

**THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION IN
ENGLISH LANGUAGE TEACHING AT 8TH GRADE OF
SMPN 3 BUKATEJA, PURBALINGGA**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment
Requirement for *Sarjana Pendidikan* (S.Pd.) Degree**

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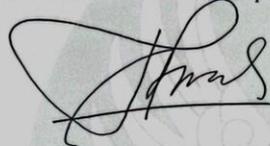
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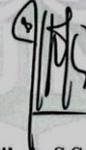
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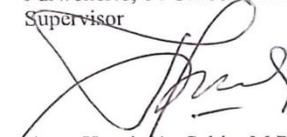
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MOTTO

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."

-John Dewey



DEDICATION

All praise be to Allah SWT, for all is due to the nobility of the glory and majesty
of Your power. I dedicated this thesis to:

My beloved family, My dad Mr. Slamet Agus Supriyadi, S.Pd., My mother Mrs.
Siti Rokhanah, S.Pd.I., and My brothers and My sister:
Soni Farkhani, Amd.Kep., Maulana Ikhsanun Karim, S.Ag, M.A., Mukti Dewi
Ma'rifah, and Muhammad Manshur Musyaffa.



PREFACE

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This thesis was submitted in partial completion of the requirements for the undergraduate education degree in the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. However, this thesis will not be completed without many parties have offered assistance, inspiration, encouragement, and suggestion that are helpful for the completion of this thesis during the writing process. Therefore, the writer would like to express the sincere gratitude and appreciation to:

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Purwokerto, 04 October 2024

I, who declare,



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ABSTRACT

This study was conducted to describe in detail how the implementation of differentiated instruction in English language teaching at 8th grade of SMPN 3 Bukateja, Purbalingga. With the background characteristics, learning needs, interests, and learning style. In this study, the researcher described the implementation of differentiated instruction based on the theory of Tomlinson and differentiated instruction in the Merdeka curriculum in English subjects at SMPN 3 Bukateja, Purbalingga. In data collection, researchers used observation, interview, and documentation. While the method for analyzing data used data reduction, data presentation and drawing conclusions. The type of research conducted is qualitative research. The results of the study, SMPN 3 Bukateja, Purbalingga used process and product differentiation indicate the process differentiation was the teacher used various techniques. These techniques were based on the character tendencies of each student in the class, starting from learning needs, interests and learning styles, the techniques are lecture technique, discussion technique, Q&A technique, recitation technique, and peer teaching technique. In product differentiation, the teacher provided formative assessment options consisting of writing experiences of the game in Independence Day on a piece of paper, making dialogues on paper, and making video.

Keywords: *Differentiated Instruction, English Language Teaching*

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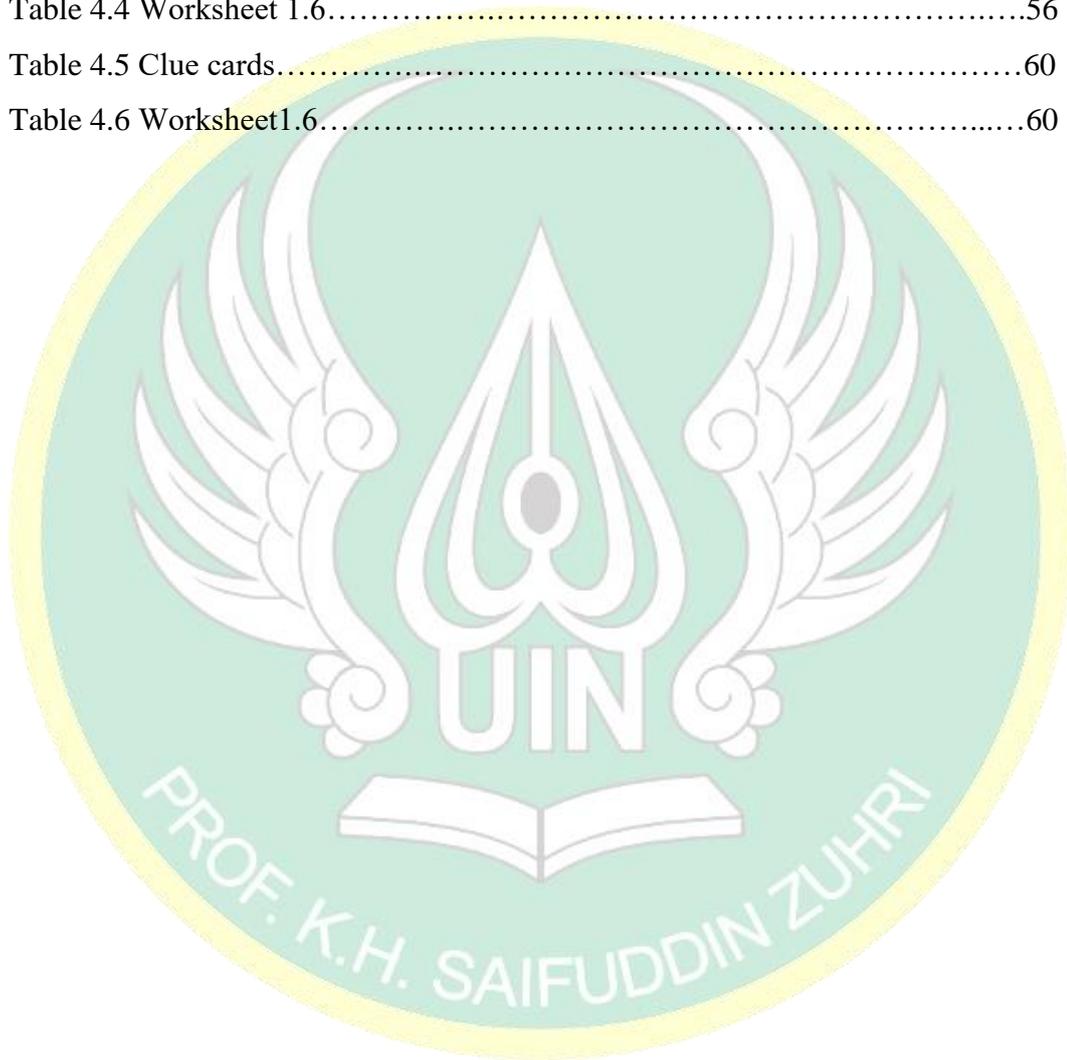
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CHAPTER I

INTRODUCTION

A. Background of the Study

All students have different background characteristics, learning needs and learning interests. Teachers must use appropriate learning models and methods to meet the needs of each student. Teacher needs to study the concept of learning styles in depth for three main reasons. Teachers need to have an interesting teaching style to teach students and get them excited about learning English (Wahidiyati, 2009). Each student has their own preferences regarding how to learn and psychological type which will then influence the way and level of their understanding in learning (Madhu & Bhattachryya, 2023). Teachers must know how to develop classroom methodologies that are based on students' learning styles. In learning, recognizing learning styles is very important because it helps teachers and students understand how to organize learning programs that suit students' learning abilities (Noviska, 2022). This will help achieve better learning goals and simplify the learning process.

While learning that accommodates every student's differences is differentiated instruction. Differentiated instruction is learning that gives freedom to students with different background characteristics, learning needs and learning interests to increase their potential in accordance with the student's learning readiness, interests and learning profile. Differentiated instruction is teaching the same material to all students of various levels of difficulty based on each student's abilities (D'Amico & Gallaway, 2010). Tomlinson states that differentiated instruction believes that teaching is best accomplished by adapting teaching methods to the needs of students to maximize the abilities and potential of all students. It is a strategy that views student diversity as a threat that can be turned into a strength when differences in students' learning styles and learning speeds are accommodated so that they can have the best process appropriate to the

respective needs of students (Komang Arie Suwastini, 2021). This term covers a variety of teaching strategies and attitudes that focus on two interests of a good educator: students and learning. Standards and curriculum tell us what students need to know, and different teaching techniques help us make that happen as we teach them how to learn (Blaz, 2006).

Based on the Decree of the Head of the Educational Standards, Curriculum, and Assessment Agency, Ministry of Education, Culture, Research, and Technology (BSKAP Kemendikbudristek) Number 008/H/KR/2022 concerning Learning Achievements in Early Childhood Education at the Basic Education Level and Secondary Education Level in Merdeka Curriculum, learning general English in the national curriculum will help students become lifelong learners with the Pancasila student profile of faith and noble character, independence, critical thinking, creativity, cooperation, and global diversity. This profile can be developed in general English learning because learning is dynamic and fluid. That is, it provides opportunities for students to participate in the selection of texts and types of learning activities. Learning English provides an opportunity to achieve the Pancasila student profile through written, visual and oral textual materials and activities developed in the teaching and learning process.

Teaching cannot be defined independently of learning. Learning English cannot be separated from the role of the teacher. Teaching means guiding, facilitating learning, enabling people to learn, and facilitating learning. An understanding of how people learn will determine educational philosophy, teaching styles, approaches, lesson design, and classroom techniques (Brown, 2004). In the learning process, teachers must be able to choose learning models that suit the characteristics of students to create an effective and enjoyable learning environment. The learning model will be useful for teachers and students because it can make it easier for teachers to teach and deliver material. In the educational process, the best learning for students will really help in increasing their potential (ABIDIN, 2019). Learning model is a plan or pattern that serves as a guide for planning

classroom learning. Learning model refers to the learning approach used, including instructional objectives, stages of learning activities, learning environment, and classroom management. Additionally, a learning model is a conceptual framework that describes systematic steps for organizing learning experiences to achieve specific learning goals, and that allows learning designers and teachers to understand how teaching and learning activities It added that it serves as a guide in planning and implementing the (Irviana, 2020).

SMPN 3 Bukateja, Purbalingga is a very strategic school for this research considering that the school has started to implement differentiation in learning, especially in English subjects based on the applicable curriculum, namely the Merdeka Curriculum in grade seven and eight grade in academic year 2023/2024. After conducting initial observations in 7th grade at the end of the 2023/2024 academic year, it turned out that the school's progress was visible, especially in English. The state of students' English language skills is quite diverse, many students lack it because students did not learn it in elementary school before. However, there are also some students who can understand English subjects. Based on this phenomenon, the aim of this research is to find out more about what differentiation is implemented in schools and how students in studying English subjects through differentiated instruction due to the new curriculum by adopting the Merdeka Curriculum in schools with research. Subjects for 8th grade English teachers and 8th grade students in the odd semester of the 2024/2025 school year based on observation experience in 7th grade in the even semester of the 2023/2024 academic year.

This research is evaluated based on the results of research from many experts relevant to the topic discussed, the differentiation in English language teaching. These experts include the following: Sukmayani (2023) focused on differentiation teaching writing, Apriati et al (2023) focused on use differentiated instruction to increase students' learning outcomes in English subjects on recount text, and N. Ilmi (2021) focused on differentiation

strategies to teach slow learners in English classroom. Based on many studies, further research is carried out in a Differentiated Instruction that focuses on teaching English language.

Researcher is interested in examining the implementation of differentiated instruction applied in grade 8 of SMPN 3 Bukateja, Purbalingga because this study has the potential to provide important contributions in understanding how differentiated instruction can be integrated with the national curriculum to support individual student development. This study will enrich the literature in the field of education and offer practical solutions to improve the quality of education in Indonesia. Focusing on teacher engagement, student learning outcomes, and curriculum fit can provide a clearer picture of how these two approaches can complement each other and optimize the educational process. The researcher examined how differentiated instruction was implemented at 8th grade SMPN 3 Bukateja, Purbalingga with the research entitled “*The Implementation of Differentiated Instruction in English Language Teaching at 8th Grade of SMPN 3 Bukateja, Purbalingga*”.

B. Conceptual Definition

These definitions are intended to provide a guideline related to this research; the conceptual definitions are:

1. Differentiated Instruction

Differentiated Instruction is learning that gives freedom to students with different background characteristics, learning needs and learning interests to increase their potential in accordance with the student's learning readiness, interests and learning profile (Tomlinson, 2013). Differentiated Instruction is defined as an approach that provides learning opportunities to students while taking into account individual differences and needs (Shareefa et al., 2019). Carol A. Tomlinson, an educator since 1995, wrote about her thoughts on instruction that accounts for individual differences in students in her book, *How to Differentiate Instruction in*

Mixed-Ability Classrooms. This idea then became known as differentiated instruction or differentiated learning (Husni, 2013). This term covers a variety of teaching strategies and attitudes that focus on two interests of a good educator: students and learning. Standards and curriculum tell us what students need to know, and different teaching techniques help us make that happen as we teach them how to learn (Blaz, 2006).

2. Teaching and Learning English in Junior High School

English learning in Junior High School (SMP) focuses on mastery of the four standards of competence or four language skills, such as Listening, Speaking, Reading, and Writing, without taking into account the ethical values embedded in those four skills. This implies that teaching and learning English. Teaching English as a foreign language (TEFL) can take place in any country, regardless of whether English is spoken or not. English as a foreign language (EFL) learners learn English for a variety of purposes, including passing exams, career development, and further education. Teaching and learning have a very close relationship and cannot be defined separately (Brown, 2004). In Indonesia, English is a compulsory subject in senior high school and junior high school. At lower levels, such as elementary school and kindergarten, English is not a compulsory subject. Can be taught to students as a local content subject (Supriyanti et al., 2018).

C. Research Question

Based on the background of the study above, this study is to answer the following question: How is the implementation of Differentiated Instruction in English Language Teaching at 8th grade of SMPN 3 Bukateja, Purbalingga?

D. Objective and Significant of the Study

1. Objective of the Research

Based on the research question, the objective of this study is: To describe how the implementation of differentiated instruction in English language teaching at 8th grade of SMPN 3 Bukateja, Purbalingga.

