



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,

Dr. 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,

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 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 Teachers' 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.

No of Question	Statements	Validity		Comments/Notes
		Relevant (√)	Irrelevant (√)	
	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.	√		
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 Bahasa Inggris dalam 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.	√		

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

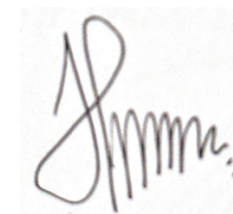
18.	Saya memutuskan untuk menjadi seorang guru sebagian besar karena minat saya dalam membantu siswa tumbuh menjadi orang yang sukses nantinya melalui penerapan pembelajaran berdiferensiasi berbasis teknologi.	√		
19.	Saya beranggapan kompetensi pendidikan dalam menangani siswa saat pembelajaran Bahasa 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 tertarik membantu siswa dalam mengembangkan kebiasaan kerja dan karakter melalui pembelajaran 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).

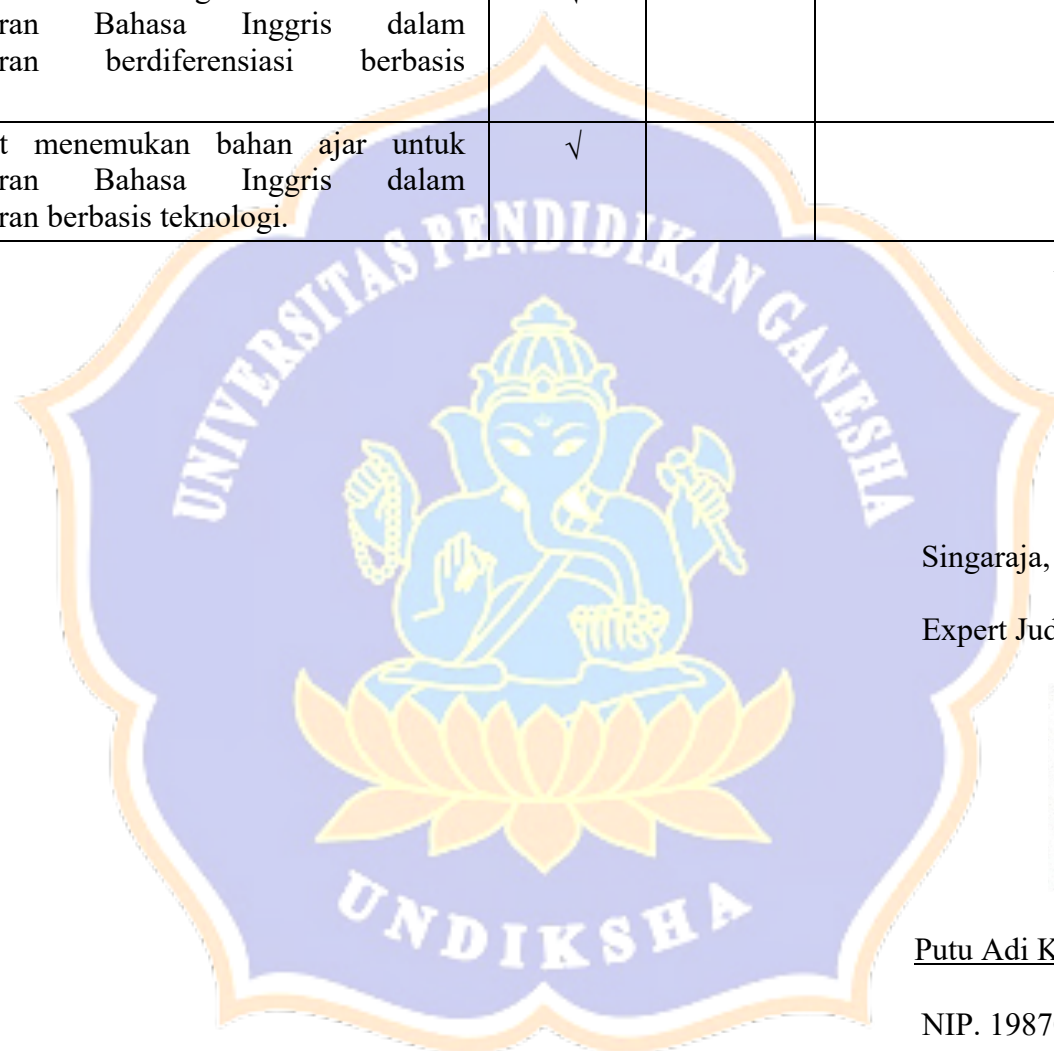
Singaraja, 22 July 2024

Expert Judge 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

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

The theory of a Questionnaire of Teachers' 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.

