

#### **Appendix 1. Observation Permit Letter**



# KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI UNIVERSITAS PENDIDIKAN GANESHA

#### **FAKULTAS BAHASA DAN SENI**

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116 Telepon (0362) 21541 Fax. (0362) 27561 Laman: fbs.undiksha.ac.id

Nomor: 2734/UN48.7.1/DT/2024 19 Juli 2024

Perihal: Permohonan Izin Observasi

Yth. Kepala SMK Negeri 3 Denpasar

di Denpasar

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

Nama : Made Diva Maharani

NIM : 2012021204 Jurusan : Bahasa Asing

Program Studi : Pendidikan Bahasa Inggris

Jenjang : S1

Tahun Akademik : 2023/2024

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan, Wakil Dekan I,

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

#### Tembusan:

- 1. Dekan FBS Undiksha Singaraja
- 2. Koorprodi. Pendidikan Bahasa Inggris
- 3. Sub Bagian Pendidikan FBS

#### **Appendix 2. Research Permit Letter**



# KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI UNIVERSITAS PENDIDIKAN GANESHA

#### FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116 Telepon (0362) 21541 Fax. (0362) 27561 Laman: fbs.undiksha.ac.id

Nomor: 2735/UN48.7.1/DT/2024 19 Juli 2024

Perihal: Permohonan Izin Penelitian

Yth. Kepala SMK Negeri 3 Denpasar

di Denpasar

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

Nama : Made Diva Maharani

NIM : 2012021204 Jurusan : Bahasa Asing

Program Studi : Pendidikan Bahasa Inggris

Jenjang : S1

Tahun Akademik : 2023/2024

Judul : The Implementation of Technology-Based Differentiation

Instruction Toward Teachers' Interest 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,

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 3. Expert Judge Sheet**

#### **Expert Judge Sheet I**

#### Questionnaire

Instrument : Questionnaire of Teachers' Interest in Implementing Differentiated Instruction with Technology

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

The theory of a Questionnaire of Taechers' Interest in Implementing Differentiated Instruction with Technology is adapted from Retelsdorf (2013). According to Retelsdorf (2013), there are three factors that might affect teachers' interest in teaching, such as:

#### 1. Subject Interest

Teachers become interested in a subject or an object by experiencing happiness toward it, which will make them want to explain it more to the students about it.

#### 2. Didactic Interest

Teachers become interested in teaching methods or on how their best way to prepare the teaching content. They might have something new teaching method that they taught to the students.

#### 3. Educational Interest

Educational interest refers to an interest in educational features or concerns within the teaching profession. This might include discussing educational or parenting objectives, teaching values and social skills, and dealing with challenging classmates or situations in class.

		Val	idity	
No of Question	Statements	Relevant (√)	Irrelevant (√)	Comments/Notes
	Subject Interest			
1.	Saya memilih topik p <mark>em</mark> belajaran ini karena menarik dan dapat dik <mark>o</mark> mbinasikan dengan pembelajaran berdiferensi <mark>as</mark> i berbasis teknologi.	1	HA	

2.	Saya terkadang kurang tertarik pada topik pembelajaran yang saya ajar ketika pembelajaran berdiferensiasi berbasis teknologi.	
3.	Saya tidak suka berhadapan dengan masalah selama pembelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi.	
4.	Saya merasa senang mengajar Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi.	
5.	Saya merasa kesal ketika siswa tidak memperhatikan ketika saya menjelaskan saat pembelajaran pembelajaran berdiferensiasi berbasis teknologi.	
6.	Saya beranggapan mengajar mata pelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi sangatlah penting.	
7.	Saya pernah mengalami kesulitan ketika menggabungkan topik pembelajaran ini saat pembelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi.	IKSEL

8.	Saya beranggapan tidak semua topik √
	pembelajaran Bahasa Inggris bisa
	dikombinasikan dengan pembelajaran
	berdiferensiasi berbasis teknologi.

	Didactic Interest	NDIDIR
9.	Saya suka membaca tentang metode pembelajaran Bahasa Inggris baru dalam pembelajaran berdiferensiasi berbasis teknologi bahkan diwaktu senggang saya.	
10.	Saya mempertimbangkan secara baik tentang metode pengajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi yang akan saya gunakan.	
11.	Saya selalu memikirkan bagaimana cara mengimplementasikan metode pengajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi agar lebih efektif dan memotivasi siswa dikelas nanti.	
12.	Saya percaya metode pengajaran yang menarik saat pembelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi akan memikat perhatian siswa ketika proses pembelajaran.	IKSEP

13.	Saya beranggapan penting untuk selalu memastikan bahwa metode pengajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi yang akan saya gunakan selalu terbaharui.	
14.	Saya beranggapan penting bagi guru menggunakan metode pembelajaran Bahasa inggris yang bervariasi dalam pembelajaran berdiferensiasi berbasis teknologi.	NDID
15.	Saya merasa menggunakan metode pembelajaran Bahasa Inggris yang sama secara berkala dalam pembelajaran berdiferensiasi berbasis teknologi akan membuat siswa merasa bosan.	
16.	Saya merasa kesulitan ketika harus membuat metode yang bervariasi untuk pembelajaran Bahasa inggris dalam pembelajaran berdiferensiasi berbasis teknologi.	

	Educational Interest
17.	Saya beranggapan penting untuk menggunakan pendekatan perkembangan dalam pembelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi ketika menghadapi siswa yang bermasalah.

		ND ZD		
18.	Saya memutuskan untuk menjadi seorang guru sebagian besar karena minat saya dalam membantu siswa tumbuh menjadi orang yang sukses nantinya melalui penerapan pembelajaran berdiferensiasi berbasis teknologi.		ANGA.	N. F.S
19.	Saya beranggapan kompetensi pendidikan dalam menangani siswa saat pembelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi sama pentingnya dengan pengetahuan saya tentang mata pelajaran yang saya ajarkan.			THE
20.	Saya berprinsip hal yang paling menarik dari pekerjaan saya adalah membantu siswa berkembang selama pembelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi.			
21.	Saya tertarik membantu siswa dalam mengembangkan kebiasaan kerja dan karakter melalui pembelajaran berdiferensiasi berbasis teknologi.	1	HA	

22.	Saya sulit untuk mengontrol siswa saat
23.	Saya sulit menemukan bahan ajar untuk √ pembelajaran Bahasa Inggris dalam pembelajaran berbasis teknologi.

Adapted from Retelsdorf (2013).

