

# APPENDICES



## Appendix 1 : Research Permit Letter



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

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Nomor : 2080 /UN48.7.1/ TA.00.03/2026  
Hal : Permohonan Izin Penelitian

30 Juni 2026

Yth.  
Kepala SMK Negeri 1 Seririt  
di Buleleng

Dalam rangka penyelesaian Skripsi/Tugas Akhir Mahasiswa, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini untuk mengumpulkan data yang diperlukan pada institusi yang Bapak/Ibu pimpin :

Nama : Made Dina Mariani Putri  
NIM : 1912021098  
Jurusan : Bahasa Asing  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Tahun Akademik : 2025/2026  
Judul : Project-Based Learning Integrated with Technology: Classroom Implementation and Students' Perceptions in Vocational Hospitality English Classes

Demikian kami sampaikan permohonan ini, atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi  
NIP. 198104192006042002

Tembusan :

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



**Statel  
Sertifikasi  
Elektronik**

**Catatan :**

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini tersandi dan ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BKR. Surat ini dapat dibuktikan keasliannya dengan menggunakan qr code yang telah tersedia

### Appendix 2 : Instrument Validity by Expert 1

| No. | Pernyataan                                                                                                    | Relevan | irrelevan | Note |
|-----|---------------------------------------------------------------------------------------------------------------|---------|-----------|------|
| 1   | Guru menyampaikan pertanyaan pemantik (driving question) yang membuat saya ingin mencari jawabannya.          | ✓       |           |      |
| 2   | Pertanyaan atau tantangan yang diberikan guru dalam proyek membuat saya fokus mengikuti pembelajaran.         | ✓       |           |      |
| 3   | Saya merasa tertarik untuk menyelesaikan tantangan yang diberikan karena berkaitan dengan situasi nyata.      | ✓       |           |      |
| 4   | Saya tidak memperhatikan pertanyaan pemantik yang diberikan guru karena tidak relevan dengan kehidupan saya.  | ✓       |           |      |
| 5   | Saya aktif mencari informasi dari berbagai sumber selama proses pengerjaan proyek berlangsung.                | ✓       |           |      |
| 6   | Proses investigasi dan pencarian informasi dalam proyek membuat saya lebih memahami materi pembelajaran.      | ✓       |           |      |
| 7   | Saya merasa proses pencarian informasi dalam proyek terlalu membebani sehingga saya cenderung mengabaikannya. | ✓       |           |      |
| 8   | Tugas proyek yang diberikan terasa nyata dan relevan dengan kondisi dunia kerja di bidang perhotelan.         | ✓       |           |      |

| No. | Pernyataan                                                                                                             | Relevan | irrelevan | Note |
|-----|------------------------------------------------------------------------------------------------------------------------|---------|-----------|------|
| 9   | Saya memperhatikan kegiatan proyek karena hasilnya dapat digunakan dalam kehidupan nyata, bukan sekadar tugas sekolah. | ✓       |           |      |
| 10  | Saya tidak tertarik dengan proyek yang diberikan karena tidak mencerminkan situasi nyata yang saya hadapi sehari-hari. | ✓       |           |      |
| 11  | Saya merasa bebas mengungkapkan ide dan pendapat saya dalam menentukan arah pengerjaan proyek.                         | ✓       |           |      |
| 12  | Guru memberikan kebebasan kepada saya untuk memilih cara, peran, dan produk akhir dalam proyek.                        | ✓       |           |      |
| 13  | Saya merasa pendapat saya tidak dihargai selama proses pengerjaan proyek berlangsung.                                  | ✓       |           |      |
| 14  | Saya meluangkan waktu untuk merenungkan hal-hal yang sudah saya pelajari dari setiap tahapan proyek.                   | ✓       |           |      |
| 15  | Kegiatan refleksi yang dilakukan setelah proyek membantu saya memahami kelebihan dan kekurangan diri saya.             | ✓       |           |      |
| 16  | Saya merasa kegiatan refleksi dalam PjBL tidak memberikan manfaat nyata bagi perkembangan belajar saya.                | ✓       |           |      |

