

# APPENDICES



## Appendix 1 Letter of the Research Permit Observation

|                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                 | <p>KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI</p> <p><b>UNIVERSITAS PENDIDIKAN GANESHA</b></p> <p><b>FAKULTAS BAHASA DAN SENI</b></p> <p>Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116<br/>Telepon (0362) 21541 Fax. (0362) 27561<br/>Laman: fbs.undiksha.ac.id</p> |
| <hr/>                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                      |
| Nomor : 1607/UN48.7.1/DT/2024                                                                                                                                                                                    | 3 Mei 2024                                                                                                                                                                                                                                                                           |
| Perihal : <u>Permohonan Izin Observasi</u>                                                                                                                                                                       |                                                                                                                                                                                                                                                                                      |
| <br>Yth. Kepala SMA N 2 Singaraja<br>di Buleleng                                                                                                                                                                 |                                                                                                                                                                                                                                                                                      |
| <p>Dalam rangka pengumpulan data untuk menyelesaikan Untuk mengadakan observasi terkait dengan penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:</p>               |                                                                                                                                                                                                                                                                                      |
| Nama                                                                                                                                                                                                             | : DEWA AYU MADE RATIH PUTRI WIJAYA                                                                                                                                                                                                                                                   |
| NIM                                                                                                                                                                                                              | : 2012021111                                                                                                                                                                                                                                                                         |
| Jurusan                                                                                                                                                                                                          | : Bahasa Asing                                                                                                                                                                                                                                                                       |
| Program Studi                                                                                                                                                                                                    | : Pendidikan Bahasa Inggris                                                                                                                                                                                                                                                          |
| Jenjang                                                                                                                                                                                                          | : S1                                                                                                                                                                                                                                                                                 |
| Tahun Akademik                                                                                                                                                                                                   | : 2023/2024                                                                                                                                                                                                                                                                          |
| <p>untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.</p> <p>Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.</p>                                                          |                                                                                                                                                                                                                                                                                      |
| <p>an. Dekan,<br/>Wakil Dekan I,</p> <p><br/>Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.<br/>NIP. 198104192006042002</p> |                                                                                                                                                                                                                                                                                      |
| <p>Tembusan:</p> <ol style="list-style-type: none"><li>1. Dekan FBS Undiksha Singaraja</li><li>2. Koorprodi. Pendidikan Bahasa Inggris</li><li>3. Sub Bagian Pendidikan FBS</li></ol>                            |                                                                                                                                                                                                                                                                                      |

## Appendix 2 Letter of the Research Permit

|                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                              | <p>KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI</p> <p><b>UNIVERSITAS PENDIDIKAN GANESHA</b></p> <p><b>FAKULTAS BAHASA DAN SENI</b></p> <p>Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116<br/>Telepon (0362) 21541 Fax. (0362) 27561<br/>Laman: fbs.undiksha.ac.id</p> |
| <hr/>                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                      |
| Nomor : 1608/UN48.7.1/DT/2024                                                                                                                                                                                                                 | 3 Mei 2024                                                                                                                                                                                                                                                                           |
| Perihal : <b><u>Permohonan Izin Penelitian</u></b>                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                      |
| <br>Yth. Kepala SMA N 2 Singaraja<br>di Singaraja                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                      |
| <p>Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:</p>                                                                                     |                                                                                                                                                                                                                                                                                      |
| Nama                                                                                                                                                                                                                                          | : DEWA AYU MADE RATIH PUTRI WIJAYA                                                                                                                                                                                                                                                   |
| NIM                                                                                                                                                                                                                                           | : 2012021111                                                                                                                                                                                                                                                                         |
| Jurusan                                                                                                                                                                                                                                       | : Bahasa Asing                                                                                                                                                                                                                                                                       |
| Program Studi                                                                                                                                                                                                                                 | : Pendidikan Bahasa Inggris                                                                                                                                                                                                                                                          |
| Jenjang                                                                                                                                                                                                                                       | : S1                                                                                                                                                                                                                                                                                 |
| Tahun Akademik                                                                                                                                                                                                                                | : 2023/2024                                                                                                                                                                                                                                                                          |
| Judul                                                                                                                                                                                                                                         | : The implementation of Technology-Based Differentiated Instruction in English Class at SMA Negeri 2 Singaraja                                                                                                                                                                       |
| <p>untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.</p>                                                                                              |                                                                                                                                                                                                                                                                                      |
| <div style="text-align: center;"><br/>a.n. Dekan,<br/>Wakil Dekan I,<br/>Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.<br/>NIP. 198104192006042002</div> |                                                                                                                                                                                                                                                                                      |
| Tembusan:                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                      |
| <ol style="list-style-type: none"><li>1. Dekan FBS Undiksha Singaraja</li><li>2. Kaprodi. Bahasa Asing</li><li>3. Sub Bagian Pendidikan FBS</li></ol>                                                                                         |                                                                                                                                                                                                                                                                                      |

### Appendix 3 Expert Judge Sheet of Questionnaire (Judge 1)

| No                  | Statements                                                                                                                                                                          | Validity     |                | Comments/<br>Notes |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------|--------------------|
|                     |                                                                                                                                                                                     | Relevant (√) | Irrelevant (√) |                    |
| Cognitive Component |                                                                                                                                                                                     |              |                |                    |
| 1.                  | Saya memiliki lebih banyak pengetahuan dan pemahaman dalam mata pelajaran Bahasa Inggris ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas | √            |                |                    |
| 2.                  | Saya mampu berkomunikasi dalam Bahasa Inggris secara efektif ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas                             | √            |                |                    |
| 3.                  | Belajar Bahasa Inggris dengan menerapkan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi di kelas membuat saya mampu menciptakan pemikiran-pemikiran baru           | √            |                |                    |
| 4.                  | Penerapan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi di kelas membuat saya merasa tidak puas                                                                   | √            |                |                    |

|                            |                                                                                                                                                              |   |  |  |
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|                            | dengan kinerja saya dalam mata pelajaran Bahasa Inggris                                                                                                      |   |  |  |
| 5.                         | Sulit bagi saya untuk menguasai mata pelajaran Bahasa Inggris ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas     | √ |  |  |
| <b>Affective Component</b> |                                                                                                                                                              |   |  |  |
| 6.                         | Saya merasa lebih percaya diri dalam belajar Bahasa Inggris ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas       | √ |  |  |
| 7.                         | Penerapan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi membuat saya tertarik untuk belajar Bahasa Inggris di kelas                        | √ |  |  |
| 8.                         | Saya merasa senang melakukan kegiatan pembelajaran Bahasa Inggris ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas | √ |  |  |
| 9.                         | Saya merasa antusias untuk belajar Bahasa Inggris ketika                                                                                                     | √ |  |  |

|                                      |                                                                                                                                                                                |   |  |  |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|
|                                      | pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas                                                                                            |   |  |  |
| 10.                                  | Penerapan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi membuat saya senang ketika mengerjakan pekerjaan rumah Bahasa Inggris saya                           | √ |  |  |
| 11.                                  | Saya merasa cemas ketika harus belajar Bahasa Inggris dengan menerapkan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi di kelas                               | √ |  |  |
| 12.                                  | Sejujurnya, penerapan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi meminimalkan minat dan motivasi saya dalam belajar Bahasa Inggris                        | √ |  |  |
| <b>Behavioral/Conative Component</b> |                                                                                                                                                                                |   |  |  |
| 13.                                  | Dengan diterapkannya pembelajaran berdiferensiasi yang terintegrasi dengan teknologi, saya menjadi lebih percaya diri dalam mengekspresikan diri ketika belajar Bahasa Inggris | √ |  |  |
| 14.                                  | Dengan diterapkannya                                                                                                                                                           | √ |  |  |

|     |                                                                                                                                                                                         |   |  |  |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|
|     | pembelajaran berdiferensiasi yang terintegrasi dengan teknologi mampu membantu saya dalam meningkatkan kepribadian saya                                                                 |   |  |  |
| 15. | Saya suka memberikan pendapat (bertanya dan menjawab pertanyaan) selama kelas Bahasa Inggris ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas | √ |  |  |
| 16. | Penerapan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi mampu membuat saya memperhatikan pembelajaran Bahasa Inggris dengan baik di kelas                             | √ |  |  |
| 17. | Belajar Bahasa Inggris dengan menerapkan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi membantu saya menjalin hubungan yang baik dengan teman-teman sesama siswa      | √ |  |  |
| 18. | Saya sering menunda pekerjaan rumah Bahasa Inggris saya ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas                                      | √ |  |  |

|     |                                                                                                                                                              |   |  |  |
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| 19. | Saya merasa tidak santai setiap kali harus belajar Bahasa Inggris dengan menerapkan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi di kelas | √ |  |  |
| 20. | Saya tidak terlalu menantikan kelas Bahasa Inggris ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas                | √ |  |  |

(Adapted from Radhi, 2020; Sari Widyaningrum, 2017)



