked whether students had any problems working on the final product. • Teacher reviewed and gave feedback on students' previously submitted CVs. • Students revised their CVs based on the feedback.

2	Process	Main - Activity	- Students wrote application letters individually and submitted both the revised CV and the application letter via WhatsApp Group. - Google and Google Translate were allowed to support the writing process.
3	Product	Post - Activity	- This submission was considered the final product for the topic. - Teacher reviewed and summarized all materials from the first to the last meeting. - Quiz conducted via Quizizz to assess understanding. - Teacher concluded today's learning material and gave a brief overview for the next meeting. - The teacher says thank you and says goodbye.

OBSERVATION SHEET

3rd Meeting: Application Letter

XI Hospitality M2

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description

1	Content	Pre-Activity	- Teacher invites students to Lab Computer. - The teacher checked the students' attendance and their readiness to learn. - The teacher asked whether students had any problems working on the final product. - Teacher reviewed and gave feedback on students' previously submitted CVs. - Students revised their CVs based on the feedback.
2	Process	Main - Activity	- Students wrote application letters individually and submitted both the revised CV and the application letter via WhatsApp Group. - Google and Google Translate were allowed to support the writing process.
3	Product	Post - Activity	- This submission was considered the final product for the topic. - Teacher reviewed and summarized all materials from the first to the last meeting. - Quiz conducted via Quizizz to assess understanding.

			• Teacher concluded today's learning material and gave a brief overview for the next meeting. • The teacher says thank you and says goodbye.

OBSERVATION SHEET

3rd Meeting: Application Letter

XI Culinary W1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description
1	Content	Pre-Activity	• Teacher invites students to Lab Computer. • The teacher checked the students' attendance and their readiness to learn. • The teacher remain students what they already learn in the previous meeting, and explain today's activies (making CV).
2	Process	Main - Activity	• Students individually created their own CVs using Canva. • Collaboration and peer assistance were encouraged during the process. • Teacher provided guidance and supervision throughout the process of making CV.

| 3 | Product | Post - Activity | The final products for this topic included the previously submitted application letter and the newly created CV. Products were submitted via Google Drive. Teacher concluded the topic and gave a manual (written) quiz. Students answered on paper and submitted the quiz to the teacher. Teacher reviewed and summarized all materials from the first to the last meeting. The teacher says thank you and says goodbye. |

OBSERVATION SHEET

3rd Meeting: Application Letter

XI Culinary B1

No.	Aspect of Differentiated Instruction Integrated with Technology	Learning activities	Description

1	Content	Pre-Activity	• Teacher invites students to Lab Computer. • The teacher checked the students' attendance and their readiness to learn. • The teacher remain students what they already learn in the previous meeting, and explain today's activies (making CV).
2	Process	Main - Activity	• Students individually created their own CVs using Canva. • Collaboration and peer assistance were encouraged during the process. • Teacher provided guidance and supervision throughout the process of making CV.
3	Product	Post - Activity	• The final products for this topic included the previously submitted application letter and the newly created CV. • Products were submitted via Google Drive. • Teacher concluded the topic and gave a manual (written) quiz.

			- Students answered on paper and submitted the quiz to the teacher. - Teacher reviewed and summarized all materials from the first to the last meeting. - The teacher says thank you and says goodbye.

RIWAYAT HIDUP PENULIS

Made Candrika Widya Astawa lahir di Singaraja, 16 Juli 2002. Lahir dari pasangan Made Puja Astawa dan Ni Made Resmoni. Penulis berkebangsaan Indonesia dan beragama Hindu. Saat ini, penulis tinggal di Banjar Dinas Banyualit, Desa Kalibukbuk.

Penulis menghabiskan Pendidikan dasar selama 6 tahun di SD N 1 Kalibukbuk. Kemudian mengenyam Pendidikan selama 3 tahun di SMP Laboratorium Singaraja. Setelah lulus, penulis menempuh Pendidikan di SMA Negeri 4 Singaraja selama 3 tahun dengan jurusan MIPA. Pada tahun 2020, penulis menyelesaikan pendidikannya di sekolah menengah atas dan menempuh Pendidikan S1 Prodi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada tahun 2025 penulis telah menyelesaikan Skripsi yang berjudul **"THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION INTEGRATED WITH TECHNOLOGY IN ENGLISH CLASS AT SMK NEGERI 3 DENPASAR"**.