2. Significance of the Research

a. Theoretical Significance

This study will be useful for providing valuable insight into how differentiated instruction English language teaching was implemented, especially in the context of 8th grade Junior High School. The results can provide information to teachers and English language learning education researchers.

b. Practical Significance

1) For Teachers

The implementation of differentiated instruction can be used by teachers to allow teachers to recognize the needs of different students and design the most effective teaching methods for 8th grade.

2) For Other Researcher

The results of this research can be useful for prospective English Education students who will become teachers because this study is very helpful in knowing how implementation of differentiated instruction in English language teaching at junior high school level, especially what kind of differentiated instruction was implemented in 8th grade of SMPN 3 Bukateja, Purbalingga.

E. Structure of the Research

The following is the research's structure:

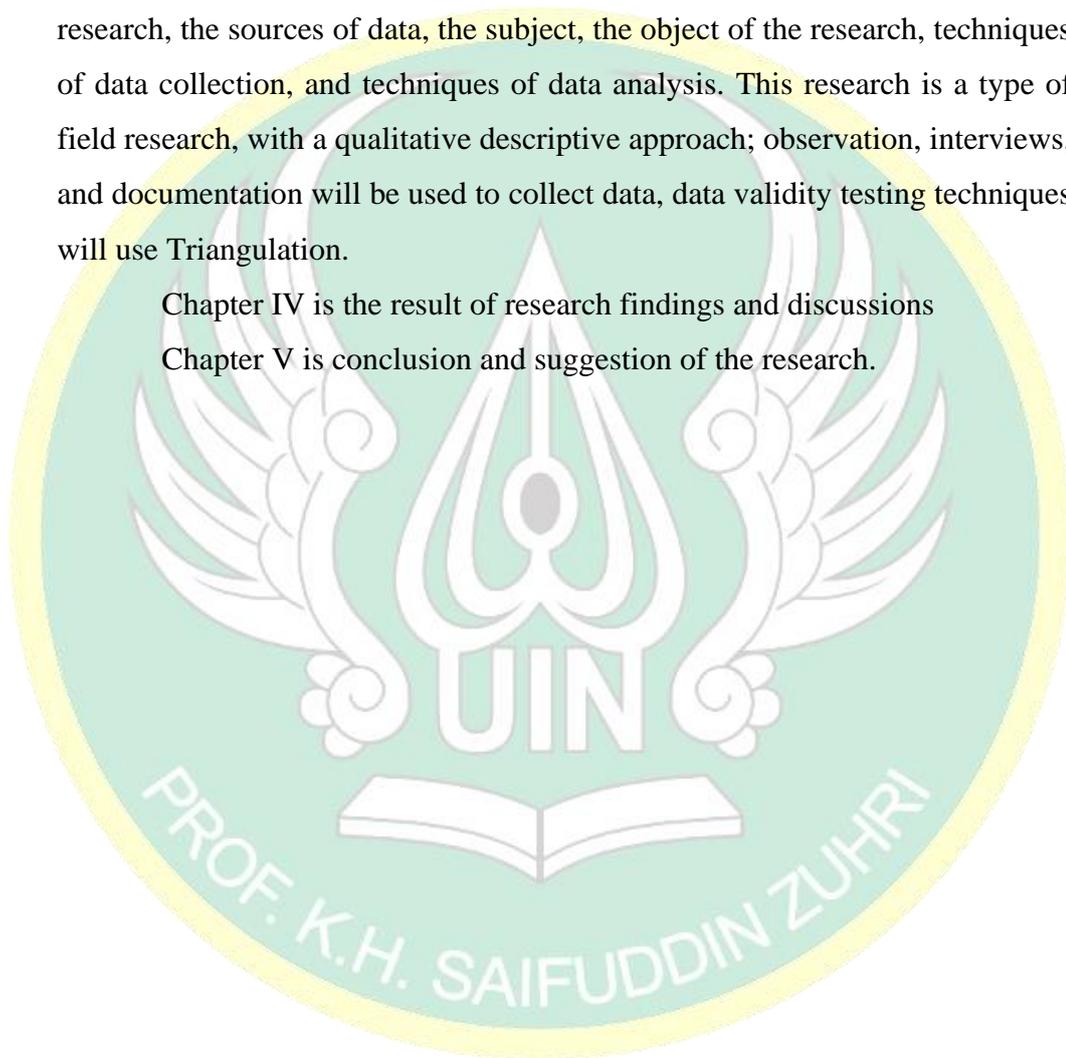
Chapter I is an introduction which consists of the background of the study, operational definition, research questions, objective and significances of the research.

Chapter II is literature review with the theories “The Implementation of Differentiated Instruction in Teaching and Learning at 8th Grade of SMPN 3 Bukateja, Purbalingga”. This includes a review of related theories about Differentiated Instruction, Classroom Diversity, Teaching and Learning English, and English for Junior High School.

Chapter III is research methods. This chapter deals with the types of research, the sources of data, the subject, the object of the research, techniques of data collection, and techniques of data analysis. This research is a type of field research, with a qualitative descriptive approach; observation, interviews, and documentation will be used to collect data, data validity testing techniques will use Triangulation.

Chapter IV is the result of research findings and discussions

Chapter V is conclusion and suggestion of the research.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

This chapter discusses the theoretical framework that is related to this study. It started with the concept of Differentiated Instruction, Classroom Diversity, and Teaching and Learning to Junior High School which will be explained as follows:

1. Differentiated Instruction

a. Definition of Differentiated Instruction

Differentiated Instruction is learning that gives freedom to students with different background characteristics, learning needs and learning interests to increase their potential in accordance with the student's learning readiness, interests and learning profile (Tomlinson, 2013). Carol A. Tomlinson, an educator since 1995, wrote about her thoughts on instruction that accounts for individual differences in students in her book, "How to Differentiate Instruction in Mixed-Ability Classrooms". This idea then became known as differentiated instruction or differentiated learning. In differentiated instruction, teachers teach material with students' readiness levels, interests, and learning styles in mind. Teachers may also change the lesson content (content), the learning process, the learning products and outcomes provided, and the learning environment. A differentiated learning process that schools implement to give students the freedom to learn, as students do not have to be the same as other students in every way (Husni, 2013).

Differentiation consists of the teacher's efforts to accommodate differences among learners within the classroom. Whenever a teacher relies on individuals or small groups to vary their teaching to create the best learning experience possible, that teacher is differentiating

instruction (Tomlinson, 2000). Differentiated instruction means teaching the same material to all students of various levels of difficulty based on each student's abilities (D'Amico & Gallaway, 2010). Differentiated Instruction is defined as an approach that provides learning opportunities to students while taking into account individual differences and needs (Shareefa et al., 2019). Differentiated instruction is a way of recognizing students' different talents and learning styles and teaching them accordingly. These three types of differentiated instruction represent different types of students that teachers often encounter: students who are unmotivated, students who lack basic skills, and high achievers. And in each case, instruction can and should be modified to help these learners do their best (Morgan, 2014). This term covers a variety of teaching strategies and attitudes that focus on two interests of a good educator: students and learning. Standards and curriculum tell us what students need to know, and different teaching techniques help us make that happen as we teach them how to learn (Blaz, 2006).

Meeting appropriate needs will help students in carrying out various educational activities, especially learning activities. Well understood needs are physiological needs, safety, love, self-esteem, self-actualization, or success needs. By meeting all these needs, teachers can design learning as optimally as possible to produce effective and efficient learning for educational purposes (Devianti & Sari, 2020).

b. Differentiated Instruction in Merdeka Curriculum

In the learning and assessment guidebook (PPA 2024) it is explained that the implementation of learning in the Merdeka curriculum begins with educators being able to carry out varied learning referring to differentiated instruction according to different characteristics and the level of understanding or competence of students. Educators are expected to organize learning that is fun,

challenging, motivates students to participate actively, and provides sufficient space for initiative, creativity, independence according to the talents, interests and physical and psychological development of students (Kemendikbutristek, 2024).

Differentiated instruction is a way or effort made by teachers to meet the needs and expectations of students. Differentiated learning is an effort to adjust the learning process in the classroom to meet the individual learning needs of each student. Differentiated instruction is also not a chaotic learning process. Simply put, differentiated instruction is a series of reasonable decisions made by teachers that are oriented towards student needs. The purpose of differentiated instruction is to establish a harmonious relationship between teachers and students because differentiated instruction improves strong relationships between teachers and students (Pitaloka & Arsanti, 2022).

In differentiated instruction, teachers must understand and realize that there is not just one way, method, strategy used in learning a subject matter. Teachers need to prepare subject matter, activities, daily assignments both in class and at home, and final assessments according to the readiness of students to learn the subject matter, interests or what their students like in learning, and how to deliver lessons that are in accordance with the learning profile of their students (Kristiani, et. al 2021).

c. Principles of Differentiated Instruction

There are five basic principles that help teachers implement differentiated instruction (Tomlinson, 2013):

1) An environment that encourages and supports learning.

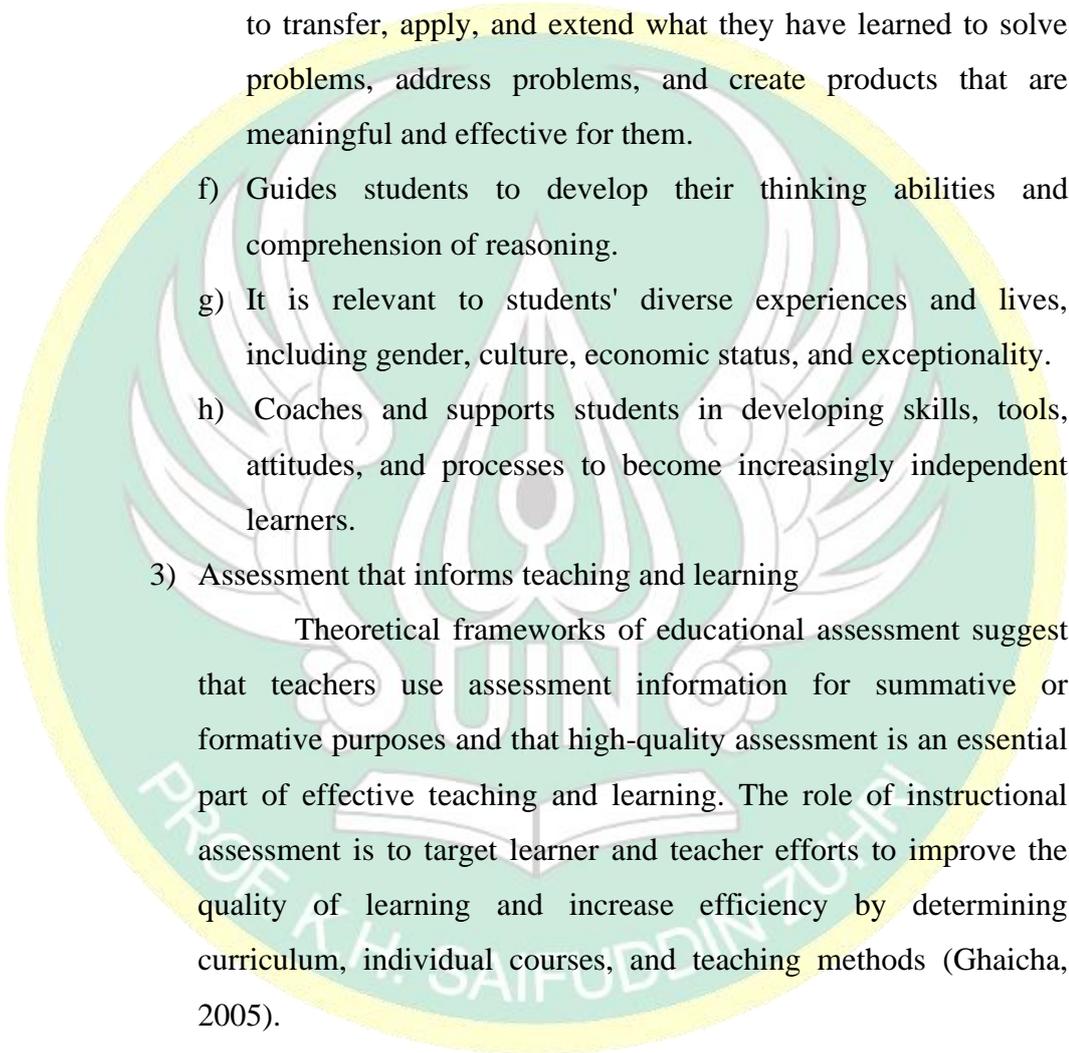
The learning environment includes the physical environment of the school or classroom where students spend their learning time at school. The learning environment refers to the situations and conditions that students experience when learning, in

their relationships, and when interacting with other students and teachers. When it comes to learning, teachers need to adapt to students' readiness, interests, and learning profiles to ensure their learning needs are met. Teachers can connect with their students and see their profile, their willingness to take lessons, what students are interested in, how easily they accept lessons, what is right, etc. is needed. The method is to provide lessons that match the student's learning style. Apart from having relationships and connections with students, teachers also need to make their students have confidence in themselves. Beliefs are sections of language learning and about the nature of language learning and teaching (Handayani & As-sabiq, n.d.).

2) Quality curriculum

A good curriculum must have clear objectives to guide the teacher in determining lessons. Furthermore, when teaching, the teacher's focus is on the student's understanding rather than what the student has memorized. The most important thing is to help students understand what they are learning and apply it to their lives. Effective curriculum and instruction according to Tomlinson (2005):

- a) Focuses squarely on the essential facts, concepts, principles, skills, and attitudes that professionals and experts in the discipline value most. It directs students' attention to rich, deep ideas and ensures retention in the topics and areas that matter most.
- b) Provide students opportunity to clearly and thoroughly understand how key information, concepts, principles, and skills are meaningful and useful. This helps students understand where, how, and why to apply what they have learned.