Singaraja, 22 July 2024

Expert Judge I

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

NIP. 198706122015041006

#### **Expert Judge Sheet II**

#### Questionnaire

Instrument : Questionnaire of Teachers' Interest in Implementing Differentiated Instruction with Technology

2<sup>nd</sup> Expert : Dewa Ayu Eka Agustini, S.Pd., M.S. (Judge 2)

The theory of a Questionnaire of Taechers' Interest in Implementing Differentiated Instruction with Technology is adapted from Retelsdorf (2013). According to Retelsdorf (2013), there are three factors that might affect teachers' interest in teaching, such as:

#### 1. Subject Interest

Teachers become interested in a subject or an object by experiencing happiness toward it, which will make them want to explain it more to the students about it.

#### 2. Didactic Interest

Teachers become interested in teaching methods or on how their best way to prepare the teaching content. They might be have something new teaching method that they taught for the students.

#### 3. Educational Interest

Educational interest refers to an interest in educational features or concerns within the teaching profession. This might include discussing educational or parenting objectives, teaching values and social skills, and dealing with challenging classmates or situations in class.

		Val	idity	55
No of Question	Statements	Relevant (√)	Irrelevant (√)	Comments/Notes
	Subject Interest			
1.	Saya memilih topik pembelajaran ini karena menarik dan dapat dikombinasikan dengan pembelajaran berdiferensiasi berbasis teknologi.			
2.	Saya terkadang kurang tertarik pada topik pembelajaran yang saya ajar ketika pembelajaran berdiferensiasi berbasis teknologi.		EP	
3.	Saya tidak suka berhadap <mark>an dengan masalah selama pembelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi.</mark>	<b>√</b>		

4.	Saya merasa senang mengajar Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi.	
5.	Saya merasa kesal ketika siswa tidak memperhatikan ketika saya menjelaskan saat pembelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi.	NDIDIK
6.	Saya beranggapan mengajar mata pelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi sangatlah penting.	
7.	Saya pernah mengalami kesulitan ketika menggabungkan topik pembelajaran ini saat pembelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi.	
8.	Saya berangg <mark>a</mark> pan tidak semua topik pembelajaran Bahasa Inggris bisa dikombinasikan dengan pembelajaran berdiferensiasi berbasis teknologi.	

	Didactic Interest	
9.	Saya suka membaca tentang metode pembelajaran Bahasa Inggris baru dalam pembelajaran berdiferensiasi berbasis teknologi bahkan diwaktu senggang saya.	
10.	Saya mempertimbangkan secara baik tentang metode pengajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi yang akan saya gunakan.	
11.	Saya selalu memikirkan bagaimana cara mengimplementasikan metode pengajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi agar lebih efektif dan memotivasi siswa dikelas nanti.	
12.	Saya percaya metode pengajaran yang menarik saat pembelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi akan memikat perhatian siswa ketika proses pembelajaran.	
13.	Saya beranggapan penting untuk selalu memastikan bahwa metode pengajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi yang akan saya gunakan selalu terbaharui.	
14.	Saya beranggapan penting bagi guru menggunakan metode pembelajaran Bahasa inggris yang bervariasi dalam pembelajaran berdiferensiasi berbasis teknologi.	

15.	Saya merasa menggunakan metode	$\sqrt{}$	
	pembelajaran Bahasa Inggris yang sama secara		
	berkala dalam pembelajaran berdiferensiasi		
	berbasis teknologi akan membuat siswa merasa		
	bosan.		
16.	Saya merasa kesulitan ketika harus membuat	V	
	metode yang bervariasi untuk pembelajaran	NDID	
	Bahasa inggris dalam pembelajaran	MATO	
	berdiferensiasi berbasis teknologi.	_	

	Educational Interest	372	E 7/
17.	Saya beranggapan penting untuk menggunakan pendekatan perkembangan dalam pembelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi ketika menghadapi siswa yang bermasalah.		
18.	Saya memutuskan untuk menjadi seorang guru sebagian besar karena minat saya dalam membantu siswa tumbuh menjadi orang yang sukses nantinya melalui penerapan pembelajaran berdiferensiasi berbasis teknologi.		

19.	Saya beranggapan kompetensi pendidikan dalam menangani siswa saat pembelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi sama pentingnya dengan pengetahuan saya tentang mata pelajaran yang saya ajarkan.    √
20.	Saya berprinsip hal yang paling menarik dari pekerjaan saya adalah membantu siswa berkembang selama pembelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi.
21.	Saya terta <mark>rik</mark> membantu siswa dalam √ mengembangkan kebiasaan kerja dan karakter melalui pembe <mark>l</mark> ajaran berdiferensiasi berbasis teknologi.
22.	Saya sulit untuk mengontrol siswa saat pembelajaran Bahasa Inggris dalam pembelajaran berdiferensiasi berbasis teknologi.
23.	Saya sulit menemukan bahan ajar untuk pembelajaran Bahasa Inggris dalam pembelajaran berbasis teknologi.

Adapted from Retelsdorf (2013).

Singaraja, 22 July 2024

Expert Judge II

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

NIP. 198108142009122002



# **Appenidix 4. Observation Result**

### **OBSERVATION SHEET**

# 1st Meeting: XI Hospitality B3 (Descriptive Text)

# Mrs. Dhiras

No.	Teache r	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teache r 1 (T1)	Tuesday, August 20 <sup>th</sup> , 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when they enters the classroom and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process.</li> <li>The teacher introduces the topic material that will be discussed, which is descriptive text about jobdesk and workplace in hospitality.</li> <li>The teacher also has provided material via WhatsApp Group a day</li> </ul>

					before class starts.
					• The teacher gave the students
					several questions
					to conduct a
					diagnostic
					assessment related to the
					topic, such as:
					have you ever
					gone to a hotel?
					What do you
					feel? What do
					you think about the
	A Property of the Park of the	. 0	PENDID	IR.	Receptionist?
		TAP.		-MAN	Would you
		. 8	<b></b>		describe the
and the same of			5(1/4)		receptionist job
				0.	desk? Have <mark>you</mark> ever described
		B.	1 (23)	(A)	about job desk of
				778	something
			allo S		related to
		9/			hospitality?
		\	TIP //		While t <mark>h</mark> e teacher prepares
1					the PowerPoint
	7/	(YY	$\sim\sim$	$\nabla Y Y$	in the classroom.
2.				Main -	• After re-reading
			11	Activity	the content material, the
					teacher asks
		$O_1$		d D	students to think
	1	1		1	further regarding
				The state of the s	the question that
					has been given and discussed
					together.
					<ul><li>After discussing</li></ul>
					the several
					questions that
					had been given, the teacher asks
					the students to
					pour their
					thought into