Singaraja, 7 Agustus 2024

Evaluator

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

#### Appendix 4 Expert Judge Sheet of Questionnaire (Judge 2)

| No                  | Statements                                                                                                                                                                          | Validity     |                | Comments/<br>Notes |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------|--------------------|
|                     |                                                                                                                                                                                     | Relevant (√) | Irrelevant (√) |                    |
| Cognitive Component |                                                                                                                                                                                     |              |                |                    |
| 1.                  | Saya memiliki lebih banyak pengetahuan dan pemahaman dalam mata pelajaran Bahasa Inggris ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas | √            |                |                    |
| 2.                  | Saya mampu berkomunikasi dalam Bahasa Inggris secara efektif ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas                             | √            |                |                    |
| 3.                  | Belajar Bahasa Inggris dengan menerapkan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi di kelas membuat saya mampu menciptakan pemikiran-pemikiran baru           | √            |                |                    |
| 4.                  | Penerapan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi di kelas membuat saya tidak puas dengan                                                                   | √            |                |                    |

|                            |                                                                                                                                                                    |   |  |  |
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|                            | kinerja saya dalam mata pelajaran Bahasa Inggris                                                                                                                   |   |  |  |
| 5.                         | Sulit bagi saya untuk menguasai mata pelajaran Bahasa Inggris ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas           | √ |  |  |
| <b>Affective Component</b> |                                                                                                                                                                    |   |  |  |
| 6.                         | Saya merasa lebih percaya diri dalam belajar Bahasa Inggris ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas             | √ |  |  |
| 7.                         | Penerapan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi membuat saya tertarik untuk belajar Bahasa Inggris di kelas                              | √ |  |  |
| 8.                         | Saya merasa nyaman dalam melakukan kegiatan pembelajaran Bahasa Inggris ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas | √ |  |  |
| 9.                         | Saya merasa antusias untuk belajar Bahasa Inggris ketika                                                                                                           | √ |  |  |

|                                      |                                                                                                                                                                                |   |  |  |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|
|                                      | pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas                                                                                            |   |  |  |
| 10.                                  | Penerapan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi membuat saya nyaman ketika mengerjakan pekerjaan rumah Bahasa Inggris saya                           | √ |  |  |
| 11.                                  | Saya merasa cemas ketika harus belajar Bahasa Inggris dengan menerapkan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi di kelas                               | √ |  |  |
| 12.                                  | Sejujurnya, penerapan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi meminimalkan minat dan motivasi saya dalam belajar Bahasa Inggris                        | √ |  |  |
| <b>Behavioral/Conative Component</b> |                                                                                                                                                                                |   |  |  |
| 13.                                  | Dengan diterapkannya pembelajaran berdiferensiasi yang terintegrasi dengan teknologi, saya menjadi lebih percaya diri dalam mengekspresikan diri ketika belajar Bahasa Inggris | √ |  |  |
| 14.                                  | Dengan diterapkannya                                                                                                                                                           | √ |  |  |

|     |                                                                                                                                                                                         |   |  |  |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|
|     | pembelajaran berdiferensiasi yang terintegrasi dengan teknologi mampu membantu saya dalam meningkatkan kepribadian saya                                                                 |   |  |  |
| 15. | Saya suka memberikan pendapat (bertanya dan menjawab pertanyaan) selama kelas Bahasa Inggris ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas | √ |  |  |
| 16. | Penerapan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi mampu membuat saya memperhatikan pembelajaran Bahasa Inggris dengan baik di kelas                             | √ |  |  |
| 17. | Belajar Bahasa Inggris dengan menerapkan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi membantu saya menjalin hubungan yang baik dengan teman-teman sesama siswa      | √ |  |  |
| 18. | Saya sering menunda pekerjaan rumah Bahasa Inggris saya ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas                                      | √ |  |  |

|     |                                                                                                                                                              |   |  |  |
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| 19. | Saya merasa tidak santai setiap kali harus belajar Bahasa Inggris dengan menerapkan pembelajaran berdiferensiasi yang terintegrasi dengan teknologi di kelas | √ |  |  |
| 20. | Saya tidak terlalu menantikan kelas Bahasa Inggris ketika pembelajaran berdiferensiasi yang terintegrasi dengan teknologi diterapkan di kelas                | √ |  |  |

(Adapted from Radhi, 2020; Sari Widyaningrum, 2017)



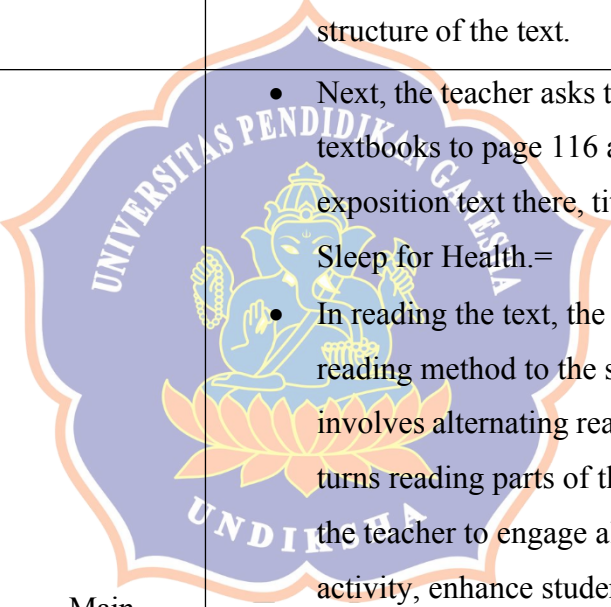
Singaraja, 12 Agustus 2024

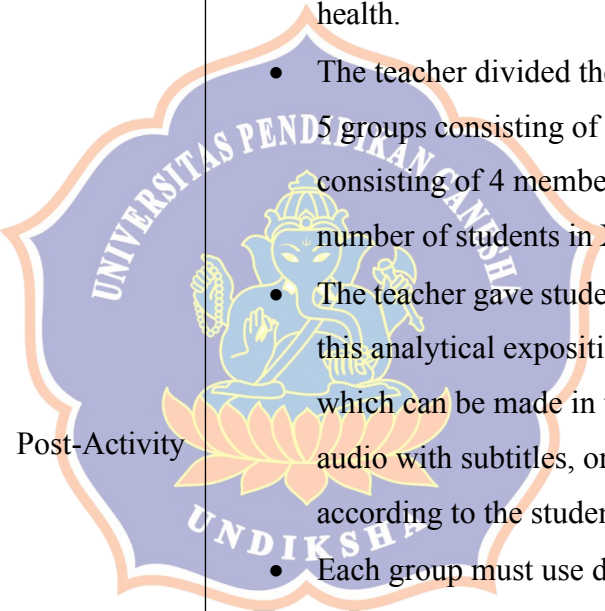
Evaluator

**Gede Mahendrayana,**  
**S.Pd., M.Pd.**

### Appendix 5 Observation Sheet XI F (Meeting 1)

| Date of Observation               | Learning Activities | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wednesday,<br>October 30,<br>2024 | Pre-Activity        | <ul style="list-style-type: none"> <li>• The teacher opens the class by greeting and checking the students' attendance.</li> <li>• Before starting the lesson, the teacher conducts an ice-breaking activity to boost the students' learning spirit so that they are ready to participate in the main learning activities later.</li> <li>• The ice-breaking activity is in the form of a vocabulary game, where students are divided into two groups and take turns writing a word in English on the whiteboard, which can be a noun, adjective, verb, or adverb. The winner is determined by which group writes the most words and spells them correctly.</li> <li>• In today's lesson, the teacher and students discussed the material on analytical exposition text. However, before going into the material, the teacher first posed a prompting question to the students regarding what they know about the material they will be studying. This is done by the teacher to explore the students' prior knowledge and stimulate their curiosity about the material to be studied.</li> <li>• To support students' learning of the material, the teacher uses several learning media such as textbooks and learning videos from Youtube about analytical exposition text. The learning videos used are subtitled videos that accommodates students with auditory, visual,</li> </ul> |

|  |                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |                                                                                                          | <p>and audiovisual learning styles. Thus, students are free to choose which learning media they want to use, that best suits their interests and learning styles.</p> <ul style="list-style-type: none"> <li>• In addition, the teacher continues to provide explanations about the material being studied in a brief yet clear manner. The teacher's explanations emphasize the important points that students need to understand regarding the analytical exposition text, such as the purpose of the analytical exposition text and the structure of the text.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |
|  |  <p>Main Activity</p> | <ul style="list-style-type: none"> <li>• Next, the teacher asks the students to open their textbooks to page 116 and read the analytical exposition text there, titled &lt;The Importance of Sleep for Health.=</li> <li>• In reading the text, the teacher uses the relay reading method to the students. This method involves alternating reading where students take turns reading parts of the text. The goal is for the teacher to engage all students in the reading activity, enhance students' understanding of what they read, and make reading more enjoyable.</li> <li>• After that, the teacher asks the students to analyze the structure of the text according to the explanation of the analytical exposition text structure they have learned before. Students are allowed to work on it individually or in pairs with their seatmates or one of their classmates to pair up with.</li> <li>• After all the students have finished the</li> </ul> |

|  |                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |                                                                                                          | <p>assignment, the students and teacher then discuss the correct analysis of the text structure together.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|  | <p>Post-Activity</p>  | <ul style="list-style-type: none"> <li>• To help students deepen their understanding of the analytical exposition text material, the teacher assigned group tasks to the students.</li> <li>• The teacher asked the students to create an analytical exposition text on the theme of health.</li> <li>• The teacher divided the students into 8 groups, 5 groups consisting of 5 members and 3 groups consisting of 4 members because the total number of students in XI F class is 37 students.</li> <li>• The teacher gave students 3 options to create this analytical exposition text assignment, which can be made in the form of a video, audio with subtitles, or an infographic, according to the students' preferences.</li> <li>• Each group must use different topics from the predetermined theme. Therefore, each group is required to discuss the topic they will use first, and then submit the chosen topic to the teacher to ensure that each group selects a different topic.</li> <li>• After that, this assignment will be submitted by the representatives of each group to the Whatsapp group.</li> <li>• After the lesson is finished, the teacher conducts ongoing evaluation and reflection to</li> </ul> |

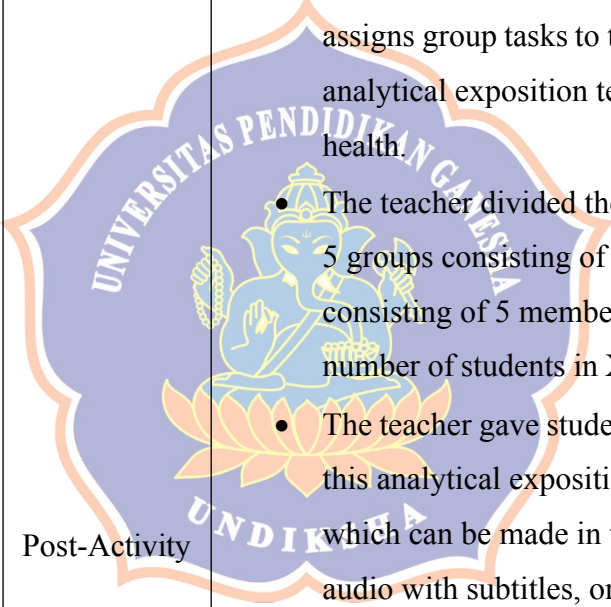
|  |  |                                                                     |
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|  |  | determine which students still need special guidance or vise versa. |
|--|--|---------------------------------------------------------------------|



