

APPENDICES

Appendix I. Translation of Al – Qur’an

No.	Name of The Surah and Hadith	Indonesian	English
1.	Al – Hujurat verse 13 أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ	"Wahai manusia! Sungguh, kami Menciptakan kamu dari seorang Laki-laki dan seorang perempuan Kemudian, kami jadikan kamu Berbangsa-bangsa dan bersuku-suku agar kamu saling mengenal. Sungguh, yang paling mulia di antara kamu di sisi Allah ialah orang yang paling bertakwa. Sungguh, Allah maha mengetahui Dan maha teliti"	"humans! Really, we Created you from a A man and a woman Then, we make you Nations and tribes so that you can know. Really, the most glorious among you in the sight of Allah is the most pious person. Truly, Allah knows And very Meticulous".
2.	Hadith Imam Muslim no (1476) وَإِنَّمَا بُعِثْتُكُمْ مُبَشِّرِينَ وَمُنذِرِينَ ۗ لَمَّا بَعَثْنَا مِنْكُمْ خَلْفًا مَحْفُوظًا ۗ وَمَا يُضِلُّكَ اللَّهُ شَيْئًا ۗ وَمَا يَكُونُ لَكَ مِنَ الْأَعْيَانِ مِنْ شَيْءٍ ۗ وَمَا يَكُونُ لَكَ مِنَ الْأَعْيَانِ مِنْ شَيْءٍ ۗ وَمَا يَكُونُ لَكَ مِنَ الْأَعْيَانِ مِنْ شَيْءٍ ۗ	“Allah tidak mengutusku menjadi Seseorang yang mempersulit, Tetapi dia mengutusku sebagai Pendidik yang mempermudah”	Allah did not send me to be Someone who makes things difficult But he sent me as Educators that make it easy.

Appendix II. Research Instrument

DIFFERENTIATED ASSESSMENT IN ENGLISH SUBJECT WITHIN INDEPENDENT CURRICULUM IMPLEMENTATION

Interview Guideline

The main goal of this research is to determine the differentiated assessment be implemented in English language teaching within independent curriculum context. The research participant are teacher and 10th student engaging in the English language teaching program. The following are the research instruments employed in the current research. The researcher has conducted an observation and interviews.

Prior to delivering the research instruments, the researcher gathers demographic information about the participants. The researcher asked various questions on their English teaching experiences, including the use of differentiated assessment, its implementation, benefit and technological literacy. The demographic questions for the students are included in the interviews.

a. Interview guideline to the teacher implemented differentiated assessment

It deals with their experiences of Analysis of Implementation of Independent Curriculum. This interview guideline is designed based on Diagnostic Assessment and Differentiated Learning (Wijayanti, 2023) Clarified that the diagnostic assessment performed influenced both in implementation and differential learning process in learning through differentiation of content, products, and materials. Diagnostic tests involve mapping of learning styles, early knowledge of students, as well as students' interest in teachers to be able to carry out learning according to their needs.

No	Interview Questions	Participant's Response
1	Differentiated Assessment implemented in English language teaching within the Independent Curriculum context	
	<ol style="list-style-type: none"> 1. Do you think using differentiates assessment will have a good effect on student learning? <ol style="list-style-type: none"> a. What kind of differentiated assessment is most affective in develop of student learning? b. How do you prepare differentiated assessment for student? c. Is differentiated assessment easy to implement in student learning? d. May teachers quickly identify students' learning needs by using differentiated assessments? (why) If not, tell the reason(s)? 	
2	Differentiated Assessment in report assessment and strategies is used in English language learning within the Independent Curriculum context	
	<ol style="list-style-type: none"> 1. How would differentiated assessment assist teachers find out specific student need and improve learning? <ol style="list-style-type: none"> a. Does understanding students' learning needs make it easier for teachers to assess classroom learning? b. Can you give an example of a project or assignment that you gave in a differentiated assessment? c. What feedback did you find most helpful in improving learning by using differentiated assessment? d. How do you provide differentiated assessment based on your students' needs? 	

	<ol style="list-style-type: none"> 2. What strategies can teacher employ to help students understand the subject through differentiated assessment? <ol style="list-style-type: none"> a. Does that use differentiated assessment enhances students to understand the subject? b. Is there an approach that is most beneficial for students in understanding the subject? c. Do teachers generally improve differentiated assessment strategies to assist students understand more effective? 3. How can teachers identify individual students' learning readiness, learning interests and learning profiles to design effective differentiated assessments? <ol style="list-style-type: none"> a. Are there any challenges implementing differentiated assessment? b. How is the interaction between students during assessment? 	
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b. Interview guideline to the benefit from teacher implemented differentiated assessment perspectives

The interview questions deal with the stages of implementing differentiated assessment in English Subject as viewed from the teacher perspectives. This interview guideline is designed based on steps of implementing (Oktaviani, 2024) Clarified that The Benefits of Independent Curriculum Implementation in English Subject from Teacher's Benefits Assessment System The presence of cognitive and non-cognitive diagnostics. Concerning the importance of differentiated assessment, the teachers believed that differentiated assessment is of utmost importance for several reasons as it caters for individual need and learning preferences and styles.

No	Interview Questions	Participant's Response
1	The Benefits of Implementing Differentiated Assessment in English Subject as viewed from the teacher perspectives	
	<ol style="list-style-type: none"> 1. What are the benefits of conducting differentiated assessment in determining the right learning approach for students? <ol style="list-style-type: none"> a. Why is it important for teachers to understand different students' needs and employ differentiated assessment to enhance their learning success? b. What is the importance of differentiated assessment in creating relevant and meaningful learning experiences for each student? c. What are the positive impacts of differentiated assessment on inclusive learning in the classroom? 2. What systems do teachers use in differentiated assessment? <ol style="list-style-type: none"> a. How do teachers manage different student levels and learning styles in differentiated assessment? b. What teaching materials and tools/media use in differentiated assessment? 3. Do you think that using differentiated learning can make it easier for teachers to know students' learning styles? <ol style="list-style-type: none"> a. How would differentiated assessment assist teachers determine their students' learning styles? b. How can understanding students' learning styles aid establish a supportive learning? c. What is the correlation between using differentiated assessment and more 	