					173371 1
					KWL chart via
					Google
					Classroom and
					each student got
					the opportunity
					to express their
					opinion also
					1
					understanding.
					<ul> <li>the teacher asked</li> </ul>
					students to make
			<u> </u>		groups of 6-7
				-	students that
					could be chosen
					according to
					their wishes.
					• The teacher
			PENDID	Tra	
			ALTER OF	41.	gives students a
		16 10		10	YouTube link
					that has been
		40.0	MAN		shared in the
		A. V	C(LIALLY)		
					WhatsApp group
	100	The second second	17000	7 N	and asks them to
		B. C	1 ( /	1.66	watch YouTube
			100	4907	content related to
		7.12		N PR	
		9.4	Allo >	100	descriptive te <mark>x</mark> t.
		497			The students are
			- /// est	300 I	welcome to use
	\			CAN.	Google Trans <mark>la</mark> te
\ \	1	1 E			
			AAAM		and any media to
			AAAAA	Y I I	help their
					understand <mark>i</mark> ng
				$\leftarrow$	during the
			1 1		discussion
					process, such as
			P	111	voca <mark>b</mark> ulary.
3.	N.		Product	Post -	• For the final
	1			Activity	work, students
				Tictivity	
1			100		were asked to
					respond to the
1					meaning of
1					descriptive text
1					
					2
					writing and were
					asked to present
1					the KWL chart
1					
1					that they had
1					filled out infront
1					of the class and
	•	•	•	·	

		submit it	to
		Google Classroom.	



# 1st Meeting: XI Culinary B3 (Descriptive Text)

# Mrs. Astiti

No.	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Tuesday, August 20 <sup>th</sup> , 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when they enters the classroom and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process.</li> <li>The teacher introduces the topic material that will be discussed, which is descriptive text about Culinary.</li> <li>The teacher also provided material via WhatsApp Group a day before class starts and ask students to re-read the content material while the teacher prepared the PowerPoint in the classroom.</li> <li>The teacher gave the students several questions to conduct a diagnostic assessment related to the topic, such as:</li> </ul>

		have you ever gone to a restaurant/food court/cafetaria? What do you feel? What do you think about the chef? Would you describe the chef job desk? Have you ever described about job desk of something related to chef in reataurant? While the teacher prepares the PowerPoint in the classroom.
Process	Main - Activity	<ul> <li>After re-reading the content material, the teacher asks students to think further regarding the question that has been given and discussed together.</li> <li>After discussing the several questions that had been given, the teacher asks the students to pour their thought into KWL chart via Google Classroom and each student got the opportunity to express their opinion also understanding</li> <li>The teacher asked students to make groups (5-6 students) that could be chosen according to their wishes</li> <li>The teacher gives students a YouTube link that has been shared in the WhatsApp group and asks them to watch YouTube content</li> </ul>

			related to descriptive text. The students are welcome to use Google Translate and any media to help their understanding during the discussion process, such as vocabulary
3.	Product	Post - Activity	• For the final work, students were asked to respond to the meaning of descriptive text orally or in writing and were asked to present the KWL chart that they had filled out infront of the class and submit it to Google Classroom.
	Of the		N



# 1st Meeting: XI Beauty W1 (Descriptive Text)

# Mr. Willy

No.	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
	Wednesday, August 21 <sup>th</sup> , 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when they enters the classroom, and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process.</li> <li>The teacher introduces the topic material that will be discussed, which is a descriptive text about Beauty Class.</li> <li>The teacher also has provided material via Google Classroom a day before class starts.</li> <li>The teacher gave the students several questions to conduct a diagnostic assessment related to the topic, such as: have you ever gone to a salon? What do you feel? What do you think about hairdressers, hair</li> </ul>



2.		Process	Main -	• After re-reading the
			Activity	content material, the
				teacher asks students
				to think further
				regarding the
				question that has
				been given and
				discussed together.
				• After discussing the
				_
			<u></u>	several questions that
				had been given, the
				teacher asked the
				students to pour their
				thoughts into KWL
	4			<mark>ch</mark> art via Google
		TOPN	DIDIE	Classroom, and each
		S A BIA	DIVIN	student got the
		Ch.		opportunity to
		\$		express their opinion
and the same of th		- 41	$m_{\rm c}$	and understa <mark>nd</mark> ing.
		100		The students are
		_ 1		welcome to use
		(B)		Google Translate and
				any kind of media to
		Nil/an	W 1	help their
		897 (1) PV	$A \setminus V$	understanding during
			carriera )	the discussion
			Allias	process, such as
14				vocabulary.
3.	7/	Product	Post -	• For the final work,
			Activity	students were asked
				to respond to the
		411		meaning of
				descriptive text orally
		O'AL		or in writing and were
		VDI	KSH	asked to present the
				KWL chart that they
				had filled out infront
			Park and the second	of the class and
				submit it to Google
				Classroom.

# 2<sup>nd</sup> Meeting: XI Hospitality B3 (Descriptive Text)

### Mrs. Dhiras

No.	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Tuesday, August 27 <sup>th</sup> , 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when she enters the classroom, and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process.</li> <li>The teacher also has provided material via WhatsApp Group a day before class starts.</li> <li>The teacher prepares PowerPoint as the technology used to give content material.</li> <li>The teacher gave some question to the students, such as have you described about jobdesk of receptionist/house keeping/bellboy? If yes what do you think about their jobdesk? Have you ever describe about their workplace?</li> </ul>
2.		Process	Main - Activity	<ul> <li>Students are given several situations about job desk and workplace according to hospitality</li> <li>The teacher asked students to sit with their</li> </ul>