No of Question	Statements	Validity		Comments/Notes
		Relevant (√)	Irrelevant (√)	
	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.	√		
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 Bahasa Inggris dalam 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.	√		
8.	Saya beranggapan 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 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.	√		
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 tertarik membantu siswa dalam mengembangkan kebiasaan kerja dan karakter melalui pembelajaran 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



Appendix 4. Observation Result

OBSERVATION SHEET

1st Meeting : XI Hospitality B3 (Descriptive Text)

Mrs. Dhiras

No.	Teacher	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teacher 1 (T1)	Tuesday, August 20 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> Students greet the teacher when they enter the classroom and the teacher asks 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 jobdesk and workplace in hospitality. The teacher also has provided material via WhatsApp Group a day

					<p>before class starts.</p> <ul style="list-style-type: none"> • 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 Receptionist? Would you describe the receptionist job desk? Have you ever described about job desk of something related to hospitality? While the teacher prepares the PowerPoint in the classroom.
2.				Main - Activity	<ul style="list-style-type: none"> • After re-reading the content material, the teacher asks students to think further regarding the question that has been given and discussed together. • After discussing the several questions that had been given, the teacher asks the students to pour their thought into

					<p>KWL chart via Google Classroom and each student got the opportunity to express their opinion also understanding.</p> <ul style="list-style-type: none"> the teacher asked students to make groups of 6-7 students that could be chosen according to their wishes. The teacher gives students a YouTube link that has been shared in the WhatsApp group and asks them to watch YouTube content 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	<ul style="list-style-type: none"> 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 in front of the class and

					submit it to Google Classroom.
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OBSERVATION SHEET

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 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher when they enters the classroom and the teacher asks 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 Culinary. • 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. • The teacher gave the students several questions to conduct a diagnostic assessment related to the topic, such as:

				<p>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.</p>
2.		Process	Main - Activity	<ul style="list-style-type: none"> • After re-reading the content material, the teacher asks students to think further regarding the question that has been given and discussed together. • 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 • The teacher asked students to make groups (5-6 students) that could be chosen according to their wishes • The teacher gives students a YouTube link that has been shared in the WhatsApp group and asks them to watch YouTube content

				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	<ul style="list-style-type: none"> 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 in front of the class and submit it to Google Classroom.

OBSERVATION SHEET

1st Meeting : XI Beauty W1 (Descriptive Text)

Mr. Willy

No.	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Wednesday, August 21 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher when they enters the classroom, and the teacher asks 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 a descriptive text about Beauty Class. • The teacher also has provided material via Google Classroom 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 gone to a salon? What do you feel? What do you think about hairdressers, hair

styliest, make up
artist? While he's
preparing the
PowerPoint in the
classroom.



2.		Process	Main - Activity	<ul style="list-style-type: none"> • After re-reading the content material, the teacher asks students to think further regarding the question that has been given and discussed together. • After discussing the several questions that had been given, the teacher asked the students to pour their thoughts into KWL chart via Google Classroom, and each student got the opportunity to express their opinion and understanding. The students are welcome to use Google Translate and any kind of media to help their understanding during the discussion process, such as vocabulary.
3.		Product	Post - Activity	<ul style="list-style-type: none"> • 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 in front of the class and submit it to Google Classroom.