- 
- c) Engage students emotionally and cognitively. Students enjoy, or at least feel satisfied with, what and how they learn.
 - d) It places students in the center of learning and acknowledges that different students learn differently, at different rates, and with varying interests.
 - e) Focused on the product. This means that students are expected to transfer, apply, and extend what they have learned to solve problems, address problems, and create products that are meaningful and effective for them.
 - f) Guides students to develop their thinking abilities and comprehension of reasoning.
 - g) It is relevant to students' diverse experiences and lives, including gender, culture, economic status, and exceptionality.
 - h) Coaches and supports students in developing skills, tools, attitudes, and processes to become increasingly independent learners.
- 3) Assessment that informs teaching and learning

Theoretical frameworks of educational assessment suggest that teachers use assessment information for summative or formative purposes and that high-quality assessment is an essential part of effective teaching and learning. The role of instructional assessment is to target learner and teacher efforts to improve the quality of learning and increase efficiency by determining curriculum, individual courses, and teaching methods (Ghaicha, 2005).

- 4) Instruction that responds to student variance

Curriculum refers to what teachers should teach and what students should learn, whereas instruction refers to how teachers teach and how students experience learning. Several researchers argue that instruction has a greater impact on student learning than curriculum. Instruction is the fundamental aspect of differentiation,

as its aim is to ensure that every student has the best learning experience possible to maximize academic growth. Teachers differentiate instruction based on student readiness, their interests, and learning profile (Tomlinson, C. A., & Eidson et al., 2003).

5) Leading students and managing routines

Leading in a differentiated classroom is a vision that teachers have of a classroom where each student's well-being comes first, where members come together as a team to accomplish important goals, and a community designed to support them. It suggests that you have. Maximum development of each individual and the group. If teachers can communicate this vision to students of all ages, help shape the parameters of how such a community would function, and work systematically with students to implement the vision, students will understand and adopt classroom planning (Tomlinson, 2013).

d. Aspect of Differentiated Instruction

Every human being is unique. Likewise with students in class. Regardless of the unique qualities each individual possesses, everyone needs to learn and develop. In any well-developed region, the recognition of diversity in learners' characteristics and the common need for all learners to develop their potential to the fullest undergirds the missions, policies, and practices of education entities (Yin & Chai, 2020). Student diversity is viewed from 3 different aspects (Tomlinson, 2013), namely:

1) Readiness

Readiness is not synonymous with ability or ability to learn. Rather, it refers to whether a student is approaching a specific learning goal. A student's actual ability is like an iceberg. Only part of it is visible. There is much more outside of our sight. However, we often make the mistake of classifying students based on their abilities and teaching them accordingly. Many teaching

approaches allow teachers to meet a variety of preparation needs. These approaches include, but are not limited to grading, small group instruction, use of reading materials at different levels of readability, learning contracts, learning centers, compression, flexible work periods, Includes personalized goals and more. Technology to support students' reading, writing, and other learning needs.

2) Interest

Motivation for learning is the driving force behind students' efforts. Teachers must consider the nature of students' attitudes and motivations when planning classroom activities, developing meaningful learning, and providing better mediation of language acquisition (As Sabiq et al., 2021). Interest is a great motivator for learning. Interests refer to topics and skills that speak to a student's talents and experience, or areas that the student is currently passionate about. It can also simply refer to ideas, skills, or work that are attractive to students (Tomlinson, 2013). The term can also be used to think about new possibilities that students may encounter in the classroom and that may become the source of their future passions. In either case, students become more invested in or more engaged in their interests.

3) Learning Profile/Learning style

Learning profile differentiation aims to give learners an approach that makes learning more efficient and effective. Learning profiles, learning preferences, or preferred learning approaches are shaped by gender, culture, environment, biology, and specific learning situations. There are three types of learning style, three particular learning styles – visual, auditory and kinesthetic (Pritchard, 2009).

e. Elements of differentiated instruction

There are four elements of differentiated instruction: content, process, product and learning environment (Tomlinson & Imbeau, 2011). These elements are highly interconnected and can be adjusted according to student's learner readiness, interest, and learning profile:

1) Content

What is meant by content is what the teacher will teach in class or what students will learn in class. The term "content" describes how students acquire the necessary information, comprehension, and skill as well as what they should learn and be able to accomplish (Tomlinson, 2013). Teachers typically employ the latter of those two methods to differentiate curriculum in a differentiated classroom. Examples of differentiating how students access essential content include:

- a) Adjust what the teacher will teach or what the students will learn based on the students' level of readiness and interest.
- b) Adjusting how the content to be taught or learned will be delivered by the teacher or obtained by the students based on the learning profile (style) of each student.

Strategies that teachers can use to differentiate the content that will be learned by students are presenting varied materials using learning contracts, providing mini-learning, presenting materials with various learning modes, and providing various supporting systems.

2) Process

The term process is sometimes used interchangeably with the word activities. Students should begin to "own" the concepts early on in the learning process by putting them to use, applying them, transferring them, or making connections between them and their experiences, hobbies, or lifestyles. It is regarded as the combination of various parts inside the process where an educator

defines and establishes the learning objectives, develops teaching resources, and implements the teaching and learning strategies (Munna & Kalam, 2021). Students take ownership of knowledge, abilities, and comprehensions when they process it. Due to its centrality to learning, processing ought to be the focus of classroom activities. Because of this, a large amount of differentiation occurs during the instructional cycle's process phase.

3) Product

Products could also be referred to as summative assessments. They happen after prolonged cycles of meeting new material (content) and working with the content (process), not at the conclusion of a lesson or a few days in the classroom. The word "product" refers to student output, or the way in which students demonstrate that they have mastered the necessary knowledge, comprehension, and skill over the course of several weeks or even months. These assessments can include demonstrations, exhibitions, products, and portfolios (Ghaicha, 2005). While simple subject assessments have their place, "authentic" goods are those that have the greatest ability to both extend and show students' mastery of key concepts. In other words, they want the students to apply their fundamental knowledge, comprehension, and abilities to tackle significant challenges or offer solutions.

4) Learning Environment

Learning environment refers to both the physical and intangible aspects of the classroom. Teachers must also be leaders in order to create a learning atmosphere in the classroom that inspires and welcomes all students to learn (Tomlinson, 2013). A teacher may modify the physical classroom setting to better meet a student's emotional or cognitive needs. Some pupils, for instance,

find it easier to work among classmates than by themselves. Some pupils require assistance in order to become more organized. While some students may benefit from more autonomy in making decisions, others need more structure in their daily lives. Working in a section of the classroom without distracting visual cues may be beneficial for certain students. Changes to the learning environment can also be made to the resources, time, space, and room layout.

f. Variation of learning techniques

In differentiated instruction, teachers must understand and realize that there is not just one way method (Kristiani, 2021). There are several learning techniques used by educators to support differentiated instruction activities. Each of these techniques can be adapted in differentiated instruction so that students can learn according to their needs, interests, and the most effective way of learning for them.

1) Lecture Technique

The lecture technique is one of the oldest traditional teaching methods used in the teaching and learning process from the most basic level to college considering its very practical and efficient nature for teaching models with large materials and numbers of students. It can be said that everyone who has received formal or non-formal education or participated in teaching and learning activities at school or elsewhere must have understood and felt this teaching method (Wirabumi, 2020). In the context of differentiation, the lecture technique can be adapted by providing simplified or deepened content based on the level of student understanding. Teachers can use visual, audio, or audiovisual media to accommodate differences in student learning styles. Students with faster learning abilities can be given additional materials to deepen their understanding.

2) Discussion Technique

Discussion technique is a teaching and learning activity in the form of exchanging opinions from existing questions, either from students individually or in groups or from teachers so that a mutual agreement is obtained from the problems being studied. The use of class discussion technique aims to provide students with the opportunity to express their views on what interests them. In this process, teachers can find out the personality and cognitive, affective and psychomotor characteristics of students (Irwan, 2018). In the context of differentiation, students are grouped based on their level of understanding or interest in a particular topic. Teachers can give different discussion topics to groups of students according to their readiness and interests. Small or large group discussions can help students with different abilities to learn from each other.

3) Q&A Technique

The Q&A technique can create active interaction between teachers and students. So that it makes the lesson more interesting, and raises students' interest, motivation and attention to the lesson delivered by the teacher. Through the Q&A technique, teachers can ask students to find out how far the students understand the lesson, and students can also ask questions to the teacher, so that the teacher can find out the difficulties and problems that students experience during the learning process. Another very important thing is that the Q&A technique can develop thinking skills including memory and develop students' courage and skills in answering and expressing opinions (Abdika et al., 2019). In the context of differentiation, teachers can provide questions with different levels of difficulty according to students' abilities. Students are encouraged to ask questions that are in accordance with their understanding, thus reinforcing concepts that are less

understood. This technique encourages active involvement of all students by facilitating questions that are appropriate to their developmental level.

4) Recitation Technique

Recitation is a technique in which students are required to repeat or re-present information that has been learned. With this recitation technique, students will have the courage to write in their own way, be responsible for the results of their writing, and will always remember the material taught. So recitation means that students quote or take their own part of the lesson from a particular book, then study and practice on their own until they are ready to receive the material and remember it again (Wibowo et al., 2018). In the context of differentiation, students can be asked to restate the material in a way that suits their learning style, such as through writing, oral presentations, or visual media. Teachers can ask students who understand more quickly to explain more complex topics or help friends who still need further understanding.

5) Peer Teaching Technique

In the peer teaching technique, students take an important role in learning activities. This technique provides an opportunity for students to share their knowledge and skills with other students. This learning technique is considered more comfortable because communication between friends is more relaxed than with teachers. Students who have high knowledge or intelligence will be used as tutors, because they can freely teach their friends (Nurhasanah & Gumiandari, 2021). In the context of differentiation, students with a stronger understanding can be assigned to tutor other students who need additional help. Peer tutoring provides more personalized learning support and can help students of different ability levels learn in a more relaxed setting. This encourages

students who are quicker to grasp the material to deepen their understanding by re-teaching the concepts.

g. Advantages and Disadvantages of Differentiated Instruction

Here are the advantages and disadvantages of Differentiated Instruction according to Tursunboevna (2022). The benefits of differentiation in the classroom often come with an ever-increasing workload (Tursunboevna, 2022).

1) Advantages

- a) Differentiated instruction works well for both high-ability students and those with mild to severe disabilities.
- b) When students are given more options for how to study material, they are more responsible for their own learning.
- c) Students appear to be more engaged in learning, and they report fewer discipline issues in classes where teachers deliver varied teaching.

2) Disadvantages

Differentiated instruction requires more effort during class planning, and many teachers struggle to find the additional time in their schedules. The learning curve can be steep, and some schools have limited professional development options. It's reasonable that individualized learning can seem daunting at first. How do you teach the same topics to pupils working at varying levels? However, if you have mechanisms in place, you can move forward with confidence, and your kids will know that their educational needs are satisfied.

2. Classroom Diversity

This chapter will discuss what aspects learners different as individuals and what roles these variables play in the learning process. Every class consists of children; each child is a unique learner. Individual differences include learner personality, ability/aptitude, motivation, and

learning styles (Dörnyei, 2005). Classroom diversity in diversity can also be seen from "experience, readiness, interests, multiple intelligence, language, culture, gender and ways of learning"(Tomlinson, 2014). It is important that teachers are aware of the range of individual differences and attempt to incorporate these characteristics into the learning opportunities they provide for their students.

a. Learning Styles

This part focuses on the learners' individual learning styles. This will include a basic explanation of a learning style, an overview of learning styles based on sensory preference, and a discussion of the practical consequences for the teacher and the classroom situation. The classification of learning styles is rather complex, with several learning style categories and combinations of different sub-types depending on a range of parameters. This classification is based on "the perceptual modes or learning channels through which students take in information" (Dörnyei, 2005) and divides learners into visual, auditory, kinaesthetic/tactile types of learners.

a) Visual learners

Comprise between 50-80% of all learners; their preferred channel of absorbing information is visual; they benefit from reading tasks, using pictures, schemes, charts, graphs, posters; they find useful film, videos, CD-ROMs, magazines and other visual aids; the representation of information through mind maps and timelines appeals to their way of perception; they learn well from their own notes.

b) Auditory learners

Seek auditory input; they learn effectively from lectures, tapes, discussions, and group work; reading aloud and reciting texts helps them recall the knowledge; They should be exposed to

genuine listening materials, such as films and videos. Chants, rhymes, and songs assist to effective learning.

c) Kinesthetic/tactile learners

Kinesthetic learners learn best when the entire body is involved in the learning experience, while tactile learners require hands-on experience, such as moving and feeling objects; Tactile learners can benefit by creating posters, realia, building models, doing artwork, or experiments. Kinesthetic learners require frequent breaks, activities that involve movement (e.g., walkabouts, TPR activities) - a feature particularly important for young learners, as the problem with their concentration or disciplinary problems during a lesson may be caused by the lack of appropriate style-oriented activities.

b. Multiple intelligences

The theory of multiple intelligences has substantial implications for the classroom environment in terms of recognizing different types of individual learners' strengths and providing chances for learners to apply these strengths in the learning process. Gardner (1993) disputes the traditional view of intelligence as something assessed by the IQ, with tests primarily focusing on logical-mathematical and verbal-linguistic skills. Gardner (1993) defines intelligence as "a set of abilities, talents, or mental skills" that are used in a variety of human pursuits. Gardner originally identified seven categories of intelligence: musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal. Later two more have been added, naturalist and existentialist (Štěpánka Stehlíková, 2015).