| No. | Pernyataan                                                                                                                              | Relevan | irrelevant | Note |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------|---------|------------|------|
| 17  | Saya menerima masukan dan kritik dari guru maupun teman sebagai bagian dari proses perbaikan proyek saya.                               | ✓       |            |      |
| 18  | Proses revisi berdasarkan umpan balik yang diterima membuat hasil proyek saya menjadi lebih baik.                                       | ✓       |            |      |
| 19  | Saya aktif memberikan masukan yang membangun kepada teman saat proses peer review berlangsung.                                          | ✓       |            |      |
| 20  | Saya merasa proses kritik dan revisi dalam proyek tidak perlu dilakukan karena membuang waktu.                                          | ✓       |            |      |
| 21  | Mempresentasikan hasil proyek di depan audiens (selain guru) membuat saya lebih termotivasi untuk menghasilkan karya yang berkualitas.  | ✓       |            |      |
| 22  | Produk akhir yang saya hasilkan dalam proyek mencerminkan kemampuan berbicara bahasa Inggris saya secara nyata.                         | ✓       |            |      |
| 23  | Saya tidak merasa bangga dengan produk akhir yang saya hasilkan karena prosesnya terlalu sulit.                                         | ✓       |            |      |
| 24  | Implementasi PjBL dalam pembelajaran bahasa Inggris membantu saya meningkatkan kemampuan berbicara (speaking) dalam konteks perhotelan. | ✓       |            |      |

| No. | Pernyataan                                                                                                                         | Relevan | irrelevant | Note |
|-----|------------------------------------------------------------------------------------------------------------------------------------|---------|------------|------|
| 25  | Melalui kegiatan proyek, saya mendapat lebih banyak kesempatan untuk mempraktikkan bahasa Inggris secara lisan.                    | ✓       |            |      |
| 26  | Saya merasa PjBL tidak memberikan dampak positif terhadap kemampuan berbicara bahasa Inggris saya.                                 | ✓       |            |      |
| 27  | Secara keseluruhan, saya merasa metode PjBL membuat proses belajar bahasa Inggris menjadi lebih bermakna dan menyenangkan.         | ✓       |            |      |
| 28  | Pengalaman belajar melalui PjBL membantu saya mengembangkan keterampilan kolaborasi dan komunikasi yang diperlukan di dunia kerja. | ✓       |            |      |
| 29  | Saya berharap PjBL terus diterapkan dalam pembelajaran bahasa Inggris di sekolah saya ke depannya.                                 | ✓       |            |      |
| 30  | Saya merasa model PjBL tidak cocok diterapkan dalam pembelajaran bahasa Inggris di kelas saya.                                     | ✓       |            |      |

Singaraja, 1 Juli 2026

Evaluator



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

NIP. 198706122015041006

### Appendix 3 : Instrument Validity by Expert 2

| No. | Pernyataan                                                                                                    | Relevan | irrelevan | Note |
|-----|---------------------------------------------------------------------------------------------------------------|---------|-----------|------|
| 1   | Guru menyampaikan pertanyaan pemantik (driving question) yang membuat saya ingin mencari jawabannya.          | ✓       |           |      |
| 2   | Pertanyaan atau tantangan yang diberikan guru dalam proyek membuat saya fokus mengikuti pembelajaran.         | ✓       |           |      |
| 3   | Saya merasa tertarik untuk menyelesaikan tantangan yang diberikan karena berkaitan dengan situasi nyata.      | ✓       |           |      |
| 4   | Saya tidak memperhatikan pertanyaan pemantik yang diberikan guru karena tidak relevan dengan kehidupan saya.  | ✓       |           |      |
| 5   | Saya aktif mencari informasi dari berbagai sumber selama proses pengerjaan proyek berlangsung.                | ✓       |           |      |
| 6   | Proses investigasi dan pencarian informasi dalam proyek membuat saya lebih memahami materi pembelajaran.      | ✓       |           |      |
| 7   | Saya merasa proses pencarian informasi dalam proyek terlalu membebani sehingga saya cenderung mengabaikannya. | ✓       |           |      |
| 8   | Tugas proyek yang diberikan terasa nyata dan relevan dengan kondisi dunia kerja di bidang perhotelan.         | ✓       |           |      |
| 9   | Saya memperhatikan kegiatan proyek karena hasilnya dapat                                                      | ✓       |           |      |

| No. | Pernyataan                                                                                                             | Relevan | irrelevant | Note |
|-----|------------------------------------------------------------------------------------------------------------------------|---------|------------|------|
|     | digunakan dalam kehidupan nyata, bukan sekadar tugas sekolah.                                                          |         |            |      |
| 10  | Saya tidak tertarik dengan proyek yang diberikan karena tidak mencerminkan situasi nyata yang saya hadapi sehari-hari. | ✓       |            |      |
| 11  | Saya merasa bebas mengungkapkan ide dan pendapat saya dalam menentukan arah pengerjaan proyek.                         | ✓       |            |      |
| 12  | Guru memberikan kebebasan kepada saya untuk memilih cara, peran, dan produk akhir dalam proyek.                        | ✓       |            |      |
| 13  | Saya merasa pendapat saya tidak dihargai selama proses pengerjaan proyek berlangsung.                                  | ✓       |            |      |
| 14  | Saya meluangkan waktu untuk merenungkan hal-hal yang sudah saya pelajari dari setiap tahapan proyek.                   | ✓       |            |      |
| 15  | Kegiatan refleksi yang dilakukan setelah proyek membantu saya memahami kelebihan dan kekurangan diri saya.             | ✓       |            |      |
| 16  | Saya merasa kegiatan refleksi dalam PjBL tidak memberikan manfaat nyata bagi perkembangan belajar saya.                | ✓       |            |      |
| 17  | Saya menerima masukan dan kritik dari guru maupun teman                                                                | ✓       |            |      |

