

APPENDICES

Appendix 1. Research Observation Permission 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

Nomor : 1586/UN48.7.1/DT/2025
Hal : Permohonan Izin Observasi

14 Mei 2025

Yth.
Kepala SMA N 7 Denpasar
di Denpasar

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

Nama : Komang Kurnia Octa Della Putri
NIM : 2112021055
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2024/2025

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

a.n. Dekan,
Wakil Dekan I,

Dr. Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

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

Appendix 2. Research Permission 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

Nomor : 207 /UN48.7.1/ TA.00.03/2026
Hal : Permohonan Izin Penelitian

26 Januari 2026

Yth.

Kepala SMA Negeri 7 Denpasar
di Denpasar

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	: Komang Kurnia Octa Della Putri
NIM	: 2112021055
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2025/2026
Judul	: The Implementation of Differentiated Instruction Integrated with Technology in English Class at SMA Negeri 7 Denpasar

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

Appendix 3. Expert Judgment Sheet I

Expert Judgment Sheet

Expert Judge I

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

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

The questionnaire on students' interest in learning through differentiated instruction integrated with technology is developed based on the theoretical framework proposed by Ainia (2020). This framework suggests that students' interest is influenced by four main dimensions. The following dimensions are used to examine students' interest in learning and serve as the basis for developing and validating the questionnaire items.

1. **Enjoyment** refers to positive feelings such as happiness and enthusiasm that support students' focus, active participation, and learning efforts. It shows students' interest in the learning activities and the subject.
2. **Attraction** refers to students' interest or curiosity toward the learning process, which encourages attention, active involvement, and effort to understand the subject. It also helps sustain their participation in learning.
3. **Attention** refers to the ability to focus on the learning process, including teacher explanations and learning materials, which reduces distraction and improves concentration.
4. **Involvement** refers to active participation in learning, shown through behaviors such as asking questions, joining discussions, completing assignments, and engaging in classroom activities. It shows students' responsibility for their own learning.

Table 1. Blueprint of Students' Interest Questionnaire

No.	Dimensions	Statement		Total Questions
		Positive	Negative	
1.	Enjoyment	1, 2, 3, 5	4	5
2.	Attraction	6, 8, 9, 10	7	5
3.	Attention	11, 12, 13, 14	15	5
4.	Involvement	16, 17, 19, 20	18	5
Total Items:				20

Table 2. Expert Judgment of Questionnaire Items

No	Statements	Validity		Comments
		Relevant (✓)	Irrelevant (✓)	
Aspect of Enjoyment				
1.	Saya merasa senang saat mengikuti pelajaran Bahasa Inggris dengan metode pembelajaran berdiferensiasi berbasis teknologi.	✓		
2.	Saya menikmati setiap aktivitas pembelajaran berdiferensiasi berbasis teknologi yang diberikan guru di kelas.			
3.	Saya merasa belajar Bahasa Inggris lebih menyenangkan ketika menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
4.	Saya merasa bosan saat mengikuti pelajaran Bahasa Inggris dengan metode pembelajaran berdiferensiasi berbasis teknologi.	✓		
5.	Saya merasa lebih bersemangat untuk mengikuti pelajaran Bahasa Inggris karena guru menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
Aspect of Attraction				
6.	Saya merasa tertarik belajar ketika guru menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
7.	Saya kurang terdorong untuk mempelajari materi lebih lanjut saat guru menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
8.	Saya lebih tertarik mempelajari Bahasa Inggris ketika guru	✓		