					group and given time to
					prepare themselves for
					their job description
					(according to the desire
					and interest of the
					students) and for the
					workplace (according
					to the job desk chosen).
					The teacher asks
					students to started with
					their group to discuss and compose
					1
					descriptive text
					paragraphs about job
		/ /			desks and workplace,
		20.	T	75	the technology used
		V/ 2 L D	1717		such as, Canva and
		12.	^		Microsoft Word.
			<b>***</b>	•	During process in
and the same		7 d			making paragraph
V	A	-6			about descriptive text
		6 11	5811		students are welcome
				50	to use Google Translate
		74			as a media to help them
					arm danatan d
		THE LET			understand the
		W (M		V	vocabulary.
3.		Product	Post -	<b>V</b>	vocabulary.  The teacher asks
3.		Product	Post - Activity	7	vocabulary.  The teacher asks students to convey the
3.		Product	V 0011111047	\(\frac{1}{2}\)	vocabulary.  The teacher asks students to convey the results idea /idea in
3.	7	Product	V 0011111047	とう	vocabulary.  The teacher asks students to convey the results idea /idea in general orally, and
3.	7	Product	V 0011111047		vocabulary.  The teacher asks students to convey the results idea /idea in general orally, and other students are
3.		Product	V 0011111047		vocabulary.  The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the
3.		Product	V 0011111047		vocabulary.  The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the submitted discussion
3.		Product	V 0011111047		vocabulary.  The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the submitted discussion related to notice
3.		Product	V 0011111047		vocabulary.  The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the submitted discussion related to notice function social, text
3.		Product	V 0011111047		vocabulary.  The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the submitted discussion related to notice function social, text structure, and linguistic
3.		Product	V 0011111047	ととうとして	vocabulary.  The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the submitted discussion related to notice function social, text structure, and linguistic elements according to
3.		Product	V 0011111047	とうシー	The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the submitted discussion related to notice function social, text structure, and linguistic elements according to the context of their use.
3.		Product	V 0011111047	V/SY I	vocabulary.  The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the submitted discussion related to notice function social, text structure, and linguistic elements according to
3.		Product	V 0011111047	とうという。	The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the submitted discussion related to notice function social, text structure, and linguistic elements according to the context of their use. The teacher asks groups that have not
3.		Product	V 0011111047		The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the submitted discussion related to notice function social, text structure, and linguistic elements according to the context of their use. The teacher asks groups that have not conveyed their ideas in
3.		Product	V 0011111047	ととうという。	The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the submitted discussion related to notice function social, text structure, and linguistic elements according to the context of their use. The teacher asks groups that have not
3.		Product	V 0011111047		The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the submitted discussion related to notice function social, text structure, and linguistic elements according to the context of their use. The teacher asks groups that have not conveyed their ideas in
3.		Product	V 0011111047	ととうという。	The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the submitted discussion related to notice function social, text structure, and linguistic elements according to the context of their use. The teacher asks groups that have not conveyed their ideas in front of the class to
3.		Product	V 0011111047	ととうという。	The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the submitted discussion related to notice function social, text structure, and linguistic elements according to the context of their use. The teacher asks groups that have not conveyed their ideas in front of the class to collect in google
3.		Product	V 0011111047		The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the submitted discussion related to notice function social, text structure, and linguistic elements according to the context of their use. The teacher asks groups that have not conveyed their ideas in front of the class to collect in google classroom and present
3.		Product	V 0011111047		The teacher asks students to convey the results idea /idea in general orally, and other students are asked to respond to the submitted discussion related to notice function social, text structure, and linguistic elements according to the context of their use. The teacher asks groups that have not conveyed their ideas in front of the class to collect in google classroom and present at the next meeting.

		help them reflect on
		their learning activities.
		• The teacher provides
		feedback on newly
		learned material and
		appoints several
		students to give a
		conclusion from the
		material Which has
		been studied.



# **2<sup>nd</sup> Meeting : XI Culinary B3 (Descriptive Text)**

### Mrs. Astiti

No.	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Tuesday, August 27th, 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when they enters the classroom and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process.</li> <li>The teacher also provided material via WhatsApp Group a day before class starts and ask students to reread the content material while the teacher prepared the PowerPoint in the classroom.</li> <li>The teacher gave some question to the students, such as have you described about jobdesk of chef/pastry chef/bartender? If yes what do you think about their jobdesk? Have you ever describe about their workplace?</li> </ul>

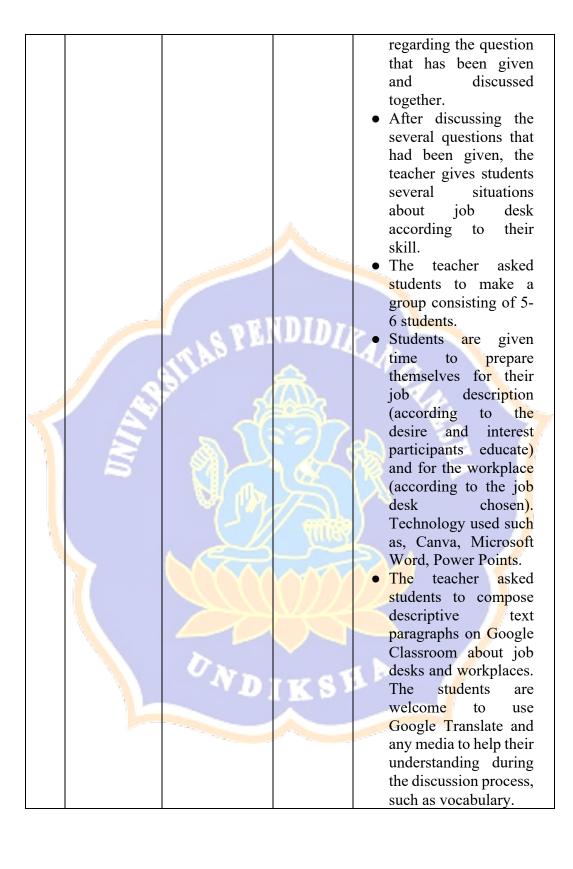
2.		Process	Main -	•	After re-reading the
			Activity		content material, the
			,		teacher gives students
					several situations
					about job desk
					according to their
					skill.
				_	
				•	The teacher asked
					students to make a
			-		group consisting of 5-
					6 students.
				•	Students are given
					time to prepare
					themselves for their
					job description
			IDIR -		(according to the
		CAM	111111		desire and interest
		485.		51	participants educate)
					and for the workplace
		9	MAN		(according to the job
and the second		5	- 574 C		desk chosen).
\ \ \					The teacher asked
1		50	2016		
7	-	(A) T)	a del	NO.	students to compose
					descriptive text
		The life			paragraphs, about job
		9/ (7)		Y	desks and workplaces.
		(- V	911139	,	The technology used
1		. 24	(11155)	$\leftarrow$	such as, Canva, Power
190					Point, and Microsoft
	7/	( TYVY	MYY		Word.
			\ ///	•	The students are
			$\sim$		welcome to use
					Google Translate and
			7		any media to help their
		O ac	_	- 1	understanding during
		DND	TEST		the discussion
					process, such as
					1
		D., 1	D. (		vocabulary.
3.		Product	Post -	•	The teacher asks
			Activity		students to convey the
					results idea /idea in
					general orally, and
					other students are
					asked to respond to the
					submitted discussion
					related to notice
					function social, text
					structure, and
	<u> </u>	<u>l</u>	<u> </u>	1	

- linguistic elements according to the context of their use.
- The teacher asks groups that have not conveyed their ideas in front of the class to collect in google classroom and present at the next meeting.
- The teacher provides feedback on newly learned material and appoints several students to give a conclusion from the material Which has been studied.
- The teacher asked students to submit the work result about the descriptive text into Google Classroom.