| No. | Pernyataan                                                                                                                              | Relevan | irrelevant | Note |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------|---------|------------|------|
|     | sebagai bagian dari proses perbaikan proyek saya.                                                                                       |         |            |      |
| 18  | Proses revisi berdasarkan umpan balik yang diterima membuat hasil proyek saya menjadi lebih baik.                                       | ✓       |            |      |
| 19  | Saya aktif memberikan masukan yang membangun kepada teman saat proses peer review berlangsung.                                          | ✓       |            |      |
| 20  | Saya merasa proses kritik dan revisi dalam proyek tidak perlu dilakukan karena membuang waktu.                                          | ✓       |            |      |
| 21  | Mempresentasikan hasil proyek di depan audiens (selain guru) membuat saya lebih termotivasi untuk menghasilkan karya yang berkualitas.  | ✓       |            |      |
| 22  | Produk akhir yang saya hasilkan dalam proyek mencerminkan kemampuan berbicara bahasa Inggris saya secara nyata.                         | ✓       |            |      |
| 23  | Saya tidak merasa bangga dengan produk akhir yang saya hasilkan karena prosesnya terlalu sulit.                                         | ✓       |            |      |
| 24  | Implementasi PjBL dalam pembelajaran bahasa Inggris membantu saya meningkatkan kemampuan berbicara (speaking) dalam konteks perhotelan. | ✓       |            |      |
| 25  | Melalui kegiatan proyek, saya mendapat lebih banyak kesempatan untuk                                                                    | ✓       |            |      |

| No. | Pernyataan                                                                                                                         | Relevan | irrelevant | Note |
|-----|------------------------------------------------------------------------------------------------------------------------------------|---------|------------|------|
|     | mempraktikkan bahasa Inggris secara lisan.                                                                                         |         |            |      |
| 26  | Saya merasa PjBL tidak memberikan dampak positif terhadap kemampuan berbicara bahasa Inggris saya.                                 | ✓       |            |      |
| 27  | Secara keseluruhan, saya merasa metode PjBL membuat proses belajar bahasa Inggris menjadi lebih bermakna dan menyenangkan.         | ✓       |            |      |
| 28  | Pengalaman belajar melalui PjBL membantu saya mengembangkan keterampilan kolaborasi dan komunikasi yang diperlukan di dunia kerja. | ✓       |            |      |
| 29  | Saya berharap PjBL terus diterapkan dalam pembelajaran bahasa Inggris di sekolah saya ke depannya.                                 | ✓       |            |      |
| 30  | Saya merasa model PjBL tidak cocok diterapkan dalam pembelajaran bahasa Inggris di kelas saya.                                     | ✓       |            |      |

Singaraja, 1 Juli 2026

Evaluator



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

NIP. 198108142009122002

**Appendix 4 : XII Hospitality 1 Observation Sheet Result**

| No | 7 Key Gold Standard PJBL        | Aspects To Observed                                                           | Yes | No | Notes                                                                                                                                                                                                                                                                                                                                               |
|----|---------------------------------|-------------------------------------------------------------------------------|-----|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Challenging Problem or Question | Contextual question or problem                                                | ✓   |    | The teacher gives different topics to each group. The first topic is about the function of tools and equipment in the front office department. The second topic is about standard operational procedure (SOP) for front office material and supplies management. And the third topic is about procedures for handling guest check in and check-out. |
|    |                                 | The use of technology/digital media is part of the problem-solving challenge. | ✓   |    | Students' products are presented in various formats. The first topic is presented in the form of Power Point, the second topic in infographics, and the third topic in video.                                                                                                                                                                       |

| No | 7 Key Gold Standard PJBL | Aspects To Observed                                               | Yes | No | Notes                                                                                                                    |
|----|--------------------------|-------------------------------------------------------------------|-----|----|--------------------------------------------------------------------------------------------------------------------------|
| 2. | Sustained Inquiry        | The use of digital database to investigate and discuss the topic. | ✓   |    | Students use internet to find the information related to the topic.                                                      |
|    |                          | The project timeline allows enough time for deep learning.        | ✓   |    | The project took over four meetings, and students have two weeks to finish the project.                                  |
| 3. | Authenticity             | The relevance of the project to students' future careers.         | ✓   |    | The projects given are related to students' major.                                                                       |
|    |                          | The use of media or tools that simulate real-life situation.      | ✓   |    | Students perform hands-on practices using media or tools that simulate real-life situations in the hospitality industry. |
| 4. | Student Voice & Choice   | Students determined the project scenario or topic.                | ✓   |    | Topics are determined by the teacher, but students are allowed to modify or change the topic.                            |