	menggunakan media digital seperti video, kuis, atau aplikasi.			
9.	Saya menjadi lebih termotivasi mempelajari Bahasa Inggris ketika materi disesuaikan dengan kebutuhan dan minat saya.	✓		
10.	Teknologi yang digunakan dalam pelajaran Bahasa Inggris membuat saya ingin tahu lebih banyak.	✓		
Aspect of Attention				
11.	Saya lebih fokus belajar Bahasa Inggris saat guru menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
12.	Saya memperhatikan penjelasan guru dengan lebih baik saat menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
13.	Saya lebih berkonsentrasi saat diberi aktivitas belajar yang sesuai dengan kemampuan saya.	✓		
14.	Saya mencatat penjelasan penting dari guru yang tidak ada di buku saat belajar Bahasa Inggris menggunakan teknologi.	✓		
15.	Saya merasa fokus saya mudah terganggu saat guru menggunakan teknologi dalam pembelajaran berdiferensiasi di kelas Bahasa Inggris.	✓		
Aspect of Involvement				
16.	Saya lebih aktif mengikuti pelajaran Bahasa Inggris saat guru menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
17.	Saya berpartisipasi dalam diskusi kelompok atau kerja sama dengan teman saat menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
18.	Saya cenderung diam dan kurang terlibat dalam pembelajaran berdiferensiasi berbasis teknologi.	✓		
19.	Saya menyelesaikan tugas dengan lebih antusias ketika disesuaikan dengan gaya belajar saya.	✓		

20.	Saya lebih percaya diri untuk menyampaikan pendapat saat guru menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
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Singaraja, February 5, 2026
Expert Judge 1

Putu Adi Krisna Juniarta, S.Pd., M.Pd.
NIP. 198706122015041006



Appendix 4. Expert Judgment Sheet II

Expert Judgment Sheet

Expert Judge II

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

2nd Expert : Gede Mahendrayana, S.Pd., M.Pd. (Judge 2)

The questionnaire on students' interest in learning through differentiated instruction integrated with technology is developed based on the theoretical framework proposed by Ainia (2020). This framework suggests that students' interest is influenced by four main dimensions. The following dimensions are used to examine students' interest in learning and serve as the basis for developing and validating the questionnaire items.

1. **Enjoyment** refers to positive feelings such as happiness and enthusiasm that support students' focus, active participation, and learning efforts. It shows students' interest in the learning activities and the subject.
2. **Attraction** refers to students' interest or curiosity toward the learning process, which encourages attention, active involvement, and effort to understand the subject. It also helps sustain their participation in learning.
3. **Attention** refers to the ability to focus on the learning process, including teacher explanations and learning materials, which reduces distraction and improves concentration.
4. **Involvement** refers to active participation in learning, shown through behaviors such as asking questions, joining discussions, completing assignments, and engaging in classroom activities. It shows students' responsibility for their own learning.

Table 1. Blueprint of Students' Interest Questionnaire

No.	Dimensions	Statement		Total Questions
		Positive	Negative	
1.	Enjoyment	1, 2, 3, 5	4	5
2.	Attraction	6, 8, 9, 10	7	5
3.	Attention	11, 12, 13, 14	15	5
4.	Involvement	16, 17, 19, 20	18	5
Total Items:				20

Table 2. Expert Judgment of Questionnaire Items

No	Statements	Validity		Comments
		Relevant (✓)	Irrelevant (✓)	
Aspect of Enjoyment				
1.	Saya merasa senang saat mengikuti pelajaran Bahasa Inggris dengan metode pembelajaran berdiferensiasi berbasis teknologi.	✓		
2.	Saya menikmati setiap aktivitas pembelajaran berdiferensiasi berbasis teknologi yang diberikan guru di kelas.			
3.	Saya merasa belajar Bahasa Inggris lebih menyenangkan ketika menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
4.	Saya merasa bosan saat mengikuti pelajaran Bahasa Inggris dengan metode pembelajaran berdiferensiasi berbasis teknologi.	✓		
5.	Saya merasa lebih bersemangat untuk mengikuti pelajaran Bahasa Inggris karena guru menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
Aspect of Attraction				
6.	Saya merasa tertarik belajar ketika guru menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
7.	Saya kurang terdorong untuk mempelajari materi lebih lanjut saat guru menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
8.	Saya lebih tertarik mempelajari Bahasa Inggris ketika guru	✓		