OBSERVATION SHEET

2nd 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 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher when she enters the classroom, and the teacher asks the students to have a seat. • The teacher checked the student's attendance and gave them positive encouragement during the learning process. • The teacher also has provided material via WhatsApp Group a day before class starts. • The teacher prepares PowerPoint as the technology used to give content material. • 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?
2.		Process	Main - Activity	<ul style="list-style-type: none"> • Students are given several situations about job desk and workplace according to hospitality • The teacher asked students to sit with their

				<p>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).</p> <ul style="list-style-type: none"> • The teacher asks students to started with their group to discuss and compose descriptive text paragraphs about job desks and workplace, the technology used such as, Canva and Microsoft Word. • During process in making paragraph about descriptive text students are welcome to use Google Translate as a media to help them understand the vocabulary.
3.		Product	Post - Activity	<ul style="list-style-type: none"> • 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. • The teacher asks students questions to

				<p>help them reflect on their learning activities.</p> <ul style="list-style-type: none">• The teacher provides feedback on newly learned material and appoints several students to give a conclusion from the material Which has been studied.
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OBSERVATION SHEET

2nd 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 style="list-style-type: none"> Students greet the teacher when they enters the classroom and the teacher asks the students to have a seat. The teacher checked the student's attendance and gave them positive encouragement during the learning process. 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. 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?

2.		Process	Main - Activity	<ul style="list-style-type: none"> • After re-reading the 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 (according to the desire and interest participants educate) and for the workplace (according to the job desk chosen). • The teacher asked students to compose descriptive text paragraphs, about job desks and workplaces. The technology used such as, Canva, Power Point, and Microsoft Word. • 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	<ul style="list-style-type: none"> • 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

				<p>linguistic elements according to the context of their use.</p> <ul style="list-style-type: none">● 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.
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OBSERVATION SHEET

2nd 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 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher when they enter the classroom, and the teacher asks the students to have a seat. • The teacher checked the student's attendance and gave them positive encouragement during the learning process. • The teacher also has provided material via Google Classroom a day before class starts. • 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.
2.		Process	Main - Activity	<ul style="list-style-type: none"> • After re-reading the content material, the teacher asks students to think further

				<p>regarding the question that has been given and discussed together.</p> <ul style="list-style-type: none"> • After discussing the several questions that had been given, 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 (according to the desire and interest participants educate) and for the workplace (according to the job desk chosen). Technology used such as, Canva, Microsoft Word, Power Points. • The teacher asked students to compose descriptive text paragraphs on Google Classroom about job desks and workplaces. The students are welcome to use Google Translate and any media to help their understanding during the discussion process, such as vocabulary.
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3.		Product	Post - Activity	<ul style="list-style-type: none"> • 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 them in Google Classroom and present them in 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 remind students to submit the work result about the descriptive text into Google Classroom before presenting it in front of the class.
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OBSERVATION SHEET

3rd Meeting: XI Hospitality B2 (Descriptive Text)

Mrs. Dhiras

No.	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Tuesday, September 3 rd , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> Students greet the teacher when she enters the classroom, and the teacher asks the students to have a seat. The teacher checked the student's attendance and gave them positive encouragement during the learning process. The teacher gave some ice breaking game "who am I" that are related to the topic. 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.
2.		Process	Main - Activity	<ul style="list-style-type: none"> Students are given time to present their result of their work with groups, related to notice function social, text structure, and linguistic elements

				<p>according to the context of their use.</p> <ul style="list-style-type: none"> • After present their work with group, each students on the group required to answer a post test through Quizziz.
3.		Product	Post - Activity	<ul style="list-style-type: none"> • The teacher asks students about the quiz 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 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?” • The teacher and students conclude what has been learned and the teacher says thank you, says goodbye.

OBSERVATION SHEET

3rd Meeting: XI Culinary B3 (Descriptive Text)

Mrs. Astiti

No.	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Tuesday, August 27 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> Students greet the teacher when she enters the classroom, and the teacher asks the students to have a seat The teacher checked the student's attendance and gave them positive encouragement during the learning process The teacher gave some ice-breaking games, "Who am I?" that are related to the topic. 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
2.		Process	Main - Activity	<ul style="list-style-type: none"> Students are given time to present their result of their work with groups, related to notice function social, text structure, and linguistic elements

				<p>according to the context of their use.</p> <ul style="list-style-type: none"> • After presenting their work with the group, each students in the group is required to answer a post-test through Quizziz.
3.		Product	Post - Activity	<ul style="list-style-type: none"> • The teacher asks students about the quiz 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 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?” • The teacher and students conclude what has been learned and the teacher says thank you, says goodbye.