## Appendix 6 Observation Sheet XI G

| Date of Observation               | Learning Activities | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wednesday,<br>October 30,<br>2024 | Pre-Activity        | <ul style="list-style-type: none"> <li>• The teacher opens the class by greeting and checking the students' attendance.</li> <li>• Before the lesson begins, the teacher conducts an ice-breaking activity for the students to create a more relaxed and enjoyable atmosphere, so that the students will be more enthusiastic about learning later on.</li> <li>• The ice-breaking activity is in the form of a vocabulary game, where students are divided into 2 groups and take turns writing a word in English on the whiteboard, which can be a noun, adjective, verb, or adverb. The winner is determined by which group writes the most words and spells them correctly.</li> <li>• After the ice-breaking activity is finished, the teacher invites the students to start getting into the learning material. However, before that, the teacher first posed a provocative question to the students regarding what they know about the material they will be studying, namely analytical exposition text. By doing so, the teacher can explore the students' prior knowledge and stimulate their curiosity about the material to be studied.</li> <li>• Some learning media are used by the teacher to support students' learning related to the material of analytical exposition text, including textbooks and a learning video from Youtube.</li> </ul> |

|  |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |               | <p>The learning video used is a subtitled video that accommodates students with auditory, visual, and audiovisual learning styles. Thus, students are free to choose which learning media they want to use, that best suits their interests and learning styles.</p> <ul style="list-style-type: none"> <li>Although students can study the material on analytical exposition text independently through various learning media provided by the teacher, the teacher still gives a brief but clear explanation of the material being studied. The teacher's explanations emphasize the important points that students need to understand regarding the analytical exposition text, such as the purpose of the analytical exposition text and the structure of the text. In this way, students can easily receive and understand the material presented.</li> </ul> |
|  | Main Activity | <ul style="list-style-type: none"> <li>Next, the teacher instructed the students to open their textbooks to page 116 to read the analytical exposition text there, titled &lt;The Importance of Sleep for Health.=</li> <li>The teacher applied the relay reading method to the students when reading the text. This method involves alternating reading where students take turns reading parts of the text. The goal is for the teacher to engage all students in the reading activity, improve students' understanding of what they read, and make reading more enjoyable.</li> <li>After all students have finished reading, the teacher asks the students to analyze the</li> </ul>                                                                                                                                                                           |

|  |                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |                                                                                                          | <p>structure of the text according to the explanation of the analytical exposition text structure they had learned before. The teacher allows students to complete the assignment individually or in groups with their seatmates.</p> <ul style="list-style-type: none"> <li>• After all the students have finished the assignment, the students and teacher then discuss the correct analysis of the text structure together.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|  |  <p>Post-Activity</p> | <ul style="list-style-type: none"> <li>• To further enhance students' understanding of the material they have learned, the teacher assigns group tasks to the students to create an analytical exposition text using the theme of health.</li> <li>• The teacher divided the students into 8 groups, 5 groups consisting of 4 members and 3 groups consisting of 5 members because the total number of students in XI G class is 35 students.</li> <li>• The teacher gave students 3 options to create this analytical exposition text assignment, which can be made in the form of a video, audio with subtitles, or an infographic according to the students' preferences.</li> <li>• Each group must use different topics from the predetermined theme. Therefore, each group is required to discuss the topic they will use first, and then submit the chosen topic to the teacher to ensure that each group selects a different topic.</li> <li>• After that, this assignment will be submitted by the representatives of each group to the Whatsapp group.</li> </ul> |

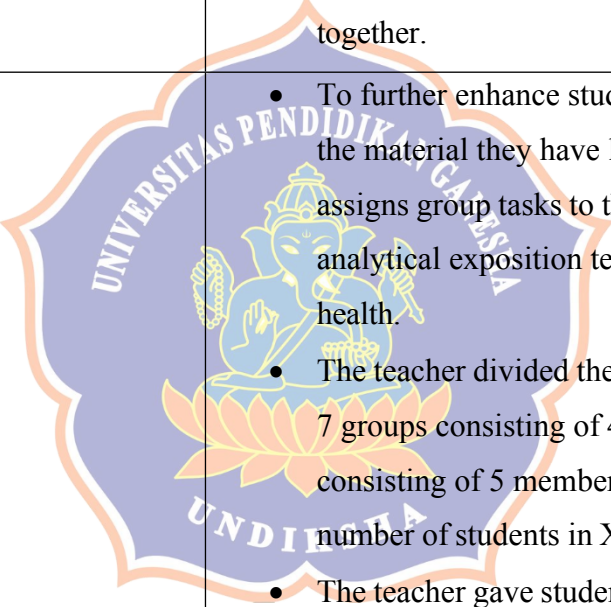
|  |  |                                                                                                                                                                                                                 |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <ul style="list-style-type: none"> <li>• After the lesson is finished, the teacher conducts ongoing evaluation and reflection to determine which students still need special guidance or vise versa.</li> </ul> |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Appendix 7 Observation Sheet XI I

| Date of Observation              | Learning Activities | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thursday,<br>October 31,<br>2024 | Pre-Activity        | <ul style="list-style-type: none"> <li>• The class is opened by the teacher with greetings and checking the students' attendance.</li> <li>• Before the learning activities begin, the teacher first invites the students to do an ice-breaking activity. The purpose of this activity is to create a relaxed, enjoyable, and interactive learning atmosphere for students so that they are more enthusiastic and eager to participate in the learning process.</li> <li>• The ice-breaking activity is in the form of a vocabulary game, where students are divided into 2 groups and take turns writing a word in English on the whiteboard, which can be a noun, adjective, verb, or adverb. The winner is determined by which group writes the most words and spells them correctly.</li> <li>• After the ice-breaking activity is completed, the teacher invites the students to move on to the material they will learn, namely analytical exposition text. However, before delving deeper into the material, the teacher first posed a provocative question to the students regarding what they know about the material they will be studying. The purpose of the teacher asking this question is to explore the students' prior knowledge and stimulate their curiosity about the material to be studied.</li> </ul> |

|  |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |               | <ul style="list-style-type: none"> <li>• The teacher uses several learning media to support students' learning related to the material on analytical exposition text, such as textbooks and a learning video from Youtube. The learning video used is a subtitled video that accommodates students with auditory, visual, and audiovisual learning styles. Thus, students are free to choose which learning media they want to use, that best suits their interests and learning styles.</li> <li>• In implementing the learning of this material, besides students learning using the provided learning media, the teacher also continues to deliver the material by emphasizing the important points that students need to understand related to the analytical exposition text material, such as the purpose of the analytical text and its structure. That way, students will find it easier to grasp and understand the material being explained.</li> </ul> |
|  | Main Activity | <ul style="list-style-type: none"> <li>• Next, the teacher instructed the students to open their textbooks to page 116 to read the analytical exposition text there with the title &lt;The Importance of Sleep for Health.=</li> <li>• To read the text, the teacher applies the relay reading method to students. This method involves alternating reading where students take turns reading parts of the text. The goal is for the teacher to engage all students in the reading activity, improve students' understanding of what they read, and make reading more enjoyable.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |

|  |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |               | <ul style="list-style-type: none"> <li>• After all students have finished reading, the teacher asks the students to analyze the structure of the text according to the explanation of the analytical exposition text structure they had learned before. In completing this assignment, the teacher allows students to work on it individually or in groups with their seatmates.</li> <li>• After all the students have finished the assignment, the students and teacher then discuss the correct analysis of the text structure together.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|  | Post-Activity |  <ul style="list-style-type: none"> <li>• To further enhance students' understanding of the material they have learned, the teacher assigns group tasks to the students to create an analytical exposition text using the theme of health.</li> <li>• The teacher divided the students into 8 groups, 7 groups consisting of 4 members and 1 group consisting of 5 members because the total number of students in XI I class is 33 students.</li> <li>• The teacher gave students 3 options to create this analytical exposition text assignment, which can be made in the form of a video, audio with subtitles, or an infographic according to the students' preferences.</li> <li>• Each group must use different topics from the predetermined theme. Therefore, each group is required to discuss the topic they will use first, and then submit the chosen topic to the teacher to ensure that each group selects a different topic.</li> </ul> |

|  |  |                                                                                                                                                                                                                                                                                                                                      |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <ul style="list-style-type: none"> <li>• After that, this assignment will be submitted by the representatives of each group to the Whatsapp group.</li> <li>• After the lesson is finished, the teacher conducts ongoing evaluation and reflection to determine which students still need special guidance or vice versa.</li> </ul> |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Appendix 8 Respond of Students' Attitude Questionnaire in XI F