	menggunakan media digital seperti video, kuis, atau aplikasi.			
9.	Saya menjadi lebih termotivasi mempelajari Bahasa Inggris ketika materi disesuaikan dengan kebutuhan dan minat saya.	✓		
10.	Teknologi yang digunakan dalam pelajaran Bahasa Inggris membuat saya ingin tahu lebih banyak.	✓		
Aspect of Attention				
11.	Saya lebih fokus belajar Bahasa Inggris saat guru menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
12.	Saya memperhatikan penjelasan guru dengan lebih baik saat menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
13.	Saya lebih berkonsentrasi saat diberi aktivitas belajar yang sesuai dengan kemampuan saya.	✓		
14.	Saya mencatat penjelasan penting dari guru yang tidak ada di buku saat belajar Bahasa Inggris menggunakan teknologi.	✓		
15.	Saya merasa fokus saya mudah terganggu saat guru menggunakan teknologi dalam pembelajaran berdiferensiasi di kelas Bahasa Inggris.	✓		
Aspect of Involvement				
16.	Saya lebih aktif mengikuti pelajaran Bahasa Inggris saat guru menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
17.	Saya berpartisipasi dalam diskusi kelompok atau kerja sama dengan teman saat menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
18.	Saya cenderung diam dan kurang terlibat dalam pembelajaran berdiferensiasi berbasis teknologi.	✓		
19.	Saya menyelesaikan tugas dengan lebih antusias ketika disesuaikan dengan gaya belajar saya.	✓		

20.	Saya lebih percaya diri untuk menyampaikan pendapat saat guru menggunakan pembelajaran berdiferensiasi berbasis teknologi.	✓		
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Singaraja, February 5, 2026
Expert Judge 2

Gede Mahendrayana, S.Pd., M.Pd.
NIP. 199007252015041002



Appendix 5. Observation Sheet

OBSERVATION SHEET

Topic : News Item Text
Class : X8, X9, X10
Meeting : 1
Date : Friday, February 6, 2026

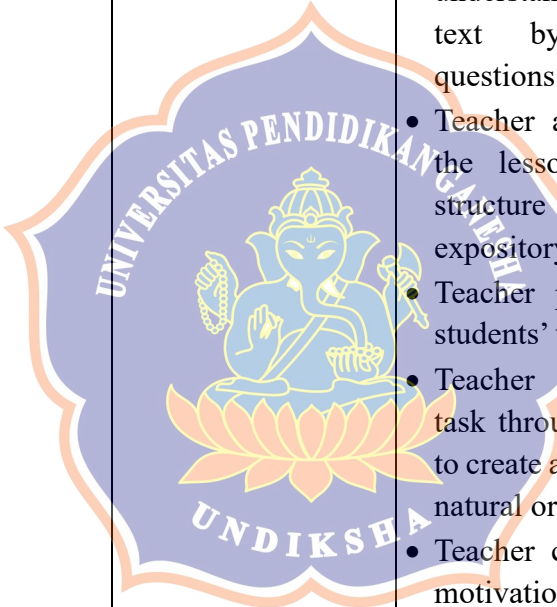
Learning Activities	Aspects of DI Integrated with Technology	Description
Pre-Activities		- Teacher and students greet each other, then teacher checks students' attendance. - Teacher explains the objectives and purposes of the lesson. - Teacher asks students about recent news/events they know. - Teacher plays a short news video on YouTube. - Teacher conducts a short online quiz using Quizizz.
Main Activities	Content	- Teacher provides materials in different formats (videos, written texts, and presentation slides) for students' learning. - Students access materials based on their readiness levels.
	Process	- Teacher divides students into flexible groups based on students' readiness levels. - Teacher gives different tasks to each group (basic, intermediate, and advanced levels). - Teacher monitors students' activities during group work. - Teacher provides guidance and support based on students' needs.

		Students discuss the news content in groups and complete the tasks.
	Product	- Teacher provides multiple product options (written summary, presentation slides, video, or responses to digital questions) for students to choose from. - Each group presents their work to the class and discusses it with other groups.
Closing Activities		- Students reflect on their understanding of the news item text by answering short questions. - Teacher and students conclude the lesson by reviewing the structure and purpose of the news item text. - Teacher provides feedback on students' work. - Teacher assigns an individual task through Google Classroom to create a news item text. - Teacher closes the lesson with motivation.