OBSERVATION SHEET

3rd Meeting: XI Beauty W1 (Descriptive Text)

Mr. Willy

No.	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Tuesday, August 27 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> Students greet the teacher when she enters the classroom, and the teacher asks the students to have a seat. The teacher checked the student's attendance and gave them positive encouragement during the learning process. 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.
2.		Process	Main - Activity	<ul style="list-style-type: none"> 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,

				each students in the group is required to answer a post-test through Quizziz.
3.		Product	Post - Activity	<ul style="list-style-type: none"> • The teacher asks students about the quiz 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 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?” • The teacher and students conclude what has been learned and the teacher says thank you, says goodbye.

OBSERVATION SHEET

1st Meeting : XI Hospitality B2 (Job Vacancy)

Mrs. Dhiras

No.	Teacher	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teacher 1 (T1)	Tuesday, August 20 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher when they enter the classroom and the teacher asks 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 Job Vacancy. • The teacher also has provided material via WhatsApp Group a day before class starts. • The teacher prepares the

					PowerPoint in the classroom.
2.			Process	Main - Activity	<ul style="list-style-type: none"> • The teacher ask students re-reading the content material that have been shared on the WhatsApp Group. • the teacher provides a video about job vacancy through the Youtube platform which has been shared previously through WhatsApp Group. • 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 students are welcome to use Google Translate and any media to help their understanding during the discussion process, such as vocabulary.

					<ul style="list-style-type: none"> • 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.
3.			Product	Post - Activity	<ul style="list-style-type: none"> • 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. • The teacher and all students together summarize the

					<p>material that has been learned.</p> <ul style="list-style-type: none">• The teacher says thank you and says goodbye.
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OBSERVATION SHEET

1st Meeting : XI Culinary B2 (Job Vacancy)

Mrs. Astiti

No.	Teacher	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teacher 1 (T1)	Tuesday, August 20 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> Students greet the teacher when they enter the classroom and the teacher asks 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 Job Vacancy. The teacher also has provided material via Google Classroom a day before class starts. The teacher prepares the

					<p>PowerPoint in the classroom.</p> <ul style="list-style-type: none"> • 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 usually find the vacancies? Etc.
2.			Process	Main - Activity	<ul style="list-style-type: none"> • The teacher ask students re-reading the content material that have been shared on the Google Classroom. • the teacher provides a video about job vacancy through the Youtube platform which has been shared previously through Google Classroom. • 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

					<p>students are welcome to use Google Translate and any media to help their understanding during the discussion process, such as vocabulary.</p> <ul style="list-style-type: none"> • 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.
3.			Product	Post - Activity	<ul style="list-style-type: none"> • 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

					<p>help their understanding during the discussion process, such as vocabulary.</p> <ul style="list-style-type: none"> • The teacher and all students together summarize the material that has been learned. • The teacher says thank you and says goodbye.
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OBSERVATION SHEET

1st Meeting : XI Beauty B1 (Job Vacancy)

Mr. Willy

No.	Teacher	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teacher 1 (T1)	Tuesday, August 20 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> • Students greet the teacher when they enter the classroom and the teacher asks 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 Job Vacancy. • The teacher also has provided material via Google Classroom a day before class starts. • The teacher prepares the

					<p>PowerPoint in the classroom.</p> <ul style="list-style-type: none"> • 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 usually find the vacancies? Etc.
2.			Process	Main - Activity	<ul style="list-style-type: none"> • The teacher ask students re-reading the content material that have been shared on the Google Classroom. • the teacher provides a video about job vacancy through the Youtube platform which has been shared previously through Google Classroom. • 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

					<p>students are welcome to use Google Translate and any media to help their understanding during the discussion process, such as vocabulary.</p> <ul style="list-style-type: none"> • 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.
3.			Product	Post - Activity	<ul style="list-style-type: none"> • 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

					<p>help their understanding during the discussion process, such as vocabulary.</p> <ul style="list-style-type: none"> • The teacher and all students together summarize the material that has been learned. • The teacher says thank you and says goodbye.
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OBSERVATION SHEET

2nd Meeting : XI Hospitality B2 (Job Vacancy)

Mrs. Dhiras

No.	Teacher	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teacher 1 (T1)	Tuesday, August 20 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> Students greet the teacher when they enter the classroom and the teacher asks 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 Job Vacancy. The teacher also has provided material via WhatsApp Group a day before class starts.