3. Teaching and Learning English

a. Definition of Teaching

Teaching is regarded as both an art and science. As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals. Different educationists hold different ideas regarding the concept of teaching. Teaching is a scientific process, and its major components are content, communication and feedback. It is always possible to modify, improve and develop. The new teaching-learning activities, and hence the flexibility is in-built into the system; and “The terminal behavior of the learner in terms of learning structures can be established by appropriate teaching environments (Freeman, 1973).

b. Definition of Learning

Learning is a complex process through which knowledge and experience can be converted into knowledge, skills, attitudes and behaviors. Learning is the acquisition of information, knowledge, and skills. Thus, the definition of learning that stems from the educational point of view is also incomplete because learning is not just about the acquisition of information and skills, it is also about changes in behavior and mental skills. The acquisition of information and skills without changes in behavior, mental skills, and other abilities is nothing more than pure memorization (Sehic, 2020).

Teaching cannot be defined independently of learning. Teaching means guiding, facilitating learning, enabling people to learn, and facilitating learning. Your understanding of how people learn will determine your educational philosophy, teaching style, approach, lesson design, and classroom techniques (Brown, 2004).

c. English Language Teaching

English Language Teaching (ELT) is a complete strategy to teaching English language skills to individuals and large groups. It aims to enhance listening, speaking, reading, and writing abilities, intercultural competency, and language fluency for academic or occupational contexts (Harmer, 2015). English Language Teaching or ELT is a comprehensive approach to teaching English language skills, involving individuals and large groups, seeking to develop listening, speaking, reading, and writing abilities, intercultural competence, and language proficiency for academic or vocational contexts (Jacobs, 2010). Therefore, being able to speak with individuals from all over the globe is the primary objective of learning English. From certain educators' standpoint, the function of the teacher is to establish a communicative approach to the learning and teaching process by means of role play, group work, and discussion (Gunantar, 2016).

d. English Skills in Learning English

Learning English involves four skills: reading, writing, speaking, and listening. These are typically classified into two types. Reading and listening are examples of receptive skills, which are those that extract meaning from discourse. Speaking and writing are examples of productive skills, which require students to produce language on their own (Harmer, 2008). The following four English skills cited from the journal article (Kurniasih, 2016) are divided in such a way that they are easier to understand:

1) Receptive skills

Listening and reading are classified as receptive skills because they require responding to language rather than producing it.

a) Listening skill

Listening is the first skill that must be mastered before becoming proficient in a language. First, no one can speak until

they have heard it. Thus, the instructor must keep in mind that the level of language input (hearing) must be greater than the level of language production (speaking). Second, in a conversation, accurate responses require exact listening. Third, listening is half the communication process. Fourth, youngsters learn the majority of their information through listening.

b) Reading skill

Reading involves sub-reading skills (such as word recognition, skimming, scanning, sentence comprehension, understanding the topic, and so on) as well as background knowledge. Reading is generally taught after listening and speaking hierarchy of communication skills to be developed.

2) Productive skills

Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves.

a) Speaking skill

Speaking skill process would become easy if learners used to communicate with English language. Speaking is the highest target in English language because speaking is basis of communication which becomes a function learning (Firmansyah & Valatansa vegian, 2019). There are three main types of speaking activities we can suitably use in primary schools. The first category includes songs, chants, and poems, which are quite successful in encouraging young learners to imitate the model they hear on the cassette or film. This allows students to learn the sounds, rhythms, and intonation of the English language through simple reproduction.

b) Writing skill

Writing is a process and a product. Studies present writing as a “recursive, nonlinear cognitive process in which the writer moves back and forth between pre-writing, writing,

revising and editing until he/she is satisfied with his/her creation“ (Supriyanti et al., 2018). These writing activities generally appear towards the end of a unit so that pupils have had plenty of exposure to the language and practice of the main structures and vocabulary they need.

e. English for Junior High School

According to Regulation Law of the Republic of Indonesia Number 20 of 2003 concerning National Education, Junior High School (SMP) is basic education that underlies secondary education. Basic education takes the form of Elementary School (SD) and Madrasah Ibtidaiyah (MI) or other forms equivalent as well as Junior High Schools (SMP) and Madrasah Tsanawiyah (MTs), or other equivalent forms.

According to Regulation Law of the Republic of Indonesia Number 20 of 2003 concerning National Education, as an official reference for including Indonesian and English as mandatory subjects in the secondary school curriculum. Based on the Decree of the Head of the Educational Standards, Curriculum, and Assessment Agency, Ministry of Education, Culture, Research, and Technology (BSKAP Kemendikbudristek) Number 008/H/KR/2022 concerning Learning Achievements in Early Childhood Education at the Basic Education Level and Secondary Education Level in Merdeka Curriculum, English subjects at the Primary and Secondary Education levels (SD/MI/Package A Program; SMP/MTs/Package B Program; and SMA/MA/Package C Program) can be held as elective subjects for educational units that have ready resources. Education units that are not ready to provide English as an elective subject can integrate English content into other subjects and/or extracurriculars by involving the community, school committee, student volunteers, and/or parental guidance. In general English learning in Phase D (SMP/MTs/Package

B Program), learning focuses on strengthening spoken English and strengthening written language skills.

B. Review of Relevant Study

In this research, the writer has found several studies that were relevant to the present research. Indeed, it will be helpful in the research to analyse and correlate it with the previous outcomes of studies. The relevant studies are:

1. The journal article by Sukmayani et al., (2023) entitled “Differentiated Teaching Methods In Teaching Writing Viewed From The Students’ Learning Style At SMKN 2 KEDIRI” The objectives of the research are to know the variation of students’ learning style, to know the students’ writing skills before and after using differentiated teaching methods in teaching writing viewed from the students’ learning style, and to know the effect of differentiated teaching methods in English teaching writing viewed from the students’ learning style at class X AKL 1 SMKN 2 Kediri. In this research, the writer used a quantitative research approach which was conducted with experimental research design. According to this study, the different between the researcher’s study and this study are the study above focus on teaching writing, with subject is English teachers in Vocational High School. The similarity between the study and the researcher’s is focus on Differentiated teaching method and implementation Differentiated Instruction in English Language Teaching.
2. The journal article by Apriati et al., (2023) entitled “The Application of Differentiated Instruction (Learning Style) to Increase Students’ Learning Outcomes at SMKN 6 Semarang” This research aims to apply differentiated instruction based on learning style and improve learning outcomes in English subjects on recount text in tenth-grade students at SMKN 6 Semarang. This research study is classroom action research involving three different learning styles: auditory, kinesthetic, and visual. This study was designed by two cycles, each cycle consisting of four activities, there are planning, action research, observation, and reflection.

The result of this study implies that the teacher applied differentiated instruction successfully based on learning style in teaching recount text. According to this study, the distinction between the researcher's study and this study are the study above focus to increase students' learning outcomes in English subjects on recount text, with subject is tenth-grade students in Vocational High School. The similarity between the study and the researcher's is use Differentiated teaching method and implementation Differentiated Instruction in teaching English base on student learning style.

3. Thesis by Ilmi (2021) entitled "English Teacher Differentiated Instruction Strategies to Teach Slow Learners in an Inclusive English Classroom" The main purpose of this study is to analyse the strategies of English teachers in differentiated instruction to teach slow learners in an inclusive English classroom. The method that was used in this research was descriptive qualitative. The results of this study indicate that teachers use various strategies including, (1) cooperative learning, (2) direct instruction, (3) cognitive strategy instruction, and (4) Project-based learning. According to this study, the distinction between the researcher's study and this study are the study above focus on slow learners, with subject is an inclusive English classroom. The similarity between the study and the researcher's is focus on Differentiated teaching method and implementation Differentiated Instruction in English language teaching.

CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss the method of research and how the writer executes the research in answering the research question. The qualitative descriptive technique is used in this study strategy portion of this thesis to explore the implementation of Differentiated Instruction in English Language Teaching at 8th Grade of SMPN 3 Bukateja, Purbalingga. The discussion about the types of research, the sources of data, the subject, the object of the research, techniques of data collection, and techniques of data analysis.

A. Types of research

This research is a type of field research based on the intention of understanding social phenomena and phenomena that are experienced as well as what is in the research subject, with a qualitative descriptive approach; observation, interviews, and documentation used to collect data, data validity testing techniques used is Triangulation, then data analysis techniques which means research intending to explain and describe information about the implementation of differentiation in teaching and learning English at 8th grade in SMPN 3 Bukateja, Purbalingga. The qualitative research design can be utilized as a research method since it is detailed in a thorough manner that is easy to understand by researchers and academics. The research process consists of emergent questions and processes, data collected typically in the participant's context, inductive data analysis building from particulars to general themes, and the researcher's interpretations of the data's meaning (Creswell, 2014).

B. Research Site and Participant

1. Research Site

The research conducted at 8th grade of SMPN 3 Bukateja, Purbalingga. This junior high school was chosen because the school has implemented the Merdeka Curriculum using learning methods that are in

line with the existing structure of the curriculum. The Merdeka Curriculum is synonymous with learning that supports students, that's how it is also with Differentiated Instruction (Pitaloka & Arsanti, 2022).

2. Participants

a. Teacher

The teacher involved in this study is English teacher in 8th grade namely Mrs. Ajeng Nafisah, S.Pd. as an English teacher 8th grade in SMPN 3 Bukateja, Purbalingga.

b. Students

The students grade 8th SMPN 3 Bukateja, Purbalingga in academic year of 2024/2025.

C. Subject and Object of the Research

1. Subject of the Research

In this research, with the intention to provide valid information about the study being studied. The subject research are the students of 8th grade and an English teacher of 8th grade in SMPN 3 Bukateja, Purbalingga.

2. Object of the Research

The research object is the point of focus and attention of the research. The object of this research is the implementation of differentiated instruction in English language teaching in 8th grade of SMPN 3 Bukateja, Purbalingga.

D. Data Collection Techniques

In this study there are strategic steps, namely data collection techniques. Data collection techniques in qualitative research can be carried out through observation, interviews, documentation and combinations (Sugiyono, 2018). The data collections used by researchers in this study are:

1. Observation

According to Nawawi (1991) and Asyari (1983) as cited in (Samsu, 2017). The observation method is the systematic observation and

recording of symptoms that appear in the research object with a special observation and systematic recording aimed at one or several phases of the problem within the framework of the research, with the aim of obtaining the data needed to solve the problems faced.

The researcher involvement in the observation is the observer. The researcher' study the implementation of differentiation in teaching and learning English at 8th grade of SMPN 3 Bukateja, Purbalingga accordance with existing theory by Tomlinson (2013). During the observation, the researcher can see English teaching and learning activity in the classroom. Instruments for this observation include observation guidelines and a note accordance with existing theory by Tomlinson (2013). This study has conducted 4 observations with the same material Unit.1 The Champion of Panjat Pinang and with purposive sampling method in classes VIII-A, VIII-D, and VIII-F to collect research data observation in the field on 5-26 of August, 2024.

Table 3.1 Schedule of Observation

Class	Meeting 1	Meeting 2	Meeting 3	Meeting 4
VIII A	Monday, August 5, 2024, at 12.00-13.20 WIB	Tuesday, August 6, 2024, at 07.15-08.35 WIB	Tuesday, August 20, 2024, at 07.15-08.35 WIB	Monday, August 26, 2024, at 12.00-13.20 WIB
VIII D	Tuesday, August 6, 2024, at 08.35-09.55 WIB	Thursday, August 8, 2024, at 10.25-11.45 WIB	Tuesday, August 20, 2024, at 08.35-09.55 WIB	Thursday, August 22, 2024, at 10.25-11.45 WIB
VIII F	Monday, August 5, 2024, at 07.15-08.35 WIB	Thursday, August 8, 2024, at 07.15-08.35 WIB	Thursday, August 22, 2024, at 07.15-08.35 WIB	Monday, August 26, 2024, at 07.15-08.35 WIB

2. Interview

According to Arikunto (1993) as cited in (Samsu, 2017) an interview is a dialogue carried out by an interviewer to obtain information from the interviewee. The interview was conducted by chatting and asking questions with the teacher who the object of observation was. In this interview technique, the researcher first creates questions that are used as interview guidelines so questions to be asked are more focused. In its implementation, researchers conducted interviews with several informants, including the following student that the 8th grade and a teacher of 8th grade of SMPN 3 Bukateja, Purbalingga.

This study conducted 11 interviews where 2 interviews with teachers (before observation and after observation), and 9 interviews with students. Interviews with teachers before the observation were conducted on Thursday, August 1, 2024 with 14 structured questions, interviews with teachers after the observation were conducted on Thursday, August 29, 2024 with 5 semi-structured questions, while interviews with 9 student representatives from classes VIII-A, VIII-B, and VIII-F were conducted on Tuesday, August 26, 2024 with 10 semi-structured questions. The interview results are then outlined in a summary structure, starting with a brief explanation of the implementation of differentiation instruction in English language teaching.

3. Documentation

The documentation method in this study is used to complete the data from interviews and observations. Documentation is looking for data about things or things variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, leggers, agendas and so on (Samsu, 2017). Data relating to the teaching process in 8th grade of SMPN 3 Bukateja, Purbalingga such as documents in the form of books related to the problem being researched are the main sources used in this research apart from research results that are relevant to the research focus.

Lesson plan and material were used as a reference in the use of data collection methods in this study.

E. Data Analysis Techniques

Data analysis according to Miles and Huberman (1992) as cited in (Hardani et al., 2020) is divided into three streams of activities that occur simultaneously. The three flows are data reduction; data display; and drawing conclusions. Thus, the authors conducted data analysis including data reduction, data display, and conclusion drawing/verification. It aims to find and build an understanding of the workflow and obtain data accurately, precisely, and empirically.

1. Data Reduction

Data reduction is part of the analysis sharpen, classify, direct, discard unnecessary, and organize data in such a way that conclusions can ultimately be drawn and verified. With data reduction, qualitative data can be simplified and transformed in various ways through strict selection. In the field of education, after the researcher enters the school setting as a place of research, in reducing the data the researcher will focus on students who have high intelligence by categorizing them into aspects, learning styles, social behaviour, interactions with family and environment, and behaviour in class (Hardani et al., 2020). This data reduction technique the researcher takes from every action that the authors take, it is from students of 8th grade and English teacher of 8th grade SMPN 3 Bukateja, Purbalingga need to be appointed to complete and facilitate data.