# 2<sup>nd</sup> Meeting: XI Beauty W1 (Descriptive Text)

# Mr. Willy

No.	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Wednesday, August 28 <sup>th</sup> , 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when they enters the classroom, and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process.</li> <li>The teacher also has provided material via Google Classroom a day before class starts.</li> <li>The teacher gave some question to the students, such as have you described about jobdesk of hairdresser, hair stylist, makeup artist? If yes what do you think about their jobdesk? Have you ever describe about their workplace? While teacher prepare the Power Point infront of the classroom.</li> </ul>
2.		Process	Main - Activity	After re-reading the content material, the teacher asks students to think further



3.		Product	Post -	• The teacher asks
			Activity	students to convey the
			_	results idea /idea in
				general orally, and
				other students are
				asked to respond to the
				submitted discussion
				related to notice
				function social, text
				structure, and
				linguistic elements
				according to the
				context of their use.
				• The teacher asks
	A	7 6		groups that have not
		SPE	IDIDA	conveyed their ideas in front of the class to
		WP2 In.	-	
		110	_	collect them in Google Classroom and present
		9	TAN	them in the next
		5		meeting.
	_			• The teacher provides
		11 3	) [.	feedback on newly
				learned material and
		10 m	(CE)	appoints several
		1 P	1F)	students to give a
			( entre	conclusion from the
			max	— material Which <mark>ha</mark> s
The same		No.		been studied.
		( ) ( ) V	$\wedge$	• The teacher remind
			$\backslash J/J/J$	students to submit the
				work result about the
				descriptive text into
		Dr.		Google Classroom
		ND:	TOST	before presenting it in
			1.00	front of the class.

## 3<sup>rd</sup> Meeting: XI Hospitality B2 (Descriptive Text)

No.	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Tuesday, September 3 <sup>rd</sup> , 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when she enters the classroom, and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process.</li> <li>The teacher gave some ice breaking game "who am I" that are related to the topic.</li> <li>Teachers again provide students with learning content through WhatsApp groups that have been available previously to be a reference for student learning and aim to develop students' knowledge of Descriptive Text.</li> </ul>
2.		Process	Main - Activity	• Students are given time to present their result of their work with groups, related to notice function social, text structure, and linguistic elements

		according to the context of their use.  • After present their work with group, each students on the group required to answer a post test through Quizziz.
Product	Post - Activity	<ul> <li>The teacher asks students about the quiz to help them reflect on their learning activities.</li> <li>The teacher and learners reflect and then the teacher gives feedback on the learning process such as, "Well, you have done a very good job today. Most of you were active and worked well, I hope that in the next meeting, you can all engage in interaction and discussion. How did you feel during the lesson? Does anyone have anything to say or anything to ask?</li> <li>The teacher and students conclude what has been learned and the teacher says thank you, says goodbye.</li> </ul>

## 3<sup>rd</sup> Meeting: XI Culinary B3 (Descriptive Text)

No.	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Tuesday, August 27 <sup>th</sup> , 2024	Content	Pre-Activity  I I I I I I I I I I I I I I I I I I I	<ul> <li>Students greet the teacher when she enters the classroom, and the teacher asks the students to have a seat</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process</li> <li>The teacher gave some ice-breaking games, "Who am I?" that are related to the topic.</li> <li>Teachers again provide students with learning content through WhatsApp groups that have been available previously to be a reference for student learning and aim to develop students' knowledge of Descriptive Text</li> </ul>
2.		Process	Main - Activity	• Students are given time to present their result of their work with groups, related to notice function social, text structure, and linguistic elements

		<ul> <li>according to the context of their use.</li> <li>After presenting their work with the group, each students in the group is required to answer a post-test through Quizziz.</li> </ul>
Product	Post - Activity	<ul> <li>The teacher asks students about the quiz to help them reflect on their learning activities.</li> <li>The teacher and learners reflect and then the teacher gives feedback on the learning process such as, "Well, you have done a very good job today. Most of you were active and worked well, I hope that in the next meeting, you can all engage in interaction and discussion. How did you feel during the lesson? Does anyone have anything to say or anything to ask?</li> <li>The teacher and students conclude what has been learned and the teacher says thank you, says goodbye.</li> </ul>

# **3<sup>rd</sup> Meeting: XI Beauty W1 (Descriptive Text)**

No.	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Tuesday, August 27 <sup>th</sup> , 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when she enters the classroom, and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process.</li> <li>Teachers again provide students with learning content through Google Classroom that have been available previously to be a reference for student learning and aim to develop students' knowledge of Descriptive Text.</li> </ul>
2.		Process	Main - Activity	• Students are given time to present their result of their work with groups, related to notice function social, text structure, and linguistic elements according to the context of their use.  • After presenting their work with the group,

			1 , 1 , 1
			each students in the
			group is required to
			answer a post-test through Quizziz.
3.	Product	Post -	The teacher asks
3.	Floduct	Activity	students about the quiz
		Activity	to help them reflect on
			their learning
			activities.
			• The teacher and
			learners reflect and
			then the teacher gives
			feedback on the
			learning process such
			as, "Well, you have
	200	IDID .	don <mark>e a very good job</mark>
	ASPE	TOTAL !	today. M <mark>ost</mark> of you
	T. A.	_	were active and
		無	worked well, I hope
	4 5		that in the next
			meeting, you can all
		8 2 1 (	engage in interaction
			and discussion. How did you feel during the
		1000	lesson? Does anyone
	(1) (E)		have anything to say
		// مطبعه	or anything to ask?
		SEILLY.	• The teacher and
1			students conclude
		MYV	what has been learned
		1///	and the teacher says
		+	thank you, says
			goodbye.
		N. C.	
	UND	T T 61	
		$\mathbf{T} \mathbf{F} \mathbf{p}$ ,	

### 1st Meeting: XI Hospitality B2 (Job Vacancy)

No.	Teache r	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teache r 1 (T1)	Tuesday, August 20 <sup>th</sup> , 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when they enters the classroom and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process.</li> <li>The teacher introduces the topic material that will be discussed, which is Job Vacancy.</li> <li>The teacher also has provided material via WhatsApp Group a day before class starts.</li> <li>The teacher prepares the</li> </ul>

	F			1	
					PowerPoint in the classroom.
					the classioom.
2.			Process	Main - Activity	• The teacher ask students re-
				Activity	reading the
					content material
					that have been
					shared on the WhatsApp
					Group.
					• the teacher
					provides a
					video about job vacancy
	1		PENDI	IIP.	through the
		A Par		-44	Youtube
		9,	<b>A</b>	1.0	platform which
. de la constant			544	)	has been shared previously
		2			through
	- 2		1122	(63)	WhatsApp
		7/1		18	Group.  • The teacher
		<b>1</b>		U 1/2	asks the
			عا" لا" لـ	(de	students to
				100	express their
9					opinions about the video and
				11//	together discuss
			$\rightarrow\rightarrow$	$\leftarrow$	about the
					definition,
		D.		-	structu <mark>re</mark> used in job vacancy.
		1	DIK	SB	Here the
	1				students are
					welcome to use
					Google Translate and
					any media to
					help their
					understanding during the
					discussion discussion
					process, such as
					vocabulary.