2.			Process	Main - Activity	<ul style="list-style-type: none"> • The teacher provides pictures 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 with their peers according to the chosen through Canva, here the 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 vacancies.
3.			Product	Post - Activity	<ul style="list-style-type: none"> • The teacher 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

					<p>together summarize the material that has been learned.</p> <ul style="list-style-type: none">• The teacher says thank you and says goodbye.
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OBSERVATION SHEET

2nd Meeting : XI Culinary B2 (Job Vacancy)

Mrs. Astiti

No.	Teacher	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teacher 1 (T1)	Tuesday, August 20 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> Students greet the teacher when they enter the classroom and the teacher asks 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 Job Vacancy. The teacher also has provided material via Google Classroom a day before class starts. The teacher asks some questions according to the topic of the lesson.

2.			Process	Main - Activity	<ul style="list-style-type: none"> • The teacher provides pictures 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 with their peers according to the chosen through Canva, here the 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 vacancies.
3.			Product	Post - Activity	<ul style="list-style-type: none"> • The teacher asked students to upload the product, it can be collected via Google Classroom and 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.

OBSERVATION SHEET

2nd Meeting : XI Beauty B1 (Job Vacancy)

Mr. Willy

No.	Teacher	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teacher 1 (T1)	Tuesday, August 20 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> Students greet the teacher when they enter the classroom and the teacher asks 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 Job Vacancy. The teacher also has provided material via Google Classroom a day before class starts. The teacher asks some

					questions according to the topic of the lesson.
2.			Process	Main - Activity	<ul style="list-style-type: none"> • The teacher provides pictures related to job vacancies with print media such as newspapers and digital through job vacancies website in google. • The students are asked to create the job vacancy draft with their group with 5-6 students per group, according to the chosen through Canva, here the 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.
3.			Product	Post - Activity	<ul style="list-style-type: none"> • The teacher asked students to upload the product, it can be collected via Google

					<p>Classroom and will be continued at the next meeting.</p> <ul style="list-style-type: none">• Teacher and all students together summarize the material that has been learned.• The teacher says thank you and says goodbye.
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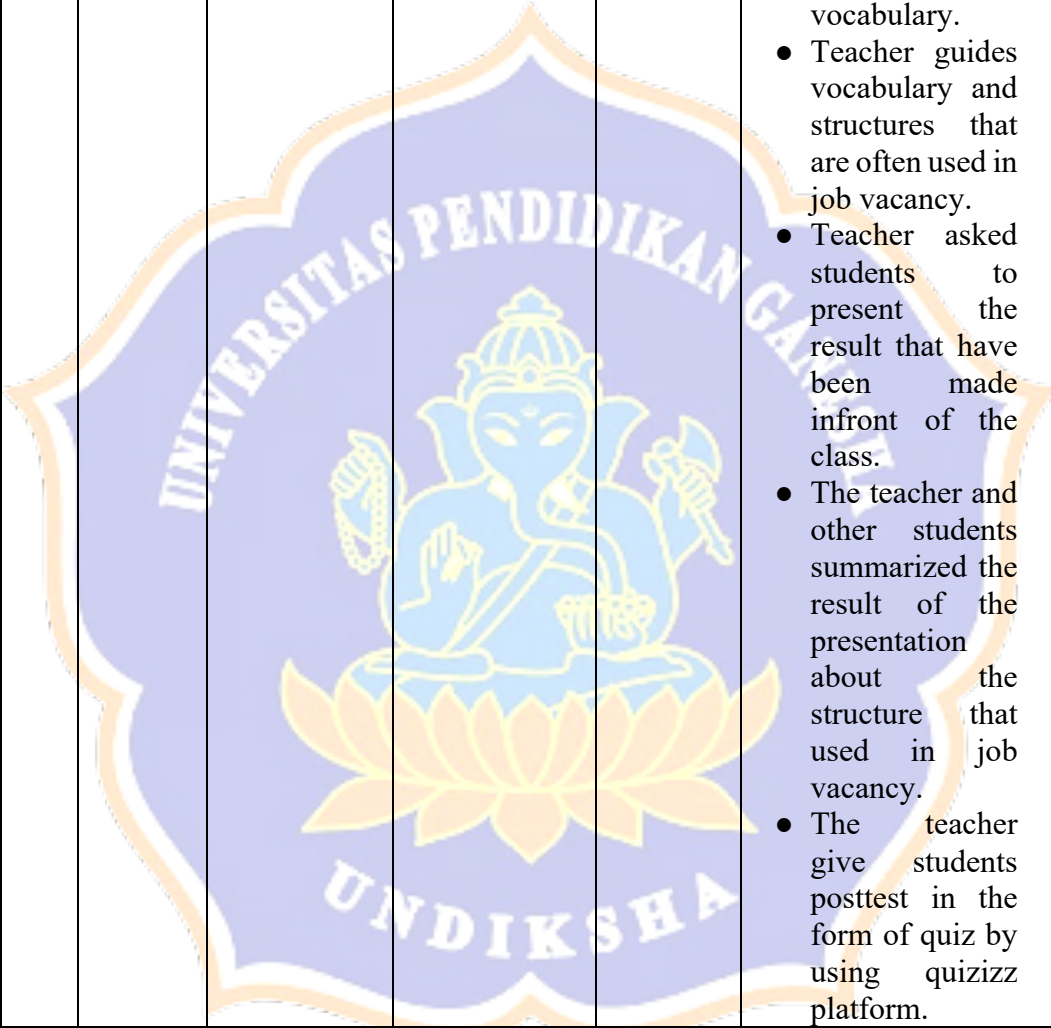