2. Data Display

The data display is a business assemble organized information to draw conclusions and take action. Usually, the form of displaying qualitative data uses narrative text. Like data reduction, the creation and use of displays is not something separate from analysis but is part of the analysis (Samsu, 2017). In presenting data, researchers describe a case or event that has been studied in the field. This is taken based on research activities that

have been carried out by researchers in the field. So, this form of analysis is presented the whole of a group of data obtained so that it can be understood. Here the data can describe the teaching process at 8th grade of SMPN 3 Bukateja, Purbalingga.

3. Conclusion

The data that has been organized in such a way is then concluded. So that the meaning of the data can be found. However, this conclusion is only temporary and general. With the form of data reduction analysis, data display, and conclusions from research results, it makes it easier to understand what problems exist in English language teaching in class 8th grade of SMPN 3 Bukateja, Purbalingga.

F. Validity of Data

The technique used to test the validity of the data in this research is triangulation. Triangulation is a technique of testing the validity of data by utilizing other things outside the data to check or compare with the data. The expected results from data collection using triangulation techniques will be more consistent, complete and certain. Apart from that, triangulation will further increase the strength of the data when compared to one approach (Samsu, 2017). The validation of this data was carried out by researchers from teachers' activities on teaching process at 8th grade of SMPN 3 Bukateja, Purbalingga, sourced from the beginning of the study to the end of the research. Thus, the researcher can present and check the truth of the data that has been obtained. The technique used in this data verification is the researcher using data triangulation techniques

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented the findings and discussion related to the implementation of differentiated instruction in English language teaching at 8th grade of SMPN 3 Bukateja, Purbalingga. This observation and interview were conducted in July 2024 - September 2024. The subjects of this study were an English teacher of grade VIII and nine students who would be interviewed. The purpose of this study was to determine how the implementation of differentiated instruction in English language teaching at 8th grade of SMPN 3 Bukateja, Purbalingga includes preparation, implementation, and evaluation.

Based on the results of the research that the researcher has conducted, the researcher has obtained data and information related to the implementation of the differentiated instruction model in the independent curriculum in English subjects at SMPN 3 Bukateja, Purbalingga. In this study, the researcher used interview, observation, and documentation methods. The data presented in this study is descriptive qualitative with the type of field research, the researcher came directly to the research location which describes the implementation of the differentiated learning model in the independent curriculum in English subjects at SMPN 3 Bukateja, Purbalingga.

A. Preparation

By implementing Differentiated Instruction, it is easier for teachers to determine learning method according to each student's learning interests. The running of the learning process in the classroom in English subjects cannot be separated from the role of teachers in compiling a good learning process so that the subject matter can be easily delivered and also easily understood by students. The role of teachers is very important in the learning process from the preparation, implementation and evaluation.

The implementation of differentiated instruction in class VIII of SMPN 3 Bukateja, Purbalingga was accordance with the theory in Tomlinson

(2013) which includes three different aspects, namely Readiness, Interest, and Learning Profile/Learning Style. In the different aspect of Readiness, before the teacher starts the material in English lessons, the teacher prepares a diagnostic assessment to determine the extent of students' abilities and readiness in carrying out English learning. According to the teacher in an interview conducted in August 2024. The learning process of English subjects taught by Mrs. Ajeng Nafisah, S.Pd in class VIII refers to the Merdeka curriculum which researchers quote from PPA (2024) the implementation of learning in the Merdeka curriculum begins with educators being able to carry out varied learning referring to differentiated instruction according to the level of understanding or competence of students. Educators are expected to organize learning that is fun, challenging, motivates students to participate actively, and provides sufficient space for initiative, creativity, independence according to the talents, interests and physical and psychological development of students (Kemendikbutristek, 2024).

She said defined the differentiated instruction model as follows:

Interview

Teacher : "...In the preparation stage process, teachers need to prepare a diagnostic assessment, so that when learning begins, teachers already know the overall considerations about what series are implemented when teaching and learning activities begin. The purpose of the diagnostic assessment is to see the students' initial abilities to what extent, after knowing the students' abilities, then we adjust them to their interests and abilities, then the differentiation is arranged in which part, whether all of them are content, process, assessment or product, or environment, or only emphasize a few..." (Translated in English) (Interview with teacher, August 2024).

In Kristiani, et. al (2021) in differentiated instruction, teachers must understand and realize that there is not just one way, method, strategy used in learning a subject matter. Teachers need to prepare subject matter, activities, daily assignments both in class and at home, and final assessments according to the readiness of students to learn the subject matter, interests or what their

students like in learning, and how to deliver lessons that are in accordance with the learning profile of their students. This was the same as previous research conducted by Ilmi (2021) entitled “English Teacher Differentiated Instruction Strategies to Teach Slow Learners in an Inclusive English Classroom” which uses different learning strategies, the results of this study indicate that teachers use various strategies including, (1) cooperative learning, (2) direct instruction, (3) cognitive strategy instruction, and (4) Project-based learning. According to this study, the distinction between the researcher’s study and this study are the study above focus on slow learners, with subject is an inclusive English classroom. Meanwhile, in this study, teachers used different techniques in differentiated instruction in process differentiation, namely lecture technique, discussion technique, Q&A technique, recitation technique, and peer teaching technique. The difference in these techniques was based on the character tendencies of each student in the class, starting from learning needs, interests and learning styles. This is in accordance with the results of an interview with Mrs. Ajeng who said:

Interview

Teacher: *“I use several techniques in the process of teaching and learning English based on the character of each class, including their learning needs, interests and learning styles. There are students in the class who tend to be more suited to the lecture technique, there are classes where students tend to look livelier with the discussion technique but there are those who are given the opportunity to ask questions, active students. Yes, like that, sis.”*
(Translated in English) (Interview with teacher, August 2024).

In learning, each teacher must have their own way of delivering the material. The learning process really requires creativity and understanding of a teacher as an educator in creating more effective, enjoyable and more meaningful learning for students. One of them is with the learning model used. The learning process in class VIII in English subjects, namely by trying to create an interesting and not boring learning process for students. In addition, she always provides free space for creativity and activeness of students in

learning English according to their respective abilities so that it does not seem boring.

Interview

Teacher : *“As far as I know, differentiated instruction is a characteristic of the national curriculum, namely an independent curriculum where learning must have variations, materials, it can also be in the process, or in the form of assessment according to students' learning needs. Aims to facilitate students because in one class students' abilities vary but the learning objectives are still achieved.”*
(Translated in English) (Interview with teacher, August 2024).

Based on an interview with Mrs. Ajeng, there are several stages of differentiated instruction, namely the preparation stage, implementation, and evaluation or assessment stage. In the preparation stage, of course, teachers have an important role in designing learning plans or commonly called teaching modules. Before making the teaching module, teachers need to create learning objectives and flow that will be implemented so that there are learning outcomes that are achieved. In the planning stage process, teachers need to prepare a diagnostic assessment, so that when learning begins, teachers already know the overall considerations about what series are implemented when teaching and learning activities begin.

Interview

Teacher : *“...In the planning stage process, teachers need to prepare diagnostic assessments, so that when learning begins, teachers already know the overall considerations about what series are implemented when teaching and learning activities begin, the aim is to see the students' initial abilities to what extent. After knowing the students' abilities, we then adjust them to their interests and abilities, then the differentiation is arranged in which part, whether all of them are content, process, assessment or product, or environment, or only emphasize a few...”* (Translated in English) (Interview with teacher, August 2024).

B. Implementation of Differentiated Instruction in English Language

Teaching at 8th grade of SMPN 3 Bukateja, Purbalingga

Differentiated instruction in English lessons at 8th grade of SMPN 3 Bukateja, Purbalingga was not only about delivering material, but also about

learning interests that help students understand a material. So that learning objectives achieved through differentiated instruction in accordance with existing theory by Tomlinson (2013). Differentiated instruction in teaching and learning English has been implemented well from the preparation stage to the evaluation stage. Learning process was carried out in accordance with the Merdeka curriculum guidelines so that the learning objectives that have been arranged are achieved. The implementation stage has also been implemented well from the diagnostic assessment process to the evaluation stage.

The following stage after the preparation stage is the implementation stage, which includes elements of differentiation of process and product. Researchers examined VIII grade at SMPN 3 Bukateja, Purbalingga, with purposive sampling method in classes VIII-A, VIII-D, and VIII-F with the same material in Unit 1. The Champion of Panjat Pinang. Differentiated instruction in English learning was carried out from the planning, implementation and evaluation stages. The implementation of learning is carried out with learning characteristics that utilize assessments at the beginning, process, and end of learning, using an understanding of the needs and positions of students to make learning adjustments, prioritizing the occurrence of student learning progress, above the scope and completeness of the curriculum content delivered, and based on reflection on student learning progress carried out collaboratively with other educators. Based on the results of research observations conducted by researchers in class VIII of SMPN 3 Bukateja, Purbalingga in August 2024:

1. Preliminary activities

After the planning stage was carried out, the next step is the implementation stage. The implementation activities of the differentiated learning model in the independent curriculum consist of preliminary activities, core activities and closing activities. Based on the results of observations in classes VIII-A, VIII-D, and VIII-F of SMPN 3 Bukateja, Purbalingga, in August 2024, the preliminary activities carried out by the English teacher of class VIII during English learning were opening

English learning with greetings, prayers, asking how students are using English, and checking attendance.

2. Main activity

In the main activity, the teacher began learning by implementing a differentiated instruction model in the Merdeka curriculum with the following steps:

a. Diagnostic Assessment

The teacher's first step in implemented differentiated instruction is to carry out a diagnostic assessment which is written in the student course book package to make it a diagnostic test at the beginning of the learning material. The function of diagnostic assessment is to find out to what extent students understand the material or lesson material that will be discussed. (Kristiani, et. al 2021). The following is the diagnostic assessment contained in the student course book package Unit 1. The Champion of Panjat Pinang in Lestari (2022):

- 1) Can you name the game?
- 2) When does the game usually happen?
- 3) What do you think about that game?
- 4) Have you ever participated in that game?

This is in accordance with the results of an interview with Mrs. Ajeng who said:

Interview

Teacher: *“The purpose of diagnostic assessment is to see the extent of students' initial abilities. After knowing the students' abilities, they are then mapped into how many groups of students according to their interests and abilities, then the differentiation is arranged in which section, whether all of them are content, process, assessment or product, or environment, or only a few are emphasized.”* (Translated in English) (Interview with teacher, August 2024).

From the results of the diagnostic assessment conducted by Mrs. Ajeng Based on the results of observations in classes VIII-A,

VIII-D, and VIII-F of SMPN 3 Bukateja, Purbalingga, in August 2024, students were enthusiastic in answering diagnostic assessment questions from the teacher, there were several students who already knew the topic material in Unit 1. The Champion of Panjat Pinang, there were several students who already knew the name of the game, some had experience seeing the panjat pinang game, and there were also students who did not know the panjat pinang game or had not had experience seeing or participating in the panjat pinang game. From this diagnostic assessment, the teacher can determine the material that will be delivered to students. The teacher provides vocabulary related to the panjat pinang game, then provides expressions about the games at the *tujuh belasan* event. According to Tomlinson & Mctighe (2006), the need to use diagnostic assessments to identify misconceptions and skill gaps or to use ongoing assessments as a means to modify instructional plans in ways that lead to greater success for more students.

b. Implementation of Differentiated Instruction

After carrying out a diagnostic assessment, the next step is to carry out differentiated instruction based on aspects of differentiated instruction according to Tomlinson & Imbeau (2011) including, content differentiation, process differentiation, product differentiation and learning environment differentiation. Differentiated instruction in English learning was carried out from the planning, implementation and evaluation stages. From the results of observations in classes VIII-A, VIII-D, and VIII-F, teachers implemented differentiated instruction by applying aspects of, process differentiation, and product differentiation. The results of product differentiation presented by students are in the form of notes on paper, dialogues and videos. Apart from that, teachers also give students freedom to choose a variety of learning media.

1) Process differentiation

Process differentiation refers to how students acquire

knowledge, understanding, and skills about the topics being studied. In process differentiation, teachers must understand what learning methods will be applied in learning activities, whether they will be carried out in groups or independently (Munna & Kalam, 2021).

Based on the results of observations in classes VIII-A, VIII-D, and VIII-F of SMPN 3 Bukateja, Purbalingga, in August 2024, Mrs. Ajeng in the process differentiation provides facilities in the form of student textbooks, LCD projectors, Audio sound systems, markers and whiteboards to support the English learning process in class VIII. The teacher also determines the amount of assistance that will be given to all students, for example who are the students who need help, who are the ones who need guiding questions, and who are trained to learn independently. In addition, in the process differentiation, the teacher used different techniques of delivering material based on the character tendencies of each student in the class, starting from learning needs, interests and learning styles. The several techniques namely the lecture technique, discussion technique, question and answer technique, recitation technique, and peer tutor technique.

a) Lecture technique

The teacher delivers English learning materials orally and uses visual, audio, or audiovisual media to accommodate differences in student learning styles. Based on the results of observations in August 2024, the teacher used visual media in the form of student textbooks and LCD projectors, then during the listening activity the teacher used audio media and then the material was delivered orally by the teacher. The lecture technique is one of the oldest traditional teaching methods used in the teaching and learning process from the most basic level to college considering its very practical and efficient nature for

teaching models with large materials and numbers of students. It can be said that everyone who has received formal or non-formal education or participated in teaching and learning activities at school or elsewhere must have understood and felt this teaching method (Wirabumi, 2020)

b) Discussion technique

The teacher divides the students into groups to form discussion groups to discuss and work on the worksheets in the textbook. For group discussion activities in class VIII, the teacher forms study or discussion groups with heterogeneous students in the sense of different learning styles but still provides freedom for students' readiness and interests. This was delivered by Ayumi Aprilia as a class VIII-A student during an interview.