	<p>student motivation and involvement in the learning process?</p> <ol style="list-style-type: none"> 4. What forms of assessment are used in differentiated assessment to evaluate students' abilities? <ol style="list-style-type: none"> a. What is a difference between formative and summative evaluation regarding the concept of differential assessment? b. How can teachers employ short-term and long-term evaluations to evaluate student progress in a differentiated assessment system? 5. What approaches can teachers use to solve institutional problems associated with differentiated assessment, such as class level and teacher training? <ol style="list-style-type: none"> a. How can teachers use additional training to increase their understanding of differentiated assessments? b. What visible attempts can teachers take to ensure that all students, regardless of grade level, receive assessments that are appropriate for their needs? c. How can teachers use technology and other resources to help implement differentiated assessment in the classroom? 	
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c. Interview guideline to the benefit from student implemented differentiated assessment perspectives

The interview questions deal with the stages of implementing differentiated assessment in English Subject as viewed from the student perspectives. This interview guideline is designed based on steps of implementing (Oktaviani, 2024) Clarified that The Benefits of Independent Curriculum Implementation in English Subject from Student's Benefits are in the teaching system and school facilities are (1)

Differentiated learning (2) Technological media (3) Playing game that related to the material (4) School program (5) Professional Teacher who have Participated in Independent Curriculum Training. The existence of differentiated learning makes it easier for students to learn according to their learning styles, namely kinesthetic, visual and auditory.

No	Interview Questions	Participant's Response
1	<p>The Benefits of Implementing Differentiated Assessment in English Subject as viewed from the student perspectives</p>	
	<ol style="list-style-type: none"> 1. Does learning English in class with differentiated assessment help you understand more effective? <ol style="list-style-type: none"> a. Do you feel that the differentiated assessment has improved your learning? b. How have different assessment systems helped you to identify strengths and weaknesses in your learning? c. What are the benefits that you get when differentiated assessment method? 2. What method does the teacher use in differentiated assessment to assess you? <ol style="list-style-type: none"> a. What technology do teachers use in differentiated assessment? b. Are there online platforms that facilitate differentiation assessment? If so, how do they help with the assessment process? c. Does the teacher's strategy for differentiated assessment support your learning style? 3. How do you think the teacher should use differentiated assessment to make it more enjoyable? 	

	<p>a. How do you feel about doing differentiated assessments?</p> <p>b. Are you satisfied with your learning outcomes using differentiated assessment?</p> <p>c. Do you have any suggestions for differentiated assessment to make it even more effective and fun?</p>	
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Observation Protocol

a. Semi-structure in-class observation

Field notes on the steps of differentiated learning English in the Independent Curriculum system which were developed from the implementation steps by Syafira Ahmad (2024) in Implementation of Differentiated Learning in English Lesson Using Independent Curriculum at MAN Surabaya.

Semi-structure in-class observation			
Teacher :			
Class :			
No	Stages of Instruction	Teacher Activities	Notes and Reflection
1.	Preparation	<ul style="list-style-type: none"> ▪ Do the greetings and pray ▪ Check attendance ▪ Check the physical preparation of students for example : ask students about their state of health that day ▪ Motivate and encourage students to 	

		<p>actively engage in the teaching and learning process.</p> <ul style="list-style-type: none"> ▪ Reviewed previous material and giving the learning outcomes of the previous meeting. ▪ Explained the learning objectives and subject covering for the session 	
2.	While	<ul style="list-style-type: none"> ▪ The teacher discussed the materials ▪ Question and answer sessions classically and individually, and addressed students' difficulties ▪ Small group discussions are encouraged to promote active participation ▪ Teachers constantly monitor progress, identify different learning requirements, and adjust their 	

		teaching approaches accordingly	
3.	Post	<ul style="list-style-type: none">▪ The teacher assessed the students' assignments addressing each student individually by differentiated learning▪ Assigned homework to complete▪ Presented their assignments to do▪ The teacher gives feedback▪ The teacher concluded the lesson and engaged in any reflective practice▪ The classroom discussion closed with students responding to the teacher's greetings	

Appendix III. Research Letter



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Nomor : B- 1640 /Un.14/III.1/PP.00.9/10/2024 08 Oktober 2024
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala SMAN 5 Banjarmasin
Kota Banjarmasin Provinsi Kalimantan Selatan

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

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Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb



Wakil Dekan Bidang Akademik dan Kelembagaan,

Ahmad Muradi

Tembusan :
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PEMERINTAH PROVINSI KALIMANTAN SELATAN
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SURAT KETERANGAN SELESAI PENELITIAN

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Saya yang bertanda tangan di bawah ini:

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Sesuai dengan surat permohonan izin penelitian/minta data dari Wakil Dekan Bidang Akademik dan Kelembagaan UIN Antasari Nomor: B-1640/Un.14/III tanggal 08 Oktober 2024 Surat Izin Penelitian dari SMA Negeri 5 Banjarmasin Nomor: 800.2/1021/SMA.5/Disdikbud/X/2023 tanggal 15 Oktober 2024, menerangkan:

Nama : RIZKY GITA PUSPITA RANI
NIM : 210101030341
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Judul Skripsi : "DIFFERENTIATED ASSESSMENT IN ENGLISH SUBJECT WITHIN INDEPENDENT CURRICULUM IMPLEMENTATION"

Telah selesai melaksanakan penelitian di SMA Negeri 5 Banjarmasin pada tanggal 29 November 2024. Demikian surat keterangan penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.