OBSERVATION SHEET

Topic : Expository Text
Class : X8, X9, X10
Meeting : 2
Date : Friday, February 13, 2026

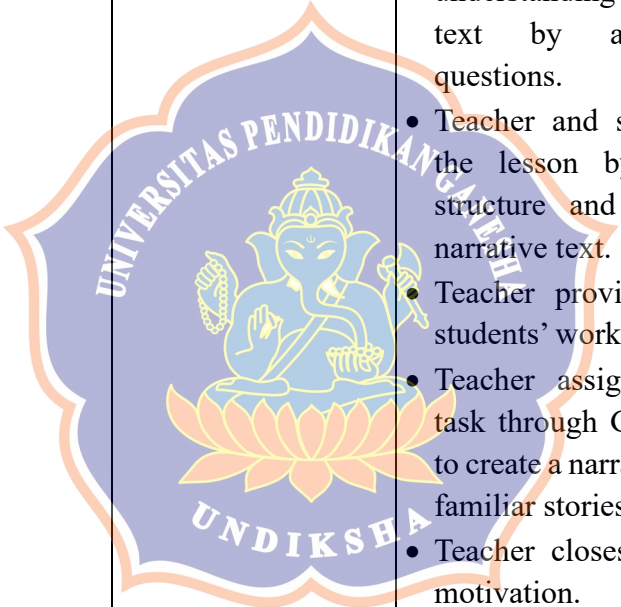
Learning Activities	Aspects of DI Integrated with Technology	Description
Pre-Activities		• Teacher and students greet each other, then teacher checks students' attendance. • Teacher explains the objectives and purposes of the lesson. • Teacher asks students about factual phenomena in daily life. • Teacher plays a short educational video on YouTube related to natural or social phenomena. • Teacher conducts a short online quiz using Quizizz.
Main Activities	Content	• Teacher provides materials in different formats (videos, written texts, and presentation slides) to support students' understanding of expository text. • Students access materials based on their readiness levels.
	Process	• Teacher divides students into flexible groups based on students' readiness levels. • Teacher gives different tasks to each group (basic, intermediate, and advanced levels). • Teacher monitors students' activities during group work. • Teacher provides guidance and support based on students' needs.

		Students discuss the expository text in groups and complete the tasks.
	Product	- Teacher provides multiple product options (written summary, presentation slides, video, or responses to digital questions) for students to choose from. - Each group presents their work to the class and discusses it with other groups.
Closing Activities		 - Students reflect on their understanding of the expository text by answering short questions. - Teacher and students conclude the lesson by reviewing the structure and purpose of the expository text. - Teacher provides feedback on students' work. - Teacher assigns an individual task through Google Classroom to create an expository text about natural or social phenomena. - Teacher closes the lesson with motivation.

OBSERVATION SHEET

Topic : Narrative Text
Class : X8, X9, X10
Meeting : 3
Date : Friday, March 6, 2026

Learning Activities	Aspects of DI Integrated with Technology	Description
Pre-Activities		- Teacher and students greet each other, then teacher checks students' attendance. - Teacher explains the objectives and purposes of the lesson. - Teacher asks students about familiar stories such as fairy tales, folktales, legends, or fables. - Teacher plays a short narrative video on YouTube. - Teacher conducts a short online quiz using Quizizz.
Main Activities	Content	- Teacher provides materials in different formats (videos, written texts, and presentation slides) to support students' understanding of narrative text. - Students access materials based on their readiness levels.
	Process	- Teacher divides students into flexible groups based on students' readiness levels. - Teacher gives different tasks to each group (basic, intermediate, and advanced levels). - Teacher monitors students' activities during group work. - Teacher provides guidance and support based on students' needs.

		Students discuss the narrative text in groups and complete the tasks.
	Product	- Teacher provides multiple product options (written summary, presentation slides, video, or responses to digital questions) for students to choose from. - Each group presents their work to the class and discusses it with other groups.
Closing Activities		 - Students reflect on their understanding of the narrative text by answering short questions. - Teacher and students conclude the lesson by reviewing the structure and purpose of the narrative text. - Teacher provides feedback on students' work. - Teacher assigns an individual task through Google Classroom to create a narrative text based on familiar stories. - Teacher closes the lesson with motivation.