Interview

Student A : *“Even though our learning styles may be different, sometimes we prefer to be in groups with the friends we want, like in the front and back seats”*. (Translated in English) (Interview with student A, August 2024).

Discussion technique is a teaching and learning activity in the form of exchanging opinions from existing questions, either from students individually or in groups or from teachers so that a mutual agreement is obtained from the problems being studied. The use of class discussion technique aims to provide students with the opportunity to express their views on what interests them. In this process, teachers can find out the personality and cognitive, affective and psychomotor characteristics of students (Irwan, 2018).

c) Q&A technique

Mrs. Ajeng in class gives students the opportunity to ask questions or give opinions. Based on the results of observations in August 2024, on the material in Unit 1. The

Champion of Panjat Pinang, Mrs. Ajeng asked questions about the material such as asking what vocabulary is related to panjat pinang, then what verbs are used during the seventeenth game.

In the implementation of the Q&A method, students were very enthusiastic because there was direct interaction between teachers and students. This statement was also confirmed by Vita Meilani as a class VIII-A student at SMPN 3 Bukateja, Purbalingga.

Interview

Student V: *“In my opinion, there are various kinds of learning, exciting and fun, yes, I really like it if, for example, Mrs. Ajeng asks questions and answers.”*. (Translated in English) (Interview with student V, Agustus 2024).

Through the Q&A technique, teachers can ask students to find out how far the students understand the lesson, and students can also ask questions to the teacher, so that the teacher can find out the difficulties and problems that students experience during the learning process. Another very important thing is that the Q&A technique can develop thinking skills including memory and develop students' courage and skills in answering and expressing opinions (Abdika et al., 2019).

d) Recitation technique

Recitation means that students quote or take their own part of the lesson from a particular book, then study and practice on their own until they are ready to receive the material and remember it again (Wibowo et al., 2018). Based on the observation results in August 2024, Mrs. Ajeng used the recitation method to students by giving instructions to students to note down the material that Mrs. Ajeng has written on the board or delivered orally, then note down the material on the topic given from other sources such as from student textbooks and the internet.

e) Peer Teaching technique

During learning, the teacher always gives students the opportunity to ask questions or express opinions. So that when there are students who don't understand the material, they can ask and explain. Apart from that, teachers deliver material to students who do not understand or are behind by re-delivering the material or by teaching the students individually. This is also based on the results of interview with teacher.

Interview

Teacher : *“In learning activities, there are students who already understand, there are those who don't, usually apart from myself I do the explanation both as a whole and individually, usually later students who already understand are asked to help other students who don't understand, like peer tutors, because if I If you explain everything one by one to every students, there won't be enough time”*. (Translated in English) (Interview with teacher, August 2024).

This technique provides an opportunity for students to share their knowledge and skills with other students. This learning technique is considered more comfortable because communication between friends is more relaxed than with teachers. Students who have high knowledge or intelligence will be used as tutors, because they can freely teach their friends (Nurhasanah & Gumiandari, 2021).

2) Product differentiation

The word "product" refers to student output, or the way in which students demonstrate that they have mastered the necessary knowledge, comprehension, and skill over the course of several weeks or even months. These assessments can include demonstrations, exhibitions, products, and portfolios (Ghaicha, 2005). Based on the results of observations in August 2024, the products produced by class VIII were in the formative assessment. Formative assessment is a form of teacher assessment conducted to

monitor student learning progress during the learning process. Mrs. Ajeng made several choices of learning bills with product differentiation according to the readiness and interest of students in LKPD but still on the same learning objectives. Product differentiation in the form of notes on paper, dialogues and videos about the *Tujuh Belasan* experience according to the theme of Unit 1. The Champion of Panjat Pinang.

3. Closing activity

Based on the results of observations in classes VIII-A, VIII-D, and VIII-F in August 2024, Mrs. Ajeng ended the learning activities by organizing and conditioning the class, then reciting the *kafaratul majlis* prayer and then closing with motivation and closing greetings.

The content or material presented by the class VIII English subject teacher at SMPN 3 Bukateja used the same material which is in accordance with the guidelines in the package book from the Indonesian Ministry of Education and Culture (KEMENDIKBUDRISTEK RI 2022) with the theme English for Nusantara. This refers to the assessment learning guidebook (PPA 2024) that educators do not need to divide classes into learning style groups, let alone limit each group to material deemed suitable to their learning style. Matching learning styles with learning materials has been proven to be an ineffective practice, and is actually troublesome for educators and can be detrimental to students, noting that grouping students in a differentiated instruction context should be done based on students' initial level of readiness and ability, not their learning style (Kemendikbutristek, 2024). This is also based on the results of interview with teacher.

Interview

Teacher : *“To be honest, sis, it takes a very long time to prepare various materials/teaching materials, sis, especially here the teachers not only teach but also serve in other positions, I'm the curriculum and also take care of other things, sometimes we prepare more things. other than teaching, such as preparing national assessments,*

processing grades and data for class IX and so on. So, our strategy is to use the same material as in the package book and we create teaching modules in groups with the Purbalinnga Regency English Language MGMP, one person for each person in the MGMP is tasked with working on one or two teaching modules, then they will be combined, then from there it will be adjusted to our needs whether it is suitable or not". (Translated in English) (Interview with teacher, August 2024)

The implementation of differentiated instruction in English subjects in class VIII SMPN 3 Bukateja is carried out in accordance with the concept of the Merdeka curriculum. The learning has gone well and received enthusiasm from students. This can be seen from the initial process to preliminary activities, implementation activities as well as statements from interviews with Mrs. Ajeng.

Interview

Teacher : "After implementing differentiated learning, learning went well. "It can be seen from the enthusiastic response of teachers and students in implementing differentiated learning, especially in English subjects." (Translated in English) (Interview with teacher, August 2024).

This statement was also confirmed by Vita Meilani as a class VIII-A student at SMPN 3 Bukateja, Purbalingga.

Interview

Student V: "*In my opinion, the learning is fun because the teacher is also quite fun, and the learning is not boring*". (Translated in English) (Interview with student V, August 2024).

At the stage of implementation of differentiated instruction in the Merdeka curriculum, educators are expected to be able to organize learning that provides quality, interactive, inspiring, fun, challenging learning experiences, motivates students to actively participate and provides sufficient space for student initiative, creativity, independence according to talents, interests and physical and psychological development of students (Kemendikbutristek, 2024).

The following is the differentiated instruction process in English teaching and learning at SMPN 3 Bukateja, Purbalingga with the same material in Unit 1. The Champion of Panjat Pinang:

1. VIII A

The planning stage is the teacher's initial stage in designing and arranging learning to achieve the desired goals. In the learning planning stage, SMPN 3 Bukateja uses the independent curriculum in compiling learning modules that will be used as a guide in implementing learning. Teaching modules are arranged according to the material to be studied. The material discussed at the class VIII-A meeting was Unit 1. The Champion of Panjat Pinang. From the results of the diagnostic assessment that the teacher has carried out, class VIII-A has an interest in learning using visual and audio-visual methods. With these results, students produce product differentiation in the form of notes on paper, dialogues and videos about the *Tujuh Belasan* experience according to the theme of Unit 1. The Champion of Panjat Pinang.

The researcher conducted observations in class VIII-A for four meetings starting from the first meeting on Monday, August 5, 2024, at 12.00-13.10 WIB. The learning process was carried out using student-centred learning with a differentiated learning model and using the Problem Based Learning (PBL) learning method. At the beginning of the lesson, the teacher opened the lesson by greeting, praying, greeting students, and checking attendance. After opening the lesson, the teacher then carried out a diagnostic test with an individual assessment before the material was delivered to determine the extent of students' abilities, needs, and knowledge with several trigger questions, while showing pictures in the picture 1.1 textbook page 23. The teacher also provided an LCD projector when delivering the material in class VIII-A. In this activity, students can answer in English or Indonesian. Then, the teacher provides assistance/guidance to develop English gradually.

Teacher : “*Coba perhatikan gambar berikut! Kira-kira ini gambar apa*”

ya?” (Take a look at the following picture! What do you think this picture is?)

Teacher : “Can you name the game? *Bisakah kalian namakan game tersebut?*” (Can you name the game?)

Students: “Panjat pinang”

Teacher : “When does the game usually happen? *Kapan biasanya game ini terjadi?*”(When does the game usually happen?)

Students: “*Pada saat peringatan hari ulang tahun kemerdekaan Indonesia di bulan Agustus*”(During the commemoration of Indonesia's independence day in August).

Teacher : “What do you think about that game? *Apa yang kalian pikirkan tentang game tersebut?*”(What do you think about that game?)

Students: “*Licin, bekerja keras, susah bu, tinggi, dll*” (Slippery, working hard, hard ma'am, tall, etc).

Teacher : “Have you ever participated in that game? *Pernahkan kalian berpartisipasi dalam game tersebut? Atau mungkin sudah pernah melihat permainan panjat pinang?*”(Have you ever participated in the game? Or maybe you have seen the pole climbing game?).

After the teacher conducts a Q&A session with the trigger questions as a diagnostic test, then the teacher asks the students to form groups according to their wishes with a group size of 4 students. For class VIII A, they form groups with the front and back seats. After the groups are formed, the teacher gives examples of conversations in the textbook using audio. Group discussion activities are listening to audio and answering worksheets in the textbook. Then the teacher invites students to listen and re-listen to audio 1.1.

Teacher : “Let’s listen again to the dialog. Silahkan disimak kembali audionya kemudian nanti kalian akan mendapatkan informasi dari audio tersebut untuk mengerjakan worksheet 1.2.”(Please listen to the audio again and later you will get information from the audio to work on worksheet 1.2.)

The teacher reads the audio content and text content. Some alternative questions that can be asked to students.

“Who are the speakers in the dialog?”

“What game did Galang win?”

“What games did Galang’s father join at that time?”

“What game did Galang’s father win at that time?”

The teacher displays worksheet 1.2 and asks students to work on it.

Teacher : “Circle the events mentioned in the dialogue between Pak Rahmansyah and Galang. *Silahkan kalian lingkari events yang disebutkan pada dialog tadi yah.* “ (Please circle the events mentioned in the previous dialogue).

In the second meeting, the main learning activity is that the teacher forms eight groups of students, each group consisting of four students. Then the teacher plays audio 1.2 about the experience of Galang's father participating in the pole climbing competition to students by reading the transcript. The teacher reads the transcript at a reading speed adjusted to the students' abilities from the audio with good and correct English pronunciation, then helps translate the transcript into Indonesian so that students can understand the audio.

Teacher : “Now, listen again the audio 1.2. You may read the dialog (comic) to check the words you hear. Please, pay attention to the strategy used by Galang’s father.”

The teacher displays worksheet 1.3 and worksheet 1.4. Then, the teacher asks students to work on both worksheets. After working in groups, students deliver the results of their discussions in turns, after students deliver the results of their discussions, the teacher delivers the results. Continued with regular and irregular verbs material, then each student is asked to make a table to identify and write down regular and irregular verbs found in the dialogue section in their respective notebooks.

In the third meeting, the main activity of English learning in class VIII-A is that the teacher forms students into eight groups, each consisting

of four students. Then asks each group to provide one sheet of paper and then make nine columns on a sheet of paper that they have prepared. The teacher asks each group member to prepare 1 verb in the past tense, either regular or irregular. Then, group representatives are asked to write the verbs on the board. The teacher asks each group to take 9 verbs at random and write them in the boxes they have made previously. The teacher asks each group representative to take turns mentioning 1 verb on the board out loud. The teacher asks the other groups to listen to the verbs that are read and to cross out the verbs they write on the paper if the word is mentioned by another group. The teacher asks the group that first gets the results of the words crossed out in a straight line (horizontal, vertical, diagonal) to say the word "BINGO". The group that succeeds first is crowned the winner.

The next activity is a speaking session where the teacher asks students to read and learn the expressions used in asking about someone's experience. In this section, the teacher first demonstrates how to pronounce the expression, then students practice it by reading aloud. As a follow-up activity, the teacher asks students to practice in pairs.

Teacher : “Please open your book in page 30. Practice with your friend using the expressions in comic strip 1.2.”

In the fourth meeting, the teacher provides a stimulus in the form of a problem to be observed and listened to by students through clue cards. After that, the teacher directs them to create eight groups with four members, then each group creates questions based on the clue cards and then carries out question and answer activities on worksheet 1.6 based on the clue cards with answers according to each student's experience.

Table 4.1 Clue cards

Game: Sack Race Result: Win Strategy: Combined jump and fast walking	Game: Kerupuk Race Result: Win Strategy: Took a big bite
Game: Tug of war Result: Win Strategy: Pulled the rope as hard as possible	Game: Tandem Race Result: Win Strategy: Synchronized the walk

Teacher: “*silahkan setiap perwakilan kelompok mengambil satu kartu yang berisi pertanyaan*” (Please ask each group representative to take one card containing a question).

Teacher: “*masing-masing Students nanti saling tanya jawab dengan anggota kelompoknya dengan pertanyaan yang ada di kartu tersebut secara bergantian*” (Each student will then take turns asking and answering questions with their group members using the questions on the cards)

Teacher: “*nanti setiap anak ditulis di kolom kartu tersebut ya*” (Later, each child will be written in the column on the card, okay?)

Students : “*baik bu*” (okay ma'am)

Table 4.2 Worksheet 1.6

Questions	Name:	Name:	Name:	Name:
What do you remember about the Independence Day celebration?				
What game did you join during the Independence Day celebration last year?				
Did you win the game?				
What did you do to win the game?				

Teachers and students make conclusions about important points that arise in the activities in the learning activities that have just been carried out. After the next activity is assessment. The assessment in this unit is in accordance with the LKPD written in the teaching module, but the teacher provides assessment options to students so that students choose their formative tasks according to their abilities, readiness, or interests.