| No | 7 Key Gold Standard PJBL | Aspects To Observed                                                               | Yes | No | Notes                                                                                                                                           |
|----|--------------------------|-----------------------------------------------------------------------------------|-----|----|-------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                          | Students determine the media or output project.                                   |     | ✓  | The projects outputs are determined by the teacher.                                                                                             |
| 5. | Reflection               | Students express difficulties or obstacles in working on the project.             | ✓   |    | Students actively shared the difficulties and challenges they faced while working on the project, particularly regarding English communication. |
|    |                          | Students and teacher conducted a learning evaluation discussion.                  | ✓   |    | Students and teacher engaged in a collaborative discussion to evaluate the learning process.                                                    |
| 6. | Critique & Revision      | There is peer-review sessions for giving and receiving critiques and suggestions. | ✓   |    | Peer review sessions were conducted internally.                                                                                                 |
|    |                          | The teacher provides feedback for                                                 | ✓   |    | Teacher monitored each group and actively provides feedback to guide students in                                                                |

| No | 7 Key Gold Standard PJBL | Aspects To Observed                                      | Yes | No | Notes                                                                                                                 |
|----|--------------------------|----------------------------------------------------------|-----|----|-----------------------------------------------------------------------------------------------------------------------|
|    |                          | project revision.                                        |     |    | revising and improving their project work.                                                                            |
| 7. | Public product           | The project outcomes are presented to other groups.      | ✓   |    | The project outcomes were shared and presented in front of the class, allowing other groups to view and respond them. |
|    |                          | Students publish their product online for public access. |     | ✓  | The project product were not published online for public access, but were presented exclusively within the classroom. |

**Appendix 5 : XII Hospitality 2 Observation Sheet Result**

| No | 7 Key Gold Standard PJBL        | Aspects To Observed                                                           | Yes | No | Notes                                                                                                                                                                                                                                                                                                         |
|----|---------------------------------|-------------------------------------------------------------------------------|-----|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Challenging Problem or Question | Contextual question or problem                                                | ✓   |    | The teacher gives different topics to each group. The first topic is about the function of cleaning tools in hospitality sector. The second topic is about standard operational procedure (SOP) for hospitality tools and equipment management. And the third topic is about handling a dirty room complaint. |
|    |                                 | The use of technology/digital media is part of the problem-solving challenge. | ✓   |    | Students product are presented in the various formats. The first topic is presented in the form of Power Point, the second topic in infographic, and the third topic in video.                                                                                                                                |

| No | 7 Key Gold Standard PJBL | Aspects To Observed                                               | Yes | No | Notes                                                                                                                    |
|----|--------------------------|-------------------------------------------------------------------|-----|----|--------------------------------------------------------------------------------------------------------------------------|
| 2. | Sustained Inquiry        | The use of digital database to investigate and discuss the topic. | ✓   |    | Students use internet to find the information related to the topic.                                                      |
|    |                          | The project timeline allows enough time for deep learning.        | ✓   |    | The project took over four meetings, and students have two weeks to finish the project.                                  |
| 3. | Authenticity             | The relevance of the project to students' future careers.         | ✓   |    | The projects given are related to students' major.                                                                       |
|    |                          | The use of media or tools that simulate real-life situation.      | ✓   |    | Students perform hands-on practices using media or tools that simulate real-life situations in the hospitality industry. |
| 4. | Student Voice & Choice   | Students determined the project                                   | ✓   |    | Topics are determined by the teacher, but students are allowed to                                                        |

| No | 7 Key Gold Standard PJBL | Aspects To Observed                                                   | Yes | No | Notes                                                                                                                                           |
|----|--------------------------|-----------------------------------------------------------------------|-----|----|-------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                          | scenario or topic.                                                    |     |    | modify or change the topic.                                                                                                                     |
|    |                          | Students determine the media or output project.                       |     | ✓  | The projects output are determined by teacher.                                                                                                  |
| 5. | Reflection               | Students express difficulties or obstacles in working on the project. | ✓   |    | Students actively shared the difficulties and challenges they faced while working on the project, particularly regarding English communication. |
|    |                          | Students and teacher conducted a learning evaluation discussion.      | ✓   |    | Students and teacher engaged in a collaborative discussion to evaluate the learning process.                                                    |
| 6. | Critique & Revision      | There is peer-review sessions for giving and receiving                | ✓   |    | Peer review sessions were conducted internally.                                                                                                 |