OBSERVATION SHEET

3rd Meeting : XI Hospitality B2 (Job Vacancy)

Mrs. Dhiras

No.	Teacher	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teacher 1 (T1)	Tuesday, August 20 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> Students greet the teacher when they enter the classroom and the teacher asks the students to have a seat. The teacher checked the student's attendance and gave them positive encouragement during the learning process. The teacher also has provided material via WhatsApp Group a day before class starts.
2.			Process	Main - Activity	<ul style="list-style-type: none"> The teacher asked students to continue create a job vacancy draft according to the chosen theme through Canva, here the



					<p>students are welcome to use Google Translate and any media to help their understanding during the discussion process, such as vocabulary.</p> <ul style="list-style-type: none"> • Teacher guides vocabulary and structures that are often used in job vacancy. • Teacher asked students to present the result that have been made in front 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.
3.			Product	Post - Activity	<ul style="list-style-type: none"> • The teacher asks each student to make a job vacancy with a free theme according to the student's major, interests and talents.

					<ul style="list-style-type: none">• The teacher asks students to submit the results through Google Drive and provide the link through WhatsApp Group.• The teacher and all students together summarize the material that has been learned.• The teacher gives thanks, farewell greetings.
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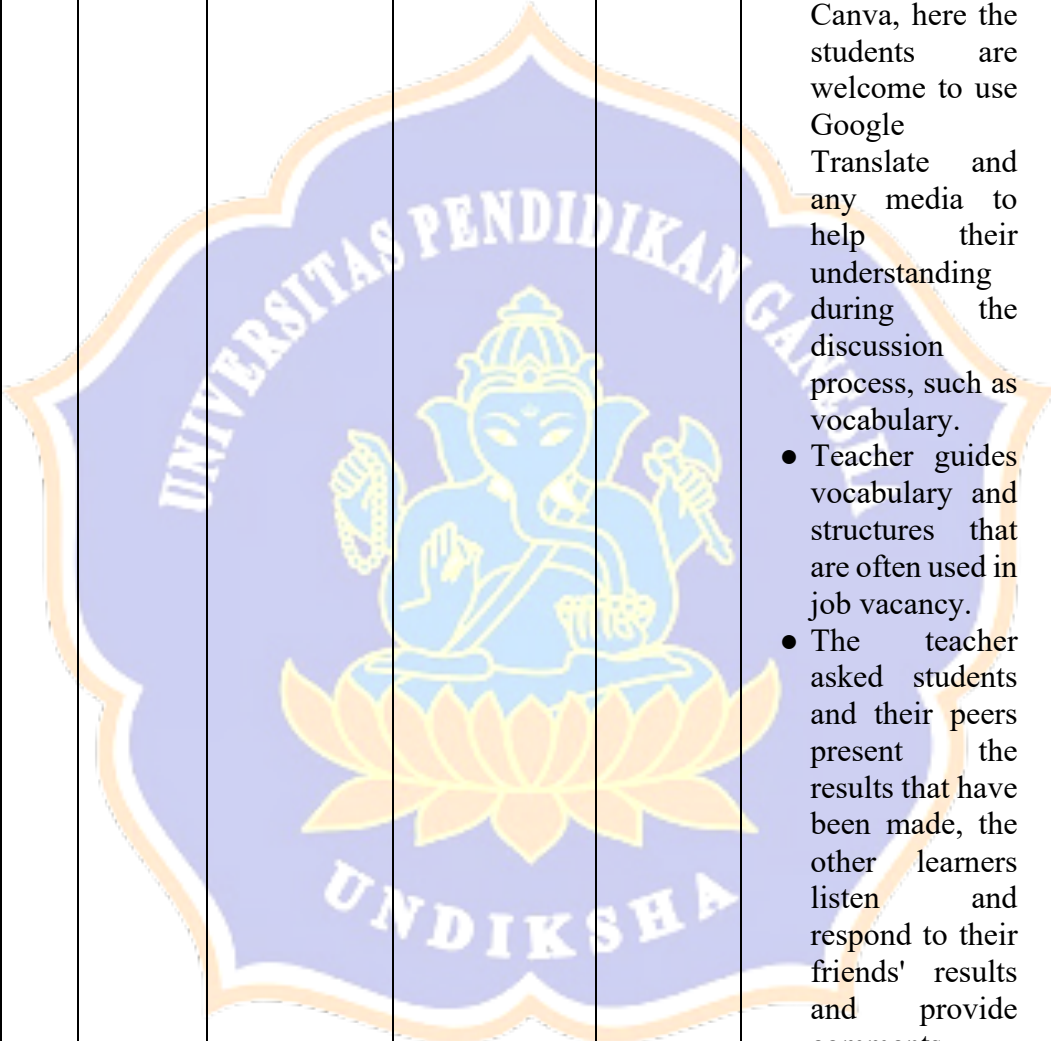


OBSERVATION SHEET

3rd Meeting : XI Culinary B2 (Job Vacancy)

Mrs. Astiti

No.	Teacher	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teacher 1 (T1)	Tuesday, August 20 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> Students greet the teacher when they enter the classroom and the teacher asks the students to have a seat. The teacher checked the student's attendance and gave them positive encouragement during the learning process. The teacher also has provided material via Google Classroom a day before class starts.



2.			Process	Main - Activity	<ul style="list-style-type: none"> • The teacher asked students to work with their peers 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 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. • The teacher asked students and their peers present the results that have been made, the other learners listen and respond to their friends' results and provide comments. • The teacher give students posttest in the form of quiz by using quizizz platform.
3.			Product	Post - Activity	<ul style="list-style-type: none"> • The teacher asks each student to make

					<p>a job vacancy with a free theme according to the student's major, interests and talents.</p> <ul style="list-style-type: none">• The teacher asks students to submit the results through Google Classroom.• The teacher and all students together summarize the material that has been learned.• The teacher gives thanks, farewell greetings.
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OBSERVATION SHEET