OBSERVATION SHEET

Topic : Recount Text
Class : X8, X9, X10
Meeting : 4
Date : Friday, March 13, 2026

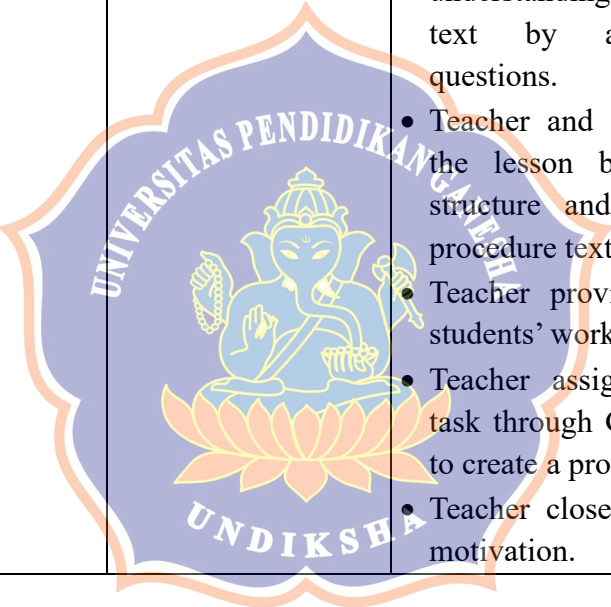
Learning Activities	Aspects of DI Integrated with Technology	Description
Pre-Activities		- Teacher and students greet each other, then teacher checks students' attendance. - Teacher explains the objectives and purposes of the lesson. - Teacher asks students about their past experiences such as holidays, school events, or memorable events. - Teacher plays a short video about past experiences on YouTube. - Teacher conducts a short online quiz using Quizizz.
Main Activities	Content	- Teacher provides materials in different formats (videos, written texts, and presentation slides) to support students' understanding of recount text. - Students access materials based on their readiness levels.
	Process	- Teacher divides students into flexible groups based on students' readiness levels. - Teacher gives different tasks to each group (basic, intermediate, and advanced levels). - Teacher monitors students' activities during group work. - Teacher provides guidance and support based on students' needs.

		Students discuss the recount text in groups and complete the tasks.
	Product	- Teacher provides multiple product options (written summary, presentation slides, video, or responses to digital questions) for students to choose from. - Each group presents their work to the class and discusses it with other groups.
Closing Activities		- Students reflect on their understanding of the recount text by answering short questions. - Teacher and students conclude the lesson by reviewing the structure and purpose of the recount text. - Teacher provides feedback on students' work. - Teacher assigns an individual task through Google Classroom to create a recount text about their past experiences. - Teacher closes the lesson with motivation.

OBSERVATION SHEET

Topic : Procedure Text
Class : X8, X9, X10
Meeting : 5
Date : Friday, March 27, 2026

Learning Activities	Aspects of DI Integrated with Technology	Description
Pre-Activities		- Teacher and students greet each other, then teacher checks students' attendance. - Teacher explains the objectives and purposes of the lesson. - Teacher asks students about common daily procedures such as cooking or using apps/tools. - Teacher plays a short instructional video on YouTube. - Teacher conducts a short online quiz using Quizizz.
Main Activities	Content	- Teacher provides materials in different formats (videos, written texts, and presentation slides) to support students' understanding of procedure text. - Students access materials based on their readiness levels.
	Process	- Teacher divides students into flexible groups based on students' readiness levels. - Teacher gives different tasks to each group (basic, intermediate, and advanced levels). - Teacher monitors students' activities during group work. - Teacher provides guidance and support based on students' needs.

		Students discuss the procedure text in groups and complete the tasks.
	Product	- Teacher provides multiple product options (written summary, presentation slides, video, or responses to digital questions) for students to choose from. - Each group presents their work to the class and discusses it with other groups.
Closing Activities		 - Students reflect on their understanding of the procedure text by answering short questions. - Teacher and students conclude the lesson by reviewing the structure and purpose of the procedure text. - Teacher provides feedback on students' work. - Teacher assigns an individual task through Google Classroom to create a procedure text. - Teacher closes the lesson with motivation.