| No | 7 Key Gold Standard PJBL | Aspects To Observed                                      | Yes | No | Notes                                                                                                                       |
|----|--------------------------|----------------------------------------------------------|-----|----|-----------------------------------------------------------------------------------------------------------------------------|
|    |                          | critiques and suggestions.                               |     |    |                                                                                                                             |
|    |                          | The teacher provides feedback for project revision.      | ✓   |    | Teacher monitored each group and actively provides feedback to guide students in revising and improving their project work. |
| 7. | Public product           | The project outcomes are presented to other groups.      | ✓   |    | The project outcomes were shared and presented in front of the class, allowing other groups to view and respond them.       |
|    |                          | Students publish their product online for public access. |     | ✓  | The project product were not published online for public access, but were presented exclusively within the classroom.       |

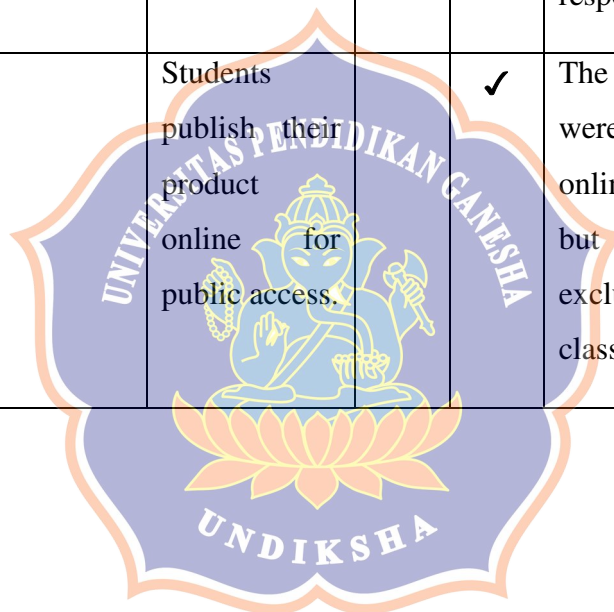
**Appendix 6 : XII Hospitality 3 Observation Sheet Result**

| No | 7 Key Gold Standard PJBL        | Aspects To Observed                                                           | Yes | No | Notes                                                                                                                                                                                                                                                                                                               |
|----|---------------------------------|-------------------------------------------------------------------------------|-----|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Challenging Problem or Question | Contextual question or problem                                                | ✓   |    | The teacher gives different topics to each group. The first topic is about the function of laundry supplies and equipment in Laundry department. The second topic is about standard operational procedure (SOP) for handling guest laundry. And the third topic is about handling guest laundry and urgent request. |
|    |                                 | The use of technology/digital media is part of the problem-solving challenge. | ✓   |    | Students' product are presented in various formats. The first topic is presented in the form of Power Point, the second topic in infographic, and the third topic in video.                                                                                                                                         |
| 2. | Sustained Inquiry               | The use of digital database to investigate                                    | ✓   |    | Students use internet to find the information related to the topic.                                                                                                                                                                                                                                                 |

| No | 7 Key Gold Standard PJBL | Aspects To Observed                                          | Yes | No | Notes                                                                                                                    |
|----|--------------------------|--------------------------------------------------------------|-----|----|--------------------------------------------------------------------------------------------------------------------------|
|    |                          | and discuss the topic.                                       |     |    |                                                                                                                          |
|    |                          | The project timeline allows enough time for deep learning.   | ✓   |    | The project takes over four meetings, students have two weeks to finish the project.                                     |
| 3. | Authenticity             | The relevance of the project to students' future careers.    | ✓   |    | The projects given is related to students major.                                                                         |
|    |                          | The use of media or tools that simulate real-life situation. | ✓   |    | Students perform hands-on practices using media or tools that simulate real-life situations in the hospitality industry. |
| 4. | Student Voice & Choice   | Students determined the project scenario or topic.           | ✓   |    | Topics are determined by the teacher, but students are allowed to modify or change the topic.                            |
|    |                          | Students determine the media or                              |     | ✓  | The projects output are determined by teacher.                                                                           |

| No | 7 Key Gold Standard PJBL | Aspects To Observed                                                               | Yes | No | Notes                                                                                                                                           |
|----|--------------------------|-----------------------------------------------------------------------------------|-----|----|-------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                          | output project.                                                                   |     |    |                                                                                                                                                 |
| 5. | Reflection               | Students express difficulties or obstacles in working on the project.             | ✓   |    | Students actively shared the difficulties and challenges they faced while working on the project, particularly regarding English communication. |
|    |                          | Students and teacher conduct a learning evaluation discussion.                    | ✓   |    | Students and teacher engaged in a collaborative discussion to evaluate the learning process.                                                    |
| 6. | Critique & Revision      | There is peer-review sessions for giving and receiving critiques and suggestions. | ✓   |    | Peer review sessions were conducted internally.                                                                                                 |
|    |                          | The teacher provides feedback for project revision.                               | ✓   |    | Teacher monitored each group and actively provides feedback to guide students in                                                                |