Banjarmasin, 29 November 2024
Wakasek Bidang Humas

Siswanto, S.Pd
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Appendix IV. Photographs

Interview with the Teacher and Students



Obsevation in Class



Appendix V. Table Observable Behaviour and Activities in the Classroom

a. 1st Observation in Class X I (22 October 2024)

Classroom Activities	Nodes
<p>The opening greeting is accompanied by a joint prayer in which one of the male students is asked to come forward to lead the prayer at the beginning of the lesson to build a positive atmosphere in the lesson. The teacher asks questions such as “How was your weekend?” to show attention to students and to strengthen the relationship between teachers and students.</p>	Class Preparation
<p>There is no cognitive-diagnostic assessment conducted in this class because the diagnostic evaluation is always conducted at the beginning of the learning topic last week, and the material being taught today is a continuation of last week's material. Therefore, the teacher already knows and has an understanding of the student's basic knowledge based on the results of last week's evaluation.</p> <p>The teacher directs students to the library and gives lessons there so that the learning atmosphere is not only in the classroom. The teacher arranges the students' seats so that all students can be well monitored and can see well to the projector.</p> <p>Non-cognitive assessment is done before starting the main activity. Students are ordered to collect their cellphones and are not allowed to use them during the lesson and are asked to always bring a dictionary to every meeting when the teacher sees that some students do not bring a dictionary the teacher takes an empathic approach. The teacher gently asked, “Where is your dictionary?” and then listened to the students' reasons with understanding. Some of the reasons students might give are: “Forgot to bring it.”, ‘Lost it at home.’, and other personal reasons.</p>	Assessment Diagnostic

<p>After hearing the many excuses, the teacher will respond by telling them to prepare in advance at home and to always bring a dictionary if there is an English lesson.</p> <p>The teacher checks the attendance of the students by asking the students to replace the word “present” by using the verb v2 and asking the students to open the dictionary if they do not know it.</p> <p>The teacher provides a mindfulness activity by sharing a relaxation video before learning begins and asking students to follow the video's directions. The purpose of the mindfulness activity is for students to focus on the lesson, clear their minds, and relax by hearing positive things before learning. Although there are still students who do not follow the directions of the mindfulness activity, the teacher will advise them to focus more on what they are doing at that time in the next meeting.</p> <p>Afterward, the teacher chats with them casually at the beginning of the lesson to calm the atmosphere and build a better relationship between the teacher and the students.</p> <p>The teacher talks about topics that are relevant to the students or about small events that happen every day. This can help create positive chemistry in the classroom.</p> <p>In addition, the teacher also maintains a balance between small talk and lesson material to keep learning time efficient. With this approach, it is expected that students will be more engaged in learning and feel more comfortable interacting with the teacher.</p>	
<p>Students always answer every question from the teacher enthusiastically. The practice of formative assessment does not only occur at the beginning of the lesson. As the lesson progresses, the teacher regularly tests students' understanding in various</p>	<p>Formative Assessment</p>

<p>ways, such as asking them to describe how to make something, mentioning the materials and tools used when making it, clarifying the material, and so on. Most students respond enthusiastically, both through verbal responses and gestures that show their understanding.</p> <p>In this observation, the teacher conducted a formative assessment by asking students to stand up and tell their friends and mention the definition of procedure text to find out their understanding of the material that will be given today.</p>	
<p>a. Stimulation</p> <p>The teacher asking the students if they still remember last week's learning with enthusiastic questions is a very positive step.</p> <p>“Students, do you remember last week's lesson?”. Some students nodded, and some students shook their heads as a sign that they did not remember it; the teacher did not give up but instead assisted. “Last week we learned about the simple past tense you have also given examples of the second verb form during the attendance earlier.” This is a good way for the teacher to help students revive their memories of the previous material.</p> <p>When some students respond with the question, “Is the use of this verb correct?” The teacher gave positive and supportive feedback, creating a safe space for students to participate and ask questions. With the teacher teaching, while occasionally standing up to check on students sitting at the back as well as interacting actively and responsively with students, the teacher creates a supportive atmosphere and allows students to feel more comfortable speaking and participating rather than just sitting or not paying attention to the ongoing learning.</p> <p>b. Identifying Problem</p>	<p>Core activities</p> <ul style="list-style-type: none"> a. Stimulation b. Identifying Problem c. Prove d. Drawing Conclusions e. Availability of Competence

The teacher starts the class with the content that is prepared, which is material about procedure text, by adjusting the needs of students. The lesson is opened by using a projector and PowerPoint, which contains procedure text material in it. The teacher asks the students to read/listen to/watch various examples of procedure text with themes according to their interests, which can be accessed from handbooks, Google, YouTube, or other sources on the internet. (Differentiation Content Based on Interests and Learning Styles).

The teacher not only explains but also builds two-way communication, which helps other students to know things they did not know before.

The teacher also asks questions that encourage students to think critically by asking what is contained in the PowerPoint by displaying pictures and students are asked to mention what pictures are displayed and how to make them and ask if they like the food with “Do you like milk tea?” or “Who doesn't like milk tea?” The teacher asks the students to answer by raising their hands as a sign that if someone answers that they don't like it, then the teacher will ask and listen to the reason from the student. (Differentiation Process).

The teacher asks some students by calling their names to mention the process of making food/drink through the picture displayed. The teacher also asks the students to read out the text in the PowerPoint, correct their pronunciation and give examples of the correct pronunciation. (Differentiation Process).

Then the teacher asked several students to come forward and give questions and asked the students to mention how to make it regularly according to the learning material, and there were many more questions throughout the lesson that the teacher asked to improve students' critical thinking.

During the lesson, the teacher continues to actively interact with the students. The teacher not only leads actively by explaining through media, but also always encourages students to think and participate actively. The teacher does not let the students just stand still and listen to her explanation. The teacher also responds to some of the students' jokes that occur during learning. This learning approach is two-way and student-centered, where students are fully involved in the learning process and the teacher only acts as a facilitator.

c. Prove

The teacher asks some questions related to text procedures, such as definition, kind/type, social function, generic structure, language features, and examples. The teacher asks the students who have not been asked a question to answer the question and asks the other students to confirm whether the answer is correct or not, such as asking after the student answers with the question, "Is it true or false?" Then the other students will give answers such as "True, ma'am" or "False, ma'am." After that, the teacher will give feedback on the student's answer, indicating whether the answer is correct or still needs improvement.

After receiving feedback from the teacher and making necessary improvements, students are asked to take notes to remember today's learning.

Students are asked to review their notes and are allowed to ask any questions related to the material.

Before closing the lesson, the teacher gives an assignment to produce a product as a result of today's lesson. The teacher asks students to practice text procedures that will be carried out in the next meeting. Students are also asked to prepare materials, tools, and steps by performing in front of the class individually in turn. The teacher allows the students

to choose the type of procedure they are interested in, such as manuals, food/drink recipes, and tutorials. They are also free to collect the script in the form of writing or pictures that will be collected during the performance (Differentiation Product).

d. Drawing Conclusions

The teacher asks the students to sort out who wants to perform at the next meeting, and the name is handed in, and prepare the task as well as possible.