	1	T	T			
3.		TO STATE OF THE PARTY OF THE PA	Product	Post - Activity	· Go	The teacher guides students vocabulary that is often used in job vacancies.  Teacher gives a job vacancy with printed (newspaper) and digital media (top locker website).  Together, students with their peers analyze and compare the structure used in the job vacancy.  The teacher asks students to present the results of their discussion.  The teacher asks students to make KWL Chart and submit it through Google Classroom. The students are welcome to use Google  Translate and any media to help their understanding during the discussion process, such as vocabulary.
						discussion
						vocabulary.
					•	The teacher and
						all students
						together summarize the
	1					summanze me

		material that has
		been learned.
		• The teacher
		says thank you
		and says
		goodbye.



1st Meeting: XI Culinary B2 (Job Vacancy)

No.	Teache r	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teache r 1 (T1)	Tuesday, August 20 <sup>th</sup> , 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when they enters the classroom and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process.</li> <li>The teacher introduces the topic material that will be discussed, which is Job Vacancy.</li> <li>The teacher also has provided material via Google Classroom a day before class starts.</li> <li>The teacher prepares the</li> </ul>

					PowerPoint in
					the classroom.
					• The teacher
					gave the
					students several
					question
					according to the
					topic such as,
					how to get a
					job? have you
					ever seen this
				-	kind of job
					vacancy
					before? Where
					do you usully
			BUDI	100	find the
	A. Paris		TANKER	UP.	vacancies? Etc.
2.		1872	Process	Main -	• The teacher ask
			<u> </u>	Activity	students re-
		A		J	reading the
					content material
	17-		(600)		that have been
		8.		1.00	shared on the
				~70°	Google
		N. S.	100	T. V	Classroom.
		100		11 N B	• the teacher
			J 1// cm	tria )	provides a
	\			195	video about job
100		N.C			vacancy
	7/	( V V			through the
				1//	Youtube
				$\leftarrow$	platform which
					has been shared
					previously
		D:	10-	4 1	through Google
	1	A STATE OF	VID TTO	3 17 .	Classroom.
	1				• The teacher
					asks the
					students to
					express their
					opinions about
					the video and
					together discuss
					about the
					definition,
					structure used
					in job vacancy.
					Here the
<u> </u>					11616 the

3.	AND THE STATE OF THE PARTY OF T	Product	Post - Activity	students are welcome to use Google Translate and any media to help their understanding during the discussion process, such as vocabulary.  The teacher guides students vocabulary that is often used in job vacancies.  Teacher gives a job vacancy with printed (newspaper) and digital media (top locker website)  Together, students with their peers analyze and compare the structure used in the job vacancy.  The teacher asks students to present the results of their discussion.  The teacher asks students to make KWL Chart and submit it through Google Classroom. The students are welcome to use
				welcome to use Google Translate and any media to

help their understanding during the discussion process, such as vocabulary. • The teacher and all students together summarize the material that has been learned. The teacher says thank you and says goodbye.



### 1st Meeting: XI Beauty B1 (Job Vacancy)

No.	Teache r	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teache r 1 (T1)	Tuesday, August 20 <sup>th</sup> ,	Content	Pre- Activity	• Students greet the teacher
	11(11)	2024	SUNDI	Activity	when they
		218	KEUDIT	IKA D	enters the
		11/2	_	-47	classroom and the teacher asks
					the students to
	1				have a seat.  • The teacher
	2		1100	100	checked the
	1				student's
		V	MATE	11/3	attendance an <mark>d</mark> gave them
			J /// 188	檢)	positive
N.		N.E			encouragement during the
	77	$-(\chi\chi)$	MAM	$\nabla Y$	learning
		- >	MMZ	114	process.  • The teacher
					introduces the
		Dr.			topic material
			DIK	BE	that will be discussed,
	1				w <mark>h</mark> ich is Job
					Vacancy.  ● The teacher
					also has
					provided
					material via Google
					Classroom a
					day before class
					starts.  • The teacher
					prepares the

					PowerPoint in
					the classroom.
					• The teacher
					gave the
					students several
					question
					according to the
					topic such as,
					how to get a
					job? have you
			A		ever seen this
					kind of job
					vacancy
					before? Where
					do you usully
			NDF		find the
	4		A SAME TO	)/P	vacancies? Etc.
2.		16 20	Process	Main -	• The teacher ask
		4/1	1100000	Activity	students re-
		<b>4.</b> 2	MAIN	71011111	reading the
		<b>~</b>	9404		content material
1					that have been
	120	- S		100	shared on the
			1	4400	Google
		7.3		N PR	Classroom.
		10		1 1/3	• the teacher
			J " ///		• •
	\	1	III	168	
1		A C		-3	video about job
1			MANA		vacancy through the
				111	through Youtube
			11		platform which
					has been shared
		<i>.</i>			previously
	1		DIE	2 14 P	through Google
	1		1	· Al-off	Classroom.
					• The teacher
			and the second		asks the
					students to
					express their
					opinions about
					the video and
					together discuss
					about the
					definition,
					structure used
					in job vacancy.
					Here the

				students are
				welcome to use
				Google
				Translate and
				any media to
				help their
				understanding
				_
				during the
				discussion
				process, such as
		<u> </u>		vocabulary.
				• The teacher
				guides students
	Age of the same of			
				vocabulary that
				is often used in
		TONDLI	172	job vacancies.
, di		PENDI		• Teacher gives a
	62		41	job vacancy
		_		with printed
	4.3	MAIN		(newspaper)
	45.7	5404	3	and digital
	AND THE RESERVE TO TH			The state of the s
	-	1 3 2		media (top
		1 1 1 1	/ (35)	locker website).
			118	• Together,
	N.	Alle Comments		students wit <mark>h</mark>
	167		11 / 2	their peers
		س /// الـــــــــــــــــــــــــــــــــ	teta )	analyze an <mark>d</mark>
			(YE)	compare the
	16		-31	structure used
		MAAN		
		Y Y Y Y	Y / /	in the job
				vacancy.
3.		Product	Post -	• The teacher
			Activity	asks students to
				present the
			-	results of their
		VID TOP	1.1	discussion.
		L. L.		
				• The teacher
				asks students to
				make KWL
				Chart and
				submit it
				through Google
				Classroom. The
				students are
				welcome to use
				Google
				Translate and
				any media to
· · · · · · · · · · · · · · · · · · ·		•		

help their understanding during the discussion process, such as vocabulary. • The teacher and all students together summarize the material that has been learned. The teacher says thank you and says goodbye.