| No | 7 Key Gold Standard PJBL | Aspects To Observed                                      | Yes | No | Notes                                                                                                                 |
|----|--------------------------|----------------------------------------------------------|-----|----|-----------------------------------------------------------------------------------------------------------------------|
|    |                          |                                                          |     |    | revising and improving their project work.                                                                            |
| 7. | Public product           | The project outcomes are presented to other groups.      | ✓   |    | The project outcomes were shared and presented in front of the class, allowing other groups to view and respond them. |
|    |                          | Students publish their product online for public access. |     | ✓  | The project product were not published online for public access, but were presented exclusively within the classroom. |



**Appendix 7 : XII Hospitality 4 Observation Sheet Result**

| No | 7 Key Gold Standard PJBL        | Aspects To Observed                                                           | Yes | No | Notes                                                                                                                                                                                                                                                                                                                                                 |
|----|---------------------------------|-------------------------------------------------------------------------------|-----|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Challenging Problem or Question | Contextual question or problem                                                | ✓   |    | The teacher gives different topics to each group. The first topic is about the types of guest supplies and amenities in hotel room. The second topic is about standard operational procedure (SOP) for guest supplies and amenities management. And the third topic is about handling guest complaints for missing amenities and special VIP request. |
|    |                                 | The use of technology/digital media is part of the problem-solving challenge. | ✓   |    | Students' products are presented in various formats. The first topic is presented in the form of Power Point, the second topic in infographic, and the third topic in video.                                                                                                                                                                          |

| No | 7 Key Gold Standard PJBL | Aspects To Observed                                               | Yes | No | Notes                                                                                                                    |
|----|--------------------------|-------------------------------------------------------------------|-----|----|--------------------------------------------------------------------------------------------------------------------------|
| 2. | Sustained Inquiry        | The use of digital database to investigate and discuss the topic. | ✓   |    | Students use internet to find the information related to the topic.                                                      |
|    |                          | The project timeline allows enough time for deep learning.        | ✓   |    | The project takes over four meetings, students have two weeks to finish the project.                                     |
| 3. | Authenticity             | The relevance of the project to students' future careers.         | ✓   |    | The projects given are related to students major.                                                                        |
|    |                          | The use of media or tools that simulate real-life situation.      | ✓   |    | Students perform hands-on practices using media or tools that simulate real-life situations in the hospitality industry. |
| 4. | Student Voice & Choice   | Students determined the project scenario or topic.                | ✓   |    | Topics are determined by the teacher, but students are allowed to modify or change the topic.                            |
|    |                          | Students determine the                                            |     | ✓  | The projects output are determined by teacher.                                                                           |

| No | 7 Key Gold Standard PJBL | Aspects To Observed                                                               | Yes | No | Notes                                                                                                                                           |
|----|--------------------------|-----------------------------------------------------------------------------------|-----|----|-------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                          | media or output project.                                                          |     |    |                                                                                                                                                 |
| 5. | Reflection               | Students express difficulties or obstacles in working on the project.             | ✓   |    | Students actively shared the difficulties and challenges they faced while working on the project, particularly regarding English communication. |
|    |                          | Students and teacher conducted a learning evaluation discussion.                  | ✓   |    | Students and teacher engaged in a collaborative discussion to evaluate the learning process.                                                    |
| 6. | Critique & Revision      | There is peer-review sessions for giving and receiving critiques and suggestions. | ✓   |    | Peer review sessions were conducted internally.                                                                                                 |
|    |                          | The teacher provides feedback for project revision.                               | ✓   |    | Teacher monitored each group and actively provides feedback to guide students in                                                                |

| No | 7 Key Gold Standard PJBL | Aspects To Observed                                      | Yes | No | Notes                                                                                                                 |
|----|--------------------------|----------------------------------------------------------|-----|----|-----------------------------------------------------------------------------------------------------------------------|
|    |                          |                                                          |     |    | revising and improving their project work.                                                                            |
| 7. | Public product           | The project outcomes are presented to other groups.      | ✓   |    | The project outcomes were shared and presented in front of the class, allowing other groups to view and respond them. |
|    |                          | Students publish their product online for public access. |     | ✓  | The project product were not published online for public access, but were presented exclusively within the classroom. |