At the end of the lesson, after the students have sorted their names to present next week, the teacher asks the students, “What have we learned today?” “What sentences are used in the procedure text?”.

All students actively participate in the class because the teacher actively moves and walks when explaining. The teacher also has a good understanding and knowledge of each student. The teacher routinely and fairly calls out names to answer any questions asked. In addition, if there are students who are confused or do not seem to pay attention, the teacher will immediately approach or call their names and ask directly about the difficulties or obstacles they face. According to the researcher's observations, the teacher's teaching method is very effective, with a very visible emotional approach between teachers and students when learning takes place with this students seem to easily understand learning very well.

e. Availability of Competence

By the end of the lesson, students have mastered the procedure text and can understand the assignment well, as evidenced by their ability to answer the teacher's questions orally, quickly and accurately.

They listened carefully to the teacher's explanation and answered every question asked by the teacher

with full attention from the beginning to the end of the lesson.	
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b. 2nd Observation in Class X I (29 October 2024)

Classroom Activities	Nodes
At the next meeting, the teacher arrived five minutes before the start of the learning period. The teacher entered the class by greeting the students, and the teacher asked the students to clean the bathroom sink in front of the class because it looked dirty. Furthermore, the teacher gave advice related to cleanliness that must always be maintained and asked the student who got the cleaning schedule that day to not only clean the classroom but also keep cleanliness outside the classroom, such as facilities in front of the class clean.	Class Preparation
The teacher on that day did not conduct any diagnostic or non-diagnostic assessment on that day because the focus of learning that day was repeating the previous learning points and asking about the readiness to practice on-text procedures that would be performed on that day without any additional material activities.	Assessment Diagnostic
The teacher conducts formative assessment by observing students' responses either through active involvement, such as giving verbal answers, or showing non-verbal responses, such as head movements. Students are seen listening and listening carefully to the teacher's explanation.	Formative Assessment
<p>a. Stimulation</p> <p>Students did not receive stimulation on that day; the teacher only explained the points that would be assessed during the practice of text procedures that were assessed: the adjustment of the title to the practice carried out, the purpose of the practice, the materials and materials needed, detailed steps and</p>	<p>Core Activities</p> <p>a. Stimulation b. Identifying Problem c. Prove d. Drawing Conclusions</p>

<p>processes, pronunciation, and clear stages that were by the stages of the text.</p> <p>b. Identifying Problem</p> <p>The teacher asks each student who has been listed on that day to come up to show their text procedure presentation according to their interests that they have prepared beforehand. Students who get their turn to come forward to submit the text to the teacher in the form of writing or pictures, which are checked by the teacher when practiced by the text.</p> <p>c. Prove</p> <p>Students practice using the tools they provide from home with a variety of things provided by the teacher, asking other students to pay close attention to the students who are performing in front. In addition, the teacher asks for the practice to be documented via cellphone and later collected via Google Drive. Before that, the teacher asks the students to edit the video as creatively as possible (Differentiation Product).</p> <p>The teacher not only assesses directly, but also assesses students' creativity through the videos they do in class. Other students are asked to pay attention to every step of the practice that is taking place. They are also prohibited from activating or playing cellphones during learning activities (Differentiation Product).</p> <p>After the students finish their practice and show the results to the teacher and other students, the teacher will assess them according to the assessment rubric that has been made. The teacher will tell the mistakes if there are any after the practice, such as improving pronunciation and using more appropriate vocabulary.</p>	<p>e. Availability of Competence</p>
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<p>d. Drawing Conclusion</p> <p>At the end of the lesson, the teacher asks students to recall what is contained in the procedure text and identify the mistakes made today so that they will not be repeated in the next practice.</p> <p>e. Availability of Competence</p> <p>Learning and individual practice went smoothly, although some students did not pay attention and chatted with their classmates when the practice was taking place. The researcher concluded that this could have happened because the teacher only focused on students who were practicing and did not pay attention to students who were chatting when the practice was taking place.</p>	
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c. 3rd Observation in Class X G (31 October 2024)

Classroom Activities	Nodes
<p>On a sunny Thursday, the teacher starts the class by opening by saying greetings and asking the boys to lead the prayer in front of the class. At the beginning of the lesson, the teacher builds a positive classroom atmosphere with the phrase “Today the weather is sunny, not cloudy or indicating that it will rain, so we must learn with enthusiasm as bright as the sun” and provides motivation “Do not want to lose to your parents, who are struggling to make a living you must also be enthusiastic in studying.” The students were enthusiastic by answering, “Yes, ma'am,” and smiling.</p>	Class Preparation
<p>Because it has entered the rainy season, the teacher conducts a non-cognitive diagnostic assessment of students to find out their conditions by asking students' conditions “Is anyone not feeling well?” or “Does anyone have a cough and flu?” the teacher then mentions the students' names one by one while asking about the student's condition.</p>	Assessment Diagnostic

<p>The teacher asks the students to recall last week's lesson and asks the students to review whether the students still remember last week's material. "Dede, do you still remember what we learned last week?"</p> <p>"Putri, can you give an example sentence using the second verb?"</p>	<p>Formative Assessment</p>
<p>a. Stimulation</p> <p>At the beginning of the lesson, the teacher gives stimulus to the students by linking to last week's lesson in the form of a question "Can you give an example of using the second verb in a sentence? The teacher asks the students to write it down on the blackboard while preparing the projector as today's learning media. After all the answers are written down by the students, the teacher will check and tell whether the sentence is correct or not. If there is an error. The teacher will tell the students gently so that the students can understand it and catch the teacher's explanation well. After preparing the projector, the teacher asks the students sitting at the back whether it is visible or not. The teacher ensures that all students can see properly and comfortably so that learning is not hampered.</p> <p>b. Identifying Problem</p> <p>After the teacher makes sure all students can see clearly towards the projector. The teacher starts the class by displaying a PowerPoint. Point in which there is learning material content that adapts to students' interests, namely about text procedures in the PowerPoint. There is not only writing, but also images and videos that can be seen and accessed clearly by all students in the class. Teachers take learning resources through handbooks, Google, YouTube, and other sources on the internet that can be accessed to make it easier for students to understand the learning material (Differentiation Content Based on Interests and Learning Styles).</p>	<p>Core Activities</p> <ul style="list-style-type: none"> a. Stimulation b. Identifying Problem c. Prove d. Drawing Conclusion e. Availability of Competence

The teacher explains in detail so that students can easily grasp what is explained. The teacher also builds two-way communication, which helps students to know things that they did not know before. The teacher will also reprimand students who are caught using or activating cell phones during the lesson and ask all students to focus during the lesson. Students are asked to record important things that are conveyed when learning takes part in the notebook.