## 2<sup>nd</sup> Meeting: XI Hospitality B2 (Job Vacancy)

No.	Teache r	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teache r 1 (T1)	Tuesday, August 20 <sup>th</sup> , 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when they enters the classroom and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave thesm positive encouragement during the learning process.</li> <li>The teacher introduces the topic material that will be discussed, which is Job Vacancy.</li> <li>The teacher also has provided material via WhatsApp Group a day before class starts.</li> </ul>

2.			Process	Main -	•	The teacher
				Activity		provides
						pictures related
						to job vacancies
						with print
						media such as
						newspapers and
						digital through
						the top locker
						website.
					•	The students are
				S		asked to create
						the job vacancy
					0	draft with their
						peers according
	_		PENDI	100		to the chosen
	1		MANAGE	UR .		through Canva,
		16.20		-41		here the
			_		P	students are
		4.5	MAN			welcome to use
		<b>~</b>	5404			Google
1						Translate and
		5	1 (2 2)	10		any media to
			120	4400		help their
		£ 13		N PR		understanding
		17.	حر روال			
			10///			O
		\	- // 1	THE STATE OF		discussion
N.		A E			- 0	process, such as
			AAAA			vocabulary.
			YYYY	Y / /	•	Teacher guides
			$\langle V   I   I \rangle \rangle$	111		vocabulary and
			7			structures that
						are often used in
						job vacancies.
3.			Product	Post -	•	The teacher
	1	1	4/11/1	Activity		asked students
						to upload the
						product, it can
						be collected via
						Google Drive
						and provide link
						through
						WhatsApp
						Group, it will be
						continued at the
						next meeting.
					_	Teacher and all
						students

		together
		summarize the
		material that
		has been
		learned.
		• The teacher
		says thank you
		and says
		goodbye.



## 2<sup>nd</sup> Meeting: XI Culinary B2 (Job Vacancy)

No.	Teache r	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teache r 1 (T1)	Tuesday, August 20 <sup>th</sup> , 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when they enters the classroom and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process.</li> <li>The teacher introduces the topic material that will be discussed, which is Job Vacancy.</li> <li>The teacher also has provided material via Google Classroom a day before class starts.</li> <li>The teacher asks some questions according to the topic of the lesson.</li> </ul>

2.	Process	Main -	• The teacher
2.	Process		provides pictures
		Activity	
			related to job
			vacancies with
			print media such
			as newspapers and
			digital through the
			top locker website.
			• The students are
			asked to create the
			job vacancy draft
	A.		
			with their peers
			according to the
			chosen through
			Canva, here the
			students are
			welcome to use
	PENDI	DID.	Google Translate
	2 Lanna	444	and any media to
			help their
	-		understanding
	_///////	<u></u>	during
	7202		discussion
			process, such as
		110	vocabulary.
		4 900	• Teacher guides
8			vocabulary and
	97 1811	31 K	structures that are
	J/// 6	ericia I	often used in jo <mark>b</mark>
		III SY	vacancies.
3.	Product	Post -	• The teacher asked
	MAAN	Activity	students to upload
	( 1 1 1 7	1 7 7	the product, it can
		111	be collected via
			Google Classroom
			and will be
			continued at the
			next meeting.
	VATE	CB:	• Teacher and all
		C.A.	students together
			summarize the
			material that has
			been learned.
			• The teacher says
			thank you and says
			goodbye.

## 2<sup>nd</sup> Meeting: XI Beauty B1 (Job Vacancy)

No.	Teache r	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teache r 1 (T1)	Tuesday, August 20 <sup>th</sup> , 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when they enters the classroom and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process.</li> <li>The teacher introduces the topic material that will be discussed, which is Job Vacancy.</li> <li>The teacher also has provided material via Google Classroom a day before class starts.</li> <li>The teacher asks some</li> </ul>

					quations
					questions
					according to the
					topic of the
			_		lesson.
2.			Process	Main -	• The teacher
				Activity	provides
					pictures related
					to job vacancies
					with print
					media such as
			A.		newspapers and
					digital through
					job vacancies
					website in
					google.
				100	• The students
			DANDI	11 D .	are asked to
		600	N. American	MAA	create the job
		21.		- 4/	vacancy draft
		400	MAN		with their group
and the second		<b>6</b> 5	5404	1	with 5-6
		<b>S</b>		(0)	
				1 900 V	group,
		5/8		N R	according to the
		£.5	حرر وال		chosen through
			100		Canva, here the
			7/ 911		students are
N.		A FE			welcome to use
			SAAA	TAL	Google
			YYYY	Y / I	Translate and
				111	any medi <mark>a</mark> to
			777		help their
		_			understanding
		- 2			during the
	3		T	. 11 }	discussion
	N.		DIK	9 1	process, such as
					vo <mark>c</mark> abulary.
					• Teacher guides
					vocabulary and
					structures that
					are often used
					in job vacancy.
3.			Product	Post -	• The teacher
				Activity	asked students
					to upload the
					product, it can
					be collected via
					Google
	I			l	Google

Classroom and will be continued at the next meeting. • Teacher and all students together summarize the material that been has learned. The teacher says thank you and says goodbye.



## 3<sup>rd</sup> Meeting : XI Hospitality B2 (Job Vacancy)

No.	Teache r	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teache r 1 (T1)	Tuesday, August 20 <sup>th</sup> , 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when they enters the classroom and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process.</li> <li>The teacher also has provided material via WhatsApp Group a day before class</li> </ul>
2.			Process	Main - Activity	starts.  • The teacher asked students to continue create a job vacancy draft according to the chosen them through Canva, here the

	THE STATE OF THE PARTY OF THE P	SENDII ON THE PROPERTY OF THE	THE SELECTION OF THE SE	students are welcome to use Google Translate and any media to help their understanding during the discussion process, such as vocabulary.  Teacher guides vocabulary and structures that are often used in job vacancy.  Teacher asked students to present the result that have been made infront of the class.  The teacher and other students summarized the result of the presentation about the structure that used in job vacancy.  The teacher give students posttest in the form of quiz by using quizizz platform.
				platform.
3.		Product	Post - Activity	• The teacher asks each student to make a job vacancy with a free theme according to the student's major, interests and talents.