### Appendix 8 : Frequency & Percentage Distributions for Each Item

#### P1

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 16        | 11,9    | 11,9          | 11,9               |
|       | 4     | 73        | 54,1    | 54,1          | 65,9               |
|       | 5     | 46        | 34,1    | 34,1          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

#### P2

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2     | 2         | 1,5     | 1,5           | 1,5                |
|       | 3     | 14        | 10,4    | 10,4          | 11,9               |
|       | 4     | 53        | 39,3    | 39,3          | 51,1               |
|       | 5     | 66        | 48,9    | 48,9          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

#### P3

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 17        | 12,6    | 12,6          | 12,6               |
|       | 4     | 60        | 44,4    | 44,4          | 57,0               |
|       | 5     | 58        | 43,0    | 43,0          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P4**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3,00  | 6         | 4,4     | 4,4           | 4,4                |
|       | 4,00  | 76        | 56,3    | 56,3          | 60,7               |
|       | 5,00  | 53        | 39,3    | 39,3          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P5**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 11        | 8,1     | 8,1           | 8,1                |
|       | 4     | 66        | 48,9    | 48,9          | 57,0               |
|       | 5     | 58        | 43,0    | 43,0          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P6**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 21        | 15,6    | 15,6          | 15,6               |
|       | 4     | 59        | 43,7    | 43,7          | 59,3               |
|       | 5     | 55        | 40,7    | 40,7          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P7**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3,00  | 6         | 4,4     | 4,4           | 4,4                |
|       | 4,00  | 61        | 45,2    | 45,2          | 49,6               |
|       | 5,00  | 68        | 50,4    | 50,4          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P8**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2     | 2         | 1,5     | 1,5           | 1,5                |
|       | 3     | 13        | 9,6     | 9,6           | 11,1               |
|       | 4     | 58        | 43,0    | 43,0          | 54,1               |
|       | 5     | 62        | 45,9    | 45,9          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P9**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2     | 2         | 1,5     | 1,5           | 1,5                |
|       | 3     | 8         | 5,9     | 5,9           | 7,4                |
|       | 4     | 72        | 53,3    | 53,3          | 60,7               |
|       | 5     | 53        | 39,3    | 39,3          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P10**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3,00  | 17        | 12,6    | 12,6          | 12,6               |
|       | 4,00  | 47        | 34,8    | 34,8          | 47,4               |
|       | 5,00  | 71        | 52,6    | 52,6          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P11**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 19        | 14,1    | 14,1          | 14,1               |
|       | 4     | 50        | 37,0    | 37,0          | 51,1               |
|       | 5     | 66        | 48,9    | 48,9          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P12**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 20        | 14,8    | 14,8          | 14,8               |
|       | 4     | 47        | 34,8    | 34,8          | 49,6               |
|       | 5     | 68        | 50,4    | 50,4          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P13**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3,00  | 9         | 6,7     | 6,7           | 6,7                |
|       | 4,00  | 56        | 41,5    | 41,5          | 48,1               |
|       | 5,00  | 70        | 51,9    | 51,9          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P14**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 6         | 4,4     | 4,4           | 4,4                |
|       | 4     | 55        | 40,7    | 40,7          | 45,2               |
|       | 5     | 74        | 54,8    | 54,8          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P15**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2     | 2         | 1,5     | 1,5           | 1,5                |
|       | 3     | 14        | 10,4    | 10,4          | 11,9               |
|       | 4     | 57        | 42,2    | 42,2          | 54,1               |
|       | 5     | 62        | 45,9    | 45,9          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P16**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3,00  | 16        | 11,9    | 11,9          | 11,9               |
|       | 4,00  | 50        | 37,0    | 37,0          | 48,9               |
|       | 5,00  | 69        | 51,1    | 51,1          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P17**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 18        | 13,3    | 13,3          | 13,3               |
|       | 4     | 40        | 29,6    | 29,6          | 43,0               |
|       | 5     | 77        | 57,0    | 57,0          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P18**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 12        | 8,9     | 8,9           | 8,9                |
|       | 4     | 57        | 42,2    | 42,2          | 51,1               |
|       | 5     | 66        | 48,9    | 48,9          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P19**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2     | 2         | 1,5     | 1,5           | 1,5                |
|       | 3     | 20        | 14,8    | 14,8          | 16,3               |
|       | 4     | 52        | 38,5    | 38,5          | 54,8               |
|       | 5     | 61        | 45,2    | 45,2          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P20**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3,00  | 4         | 3,0     | 3,0           | 3,0                |
|       | 4,00  | 67        | 49,6    | 49,6          | 52,6               |
|       | 5,00  | 64        | 47,4    | 47,4          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P21**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 7         | 5,2     | 5,2           | 5,2                |
|       | 4     | 46        | 34,1    | 34,1          | 39,3               |
|       | 5     | 82        | 60,7    | 60,7          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P22**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2     | 2         | 1,5     | 1,5           | 1,5                |
|       | 3     | 23        | 17,0    | 17,0          | 18,5               |
|       | 4     | 58        | 43,0    | 43,0          | 61,5               |
|       | 5     | 52        | 38,5    | 38,5          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P23**