In the Powerpoint, there are some visual images, the teacher will ask questions that encourage students to think critically by asking and asking students to mention what image is displayed and how to make it and ask if they like the food with “Do you like Milk tea?” or “Who doesn't like Milk tea?”. The teacher also asks “Have you ever made that drink/food?” The teacher then asks the students to answer by raising their hands as a sign that if someone answers that they don't like it, the teacher will approach the student and ask the reason why they don't like the food/drink that is being displayed (Differentiation Process).

The teacher continues explaining the procedure text and occasionally jokes with the students to create a more pleasant learning atmosphere. The teacher also asks the students to read the text on the PowerPoint to correct their pronunciation and gives examples of the correct pronunciation (Differentiation Process).

Then the teacher asked several students to come forward and give examples of text procedures that they had made daily or that they had made at home. The teacher asked the students to mention how to make it in order according to the learning material, and there were many more questions throughout the learning that the teacher asked to improve students' critical thinking (Differentiation Process).

During the lesson, the teacher continues to actively interact with the students. The teacher not only led actively by explaining through the media, but also

always encouraged students to think and participate actively. The teacher also answered all students' questions in detail and clearly. The teacher does not let the students just stand still and listen to his explanation. The teacher also responds to some student jokes that occur during learning. This learning approach is two-way and student-centered, where students are fully involved in the learning process and the teacher only acts as a facilitator.

c. Prove

The teacher asks some questions related to text procedures, such as definition, kind/type, social function, generic structure, language features, and examples. The teacher asks the students who have not been asked a question to answer the question and asks the other students to confirm whether the answer is correct or not, such as asking after the student answers with the question, "Is it true or false?" Then the other students will give answers such as "True, ma'am" or "False, ma'am." After that, the teacher will give feedback on the student's answer, indicating whether the answer is correct or still needs improvement.

Students are asked to review their notes and are allowed to ask any questions related to the material.

Before closing the lesson, the teacher once again asked about the material and whether there were any related things that students still did not understand. After all, students stated that they understood the material. The teacher then gives the assignment to produce a product as a result of today's learning to all students to practice test procedures that will be carried out at the next meeting. Students are also asked to prepare materials, tools, and steps by performing in front of the class individually in turn. The teacher allows the students to choose the type of procedure that they are interested in, such as manual, food/drink recipe, and tutorial. They are also free to

<p>collect the script in the form of writing or pictures that will be collected during the performance (Differentiation Product).</p> <p>d. Drawing Conclusion</p> <p>A series of explanations have been given by the teacher today, and it is time for the teacher to conclude, “What have we learned today?” All students look active in responding to the questions given. The teacher also always gives all students space to speak to convey their answers. The teacher allows students to express themselves positively and supports them directly. The teacher seems to have a good understanding of each student in the class. Periodically, the teacher does not just sit quietly in a chair but also walks around while paying attention to all students in the class. Based on the researcher's observations, the teacher took an approach that was very effective in making students listen to and obey the teacher. It is also evident from the students' enthusiasm in answering the questions that this shows their understanding in capturing the material provided is very good.</p> <p>e. Availability of Competence</p> <p>At the end of learning, students can understand the material by answering the questions given correctly. Students also show discipline in not using cellphones during learning and by bringing dictionaries; they actively open dictionaries if they do not know the meaning of vocabulary given during learning.</p>	
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d. 4th Observation in Class X G (07 November 2024)

Classroom Activities	Nodes
The meeting on that day began with opening greetings and praying together as usual, lead by male students in front of the class. The teacher asked how	Class Preparation

<p>the students were doing and saw that there were several empty benches, and with great concern, the teacher asked about the students' whereabouts. The other students replied that the student was sick, and the teacher asked all students to pray for his recovery.</p>	
<p>At this point, the teacher conducts a noncognitive diagnostic assessment by inquiring about the students' learning readiness and their preparedness for today's practice. It turned out that there were students who were not ready for today's practice because they did not memorize it properly and did not bring the materials and tools needed to practice text procedures.</p>	<p>Assessment Diagnostic</p>
<p>Teachers conduct formative assessments periodically in the learning process from beginning to end. It is different from the assessment that is done at the end of the lesson. In class practice, the teacher asks students to "Give an example of a correct imperative sentence."</p>	<p>Formative Assessment</p>
<p>a. Stimulation</p> <p>Students did not receive stimulation on that day. The teacher only explained the points that would be assessed during the practice of text procedures that were assessed the adjustment of the title to the practice carried out, the purpose of the practice, the materials and materials needed, detailed steps and processes, pronunciation, and clear stages that were following the steps of the text.</p> <p>b. Identifying Problem</p> <p>The teacher asks each student who has been registered that day to come up to show their text procedure presentation according to their interests that they have prepared beforehand. Students who get their turn to come forward to submit the text to the teacher in the form of writing or pictures, which are checked by the teacher when practiced following the text.</p>	<p>Core Activities</p> <p>a. Stimulation b. Identifying Problem c. Prove d. Drawing Conclusion e. Availability of Competence</p>

c. Prove

Students practice using the tools they provide from home with a variety of things provided by the teacher, asking other students to pay close attention to the students who are performing in front. In addition, the teacher asks for the practice to be documented via cellphone and later collected via Google Drive, before the teacher asks the students to edit the video as creatively as possible (Differentiation Product).

The teacher not only assesses directly, but also assesses students' creativity through the videos they do in class. Other students are asked to pay attention to every step of the ongoing practice, and they are prohibited from activating or playing cellphones during learning activities (Differentiation Product).

The teacher found that some students were not fluent in the practice of text procedures, and it took quite a long time. The teacher gently reprimanded and asked, "Have you memorized it well at home?" By listening to the students' reasons, the teacher gave a solution in the form of the practice being postponed to the last order of the day so that students could practice smoothly.