2. VIII D

Similar to the meeting in class VIII-A, in class VIII D the meeting in the preparation stage was the process of designing teaching modules. The discussion material in the class VIII meeting was Unit 1. The Champion of Panjat Pinang. From the results of the diagnostic assessment that the teacher had conducted, class VIII-D had an interest in learning using visual and audio-visual methods. With these results, students produced product differentiation in the form of notes on paper, dialogues and videos about the Tujuh Belasan competition experience according to the theme of Unit 1. The Champion of Panjat Pinang. The researcher conducted observations in class VIII-D for four meetings starting from the first meeting on Tuesday, August 6, 2024, at 08.35-09.55 WIB.

In the first meeting, the same as in class VIII-A, the teacher conducted preliminary activities and diagnostic assessments. The teacher showed a picture in the picture 1.1 textbook page 23. In this activity, students can answer in English or Indonesian. Then, the teacher provided assistance/guidance to develop English gradually. After the teacher conducted a question-and-answer session with the trigger questions as a diagnostic test, the teacher then asked the students to form groups according to their wishes with a group size of 4 students. For class VIII D, they formed groups with front and back seats. After the groups were formed, the teacher gave examples of conversations in the textbook using audio. Group discussion activities were listening to audio and answering worksheets in the textbook. Then the teacher invited students to listen and re-listen to audio 1.1.

Teacher : “Let’s listen again to the dialog. *Silahkan disimak kembali audionya kemudian nanti kalian akan mendapatkan informasi dari audio tersebut untuk mengerjakan worksheet 1.2.*”(Please listen to the audio again and later you will get information from the audio to work on worksheet 1.2.).

The teacher reads the audio content and text content. Some alternative questions that can be asked to students.

“*Who are the speakers in the dialog?*”

“*What game did Galang win?*”

“*What games did Galang’s father join at that time?*”

“*What game did Galang’s father win at that time?*”

The teacher displays worksheet 1.2 and asks students to work on it.

Teacher : “Circle the events mentioned in the dialogue between Pak Rahmansyah and Galang. *Silahkan kalian lingkari events yang disebutkan pada dialog tadi yah.*“(Please circle the events mentioned in the previous dialogue).

In the second meeting, the main learning activity is that the teacher forms eight groups of students, each group consisting of four children. Then the teacher plays audio 1.2 about the experience of Galang's father participating in the pole climbing competition to students by reading the transcript. The teacher reads the transcript at a reading speed adjusted to the students' abilities from the audio with good and correct English pronunciation, then helps translate the transcript into Indonesian so that students can understand the audio.

Teacher : “Now, listen again the audio 1.2. You may read the dialog (comic) to check the words you hear. Please, pay attention to the strategy used by Galang’s father.”

The teacher displays worksheet 1.3 and worksheet 1.4. Then, the teacher asks students to work on both worksheets. After working in groups, students deliver the results of their discussions in turns, after students deliver the results of their discussions, the teacher delivers the

results. Continued with regular and irregular verbs material, then each student is asked to make a table to identify and write down regular and irregular verbs found in the dialogue section in their respective notebooks.

In the third meeting, the main activity of English learning in class VIII-D is that the teacher forms students into eight groups, each consisting of four students. Then asks each group to provide one sheet of paper and then make nine columns on a sheet of paper that they have prepared. The teacher asks each group member to prepare 1 verb in the past tense, either regular or irregular. Then, group representatives are asked to write the verbs on the board. The teacher asks each group to take 9 verbs at random and write them in the boxes they have made previously. The teacher asks each group representative to take turns mentioning 1 verb on the board out loud. The teacher asks the other groups to listen to the verbs that are read and to cross out the verbs they write on the paper if the word is mentioned by another group. The teacher asks the group that first gets the results of the words crossed out in a straight line (horizontal, vertical, diagonal) to say the word "BINGO". The group that succeeds first is crowned the winner.

The next activity is a speaking session where the teacher asks students to read and learn the expressions used in asking about someone's experience. In this section, the teacher first demonstrates how to pronounce the expression, then students practice it by reading aloud. As a follow-up activity, the teacher asks students to practice in pairs.

Teacher : "Please open your book in page 30. Practice with your friend using the expressions in comic strip 1.2."

In the fourth meeting, the teacher provides a stimulus in the form of a problem to be observed and listened to by students through clue cards. After that, the teacher directs them to create eight groups with four members, then each group creates questions based on the clue cards and then carries out question and answer activities on worksheet 1.6 based on the clue cards with answers according to each student's experience.

Table 4.3 Clue cards

Game: Sack Race Result: Win Strategy: Combined jump and fast walking	Game: Kerupuk Race Result: Win Strategy: Took a big bite
Game: Tug of war Result: Win Strategy: Pulled the rope as hard as possible	Game: Tandem Race Result: Win Strategy: Synchronized the walk

Teacher : “*silahkan setiap perwakilan kelompok mengambil satu kartu yang berisi pertanyaan*”(Please ask each group representative to take one card containing a question).

Teacher : “*masing-masing Students nanti saling tanya jawab dengan anggota kelompoknya dengan pertanyaan yang ada di kartu tersebut secara bergantian*”(Each student will then take turns asking and answering questions with their group members using the questions on the cards).

Teacher : “*nanti setiap anak ditulis di kolom kartu tersebut ya*“(Later, each child will be written in the column on the card, okay?)

Students : “*baik bu*“(Okay ma’am)

Table 4.4 Worksheet 1.6

Questions	Name:	Name:	Name:	Name:
What do you remember about the Independence Day celebration?				
What game did you join during the Independence Day celebration last year?				
Did you win the game?				
What did you do to win the game?				

Teachers and students make conclusions about important points that arise in the activities in the learning activities that have just been carried out. After the next activity is assessment. The assessment in this unit is in accordance with the LKPD written in the teaching module, but the teacher provides assessment options to students so that students choose their formative tasks according to their abilities, readiness, or interests.

3. VIII F

Similar to the meetings in class VIII-A, VIII-D, in class VIII F the meeting in the planning stage was the process of designing a teaching module with the same discussion material. The researcher conducted observations in class VIII-A for four meetings starting from the first meeting on Monday, August 5, 2024, at 07.15-08.35 WIB.

In the first meeting, just like in class VIII-F, the teacher conducted preliminary activities and diagnostic assessments. The teacher showed pictures in the picture 1.1 textbook page 23. In this activity, students can answer in English or Indonesian. Then, the teacher provided assistance/guidance to develop English gradually. After the teacher conducts a Q&A session with the trigger questions as a diagnostic test, then the teacher asks the students to form groups according to their wishes with a group size of 4 students. For class VIII F, they form groups with the front and back seats. After the groups are formed, the teacher gives an example of a conversation in the textbook using audio. Group discussion activities are listening to the audio and answering the worksheet in the textbook. Then the teacher invites students to listen and re-listen to audio 1.1.

Teacher : “Let’s listen again to the dialog. *Silahkan disimak kembali audionya kemudian nanti kalian akan mendapatkan informasi dari audio tersebut untuk mengerjakan worksheet 1.2.*”(Please listen to the audio again and later you will get information from the audio to work on worksheet 1.2.).

The teacher reads the audio content and text content. Some alternative questions that can be asked to students.

“Who are the speakers in the dialog?”

“What game did Galang win?”

“What games did Galang’s father join at that time?”

“What game did Galang’s father win at that time?”

The teacher displays worksheet 1.2 and asks students to work on it.

Teacher : “Circle the events mentioned in the dialogue between Pak Rahmansyah and Galang. *Silahkan kalian lingkari events yang disebutkan pada dialog tadi yah.*“(Please circle the events mentioned in the previous dialogue).

In the second meeting, the main learning activity is that the teacher forms eight groups of students, each group consisting of four children. Then the teacher plays audio 1.2 about the experience of Galang's father participating in the pole climbing competition to students by reading the transcript. The teacher reads the transcript at a reading speed adjusted to the students' abilities from the audio with good and correct English pronunciation, then helps translate the transcript into Indonesian so that students can understand the audio.

Teacher : “Now, listen again the audio 1.2. You may read the dialog (comic) to check the words you hear. Please, pay attention to the strategy used by Galang’s father.”

The teacher displays worksheet 1.3 and worksheet 1.4. Then, the teacher asks students to work on both worksheets. After working in groups, students deliver the results of their discussions in turns, after students deliver the results of their discussions, the teacher delivers the results. Continued with regular and irregular verbs material, then each student is asked to make a table to identify and write down regular and irregular verbs found in the dialogue section in their respective books.

In the third meeting, the main activity of English learning in class VIII-A and VIII-D is that the teacher forms students into eight groups, each consisting of four students. Then asks each group to provide one sheet of paper and then make nine boxes on a sheet of paper that they have prepared. The teacher asks each group member to prepare 1 verb in the past tense, either regular or irregular. Then, group representatives are asked to write the verbs on the board. The teacher asks each group to take 9 verbs at random and write them in the boxes they have made previously. The teacher asks each group representative to take turns mentioning 1 verb on the board out loud. The teacher asks the other groups to listen to the verbs that are read and to cross out the verbs they write on the paper if the word is mentioned by another group. The teacher asks the group that first gets the results of the words crossed out in a straight line (horizontal, vertical, diagonal) to say the word "BINGO". The group that succeeds first is crowned the winner.

The next activity is a speaking session where the teacher asks students to read and learn the expressions used in asking about someone's experience. In this section, the teacher first demonstrates how to pronounce the expression, then students practice it by reading aloud. As a follow-up activity, the teacher asks students to practice in pairs.

Teacher : "Please open your book in page 30. Practice with your friend using the expressions in comic strip 1.2."

Teacher : "Silahkan praktikan tanya jawab secara berpasangan berdasarkan pengalaman masing-masing pada comic strip 1.2"(Please practice asking and answering questions in pairs based on each person's experience in comic strip 1.2.).

In the fourth meeting, the teacher provides a stimulus in the form of a problem to be observed and listened to by students through clue cards. After that, the teacher directs them to form eight groups with four members, then each group creates questions based on the clue cards and then carries out question and answer activities on worksheet 1.6 based on

the clue cards with answers according to each student's experience.

Table 4.5 Clue cards

Game: Sack Race Result: Win Strategy: Combined jump and fast walking	Game: Kerupuk Race Result: Win Strategy: Took a big bite
Game: Tug of war Result: Win Strategy: Pulled the rope as hard as possible	Game: Tandem Race Result: Win Strategy: Synchronized the walk

Teacher : *“silahkan setiap perwakilan kelompok mengambil satu kartu yang berisi pertanyaan”*(Please ask each group representative to take one card containing a question).

Teacher : *“masing-masing Students nanti saling tanya jawab dengan anggota kelompoknya dengan pertanyaan yang ada di kartu tersebut secara bergantian”*(Each student will then take turns asking and answering questions with their group members using the questions on the cards).

Teacher : *“nanti setiap anak ditulis di kolom kartu tersebut ya”*(Later, each child will be written in the column on the card, okay?)

Students : *“baik bu”*(Okay ma’am).

Table 4.6 Worksheet 1.6

Questions	Name:	Name:	Name:	Name:
What do you remember about the Independence Day celebration?				
What game did you join during the Independence Day celebration last year?				
Did you win the game?				
What did you do to win the game?				

Teachers and students make conclusions about important points that arise in the activities in the learning activities that have just been carried out. After the next activity is assessment. The assessment in this unit is in accordance with the LKPD written in the teaching module, but the teacher provides assessment options to students so that students choose their formative tasks according to their abilities, readiness, or interests.

C. Evaluation

At the evaluation stage, the teacher evaluates the products that have been worked on by students based on learning process that used in Unit 1. *The Champion of Panjat Pinang*. The teacher conducts formative and summative tests to determine follow-up and improvements in the next learning process. Formative tests are used to monitor student learning progress during the learning process. The goal is to improve student learning outcomes and improve the learning process. Meanwhile, summative assessments are carried out if all lesson materials are considered complete. From the results of observations made by researchers, implementing formative tests by giving assignments according to product differentiation, namely product choices according to students' interests, talents and abilities. The tasks given by the teacher vary but remain in accordance with the learning objectives (TP) so that TP can be achieved. Based on observations made by the researcher, the assignment consists of writing experiences on a piece of paper, making dialogues, making comics or pictures, and videos about the *tujuh belasan* competition experience according to the theme of Unit 1. *The Champion of Panjat Pinang*. In addition, the teacher also provides assessment aspects including assessment of spiritual and social attitudes of discipline, and assessment of skills. While for summative assessments there are mid-semester summative and end-of-semester summative with a total of 20 multiple-choice questions and 5 essay questions.

Interview

Teacher : “...in the evaluation stage, we have formative assessments such as daily tests and summative assessments, usually also called UTS/UAS in the current curriculum called STS/SAS with a total of 20 multiple choice questions and 5 essay questions”. (Translated in English) (Interview with teacher, August 2024).

After the differentiated instruction in English lessons in class VIII of SMPN 3 Bukateja, Purbalingga was implemented, the evaluation stage arrived. In addition to the Student Worksheet (LKPD) for formative assessment, evaluation was also carried out through summative assessment. The evaluation stage aims to measure and determine the extent of students' understanding in understanding the material that has been taught. The following is the evaluation carried out after the implementation of differentiated learning in English lessons at SMPN 3 Bukateja, Purbalingga:

1. Formative Assessment

Mrs. Ajeng made several choices of learning bills with product differentiation according to the readiness and interest of students in LKPD but still on the same learning objectives. The assignment consists of writing experiences on a piece of paper, making dialogues on paper, and video about the *Tujuh Belasan* competition experience according to the theme of Unit 1. The Champion of Panjat Pinang. The goal is to improve student learning outcomes and improve the learning process as well as feedback to teachers and students on how to improve the learning process such as post-tests. According to Tomlinson (2013) , formative assessment in differentiated instruction is sometimes called ongoing assessment. It is a process used to guide, mentor, direct, and encourage student growth. Teachers use ongoing or formative assessment to consistently monitor students' developing knowledge, understanding, and skill related to the topic at hand in order to know how to proceed with instruction in a way

that maximizes the opportunity for student growth and success with key content. In the Merdeka curriculum, formative assessments are carried out with the aim of providing information or feedback for educators and students to improve the learning process (Kemendikbutristek, 2024).