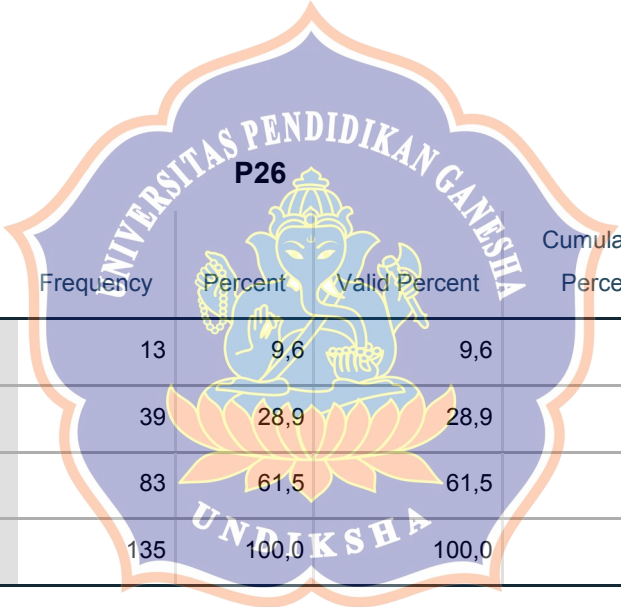
|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3,00  | 12        | 8,9     | 8,9           | 8,9                |
|       | 4,00  | 55        | 40,7    | 40,7          | 49,6               |
|       | 5,00  | 68        | 50,4    | 50,4          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P24**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 10        | 7,4     | 7,4           | 7,4                |
|       | 4     | 59        | 43,7    | 43,7          | 51,1               |
|       | 5     | 66        | 48,9    | 48,9          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P25**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 17        | 12,6    | 12,6          | 12,6               |
|       | 4     | 60        | 44,4    | 44,4          | 57,0               |
|       | 5     | 58        | 43,0    | 43,0          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |



**P26**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3,00  | 13        | 9,6     | 9,6           | 9,6                |
|       | 4,00  | 39        | 28,9    | 28,9          | 38,5               |
|       | 5,00  | 83        | 61,5    | 61,5          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P27**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 6         | 4,4     | 4,4           | 4,4                |
|       | 4     | 54        | 40,0    | 40,0          | 44,4               |
|       | 5     | 75        | 55,6    | 55,6          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P28**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3     | 20        | 14,8    | 14,8          | 14,8               |
|       | 4     | 54        | 40,0    | 40,0          | 54,8               |
|       | 5     | 61        | 45,2    | 45,2          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P29**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2     | 2         | 1,5     | 1,5           | 1,5                |
|       | 3     | 8         | 5,9     | 5,9           | 7,4                |
|       | 4     | 64        | 47,4    | 47,4          | 54,8               |
|       | 5     | 61        | 45,2    | 45,2          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

**P30**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 3,00  | 6         | 4,4     | 4,4           | 4,4                |
|       | 4,00  | 61        | 45,2    | 45,2          | 49,6               |
|       | 5,00  | 68        | 50,4    | 50,4          | 100,0              |
|       | Total | 135       | 100,0   | 100,0         |                    |

## RIWAYAT HIDUP



Made Dina Martini Putri lahir di Denpasar pada tanggal 24 Maret 2001. Penulis lahir dari pasangan suami istri Bapak I Nyoman Suastika dan Ibu Wayan Rai Trisna Wati. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jalan Seririt-Singaraja Banjar Dinas Labuhan Aji Desa Temukus, Kecamatan Banjar, Kabupaten Buleleng, Provinsi Bali.

Penulis mengawali pendidikan formalnya di TK Widya Dharma dan Lulus pada tahun 2006. Kemudian penulis menyelesaikan pendidikan dasar di SD Negeri 4 Temukus dan lulus pada tahun 2013. Pendidikan menengah pertama diselesaikan di SMP Negeri 3 Banjar pada tahun 2016. Pada tahun 2019, penulis lulus dari SMK Negeri 2 Singaraja jurusan Akomodasi Perhotelan dan melanjutkan ke S1 Program Studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2026 penulis telah menyelesaikan Tugas Akhir yang berjudul *“Project-Based Learning Integrated with Technology: Classroom Implementation and Students’ Perceptions in Vocational Hospitality English Classes”* guna mendapatkan gelar sarjana pendidikan.