After the students finish their practice and show the results to the teacher and other students, the teacher will assess them according to the assessment rubric that has been made. The teacher will inform the students of any mistakes after the practice, such as correct pronunciation and vocabulary usage. The teacher gives directions so that other students' mistakes do not occur in the next practice and asks students to prepare themselves as well as possible to carry out the practice that is displayed in front of the class.

d. Drawing Conclusion

<p>At the end of the lesson, the teacher asks students to recall what is contained in the procedure text and identify the mistakes made today so that they will not be repeated in the next practice.</p> <p>e. Availability of Competence</p> <p>Learning and individual practice went very well, even though some students had problems when performing, such as nervousness and not bringing complete tools, and some students did not pay attention and chatted with their classmates when the practice was taking place. The researcher concluded that this could have happened because students could not control their nervousness and also lacked preparation. The teacher may also only focus on students who are practicing in front of the class so that they pay less attention to other students.</p>	
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e. 5th Observation in Class X J (18 November 2024)

Classroom Activities	Nodes
<p>The teacher starts the lesson by saying good afternoon and greetings with Islamic values. The teacher also gives advice related to manners and morals to teachers, parents, and even manners towards classmates or elders. The teacher advises while walking while observing the class students to find out the enthusiasm of the students even though it has entered the afternoon learning and the hot weather; the teacher conveyed to stay focused on the learning that will be given today.</p>	Class Preparation
<p>The teacher starts the learning by asking detailed questions to build students' awareness of the material to be learned and, at the same time, prepare students mentally for the learning process. When asked about their mental state, most students answered well this response showed that all students were in good condition. However, some students answered honestly, stating that they were sleepy and hot</p>	Assessment Diagnostic

<p>because of the daytime weather. This shows that there are variations in student conditions, as a teacher will pay close attention to the welfare of students to support the success of their learning.</p>	
<p>The teacher has conducted a formative assessment from the beginning of learning to the end of learning by asking students, namely, “Do you still remember what you learned last week?” and ‘Can you explain what a text procedure is?’ ”Why does the text procedure use imperative sentences?” This effort shows the teacher's awareness of student understanding and understanding of the learning material provided and the extent to which students have absorbed the information that has been taught.</p> <p>The teacher asked them to do the assignment in the handbook on page 51, and they were asked to do 20 questions in 30 minutes. Before that, the teacher asks students to collect their cellphones in front of the class so that they can work on the problems by opening the dictionary they brought. This is designed to encourage students to try to know or understand the problem and can trigger their critical thinking. The teacher tries to provide intellectual challenges to students to strengthen their understanding and memory as well as their efforts on the problems given.</p> <p>After completing the problem, the teacher asks the students to collect and correct the problem together and take the value of the problem.</p>	<p>Formative Assessment</p>
<p>a. Stimulation</p> <p>The teacher starts the learning with an interactive and participatory approach through ice-breaking, in which the teacher asks students to play a snakes and ladders game around the circle. The teacher will sing a song: “I want to make a group, make a group, make a group. My group has a (number) person.” After the teacher sings the song, students are asked to form a group according to the number the teacher says. Students look very excited when doing the ice breaking. This approach creates excitement, motivates, and encourages all students to actively</p>	<p>Core Activities</p> <ul style="list-style-type: none"> a. Stimulation b. Identifying Problem c. Prove d. Drawing Conclusion e. Availability of Competence

participate in determining the group they realize that their involvement will determine the group they have, in this way creating a dynamic atmosphere and supporting collaboration in the learning process.

b. Identifying Problem

After conducting ice-breaking, the teacher forms groups of three, and there must be a girl and a boy in it. The teacher then explains today's learning objectives. Today's task is still related to text procedures, which will be taken in groups.

The teacher prepares teaching media in the form of barcodes that contain text procedures. The teacher explains that there are text procedures that will be presented through writing and pictures (Differentiation Content Based on Interests and Learning Styles).

The teacher then asks questions related to text procedures, and the group that can answer the questions correctly will be allowed to choose the barcode they want.

The question is, "What is in a text procedure?" "What sentences are used in a text procedure?"

The group of students who answer correctly will be given the barcode of their choice. If they choose a written barcode, they will be asked to arrange the text procedure in order and detail through writing, and if they choose a barcode that contains a picture, they will sort the picture and order it in an orderly manner (Differentiation Process).

c. Prove

In learning activities, only one mobile phone per group is allowed. They enthusiastically worked according to their group's wishes. The teacher, as an active listener, listens to the discussion of groups that get different text procedures. The teacher also provides feedback with suggestions and answers questions related to the text procedures provided.

The teacher asks the students to present the results of their discussion in front of the class at the next meeting according to the results and barcodes they have chosen, and all group members are asked to participate for their group (Differentiation Product).

<p>d. Drawing conclusion</p> <p>At the end of the lesson, the teacher and students review the summary material with the question, “What did we learn today?” This question is designed to invite students to reflect on their understanding of the material that has been taught. In addition, the teacher gives appreciation to students who complete the task on time as a form of their success in doing the task and their participation and discipline in active involvement in learning that day. This strategy not only increases student motivation but also stimulates a positive spirit of collaboration in the learning process.</p> <p>e. Availability of Competence</p> <p>Students showed good participation in learning as evidenced by working on questions that were completed on time, and high excitement radiated from the faces of students. This is because the teacher can build a classroom atmosphere that was previously hot and sleepy. After all, the afternoon became lively and very fun. This method not only provides fun in the learning process but also does not limit learning to just staying in place but involves all physical learners in the learning process. By using this strategy, the learning atmosphere becomes more dynamic and stimulates comprehensive learner involvement.</p>	
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f. 6th Observation in Class X J (19 November 2024)

Classroom Activities	Nodes
<p>Before starting the morning session, the teacher asked all students to clean and pick up trash around them, such as checking in their desk drawers and on the floor. The teacher then opens the class by greeting and asking male students to lead the prayer in front of the class. After praying together, the teacher gives advice related to cleanliness, if our class or learning environment is clean, then we will feel comfortable when learning.</p>	<p>Class Preparation</p>