Questionnaire Results – X9

R	Questionnaire Items																				T
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
R1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
R2	5	5	5	5	1	1	5	1	5	5	5	5	5	5	1	5	5	5	5	1	80
R3	4	4	3	3	3	3	3	3	4	4	3	3	4	3	4	3	3	4	3	3	67
R4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	82
R5	3	3	3	3	3	3	3	4	3	3	3	3	4	4	4	3	3	3	4	3	65
R6	2	2	2	3	2	2	3	2	4	2	2	2	4	3	3	2	2	5	4	3	54
R7	3	3	3	4	3	4	4	4	4	3	3	3	4	3	4	3	3	3	4	3	68
R8	4	3	3	3	4	4	3	4	5	3	3	3	4	3	3	3	3	3	3	3	67
R9	5	5	5	5	5	3	2	5	5	5	3	3	3	3	3	3	5	1	5	5	79
R10	4	3	4	4	4	4	4	5	4	4	3	3	4	4	4	4	3	3	4	3	75
R11	3	3	3	4	3	3	4	5	5	3	3	3	3	3	4	3	3	3	3	2	68
R12	3	4	4	4	4	3	3	3	4	3	3	4	4	2	4	3	3	3	4	3	68
R13	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	61
R14	3	3	3	3	4	3	3	3	3	3	4	3	3	4	3	3	3	3	4	3	64
R15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
R16	5	4	4	4	4	3	3	3	5	4	3	4	3	4	3	4	4	3	4	4	75
R17	3	4	4	3	4	4	3	3	4	4	4	4	3	4	4	3	4	3	4	4	73
R18	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
R19	3	3	3	3	3	3	3	4	4	3	3	3	4	3	4	3	3	4	4	3	66
R20	5	5	5	3	5	5	3	3	5	5	5	5	5	5	1	5	5	1	5	5	86
R21	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	62
R22	3	3	3	3	3	3	4	3	3	3	3	3	3	3	4	3	3	4	5	5	67
R23	4	4	4	3	3	3	5	4	3	3	3	3	5	4	4	3	3	3	3	3	70
R24	3	3	3	3	3	4	2	4	5	5	3	3	5	5	3	3	3	1	5	3	69
R25	3	4	4	3	4	4	4	4	4	4	4	4	5	4	3	3	4	4	5	3	77
R26	3	3	4	3	3	4	3	4	4	4	3	3	4	3	3	3	3	3	4	2	66
R27	3	4	4	3	4	4	3	2	5	5	3	3	5	5	3	3	4	3	4	5	75
R28	3	4	4	3	3	4	3	4	4	4	3	4	5	4	3	4	3	4	5	4	75
R29	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
R30	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	2	4	4	4	5	76
R31	3	3	3	3	3	3	3	4	5	3	3	3	4	4	3	3	3	3	4	3	66
R32	4	3	4	3	4	4	4	2	3	4	4	3	4	4	3	2	3	4	4	3	69
R33	4	3	4	4	3	4	4	4	4	4	3	3	5	3	4	3	3	4	4	3	73
R34	5	5	5	5	5	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	98
R35	3	3	3	3	3	4	3	4	3	4	4	3	3	5	4	3	4	3	3	4	69