| Code  | Respond of Students' Attitude questionnaire in XI F |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | Total | Category |
|-------|-----------------------------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-------|----------|
|       | 1                                                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |       |          |
| F1    | 5                                                   | 4 | 4 | 2 | 3 | 5 | 4 | 4 | 5 | 5  | 4  | 2  | 4  | 4  | 5  | 4  | 5  | 2  | 4  | 2  | 77    | Positive |
| F2    | 5                                                   | 4 | 5 | 2 | 1 | 4 | 5 | 4 | 5 | 5  | 2  | 3  | 3  | 4  | 5  | 4  | 4  | 3  | 2  | 2  | 72    | Positive |
| F3    | 4                                                   | 5 | 2 | 3 | 2 | 4 | 4 | 5 | 2 | 5  | 2  | 4  | 4  | 3  | 5  | 2  | 4  | 3  | 3  | 2  | 68    | Positive |
| F4    | 4                                                   | 5 | 4 | 2 | 3 | 5 | 2 | 5 | 4 | 4  | 2  | 2  | 5  | 4  | 4  | 3  | 4  | 3  | 4  | 1  | 70    | Positive |
| F5    | 5                                                   | 4 | 4 | 2 | 3 | 4 | 4 | 3 | 4 | 5  | 2  | 1  | 4  | 5  | 4  | 1  | 5  | 2  | 3  | 2  | 67    | Positive |
| F6    | 4                                                   | 5 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 5  | 4  | 1  | 4  | 5  | 4  | 5  | 4  | 4  | 2  | 1  | 74    | Positive |
| F7    | 2                                                   | 4 | 5 | 2 | 3 | 5 | 5 | 5 | 3 | 5  | 2  | 2  | 4  | 4  | 3  | 4  | 5  | 2  | 1  | 4  | 70    | Positive |
| F8    | 5                                                   | 4 | 5 | 1 | 2 | 4 | 4 | 4 | 5 | 4  | 3  | 2  | 3  | 2  | 4  | 3  | 4  | 1  | 2  | 2  | 64    | Neutral  |
| F9    | 4                                                   | 4 | 5 | 1 | 3 | 4 | 4 | 5 | 5 | 4  | 3  | 3  | 4  | 4  | 3  | 4  | 4  | 3  | 2  | 3  | 73    | Positive |
| F10   | 4                                                   | 4 | 2 | 2 | 4 | 3 | 4 | 5 | 5 | 5  | 2  | 2  | 4  | 4  | 4  | 5  | 4  | 1  | 3  | 2  | 69    | Positive |
| F11   | 4                                                   | 3 | 4 | 4 | 2 | 4 | 4 | 4 | 5 | 4  | 2  | 3  | 3  | 4  | 4  | 5  | 2  | 2  | 3  | 2  | 68    | Positive |
| F12   | 4                                                   | 3 | 4 | 2 | 3 | 3 | 3 | 2 | 4 | 4  | 3  | 3  | 5  | 3  | 4  | 4  | 5  | 2  | 2  | 3  | 66    | Neutral  |
| F13   | 5                                                   | 2 | 4 | 3 | 1 | 4 | 3 | 4 | 4 | 4  | 2  | 2  | 5  | 3  | 5  | 3  | 4  | 1  | 4  | 3  | 66    | Neutral  |
| F14   | 5                                                   | 4 | 5 | 2 | 2 | 4 | 5 | 5 | 5 | 4  | 1  | 1  | 4  | 5  | 4  | 5  | 4  | 2  | 1  | 1  | 69    | Positive |
| F15   | 4                                                   | 4 | 4 | 2 | 3 | 4 | 4 | 5 | 5 | 4  | 3  | 2  | 5  | 4  | 4  | 4  | 5  | 4  | 2  | 1  | 73    | Positive |
| F16   | 4                                                   | 3 | 4 | 1 | 4 | 5 | 2 | 4 | 4 | 5  | 3  | 2  | 4  | 5  | 5  | 4  | 4  | 2  | 2  | 4  | 71    | Positive |
| F17   | 5                                                   | 4 | 4 | 2 | 1 | 5 | 5 | 5 | 4 | 4  | 1  | 3  | 4  | 4  | 4  | 5  | 5  | 1  | 3  | 2  | 71    | Positive |
| F18   | 2                                                   | 5 | 4 | 1 | 2 | 4 | 3 | 4 | 3 | 3  | 3  | 3  | 3  | 2  | 3  | 1  | 4  | 3  | 2  | 3  | 58    | Neutral  |
| F19   | 4                                                   | 5 | 4 | 2 | 2 | 5 | 4 | 5 | 4 | 5  | 3  | 4  | 4  | 5  | 5  | 4  | 5  | 3  | 2  | 3  | 78    | Positive |
| F20   | 5                                                   | 3 | 4 | 2 | 3 | 4 | 5 | 5 | 4 | 4  | 2  | 5  | 4  | 5  | 4  | 5  | 5  | 1  | 2  | 2  | 71    | Positive |
| F21   | 4                                                   | 5 | 4 | 3 | 3 | 3 | 3 | 5 | 5 | 4  | 3  | 1  | 4  | 5  | 4  | 5  | 2  | 3  | 3  | 3  | 72    | Positive |
| F22   | 1                                                   | 4 | 4 | 2 | 2 | 4 | 3 | 4 | 5 | 4  | 3  | 2  | 4  | 4  | 4  | 4  | 4  | 2  | 4  | 2  | 66    | Neutral  |
| F23   | 4                                                   | 3 | 3 | 4 | 3 | 3 | 4 | 2 | 5 | 3  | 2  | 3  | 4  | 5  | 4  | 5  | 5  | 1  | 2  | 4  | 69    | Positive |
| F24   | 3                                                   | 2 | 5 | 3 | 2 | 3 | 4 | 3 | 5 | 5  | 2  | 5  | 5  | 5  | 4  | 4  | 4  | 4  | 2  | 1  | 67    | Positive |
| F25   | 4                                                   | 4 | 3 | 3 | 3 | 3 | 4 | 5 | 4 | 4  | 2  | 3  | 4  | 3  | 5  | 3  | 5  | 3  | 2  | 3  | 70    | Positive |
| F26   | 5                                                   | 4 | 3 | 1 | 1 | 4 | 3 | 5 | 4 | 4  | 2  | 2  | 4  | 5  | 4  | 5  | 3  | 2  | 2  | 2  | 65    | Neutral  |
| F27   | 4                                                   | 4 | 5 | 3 | 2 | 4 | 3 | 4 | 5 | 5  | 2  | 2  | 4  | 3  | 3  | 5  | 4  | 2  | 1  | 2  | 67    | Positive |
| F28   | 4                                                   | 3 | 4 | 2 | 2 | 3 | 4 | 5 | 5 | 4  | 3  | 3  | 3  | 4  | 4  | 4  | 4  | 2  | 3  | 2  | 68    | Positive |
| F29   | 4                                                   | 4 | 5 | 3 | 4 | 3 | 4 | 5 | 4 | 5  | 3  | 2  | 4  | 4  | 4  | 5  | 5  | 2  | 2  | 2  | 74    | Positive |
| F30   | 4                                                   | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 5 | 5  | 3  | 2  | 3  | 4  | 3  | 4  | 4  | 2  | 2  | 2  | 68    | Positive |
| F31   | 5                                                   | 4 | 4 | 2 | 2 | 4 | 2 | 4 | 5 | 5  | 2  | 2  | 4  | 4  | 5  | 4  | 2  | 2  | 2  | 1  | 65    | Neutral  |
| F32   | 3                                                   | 4 | 5 | 1 | 2 | 5 | 4 | 3 | 5 | 5  | 1  | 2  | 3  | 3  | 4  | 4  | 5  | 1  | 2  | 2  | 64    | Neutral  |
| F33   | 4                                                   | 4 | 3 | 4 | 4 | 3 | 4 | 5 | 4 | 4  | 2  | 4  | 4  | 2  | 3  | 2  | 4  | 2  | 2  | 5  | 69    | Positive |
| F34   | 3                                                   | 4 | 4 | 2 | 2 | 4 | 5 | 4 | 2 | 3  | 2  | 2  | 3  | 4  | 3  | 4  | 3  | 2  | 3  | 2  | 61    | Neutral  |
| F35   | 4                                                   | 5 | 4 | 1 | 2 | 5 | 5 | 5 | 5 | 5  | 2  | 2  | 4  | 3  | 4  | 1  | 5  | 2  | 2  | 2  | 68    | Positive |
| F36   | 5                                                   | 5 | 5 | 2 | 1 | 4 | 5 | 5 | 5 | 3  | 2  | 5  | 5  | 5  | 5  | 5  | 5  | 2  | 2  | 2  | 78    | Positive |
| F37   | 4                                                   | 4 | 4 | 2 | 2 | 3 | 4 | 5 | 5 | 3  | 5  | 2  | 3  | 4  | 3  | 3  | 4  | 3  | 2  | 5  | 70    | Positive |
| Total |                                                     |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | 2556  |          |