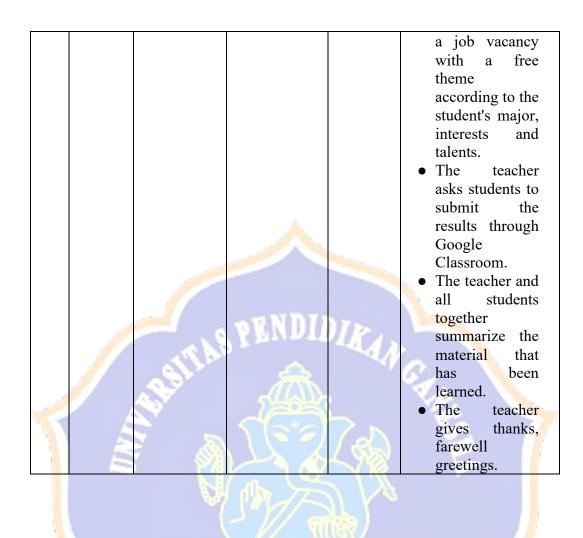
- The teacher asks students to submit the results through Google Drive and provide the link through WhatsApp Group. • The teacher and all students
  - The teacher and all students together summarize the material that has been learned.
  - The teacher gives thanks, farewell greetings.



3<sup>rd</sup> Meeting : XI Culinary B2 (Job Vacancy)

No.	Teache r	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teache r 1 (T1)	Tuesday, August 20 <sup>th</sup> , 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when they enters the classroom and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process.</li> <li>The teacher also has provided material via Google Classroom a day before class starts.</li> </ul>

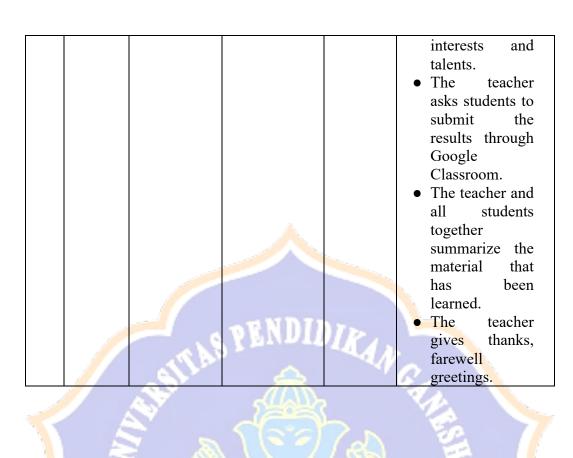
2		Process	Main -	• The teacher
2.		Process		
			Activity	asked students
				to work with
				their peers to
				continue their
				work to create a
				job vacancy
				draft according
				to the chosen
				them through
		.02.		· ·
				Canva, here the
			E-	students are
				welcome to use
				Google
				Translate and
		PENDII	100	any media to
		THEFT	1172	
			44.42	help their
	47.5		1	understanding
	1			during the
		-allam-		discussion
	<b>(4)</b>	7		process, such as
11				vocabulary.
	5		(0)	• Teacher guides
			T AND	
	100		THE STATE OF THE S	vocabulary an <mark>d</mark>
	3.4	dile -	1 1 1/1	structures that
	697	18/1/	11 6	are often used i <mark>n</mark>
		J /// 600	100a )	job vacancy.
			101	• The teacher
	A C			asked students
		MAAR		
7			11/	and their peers
			111	present the
		7-7-4		results that have
				been made, the
	1			other learners
	100		7	listen and
7		DIE		respond to their
1			A second	-
			1000	fri <mark>e</mark> nds' results
				and provide
				comments.
				• The teacher
				give students
				posttest in the
				form of quiz by
				using quizizz
				platform.
3.		Product	Post -	• The teacher
			Activity	asks each
				student to make
<u> </u>	j	l.	I	Stadent to make



## 3<sup>rd</sup> Meeting : XI Beauty B1 (Job Vacancy)

No.	Teache r	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teache r 1 (T1)	Tuesday, August 20 <sup>th</sup> , 2024	Content	Pre-Activity	<ul> <li>Students greet the teacher when they enters the classroom and the teacher asks the students to have a seat.</li> <li>The teacher checked the student's attendance and gave them positive encouragement during the learning process.</li> <li>The teacher also has provided material via Google Classroom a day before class starts.</li> </ul>

2.			Process	Main -	• The teacher
			110000	Activity	asked students
				110011109	to work with
					their group to
					continue their
					work to create a
					job vacancy
					draft according
					to the chosen
					them through
					Canva, here the
					students are
					welcome to use
					Google
					Translate and
			- 1777	10	any media to
			PENDIL	ID.	help their
		41.	N. A. Salahari	4449	understanding
		27.0	_		
		0.0	<i>7</i> 778		
-		A.V	c(Llall)	6	discussion
					process, such as
		6	1 3 21		vocabulary.
				/ (55)	• Teacher guides
		2.4		7 10	vocabulary an <mark>d</mark>
		100	alle Com	16.1	structures th <mark>at</mark>
		W7		11 / 2	are often use <mark>d</mark>
			J /// 668	(100 )	in job vacancy.
	\			(QY)	• The teacher
14					asked students
	7/	( V V			and their group
				1///	present the
					results that have
			11		been made, the
					other learners
		77.			
			DIE	111	
	N.		TIME		respond to their
					friends' results
					and provide
					comments.
3.			Product	Post -	• The teacher
				Activity	asks each
					student to make
					a job vacancy
					with a free
					theme
					according to the
					student's major,
L	<u> </u>		<u> </u>		student's major,



#### **RIWAYAT HIDUP**



Made Diva Maharani lahir di Denpasar pada tanggal 18 April 2002. Penulis lahir dari pasangan suami istri Bapak Ketut Rudy Arsana dan Ibu Luh Rustiani, Penulis berkebangsaan Indonesia, dan beragama Hindu. Kini penulis beralamat di Perum Wira Segara. Penulis menyelesaikan pendidikan dasar di SD Laboratorium Undiksha Singaraja dan lulus pada tahun 2014. Kemudian penulis melanjutkan pendidikan di SMP Laboratorium Undiksha dan lulus pada tahun 2017. Pada tahun 2020, penulis lulus dari SMA Negeri 4 Singaraja dan melanjutkan pendidikan ke Program Studi S1 Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha. Pada semester akhir

tahun 2025, penulis telah menyelesaikan skripsi dengan judul "The Implementation" Of Technology-Based Differentiated Instruction Toward Teachers' Interest At Smk Negeri 3 Denpasar". Selanjutnya, dari tahun 2020 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program Studi S1 Pendidikan