Questionnaire Results – X10

R	Questionnaire Items																				T
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
R1	3	3	3	2	3	4	2	3	4	4	3	3	5	3	3	3	3	2	4	3	63
R2	5	5	5	1	5	5	1	5	5	5	5	5	5	5	1	5	5	1	5	5	84
R3	4	3	4	4	4	5	4	4	5	4	3	4	5	4	4	3	3	4	5	3	79
R4	3	3	3	4	3	3	4	4	4	3	3	4	4	3	4	3	3	4	3	4	69
R5	3	3	3	3	3	3	4	4	4	3	3	3	5	3	4	2	3	4	5	2	67
R6	4	5	4	4	4	4	4	5	5	4	4	4	5	5	3	4	4	4	5	5	86
R7	3	3	3	4	4	4	4	4	4	3	4	3	5	3	4	4	3	4	5	4	75
R8	4	3	4	5	4	4	5	5	3	4	4	4	3	4	5	3	3	5	4	3	79
R9	4	3	3	4	4	4	3	4	5	4	3	3	4	3	4	3	3	3	4	3	71
R10	4	4	4	3	3	3	4	2	5	4	3	3	5	5	4	3	3	4	5	4	75
R11	3	3	3	3	2	3	3	2	5	5	2	2	5	4	4	3	3	3	4	3	65
R12	3	3	4	4	3	4	4	5	3	2	3	4	4	2	4	3	4	2	5	3	69
R13	3	4	3	3	4	4	3	5	5	4	3	3	5	5	2	4	3	1	5	4	73
R14	3	3	4	3	4	3	3	4	3	4	3	3	4	3	3	3	3	3	3	3	65
R15	4	4	4	4	4	4	5	2	5	3	3	4	4	3	2	4	3	5	5	3	75
R16	5	4	5	3	3	3	4	5	5	5	4	3	5	3	3	3	4	3	5	3	78
R17	5	4	4	4	4	5	4	5	3	4	3	4	5	4	4	2	4	4	4	4	80
R18	4	4	4	2	3	4	4	4	5	3	3	3	4	4	4	3	3	4	4	3	72
R19	4	3	4	4	3	3	3	3	3	3	4	3	4	4	4	3	4	2	4	4	69
R20	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5	3	5	5	96
R21	4	4	4	3	3	3	3	4	4	4	3	4	4	3	3	3	3	3	4	2	68
R22	5	3	4	3	3	3	4	4	5	4	3	3	4	4	4	3	3	4	5	3	74
R23	5	5	5	5	5	5	5	3	5	4	3	3	5	5	4	3	3	5	5	5	88
R24	3	3	3	2	4	4	3	5	5	4	4	2	5	3	2	3	4	4	4	3	70
R25	4	4	3	4	3	3	4	3	3	3	3	3	5	3	4	3	3	4	3	3	68
R26	4	4	4	3	4	4	4	4	5	3	4	3	4	4	4	3	4	4	3	3	75
R27	5	5	5	1	5	5	5	4	5	5	5	5	5	3	1	3	4	5	4	3	83
R28	4	4	3	4	4	4	4	4	5	4	4	3	5	4	4	3	3	4	5	4	79
R29	3	3	3	4	3	4	4	3	4	4	3	3	5	3	5	3	3	4	3	3	70
R30	5	5	5	5	5	5	5	5	3	5	5	4	5	3	4	3	3	4	3	5	87
R31	5	5	5	5	5	5	1	5	5	5	5	5	5	1	1	3	3	2	2	5	78
R32	5	4	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	2	5	5	95
R33	4	4	5	5	5	5	5	4	5	5	3	3	4	3	3	4	3	1	5	4	80
R34	3	4	3	3	4	3	3	4	5	5	3	3	5	4	3	3	3	3	4	3	71
R35	3	3	3	4	3	4	4	5	5	3	3	4	4	4	2	3	3	4	4	3	71
R36	5	5	5	5	5	5	4	5	5	5	4	5	5	4	5	4	4	4	5	4	93

Appendix 7. Research Documentation



BIOGRAPHY



Komang Kurnia Octa Della Putri is the author of this thesis. She was born in Denpasar on October 2, 2003. She is the daughter of Ketut Mariawan and Sriwati and the youngest of their three children. She received her elementary education at SD No. 1 Lukluk and completed it in 2015. She subsequently attended SMP Negeri 1 Mengwi, graduating in 2018. She then pursued culinary studies at SMK Negeri 5 Denpasar and completed the program in 2021. In the same year, she enrolled in the English Language Education Study Program at the Faculty of Languages and Arts, Universitas Pendidikan Ganesha, to pursue her higher education. To fulfill the requirements for a Bachelor of Education degree, she conducted a study entitled *“The Implementation of Differentiated Instruction Integrated with Technology in English Class at SMA Negeri 7 Denpasar.”* She has been an undergraduate student in the English Language Education Study Program at Universitas Pendidikan Ganesha since 2021 and completed her studies through this thesis.