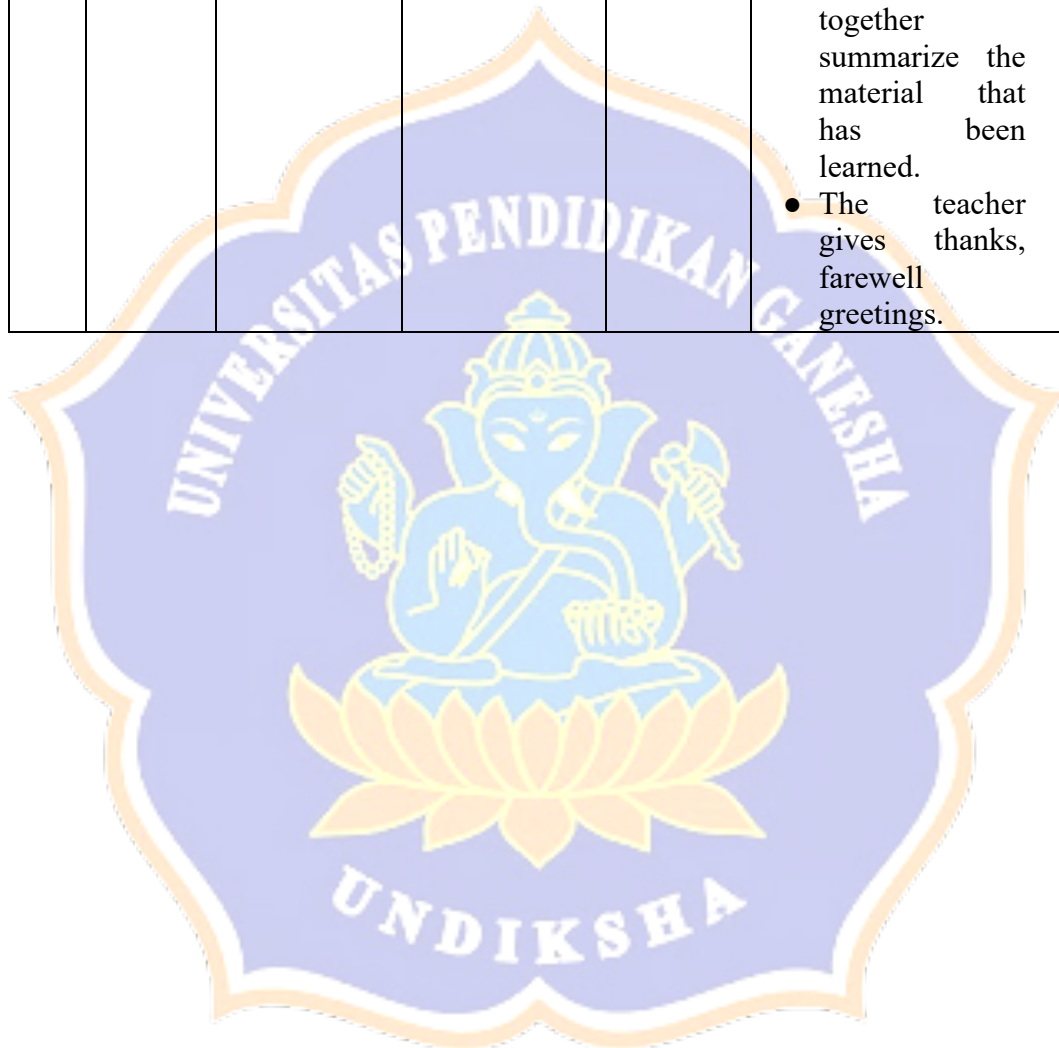
3rd Meeting : XI Beauty B1 (Job Vacancy)

Mr. Willy

No.	Teacher	Date of Observation	Aspect of technology-based differentiated instruction	Learning activities	Description
1.	Teacher 1 (T1)	Tuesday, August 20 th , 2024	Content	Pre-Activity	<ul style="list-style-type: none"> Students greet the teacher when they enter the classroom and the teacher asks the students to have a seat. The teacher checked the student's attendance and gave them positive encouragement during the learning process. The teacher also has provided material via Google Classroom a day before class starts.

2.			Process	Main - Activity	<ul style="list-style-type: none"> • The teacher asked students 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 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. • The teacher asked students and their group present the results that have been made, the other learners listen and respond to their friends' results and provide comments.
3.			Product	Post - Activity	<ul style="list-style-type: none"> • The teacher asks each student to make a job vacancy with a free theme according to the student's major,

					<p>interests and talents.</p> <ul style="list-style-type: none"> • The teacher asks students to submit the results through Google Classroom. • The teacher and all students together summarize the material that has been learned. • The teacher gives thanks, farewell greetings.
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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 Bahasa Inggris di Universitas Pendidikan Ganesha.