<p>As a step to get closer to students and pay attention to non-cognitive aspects, the teacher asks questions about students' conditions. The teacher asks the students, "Have you had breakfast?" The positive response from all students shows that the students' non-cognitive needs, such as nutritional adequacy, have been met. Although there are some students who honestly cannot eat breakfast, they bring lunch to eat at break time. After verifying the students' non-cognitive conditions, the teacher officially starts the learning, directing students' attention to the task that will be presented today in groups. Students are asked to prepare their groups as a form of their readiness for today's presentation.</p>	<p>Assessment Diagnostic</p>
<p>Furthermore, in this observation, the teacher conducts an assessment during the learning process, which is part of the formative assessment. This assessment includes various aspects, such as when students respond to teacher questions. Teachers also evaluate students' responses not only through verbal but also through the body language or movements they show.</p>	<p>Formative assessment</p>
<p>a. Stimulation The teacher announces the points that will be assessed in the presentation today. The teacher also asks the students to listen carefully to those who are presenting.</p> <p>b. Identifying Problem After the group advances, the teacher will ask questions related to the procedure that has just been presented as part of the formative assessment process. The teacher asks questions such as "How many steps are there in the procedure text?" "What is the title of the procedure text?" and "What are the materials needed?"</p> <p>c. Prove The teacher will assess the speaking of each group member who is presenting and how the selected text procedure is organized, both in writing and in pictures. At the end of the presentation, the teacher will ask questions related to the procedure text that has been presented to the students who watched and</p>	<p>Core Activities</p> <ul style="list-style-type: none"> a. Stimulation b. Identifying Problem c. Prove d. Drawing Conclusion e. Availability of Competence

listened	(Differentiation	Product)
<p>After the group progresses, the teacher will ask questions related to the procedure that has just been presented as part of the formative assessment process. The teacher asks questions such as “How many steps are there in the procedure text?”, “What is the title of the procedure text?”, and “What are the materials needed?”.</p>		
<p>The teacher asks the presenting group to confirm whether their friend's answer is correct. If it is still wrong, the teacher will give feedback in the form of advice and ask the presenting group to give the correct answer. After listening to the correct answer, students are asked to pay more attention and listen carefully to the group that is presenting the results of their discussion.</p>		
<p>d. Drawing Conclusion</p>		
<p>At the end of the lesson, the teacher thanked the students for doing the task as well as possible. The teacher also appreciated the group for being willing to actively speak even though there were still wrong pronunciations. The teacher is also motivated to always improve learning at every meeting so that students are more enthusiastic. All students look active in listening, although there are still some who are less focused. The teacher seems to have a good understanding of individual students. The teacher routinely calls each student by name to answer the questions given.</p>		
<p>According to the observations of researchers, teachers facilitate learning styles as well as students' learning interests with the support of this very effectively. Students easily understand what the teacher is saying.</p>		
<p>e. Availability of Competence</p>		
<p>By the end of the lesson, students have mastered the text procedure and can complete practical tasks individually and in groups. It is evident from their satisfactory presentation results that they listened to and captured the teacher's explanation carefully, completed the task, and answered the questions asked</p>		

by the teacher with full attention from the beginning to the end of the lesson.	
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g. 7th Observation in Class X H (21 November 2024)

Classroom Activities	Nodes
The teacher opens the class with greetings and enthusiasm the teacher greets students with a warm smile as a form of expression of intimacy. The next step is for the teacher to ask the students to move their chairs in the shape of the letter U so that all students can see the writing board properly. The teacher then asks a male student to lead the prayer in front of the class. The teacher inquires about the students' progress, addressing each absentee individually and inquiring about their health conditions. To ensure students' learning readiness, the teacher kindly asked, "Are you all ready to learn today?" and also asked, "Are you ready to receive the material today?"	Class Preparation
The teacher conducts a non-cognitive diagnostic assessment of the students to find out their condition by asking, "Did you all bring a dictionary?" "Did anyone not bring a dictionary?". The teacher also asked and listened to the reasons of students who did not bring dictionaries to this lesson.	Assessment Diagnostic
The teacher asks the students to work on 5 questions that the teacher has prepared, and the students are asked to collect their cellphones during the work. The teacher asks the students to work well and is allowed to open the dictionary they brought. This is arranged to encourage students to strive to know or understand the problem and to trigger their critical thinking. The teacher tries to provide intellectual challenges to students to strengthen their understanding and memory as well as their efforts on the problems given. After completing the problem, the teacher asks the students to collect and correct the problem together and take the value of the problem.	Formative Assessment

a. Stimulation

The teacher asks students to work on questions through Quizizz, which questions contain text procedures. After students have completed the questions that have been given by the teacher, they form groups of students based on the ranking that students get by grouping, in which some students get the top rank, middle rank, and lower rank. Students looked very excited and enthusiastic when the group division took place. This approach creates excitement and motivation, encouraging all students to actively participate in the determination of the group. They realize that their involvement will determine the group they have, in this way creating a dynamic atmosphere and supporting collaboration in the learning process.

b. Identifying Problem

After the division of groups determined by the teacher, the group contains three people, and there must be women and men in it. The teacher then explains today's learning objectives. Today's task is still related to text procedures, which will be taken in groups.

The teacher prepares teaching media in the form of barcodes that contain text procedures. The teacher explains that there are text procedures that will be presented through writing and pictures (Differentiation Content based on learning styles).

The teacher then asks questions related to text procedures, and the group that can answer the questions correctly will be allowed to choose the barcode that the presentation wants in the form of writing and images that have been determined.

The question is, "What is in the procedure text?" "What sentences are used in the procedure text?"

The group of students who answer correctly will be given the barcode of their choice. If they choose a written barcode, they will be asked to arrange the text procedure in order and detail through writing, and if they choose a barcode that contains a picture, they will sort the picture and order it in an orderly manner (Differentiation Process).

Core Activities

- a. Stimulation
- b. Identifying Problem
- c. Prove
- d. Drawing Conclusion
- e. Availability of Compence

c. Prove

In learning activities, only one cellphone per group is allowed. They enthusiastically worked according to their group's wishes. The teacher, as an active listener, listens to the discussion of groups that get different text procedures. The teacher also provides feedback with suggestions and answers questions related to the text procedures provided.