## Appendix 9 Respond of Students' Attitude Questionnaire in XI G

| Code  | Respond of Students' Attitude Questionnaire in XI G |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | Total | Category      |
|-------|-----------------------------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-------|---------------|
|       | 1                                                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |       |               |
| G1    | 4                                                   | 4 | 5 | 2 | 1 | 4 | 4 | 2 | 4 | 4  | 3  | 3  | 3  | 4  | 4  | 5  | 3  | 3  | 2  | 1  | 65    | Neutral       |
| G2    | 5                                                   | 5 | 3 | 1 | 3 | 5 | 5 | 5 | 5 | 5  | 2  | 2  | 5  | 4  | 4  | 4  | 5  | 1  | 1  | 4  | 74    | Positive      |
| G3    | 4                                                   | 3 | 4 | 2 | 2 | 4 | 4 | 4 | 4 | 3  | 4  | 2  | 4  | 3  | 5  | 4  | 5  | 2  | 2  | 2  | 67    | Positive      |
| G4    | 5                                                   | 5 | 1 | 2 | 2 | 2 | 5 | 5 | 4 | 5  | 3  | 1  | 4  | 4  | 4  | 4  | 4  | 2  | 2  | 2  | 66    | Neutral       |
| G5    | 4                                                   | 4 | 3 | 4 | 1 | 3 | 4 | 4 | 5 | 5  | 1  | 2  | 4  | 3  | 3  | 5  | 4  | 2  | 2  | 2  | 65    | Neutral       |
| G6    | 4                                                   | 4 | 4 | 2 | 1 | 4 | 2 | 4 | 4 | 4  | 2  | 2  | 4  | 3  | 4  | 4  | 4  | 2  | 2  | 2  | 62    | Neutral       |
| G7    | 4                                                   | 3 | 5 | 3 | 2 | 5 | 4 | 5 | 4 | 3  | 3  | 2  | 4  | 4  | 3  | 4  | 4  | 3  | 2  | 2  | 69    | Positive      |
| G8    | 3                                                   | 4 | 3 | 2 | 2 | 4 | 4 | 4 | 5 | 4  | 2  | 2  | 4  | 4  | 4  | 4  | 5  | 2  | 2  | 2  | 66    | Neutral       |
| G9    | 5                                                   | 3 | 4 | 3 | 2 | 5 | 5 | 5 | 4 | 5  | 1  | 2  | 5  | 5  | 5  | 5  | 5  | 2  | 2  | 1  | 74    | Positive      |
| G10   | 5                                                   | 5 | 5 | 3 | 3 | 5 | 5 | 5 | 5 | 5  | 3  | 2  | 5  | 5  | 5  | 5  | 5  | 3  | 2  | 3  | 84    | Very Positive |
| G11   | 5                                                   | 3 | 4 | 2 | 2 | 3 | 2 | 5 | 4 | 4  | 2  | 2  | 4  | 4  | 3  | 4  | 4  | 3  | 2  | 3  | 65    | Neutral       |
| G12   | 4                                                   | 4 | 3 | 1 | 2 | 4 | 4 | 4 | 3 | 5  | 4  | 2  | 4  | 3  | 3  | 4  | 4  | 2  | 2  | 2  | 64    | Neutral       |
| G13   | 4                                                   | 5 | 4 | 2 | 2 | 4 | 5 | 4 | 4 | 4  | 2  | 3  | 4  | 4  | 4  | 4  | 5  | 4  | 1  | 2  | 71    | Positive      |
| G14   | 4                                                   | 3 | 4 | 2 | 3 | 4 | 5 | 4 | 3 | 4  | 2  | 2  | 4  | 5  | 4  | 4  | 4  | 2  | 2  | 3  | 68    | Positive      |
| G15   | 3                                                   | 2 | 4 | 2 | 2 | 2 | 4 | 4 | 4 | 4  | 2  | 2  | 4  | 4  | 4  | 3  | 3  | 3  | 3  | 2  | 61    | Neutral       |
| G16   | 5                                                   | 4 | 4 | 2 | 3 | 4 | 4 | 3 | 3 | 4  | 3  | 2  | 4  | 4  | 3  | 4  | 4  | 2  | 2  | 2  | 66    | Neutral       |
| G17   | 5                                                   | 4 | 5 | 3 | 2 | 4 | 4 | 4 | 4 | 2  | 2  | 4  | 4  | 4  | 4  | 4  | 4  | 2  | 4  | 1  | 70    | Positive      |
| G18   | 4                                                   | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3  | 2  | 2  | 3  | 4  | 3  | 4  | 3  | 1  | 1  | 2  | 59    | Neutral       |
| G19   | 5                                                   | 3 | 5 | 2 | 3 | 4 | 4 | 5 | 5 | 5  | 1  | 3  | 4  | 3  | 4  | 3  | 4  | 3  | 3  | 1  | 70    | Positive      |
| G20   | 5                                                   | 5 | 2 | 2 | 2 | 5 | 5 | 4 | 4 | 5  | 2  | 2  | 4  | 5  | 3  | 5  | 5  | 2  | 1  | 1  | 69    | Positive      |
| G21   | 4                                                   | 2 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3  | 3  | 3  | 3  | 4  | 3  | 4  | 3  | 3  | 3  | 3  | 62    | Neutral       |
| G22   | 5                                                   | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 4  | 3  | 2  | 4  | 4  | 4  | 4  | 4  | 3  | 3  | 1  | 69    | Positive      |
| G23   | 4                                                   | 4 | 3 | 2 | 2 | 3 | 4 | 3 | 4 | 3  | 2  | 1  | 3  | 4  | 3  | 4  | 4  | 2  | 1  | 4  | 60    | Neutral       |
| G24   | 4                                                   | 5 | 4 | 2 | 2 | 4 | 5 | 4 | 5 | 4  | 1  | 2  | 5  | 4  | 3  | 4  | 3  | 2  | 1  | 1  | 65    | Neutral       |
| G25   | 2                                                   | 4 | 5 | 4 | 2 | 3 | 4 | 5 | 4 | 4  | 2  | 2  | 4  | 3  | 4  | 4  | 4  | 4  | 2  | 2  | 68    | Positive      |
| G26   | 4                                                   | 3 | 4 | 2 | 2 | 5 | 4 | 4 | 5 | 4  | 2  | 2  | 3  | 4  | 3  | 4  | 4  | 2  | 2  | 2  | 65    | Neutral       |
| G27   | 4                                                   | 4 | 3 | 2 | 4 | 3 | 4 | 5 | 4 | 4  | 2  | 2  | 3  | 4  | 4  | 3  | 4  | 2  | 2  | 2  | 65    | Neutral       |
| G28   | 3                                                   | 3 | 4 | 1 | 2 | 5 | 5 | 5 | 5 | 2  | 4  | 2  | 5  | 4  | 5  | 4  | 5  | 1  | 3  | 4  | 72    | Positive      |
| G29   | 4                                                   | 4 | 5 | 2 | 3 | 4 | 5 | 4 | 5 | 4  | 2  | 2  | 4  | 3  | 4  | 4  | 4  | 2  | 3  | 3  | 71    | Positive      |
| G30   | 3                                                   | 2 | 2 | 2 | 2 | 4 | 4 | 4 | 3 | 4  | 3  | 2  | 3  | 4  | 4  | 3  | 4  | 2  | 2  | 1  | 58    | Neutral       |
| G31   | 2                                                   | 4 | 4 | 2 | 2 | 4 | 4 | 4 | 2 | 4  | 2  | 2  | 4  | 4  | 3  | 4  | 4  | 2  | 2  | 2  | 61    | Neutral       |
| G32   | 4                                                   | 3 | 4 | 2 | 2 | 3 | 4 | 4 | 4 | 3  | 2  | 1  | 5  | 4  | 5  | 4  | 4  | 2  | 5  | 1  | 66    | Neutral       |
| G33   | 4                                                   | 5 | 3 | 2 | 1 | 3 | 3 | 4 | 5 | 5  | 2  | 1  | 5  | 4  | 4  | 5  | 5  | 2  | 2  | 2  | 67    | Positive      |
| G34   | 3                                                   | 3 | 5 | 3 | 4 | 2 | 4 | 3 | 4 | 4  | 3  | 3  | 4  | 5  | 4  | 5  | 4  | 3  | 2  | 1  | 69    | Positive      |
| G35   | 4                                                   | 4 | 4 | 4 | 1 | 4 | 4 | 2 | 5 | 5  | 3  | 3  | 5  | 4  | 5  | 4  | 5  | 2  | 4  | 2  | 74    | Positive      |
| Total |                                                     |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | 2347  |               |

## Appendix 10 Respond of Students' Attitude Questionnaire in XI I

| Code  | Respond of Students' Attitude Questionnaire in XI I |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | Total | Category |
|-------|-----------------------------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-------|----------|
|       | 1                                                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |       |          |
| 11    | 5                                                   | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 5  | 3  | 2  | 4  | 5  | 3  | 4  | 5  | 4  | 2  | 3  | 75    | Positive |
| 12    | 4                                                   | 4 | 5 | 2 | 1 | 4 | 4 | 4 | 4 | 4  | 2  | 2  | 5  | 4  | 4  | 3  | 4  | 3  | 2  | 4  | 69    | Positive |
| 13    | 2                                                   | 5 | 4 | 3 | 3 | 3 | 4 | 2 | 5 | 4  | 2  | 2  | 3  | 4  | 4  | 4  | 4  | 4  | 2  | 1  | 65    | Neutral  |
| 14    | 4                                                   | 4 | 2 | 4 | 1 | 3 | 4 | 4 | 4 | 5  | 2  | 1  | 3  | 5  | 4  | 4  | 5  | 2  | 1  | 3  | 65    | Neutral  |
| 15    | 4                                                   | 2 | 3 | 2 | 3 | 4 | 3 | 4 | 3 | 5  | 4  | 2  | 5  | 3  | 5  | 3  | 4  | 1  | 1  | 3  | 64    | Neutral  |
| 16    | 5                                                   | 4 | 4 | 1 | 2 | 5 | 5 | 5 | 4 | 2  | 2  | 1  | 4  | 5  | 5  | 4  | 5  | 2  | 4  | 2  | 71    | Positive |
| 17    | 4                                                   | 3 | 4 | 2 | 2 | 4 | 4 | 4 | 3 | 5  | 2  | 2  | 4  | 4  | 3  | 4  | 4  | 2  | 2  | 3  | 65    | Neutral  |
| 18    | 4                                                   | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 4  | 2  | 1  | 4  | 3  | 5  | 4  | 5  | 1  | 1  | 1  | 63    | Neutral  |
| 19    | 3                                                   | 4 | 4 | 2 | 2 | 5 | 4 | 4 | 4 | 5  | 2  | 2  | 4  | 3  | 4  | 4  | 4  | 2  | 2  | 3  | 67    | Positive |
| 110   | 4                                                   | 4 | 5 | 1 | 3 | 3 | 4 | 4 | 4 | 4  | 3  | 2  | 3  | 4  | 3  | 4  | 3  | 2  | 2  | 2  | 64    | Neutral  |
| 111   | 4                                                   | 3 | 3 | 3 | 2 | 4 | 4 | 5 | 3 | 5  | 1  | 2  | 4  | 4  | 3  | 4  | 4  | 1  | 1  | 4  | 64    | Neutral  |
| 112   | 3                                                   | 4 | 5 | 1 | 3 | 4 | 5 | 5 | 5 | 5  | 2  | 1  | 5  | 4  | 4  | 5  | 5  | 2  | 2  | 2  | 72    | Positive |
| 113   | 5                                                   | 4 | 4 | 3 | 2 | 5 | 4 | 2 | 4 | 4  | 2  | 2  | 4  | 4  | 4  | 4  | 4  | 2  | 2  | 1  | 66    | Neutral  |
| 114   | 4                                                   | 3 | 4 | 2 | 2 | 3 | 4 | 5 | 2 | 4  | 2  | 2  | 3  | 3  | 3  | 4  | 4  | 2  | 4  | 2  | 62    | Neutral  |
| 115   | 5                                                   | 5 | 4 | 2 | 2 | 5 | 4 | 5 | 4 | 5  | 3  | 2  | 4  | 5  | 4  | 5  | 4  | 4  | 2  | 1  | 75    | Positive |
| 116   | 4                                                   | 2 | 4 | 2 | 2 | 4 | 4 | 3 | 4 | 4  | 2  | 3  | 3  | 4  | 4  | 4  | 5  | 1  | 2  | 3  | 64    | Neutral  |
| 117   | 4                                                   | 3 | 2 | 3 | 2 | 4 | 4 | 4 | 3 | 2  | 2  | 3  | 4  | 5  | 4  | 3  | 4  | 3  | 2  | 3  | 64    | Neutral  |
| 118   | 4                                                   | 4 | 5 | 3 | 4 | 3 | 4 | 4 | 4 | 3  | 3  | 2  | 3  | 3  | 4  | 4  | 4  | 2  | 3  | 2  | 68    | Positive |
| 119   | 5                                                   | 4 | 4 | 1 | 2 | 5 | 5 | 5 | 5 | 5  | 1  | 4  | 5  | 4  | 4  | 5  | 5  | 2  | 2  | 4  | 77    | Positive |
| 120   | 4                                                   | 3 | 4 | 2 | 3 | 3 | 3 | 4 | 4 | 4  | 2  | 3  | 3  | 4  | 4  | 4  | 5  | 3  | 3  | 2  | 67    | Positive |
| 121   | 2                                                   | 4 | 3 | 4 | 2 | 5 | 4 | 5 | 4 | 4  | 2  | 2  | 4  | 4  | 3  | 4  | 4  | 2  | 2  | 3  | 67    | Positive |
| 122   | 3                                                   | 2 | 4 | 2 | 3 | 4 | 2 | 4 | 3 | 3  | 4  | 2  | 4  | 3  | 4  | 4  | 5  | 2  | 2  | 2  | 62    | Neutral  |
| 123   | 5                                                   | 4 | 4 | 1 | 2 | 5 | 4 | 5 | 4 | 5  | 2  | 2  | 4  | 4  | 4  | 4  | 5  | 2  | 2  | 2  | 70    | Positive |
| 124   | 5                                                   | 4 | 5 | 2 | 2 | 4 | 5 | 4 | 2 | 5  | 4  | 2  | 5  | 4  | 4  | 3  | 5  | 1  | 2  | 1  | 69    | Positive |
| 125   | 5                                                   | 4 | 5 | 1 | 2 | 5 | 4 | 4 | 5 | 2  | 3  | 4  | 4  | 3  | 4  | 4  | 4  | 2  | 2  | 2  | 69    | Positive |
| 126   | 4                                                   | 4 | 5 | 1 | 3 | 2 | 5 | 5 | 5 | 5  | 2  | 2  | 5  | 4  | 3  | 5  | 5  | 1  | 1  | 2  | 69    | Positive |
| 127   | 4                                                   | 5 | 4 | 3 | 2 | 2 | 4 | 3 | 4 | 3  | 3  | 3  | 4  | 4  | 4  | 4  | 3  | 2  | 3  | 2  | 66    | Neutral  |
| 128   | 5                                                   | 3 | 4 | 2 | 3 | 2 | 4 | 3 | 3 | 5  | 2  | 1  | 4  | 3  | 3  | 3  | 4  | 1  | 2  | 1  | 58    | Neutral  |
| 129   | 4                                                   | 4 | 2 | 2 | 3 | 3 | 3 | 4 | 2 | 4  | 1  | 3  | 3  | 3  | 4  | 3  | 4  | 3  | 1  | 1  | 57    | Neutral  |
| 130   | 5                                                   | 4 | 5 | 2 | 2 | 4 | 5 | 4 | 3 | 5  | 2  | 1  | 4  | 4  | 3  | 3  | 5  | 1  | 2  | 2  | 66    | Neutral  |
| 131   | 5                                                   | 4 | 4 | 2 | 1 | 3 | 4 | 4 | 5 | 4  | 3  | 2  | 4  | 5  | 4  | 4  | 3  | 2  | 2  | 4  | 69    | Positive |
| 132   | 4                                                   | 5 | 5 | 3 | 4 | 4 | 2 | 3 | 4 | 4  | 3  | 2  | 4  | 3  | 3  | 4  | 3  | 3  | 3  | 2  | 68    | Positive |
| 133   | 5                                                   | 4 | 2 | 4 | 2 | 5 | 5 | 4 | 4 | 5  | 4  | 2  | 4  | 3  | 4  | 4  | 5  | 1  | 2  | 3  | 72    | Positive |
| Total |                                                     |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | 2209  |          |

## Appendix 11 Respond of Students' Attitude Questionnaire in XI F, G, and I

| Code | Respond of Students' Attitude questionnaire in XI F, G, and I |   |     |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | Total   | Category      |
|------|---------------------------------------------------------------|---|-----|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|---------|---------------|
|      | 1                                                             | 2 | 3   | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |         |               |
| A1   | 5                                                             | 4 | 4   | 2 | 3 | 5 | 4 | 4 | 5 | 5  | 4  | 2  | 4  | 4  | 5  | 4  | 5  | 2  | 4  | 2  | 77      | Positive      |
| A2   | 5                                                             | 4 | 5   | 2 | 1 | 4 | 5 | 4 | 5 | 5  | 2  | 3  | 3  | 4  | 5  | 4  | 4  | 3  | 2  | 2  | 72      | Positive      |
| A3   | 4                                                             | 5 | 2   | 3 | 2 | 4 | 4 | 5 | 2 | 5  | 2  | 4  | 4  | 3  | 5  | 2  | 4  | 3  | 3  | 2  | 68      | Positive      |
| A4   | 4                                                             | 5 | 4   | 2 | 3 | 5 | 2 | 5 | 4 | 4  | 2  | 2  | 5  | 4  | 4  | 3  | 4  | 3  | 4  | 1  | 70      | Positive      |
| A5   | 5                                                             | 4 | 4   | 2 | 3 | 4 | 4 | 3 | 4 | 5  | 2  | 1  | 4  | 5  | 4  | 1  | 5  | 2  | 3  | 2  | 67      | Positive      |
| A6   | 4                                                             | 5 | 4   | 3 | 4 | 3 | 4 | 4 | 4 | 5  | 4  | 1  | 4  | 5  | 4  | 5  | 4  | 4  | 2  | 1  | 74      | Positive      |
| A7   | 2                                                             | 4 | 5   | 2 | 3 | 5 | 5 | 5 | 3 | 5  | 2  | 2  | 4  | 4  | 3  | 4  | 5  | 2  | 1  | 4  | 70      | Positive      |
| A8   | 5                                                             | 4 | 5   | 1 | 2 | 4 | 4 | 4 | 5 | 4  | 3  | 2  | 3  | 2  | 4  | 3  | 4  | 1  | 2  | 2  | 64      | Neutral       |
| A9   | 4                                                             | 4 | 5   | 1 | 3 | 4 | 5 | 5 | 5 | 4  | 3  | 3  | 4  | 4  | 3  | 4  | 4  | 3  | 2  | 3  | 73      | Positive      |
| A10  | 4                                                             | 4 | 2   | 2 | 4 | 3 | 4 | 5 | 5 | 5  | 2  | 2  | 4  | 4  | 4  | 5  | 4  | 1  | 3  | 2  | 69      | Positive      |
| A11  | 4                                                             | 3 | 4   | 4 | 2 | 4 | 4 | 4 | 5 | 4  | 2  | 3  | 3  | 4  | 4  | 5  | 2  | 2  | 3  | 2  | 68      | Positive      |
| A12  | 4                                                             | 3 | 4   | 2 | 3 | 3 | 3 | 2 | 4 | 4  | 3  | 3  | 5  | 3  | 3  | 4  | 4  | 5  | 2  | 2  | 66      | Neutral       |
| A13  | 5                                                             | 2 | 4   | 3 | 1 | 4 | 3 | 4 | 4 | 4  | 2  | 2  | 5  | 3  | 5  | 3  | 4  | 1  | 4  | 3  | 66      | Neutral       |
| A14  | 5                                                             | 4 | 5   | 2 | 2 | 4 | 5 | 5 | 5 | 4  | 1  | 1  | 4  | 5  | 4  | 5  | 4  | 2  | 1  | 1  | 69      | Positive      |
| A15  | 4                                                             | 4 | 4   | 2 | 3 | 4 | 4 | 5 | 5 | 4  | 3  | 2  | 5  | 4  | 4  | 4  | 5  | 4  | 2  | 1  | 73      | Positive      |
| A16  | 4                                                             | 3 | 4   | 1 | 4 | 5 | 2 | 4 | 4 | 5  | 3  | 2  | 4  | 5  | 5  | 4  | 4  | 2  | 2  | 4  | 71      | Positive      |
| A17  | 5                                                             | 4 | 4   | 2 | 1 | 5 | 5 | 5 | 4 | 4  | 1  | 3  | 4  | 4  | 5  | 5  | 4  | 5  | 1  | 3  | 71      | Positive      |
| A18  | 2                                                             | 5 | 4   | 1 | 2 | 4 | 3 | 4 | 3 | 3  | 3  | 3  | 2  | 3  | 1  | 4  | 3  | 2  | 3  | 58 | Neutral |               |
| A19  | 4                                                             | 5 | 4   | 2 | 2 | 5 | 4 | 5 | 4 | 5  | 3  | 4  | 4  | 5  | 5  | 4  | 5  | 3  | 2  | 3  | 78      | Positive      |
| A20  | 5                                                             | 3 | 4   | 2 | 3 | 4 | 5 | 5 | 4 | 4  | 2  | 2  | 5  | 4  | 5  | 4  | 5  | 1  | 2  | 2  | 71      | Positive      |
| A21  | 4                                                             | 5 | 4   | 3 | 3 | 3 | 3 | 5 | 5 | 4  | 3  | 1  | 4  | 5  | 4  | 5  | 2  | 3  | 3  | 3  | 72      | Positive      |
| A22  | 1                                                             | 4 | 4   | 2 | 2 | 4 | 3 | 4 | 5 | 4  | 3  | 2  | 4  | 4  | 4  | 4  | 4  | 2  | 4  | 2  | 66      | Neutral       |
| A23  | 4                                                             | 3 | 3   | 4 | 3 | 3 | 4 | 2 | 5 | 3  | 2  | 3  | 4  | 5  | 4  | 5  | 5  | 1  | 2  | 4  | 69      | Positive      |
| A24  | 3                                                             | 2 | 5   | 3 | 2 | 3 | 4 | 3 | 5 | 5  | 2  | 1  | 5  | 5  | 4  | 4  | 4  | 4  | 2  | 1  | 67      | Positive      |
| A25  | 4                                                             | 4 | 3   | 3 | 3 | 3 | 4 | 5 | 4 | 4  | 2  | 3  | 4  | 3  | 5  | 3  | 5  | 3  | 2  | 3  | 70      | Positive      |
| A26  | 5                                                             | 4 | 3   | 1 | 1 | 4 | 3 | 5 | 4 | 4  | 2  | 2  | 4  | 5  | 4  | 5  | 3  | 2  | 2  | 2  | 65      | Neutral       |
| A27  | 4                                                             | 4 | 5   | 3 | 2 | 4 | 3 | 4 | 5 | 5  | 2  | 2  | 4  | 3  | 3  | 5  | 4  | 2  | 1  | 2  | 67      | Positive      |
| A28  | 4                                                             | 3 | 4   | 2 | 2 | 3 | 4 | 5 | 5 | 4  | 3  | 3  | 3  | 4  | 4  | 4  | 4  | 2  | 3  | 2  | 68      | Positive      |
| A29  | 4                                                             | 4 | 5   | 3 | 4 | 3 | 4 | 5 | 4 | 5  | 3  | 2  | 4  | 4  | 4  | 5  | 5  | 2  | 2  | 2  | 74      | Positive      |
| A30  | 4                                                             | 4 | 3   | 3 | 3 | 4 | 4 | 4 | 5 | 5  | 3  | 2  | 3  | 4  | 3  | 4  | 4  | 2  | 2  | 2  | 68      | Positive      |
| A31  | 5                                                             | 4 | 4   | 2 | 4 | 2 | 4 | 5 | 5 | 5  | 2  | 2  | 4  | 4  | 5  | 4  | 4  | 2  | 2  | 1  | 65      | Neutral       |
| A32  | 3                                                             | 4 | 5   | 1 | 2 | 5 | 4 | 3 | 5 | 5  | 1  | 2  | 3  | 3  | 4  | 4  | 5  | 1  | 2  | 2  | 64      | Neutral       |
| A33  | 4                                                             | 4 | 3   | 4 | 4 | 3 | 4 | 5 | 4 | 4  | 2  | 4  | 4  | 2  | 3  | 2  | 4  | 2  | 2  | 5  | 69      | Positive      |
| A34  | 3                                                             | 4 | 4   | 2 | 2 | 4 | 5 | 4 | 2 | 3  | 2  | 2  | 3  | 4  | 3  | 4  | 3  | 2  | 3  | 2  | 61      | Neutral       |
| A35  | 4                                                             | 5 | 4   | 1 | 2 | 5 | 5 | 5 | 5 | 5  | 2  | 2  | 4  | 3  | 4  | 1  | 5  | 2  | 2  | 2  | 68      | Positive      |
| A36  | 5                                                             | 5 | 5   | 2 | 1 | 4 | 5 | 5 | 5 | 3  | 2  | 5  | 5  | 5  | 5  | 5  | 5  | 2  | 2  | 2  | 78      | Positive      |
| A37  | 4                                                             | 4 | 4   | 2 | 2 | 3 | 4 | 5 | 5 | 3  | 5  | 2  | 3  | 4  | 3  | 3  | 4  | 3  | 2  | 5  | 70      | Positive      |
| A38  | 4                                                             | 4 | 5   | 2 | 1 | 4 | 4 | 2 | 4 | 4  | 3  | 3  | 3  | 4  | 4  | 5  | 3  | 3  | 2  | 1  | 65      | Neutral       |
| A39  | 5                                                             | 5 | 3   | 1 | 3 | 5 | 5 | 5 | 5 | 5  | 2  | 2  | 5  | 4  | 4  | 4  | 5  | 1  | 1  | 4  | 74      | Positive      |
| A40  | 4                                                             | 3 | 4   | 2 | 2 | 4 | 4 | 4 | 4 | 3  | 4  | 2  | 4  | 3  | 5  | 4  | 5  | 2  | 2  | 2  | 67      | Positive      |