The teacher asks the students to present the results of their discussion in front of the class at the next meeting according to the results and barcodes they have chosen, and all group members are asked to participate for their group (Differentiation Product).

d. Drawing Conclusion

At the end of the lesson, the teacher asks the students to summarize what they have learned today by asking, "What did you learn today?" This question is designed to invite students to reflect on their understanding of the material that has been taught. The teacher also gives appreciation to the students for working well together and helping each other with the task. The purpose of this group learning is that working together with friends will lighten the burden of the task they feel they can freely exchange thoughts and opinions in the completion of the task. This strategy not only increases student motivation but also stimulates a positive spirit of collaboration in the learning process.

e. Availability of Competence

Students showed good and positive participation in learning, as evidenced by working on questions that were completed promptly, as well as excitement and enthusiasm and creating a high competitive spirit on the faces of students. This is because the teacher can build a classroom atmosphere through various quiz classes that become lively and very fun. This method not only provides fun in the learning process but also builds collaborative learners in the learning process. By using this strategy, the learning atmosphere becomes more dynamic and stimulates comprehensive learner involvement.

h. 8th Observation in Class X H (28 November 2024)

Classroom Activities	Nodes
<p>Before starting the morning session, the teacher asks all students to get up from their seats and stretch their bodies. The teacher asks students to breathe oxygen in the morning so that their bodies become more relaxed. The teacher then opens the class by greeting and asking male students to lead the prayer in front of the class. After praying together, the teacher gives advice related to health, which provides knowledge that their age is still developing, so the teacher asks students to do more physical activities such as sports, eating healthy foods, eating more fruits and vegetables, and drinking enough water. Students listened carefully to what the teacher told them that morning.</p>	Class Preparation
<p>As a step to get closer to students and pay attention to non-cognitive aspects, the teacher asks questions about students' conditions. The teacher asked the students, "Have you had breakfast or drunk water this morning?" The positive responses from all students showed that the students' non-cognitive needs, such as nutritional adequacy, had been met even though some students honestly could not eat breakfast, but their parents provided them with food to eat at recess.</p> <p>After verifying the students' non-cognitive condition, the teacher officially starts the learning by directing students' attention to the task that will be presented today in groups. Students are asked to prepare their groups as a form of their readiness for today's presentation. The teacher asks the students to present their discussion results in order.</p>	Diagnostic Assessment
<p>Furthermore, in this observation, the teacher conducts an assessment during the learning process, which is part of the formative assessment. This assessment includes various aspects, such as when students respond to teacher questions. Teachers also evaluate students' responses not only through oral but also</p>	Formative assessment

<p>through body language or gestures they show in responding to all questions asked by the teacher during the learning process.</p>	
<p>a. Stimulation</p> <p>The teacher announces the points that will be assessed in the presentation today. The teacher also asks the students to listen carefully to those who are presenting. The teacher does not allow students to play on cell phones or not pay attention to students who are presenting in front of the class. The teacher will assess the speaking of each group member who is presenting as well as how to organize the selected text procedure both in writing and in pictures. At the end of the presentation, the teacher will ask questions related to the text procedure that has been presented to the students who watched and listened.</p> <p>b. Identifying Problem</p> <p>After the group advances, the teacher will ask questions related to the procedure that has just been presented as part of the formative assessment process. The teacher asks questions such as “How many steps are there in the procedure text?” “What is the title of the procedure text?” and “What are the materials needed?”.</p> <p>c. Prove</p> <p>The teacher asks the presenting group to confirm whether their friend's answer is correct. If it is still wrong, the teacher will give feedback in the form of advice and ask the presenting group to give the correct answer. After listening to the correct answer, students are asked to pay more attention and listen carefully to the group that is presenting the results of their discussion.</p> <p>The teacher assesses how the group presents and assesses it individually and asks how and to what extent the student's contribution to the discussion results is obtained.</p> <p>The teacher wants to build a good spirit of collaboration among students so that all students can contribute to their group and not only pay attention to their friends but also have a positive contribution and</p>	<p>Core Activities</p> <p>a. Stimulation</p> <p>b. Identifying Problem</p> <p>c. Prove</p> <p>d. Drawing Conclusion</p> <p>e. Availability of Competence</p>

gradual learning improvement (Differentiation Product).

d. Drawing conclusion

At the end of the lesson, the teacher thanked the students for doing the assignment as well as possible. The teacher also appreciated the group for being willing to actively speak; it can be seen that passive students can speak quite well when presenting, even though there are still wrong pronunciations. The teacher is also motivated to always improve learning once that student showed was active listening to the explanation that the teacher gave. Such as studying in their spare time so that students can develop their knowledge not only in the classroom. The response that students showed was active listening to the explanation that the teacher gave. Teachers seem to have a good understanding of individual students. Teachers routinely call each student by name to just give a warning so that students can focus on the learning that is being given.

According to the observations of researchers, teachers are very facilitative and know the interests and learning styles of students. With the support of this, it has been very effective in the learning that is displayed in the classroom.







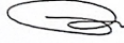
e. Availability of Competence

By the end of the lesson, students have mastered the text procedure and can complete practical tasks individually and in groups. It is evident from their satisfactory presentation results that they listened to and captured the teacher's explanation carefully, completed the tasks, and answered the questions asked by the teacher with full attention from the beginning to the end of the lesson. Students also look satisfied with the learning outcomes they have completed, both through individual and group practice. Students seemed to enjoy the class.

Appendix VI. Consultation Schedules and Notes

CONSULTATION NOTES

NAME OF ADVISOR : Dr. Hj. Raida Asfihana, M.Pd.

No	Day/Date	Notes	Signature
1	Wednesday, 2 October 2024 (Offline)	Checking the content and grammar mistakes	
2	Friday, 11 October 2024 (Offline)	Consulting the content of observation	
3	Thursday, 17 October 2024 (Online)	The lecturer helped about the observation	
4	Wednesday, 8 January 2025 (Online)	Consulting and checking about findings	
5	Monday, 27 January 2025 (Offline)	Consulting about findings and data analysis	
6	Thursday, 30 January 2025 (Offline)	Consulting about findings, discussion, and grammar mistakes	
7	Thursday, February 13 2025 (Offline)	Checking the all of content (draf of skripsi) <i>finish</i>	

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 - b. Senat Mahasiswa FTK (2022-2024)
 - c. Participant KKN Internasional Malaysia (2024)
 - d. Private English Teacher (2022-2023)
9. Academic Achievement :
 - a. –
10. Non Academic Achievement :
 - a. –
11. List of Scientific Works :
 - a. Differentiated Assessment in English Subject within Independent Curriculum Implementation

Banjarmasin, 13th February 2025



Rizky Gita Puspita Rani