| A41  | 5                                                             | 5 | 1   | 2 | 2 | 5 | 5 | 4 | 5 | 3  | 1  | 4  | 4  | 4  | 4  | 4  | 4  | 2  | 2  | 2  | 66      | Neutral       |
| A42  | 4                                                             | 4 | 3   | 4 | 1 | 3 | 4 | 4 | 5 | 5  | 1  | 2  | 4  | 3  | 3  | 5  | 4  | 2  | 2  | 2  | 65      | Neutral       |
| A43  | 4                                                             | 4 | 4   | 2 | 1 | 4 | 2 | 4 | 4 | 4  | 2  | 2  | 4  | 3  | 4  | 4  | 4  | 2  | 2  | 2  | 62      | Neutral       |
| A44  | 4                                                             | 3 | 5   | 3 | 2 | 5 | 4 | 5 | 4 | 3  | 3  | 2  | 4  | 4  | 3  | 4  | 4  | 3  | 2  | 2  | 69      | Positive      |
| A45  | 3                                                             | 4 | 3   | 2 | 2 | 4 | 4 | 4 | 5 | 4  | 2  | 2  | 4  | 4  | 4  | 4  | 5  | 2  | 2  | 2  | 66      | Neutral       |
| A46  | 5                                                             | 3 | 4   | 3 | 2 | 5 | 5 | 5 | 4 | 5  | 1  | 2  | 5  | 5  | 5  | 5  | 5  | 2  | 2  | 1  | 74      | Positive      |
| A47  | 5                                                             | 5 | 5   | 3 | 3 | 5 | 5 | 5 | 5 | 5  | 3  | 2  | 5  | 5  | 5  | 5  | 5  | 3  | 2  | 3  | 84      | Very Positive |
| A48  | 5                                                             | 3 | 4   | 2 | 2 | 3 | 2 | 5 | 4 | 4  | 2  | 2  | 4  | 4  | 3  | 4  | 4  | 3  | 2  | 3  | 65      | Neutral       |
| A49  | 4                                                             | 4 | 3   | 1 | 2 | 4 | 4 | 4 | 3 | 5  | 4  | 3  | 4  | 3  | 3  | 4  | 4  | 2  | 2  | 2  | 64      | Neutral       |
| A50  | 4                                                             | 5 | 4   | 2 | 2 | 4 | 5 | 4 | 4 | 4  | 2  | 3  | 4  | 4  | 4  | 4  | 5  | 4  | 1  | 2  | 71      | Positive      |
| A51  | 4                                                             | 3 | 4   | 2 | 3 | 4 | 5 | 4 | 3 | 4  | 2  | 2  | 4  | 4  | 5  | 4  | 4  | 2  | 2  | 3  | 68      | Positive      |
| A52  | 3                                                             | 2 | 4   | 2 | 2 | 2 | 4 | 4 | 4 | 4  | 2  | 2  | 4  | 4  | 4  | 3  | 3  | 3  | 2  | 61 | Neutral |               |
| A53  | 5                                                             | 4 | 4   | 2 | 3 | 4 | 4 | 3 | 3 | 4  | 3  | 2  | 4  | 4  | 3  | 4  | 4  | 2  | 2  | 2  | 66      | Neutral       |
| A54  | 5                                                             | 4 | 5   | 3 | 2 | 4 | 4 | 4 | 4 | 4  | 2  | 2  | 4  | 4  | 4  | 4  | 4  | 2  | 4  | 1  | 70      | Positive      |
| A55  | 4                                                             | 4 | 4   | 3 | 4 | 3 | 3 | 3 | 3 | 3  | 2  | 2  | 3  | 4  | 3  | 4  | 3  | 1  | 1  | 2  | 59      | Neutral       |
| A56  | 5                                                             | 3 | 5   | 2 | 3 | 4 | 4 | 5 | 5 | 5  | 1  | 3  | 4  | 3  | 4  | 3  | 4  | 3  | 3  | 1  | 70      | Positive      |
| A57  | 5                                                             | 5 | 2   | 2 | 2 | 5 | 5 | 4 | 4 | 5  | 2  | 2  | 4  | 5  | 3  | 5  | 5  | 2  | 1  | 1  | 69      | Positive      |
| A58  | 4                                                             | 2 | 4   | 3 | 2 | 3 | 3 | 3 | 3 | 3  | 3  | 3  | 4  | 3  | 4  | 3  | 3  | 3  | 3  | 3  | 62      | Neutral       |
| A59  | 5                                                             | 4 | 3   | 3 | 3 | 4 | 4 | 4 | 3 | 4  | 3  | 2  | 4  | 4  | 4  | 4  | 4  | 3  | 3  | 1  | 69      | Positive      |
| A60  | 4                                                             | 4 | 3   | 2 | 2 | 3 | 4 | 3 | 4 | 3  | 2  | 1  | 3  | 4  | 3  | 4  | 4  | 2  | 1  | 4  | 60      | Neutral       |
| A61  | 4                                                             | 5 | 4   | 2 | 2 | 4 | 5 | 4 | 5 | 4  | 1  | 2  | 5  | 4  | 3  | 4  | 3  | 2  | 1  | 1  | 65      | Neutral       |
| A62  | 2                                                             | 4 | 5   | 4 | 2 | 3 | 4 | 5 | 4 | 4  | 2  | 2  | 4  | 3  | 4  | 4  | 4  | 4  | 2  | 2  | 68      | Positive      |
| A63  | 4                                                             | 3 | 4   | 2 | 2 | 5 | 4 | 4 | 5 | 4  | 2  | 2  | 3  | 4  | 3  | 4  | 4  | 2  | 2  | 2  | 65      | Neutral       |
| A64  | 4                                                             | 4 | 3   | 2 | 4 | 3 | 4 | 5 | 4 | 4  | 2  | 2  | 3  | 4  | 4  | 3  | 4  | 2  | 2  | 2  | 65      | Neutral       |
| A65  | 3                                                             | 3 | 4   | 1 | 2 | 5 | 5 | 5 | 5 | 2  | 4  | 2  | 5  | 4  | 4  | 5  | 1  | 3  | 4  | 2  | 72      | Positive      |
| A66  | 4                                                             | 4 | 5   | 2 | 3 | 4 | 5 | 4 | 5 | 4  | 2  | 4  | 3  | 4  | 4  | 4  | 4  | 2  | 3  | 3  | 71      | Positive      |
| A67  | 3                                                             | 2 | 2   | 2 | 2 | 4 | 4 | 4 | 3 | 4  | 3  | 2  | 3  | 4  | 4  | 3  | 4  | 2  | 2  | 1  | 58      | Neutral       |
| A68  | 2                                                             | 4 | 4   | 2 | 2 | 4 | 4 | 4 | 3 | 4  | 2  | 2  | 4  | 4  | 3  | 4  | 4  | 2  | 2  | 3  | 61      | Neutral       |
| A69  | 4                                                             | 3 | 4   | 2 | 2 | 3 | 4 | 4 | 4 | 3  | 2  | 1  | 5  | 4  | 5  | 4  | 4  | 2  | 5  | 1  | 66      | Neutral       |
| A70  | 4                                                             | 5 | 3   | 2 | 1 | 3 | 3 | 4 | 5 | 5  | 2  | 1  | 5  | 4  | 4  | 5  | 5  | 2  | 2  | 2  | 67      | Positive      |
| A71  | 3                                                             | 3 | 5   | 3 | 4 | 2 | 4 | 3 | 4 | 4  | 3  | 3  | 4  | 5  | 4  | 5  | 4  | 3  | 2  | 1  | 69      | Positive      |
| A72  | 4                                                             | 4 | 4   | 4 | 1 | 4 | 4 | 2 | 5 | 5  | 3  | 3  | 5  | 4  | 5  | 4  | 5  | 2  | 4  | 2  | 74      | Positive      |
| A73  | 5                                                             | 4 | 4   | 2 | 4 | 4 | 4 | 4 | 4 | 5  | 3  | 2  | 4  | 5  | 3  | 4  | 5  | 4  | 2  | 3  | 75      | Positive      |
| A74  | 4                                                             | 4 | 5   | 2 | 1 | 4 | 4 | 4 | 4 | 4  | 2  | 2  | 5  | 4  | 4  | 3  | 4  | 3  | 2  | 4  | 69      | Positive      |
| A75  | 2                                                             | 5 | 4   | 3 | 3 | 3 | 4 | 2 | 5 | 4  | 2  | 2  | 3  | 4  | 4  | 4  | 4  | 4  | 2  | 1  | 65      | Neutral       |
| A76  | 4                                                             | 4 | 2   | 4 | 1 | 3 | 4 | 4 | 4 | 5  | 2  | 1  | 3  | 5  | 4  | 4  | 5  | 2  | 1  | 3  | 65      | Neutral       |
| A77  | 4                                                             | 2 | 3   | 2 | 3 | 4 | 3 | 4 | 3 | 5  | 4  | 2  | 5  | 3  | 5  | 3  | 4  | 1  | 1  | 3  | 64      | Neutral       |
| A78  | 5                                                             | 4 | 4   | 1 | 2 | 5 | 5 | 5 | 4 | 2  | 2  | 1  | 4  | 5  | 5  | 4  | 5  | 2  | 4  | 2  | 71      | Positive      |
| A79  | 4                                                             | 3 | 4   | 2 | 2 | 4 | 4 | 4 | 4 | 3  | 5  | 2  | 2  | 4  | 4  | 3  | 4  | 2  | 2  | 3  | 65      | Neutral       |
| A80  | 4                                                             | 4 | 3   | 3 | 4 | 4 | 3 | 4 | 3 | 4  | 2  | 1  | 4  | 3  | 5  | 4  | 5  | 1  | 1  | 1  | 63      | Neutral       |
| A81  | 3                                                             | 4 | 4   | 2 | 2 | 5 | 4 | 4 | 4 | 5  | 2  | 2  | 4  | 3  | 4  | 4  | 4  | 2  | 2  | 3  | 67      | Positive      |
| A82  | 4                                                             | 4 | 5   | 1 | 3 | 3 | 4 | 4 | 4 | 4  | 3  | 2  | 3  | 4  | 3  | 4  | 3  | 2  | 2  | 2  | 64      | Neutral       |
| A83  | 4                                                             | 3 | 3</ |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |         |               |

## Appendix 12 Documentation of Preliminary Observation



### Appendix 13 English Subject Schedule List for XI F, XI G, and XI I

| Wednesday |               |      |      |
|-----------|---------------|------|------|
| 4 - 6     | 09:30 - 12.00 | XI F | R.15 |
| 9 - 11    | 13:45 - 15:30 | XI G | R.16 |

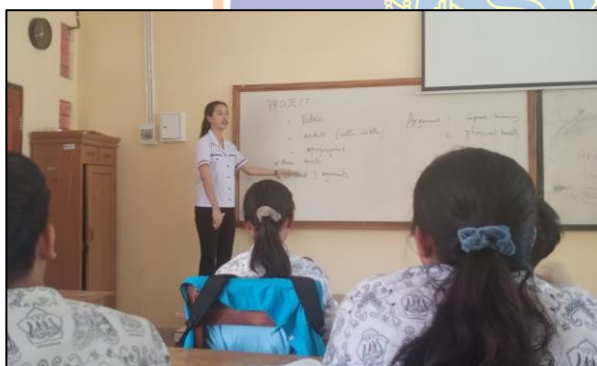
  

| Thursday |               |        |      |
|----------|---------------|--------|------|
| 3 - 4    | 08.50 - 10.10 | XII C2 | R.6  |
| 9 - 11   | 13:45 - 15:30 | XI I   | R.18 |

### Appendix 14 Documentation of Ice Breaking Activities in XI F

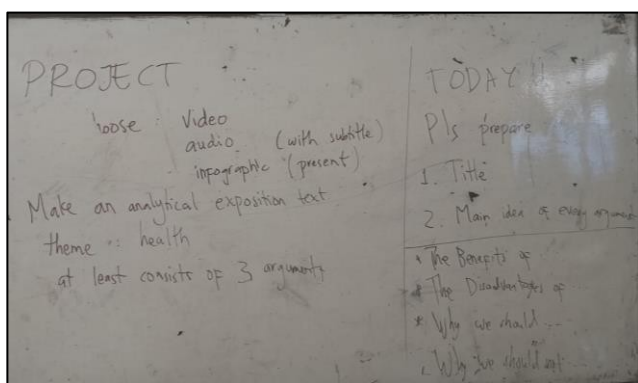


## Appendix 15 Documentation of The Implementation of Differentiated Instruction Integrated with Technology in XI F



## Appendix 16 Documentation of The Implementation of Differentiated Instruction Integrated with Technology in XI G



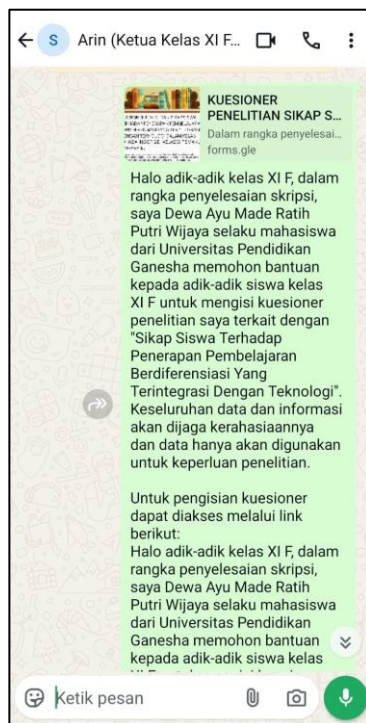


### Appendix 17 Documentation of The Implementation of Differentiated Instruction Integrated with Technology in XI I



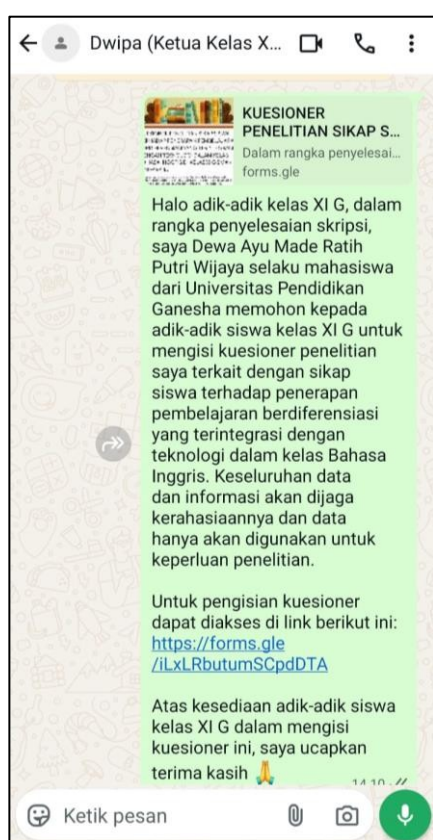


## Appendix 18 Documentation of Distribution and Completion of Questionnaires in XI F

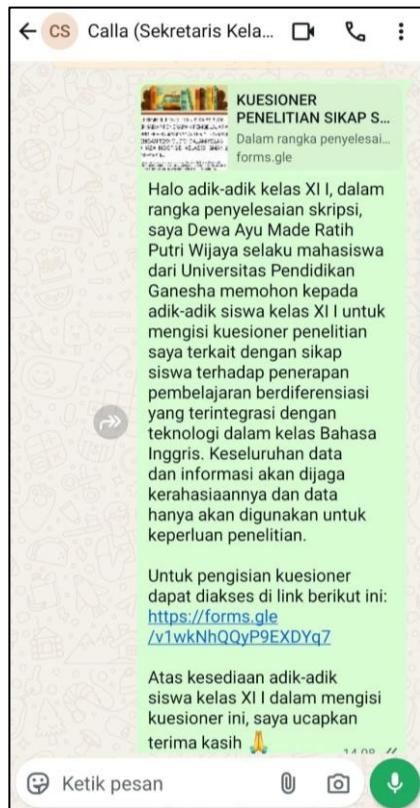




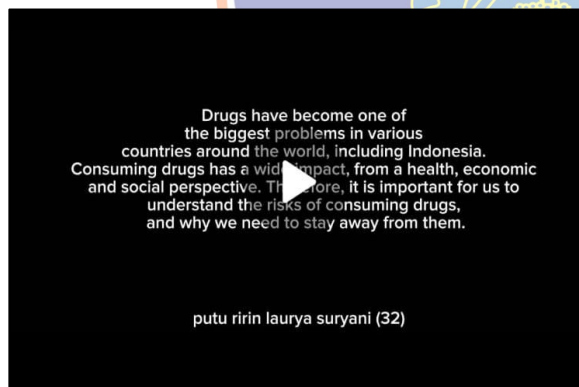
## Appendix 19 Documentation of Distribution and Completion of Questionnaires in XI G



## Appendix 20 Documentation of Distribution and Completion of Questionnaires



## Appendix 21 Some Products Made by Students



**Kelompok 5**  
**Analytical exposition text**

**Benefits of doing yoga**

**\*Why We Should Drink  
Water Regularly\***

**Saras, 26**

Drinking enough water  
helps maintain a healthy  
complexion

**Ramananda, 33**