2. Summative Assessment

In the evaluation of differentiated instruction there is also a summative assessment, the final stage of the evaluation of differentiated learning, carried out to measure the development of knowledge and the achievement of student learning objectives (Kemendikbutristek, 2024). Mid-Semester Summative (ASTS) and Semester Summative (ASAS) are terms used in the Merdeka curriculum.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter there are three parts. This part contains the researcher's conclusions drawn from the information obtained, the limitations of the study, and the researcher's recommendations for teachers and further research.

A. CONCLUSION

The study that has conducted produces information that the implementation of differentiated instruction in English language teaching at 8th grade SMPN 3 Bukateja, Purbalingga was accordance with the theory in Tomlinson (2013) which includes three different aspects, namely Readiness, Interest, and Learning Profile/Learning Style and also refers to the Merdeka curriculum which researchers quote from PPA (2024) the implementation of learning in the Merdeka curriculum begins with educators being able to carry out varied learning referring to differentiated instruction according to the level of understanding or competence of students.

The results of the study indicate that teachers use various techniques based on the character tendencies of each student in the class, starting from learning needs, interests and learning styles. The several techniques are: 1) lecture technique, 2) discussion technique, 3) Q&A method, 4) recitation technique, and 5) peer teaching technique. And there are three stages to implementation of differentiated instruction, namely the preparation stage, implementation, and evaluation of implementation. In the preparation stage, the teacher prepares the teaching module and the learning steps that implemented. While in the implementation stage it is divided into three stages, including preliminary activities, core activities, and closing activities. In the preliminary activities, the teacher opens the learning by conditioning the students. While in the main activities there are several activities carried out, including diagnostic assessments, and the implementation of differentiated instruction. The closing activity contains the end of the implementation of differentiated instruction. In differentiated instruction, there are two types of

differentiation applied at SMPN 3 Bukateja, Purbalingga, namely, process differentiation, namely how students manage the material that has been learned, and product differentiation, namely students are given the freedom to create learning products according to their learning needs, readiness, and interests. These products can be in the form of videos, pamphlets, and notes on paper which presented.

Differentiated instruction in English language teaching implemented in class VIII of SMPN 3 Bukateja, Purbalingga with the results of the diagnostic assessment of students' learning interests tend to be dominant through visual learning and audio-visual learning. According to the observation results, the material presented is the odd semester material in Unit 1. The Champion of Panjat Pinang. For group discussion activities in class VIII, the teacher forms study or discussion groups with heterogeneous students in the sense of different learning styles but still provides freedom for students' readiness and interests. The group discusses the material that has been shared by the teacher; after conducting discussions between members accompanied by the teacher, the group then presents the results of their discussions. Several choices of learning bills with product differentiation according to the readiness and interest of students in LKPD but still on the same learning objectives. The assignment consists of writing experiences on a piece of paper, making dialogues, making comics or pictures, and videos about the *Tujuh Belasan* competition experience according to the theme of Unit 1. The Champion of Panjat Pinang. As well as product differentiation that has been made. Then the teacher provides an assessment and re-explanation regarding the material that has been studied.

The last is the evaluation stage of implementation carried out by the teacher by assessing the products that have been worked on by students. Teachers can also conduct formative evaluations at the end of the learning material by providing LKPD for the material that has been delivered. The purpose of this evaluation is to provide information or feedback to teachers and students on how to improve the learning process such as post-tests. In the

evaluation of differentiated learning there is also a summative assessment, the final stage of the evaluation of differentiated learning, carried out to measure the development of knowledge and the achievement of student learning objectives. Mid Semester Summative (STS) and Semester Summative (SAS).

B. LIMITATIONS OF THE STUDY

In this study, the researcher admits that the research conducted is still very limited, the lack of researcher's ability to find sources and information so that the researcher's references are still limited to conducting research in class VIII of SMPN 3 Bukateja, Purbalingga. The researcher is also still lacking in mastering research methods due to the limited abilities possessed by the researcher. Suggestions for subsequent researchers, it is better to study the implementation of differentiated instruction in teaching and learning English more completely and comprehensively. Then it is expected to be able to find more and more accurate references. In addition, subsequent researchers are also expected to truly master the research methods used to obtain maximum research results in accordance with the planned research objectives.

C. SUGGESTIONS

After the researcher conducted research related to the implementation of differentiated instruction in teaching and learning English for class VIII at SMPN 3 Bukateja, Purbalingga, on this occasion the researcher conveyed several suggestions:

1. For Teacher

Teachers should design learning and be able to utilize and create learning media to be used in classroom learning activities more creatively. Teachers should continue to monitor, evaluate and refine the differentiated instruction applied to achieve optimal learning outcomes for all students.

2. For Researcher

It is hoped that further researchers can carry out further studies on differentiated instruction.

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APPENDICES



Appendix 1 Observation Checklist

Topic : Celebrating Independence Day
 Material : Unit.1 The Champion of Panjat Pinang
 Class : VIII SMPN 3 Bukateja Purbalingga
 Teacher : Ajeng Nafisah, S.Pd.
 Schedule Observation : 5-26 August 2024

No.	Aspek Pembelajaran Berdiferensiasi	Keterlaksanaan		Deskripsi/Uraian kegiatan
		Ya	Tidak	
1.	Diferensiasi konten			
	1) Melakukan kegiatan literasi menggunakan bahan bacaan dengan berbagai tingkat keterbacaan.	✓		Pada materi dan bahan bacaan yang dipakai menggunakan buku paket dari pemerintah KEMENDIKBUDRISTE K RI 2022 dengan tema <i>English for Nusantara</i> .
	2) Menyediakan materi/bahan ajar yang bervariasi, sesuai tingkat kesiapan siswa.		✓	Untuk materi semuanya sama, namun pada saat penyampainnya menggunakan bahan ajar yang sesuai dengan aktivitas dan tema nya.
	3) Menyiapkan bahan ajar berdasarkan penggunaan pendengaran, penglihatan, dan aktivitas.	✓		Ya, guru menggunakan bahan ajar yang sesuai dengan panca indera. Ketika penyampaian materi di pertemuan pertama guru menggunakan buku paket yang berisi gambar sebagai bahan ajar visual anak dan juga menggunakan layar LCD dikarenakan siswanya cenderung pasif maka dari itu guru nya mengakali memakai LCD proyektor untuk menarik perhatian dan semangat belajar siswa, kemudian pada sesi listening guru menggunakan sound audio untuk kegiatan listening,

				kemudian pada saat sesi speaking guru memberikan kegiatan tanya jawab dan presentasi dengan sesama anggota kelompok.
2.	Diferensiasi proses			
	1) Menyiapkan pertanyaan pemandu atau menantang yang sesuai kemampuan siswa untuk mengetahui potensi dan minat yang dimiliki siswa.	✓		Pada pertemuan pertama tentu ada pertanyaan pemantik dan sudah tertulis di buku paket untuk menjadikannya sebagai tes diagnostik di awal materi pembelajaran.
	2) Menerapkan kegiatan berjenjang, memiliki berbagai tingkat tantangan dan kompleksitas, agar seluruh siswa dapat belajar sesuai dengan pemahaman dan keterampilannya.	✓		Ya, guru menyampaikan materi pada anak yang belum paham ataupun tertinggal dengan cara menyampaikan ulang materi ataupun dengan mengajari siswa tersebut secara perorangan.
	3) Melakukan kegiatan diskusi di dalam kelas sesuai minat dan profil belajar peserta didik.		✓	Tidak, guru membagi kelompok diskusi secara heterogen.
	4) Mengembangkan kegiatan pembelajaran yang bervariasi sesuai gaya belajar peserta didik (visual, auditori, kinestetik).	✓		Untuk bahan ajar dari pembelajaran ini guru menggunakan media yang bervariasi di setiap kegiatannya yang kemudian akan dikembangkan sesuai dengan bakat dan minat anak di asesmen formatif. Untuk penyampaian materi di pertemuan pertama guru menggunakan buku paket yang berisi gambar sebagai bahan ajar visual anak kemudian pada sesi listening guru menggunakan sound audio untuk kegiatan listening,

			kemudian pada saat sesi speaking guru memberikan kegiatan tanya jawab dan presentasi dengan sesama anggota kelompok.
	5) Membentuk kelompok belajar yang fleksibel sesuai tingkat kesiapan belajar peserta didik.	✓	Iya, guru membagi kelompok sesuai keinginan siswa seperti berkelompok dengan teman sebangkunya ataupun dengan teman depan belakangnya namun kelompok belajar ini tetap heterogen.
3.	Diferensiasi produk		
	1) Menyiapkan tagihan produk yang dikerjakan oleh siswa berupa presentasi, rekaman, tulisan, atau tes.	✓	Ya, guru memberikan pilihan tagihan produk yaitu asesmen formatif yang berbeda kepada siswa yakni menceritakan pengalaman lomba tujuh belasan dengan esai secara individu, membuat cerita dengan dialog secara berpasangan, membuat komik bergambar beserta caption tentang lomba tujuh belasan, ataupun tugas video percakapan menjelaskan pengalaman mengikuti lomba tujuh belasan secara berkelompok.
	2) Memberikan keleluasaan kepada peserta didik untuk memilih produk dan menyampaikan hasil produk sesuai dengan gaya belajarnya.	✓	Ya, guru memberikan pilihan tagihan produk yaitu asesmen formatif yang berbeda kepada siswa kelas yakni menceritakan pengalaman lomba tujuh belasan dengan esai secara individu, membuat cerita dengan dialog secara berpasangan, membuat komik bergambar beserta caption tentang lomba tujuh belasan, ataupun tugas video percakapan

			menjelaskan pengalaman mengikuti lomba tujuh belasan secara berkelompok.
	3) Melaksanakan asesmen formatif dan summatif	✓	Ya, asesmen formatif disetiap akhir materi, dan asesmen sumatif di pertengahan semester maupun akhir semester.
4.	Diferensiasi lingkungan belajar		
	1) Ruangan belajar yang nyaman dan tenang tanpa ada gangguan serta tempat untuk peserta didik berkolaborasi.	✓	Untuk kelas VIII ruangan sudah cukup bersih dan nyaman namun karena ada kelas yang dekat dengan ruang indoor yang mana dijadikan untuk kegiatan olahraga maka suara dari luar sangat jelas dan terkadang mengganggu pelajaran. Namun guru tetap berupaya menjelaskan materi dan memberikan fokus kepada siswa.
	2) Menyediakan pedoman yang jelas dalam pengerjaan tugas.	✓	Ya, guru memberikan intruksi dan arahan yang jelas dalam penyampaian materi dan juga pengerjaan tugas.
	3) Susunan tempat duduk di dalam kelas yang sesuai dengan kesiapan, dan gaya belajar peserta didik.	✓	Susunan tempat duduknya masih konvensional dengan bentuk baris, namun sudah sesuai dengan kemauan siswa karena siswa sendiri yang memilih tempat duduk dan teman sebangkunya.

Appendix 2 Interview Guide

Interview Guide with Teacher

Before Observation

1. Menurut ibu, apa yang ibu ketahui tentang pembelajaran berdiferensiasi?
2. Kurikulum apa yang digunakan oleh SMPN 3 Bukateja untuk implementasi pembelajaran berdiferensiasi?
3. Tahapan apa saja yang terdapat pada pembelajaran berdiferensiasi?
4. Sejak kapan SMPN 3 Bukateja mengimplementasikan pembelajaran berdiferensiasi?
5. Apakah dalam melakukan kegiatan literasi ibu menggunakan bahan bacaan yang sesuai dengan tingkat keterbacaan siswa?
6. Apakah ibu menyiapkan materi/ bahan ajar yang bervariasi, sesuai tingkat kesiapan siswa?
7. Apakah ibu menyiapkan bahan ajar berdasarkan penggunaan pendengaran, penglihatan, dan aktivitas?
8. Apakah ibu menyiapkan pertanyaan pemandu, pemantik atau kegiatan yang sesuai kemampuan siswa untuk mengetahui potensi dan minat yang dimiliki siswa, seperti diadakannya pos belajar?
9. Apakah ibu menerapkan kegiatan berjenjang yang memiliki berbagai tingkat dan tantangan kompleksitas, agar seluruh siswa dapat belajar sesuai dengan pemahaman dan keterampilannya?
10. Apakah ada kegiatan diskusi dalam kelas sesuai minat dan profil belajar siswa atau membentuk kelompok belajar berdasarkan minat siswa?
11. Apakah ibu memberikan keleluasaan kepada siswa untuk memilih produk atau tagihan belajar dan menyampaikan hasil produk sesuai dengan gaya belajarnya?
12. Apakah ruang belajar yang ibu gunakan nyaman dan tenang tanpa ada gangguan?
13. Apakah dalam kegiatan belajar mengajar ibu memberikan pedoman yang jelas dalam belajar dan pengerjaan tugas?
14. Apakah susunan tempat duduk di dalam kelas sudah sesuai dengan kesiapan, dan gaya belajar siswa?

After Observation

1. Mengapa ibu menggunakan media LCD proyektor pada saat pembelajaran mata pelajaran bahasa Inggris di kelas VIII A sedangkan di kelas VIII D dan VIII F tidak?
2. Selama saya melakukan observasi di kelas, saya melihat ibu menggunakan beberapa teknik yang berbeda diantaranya seperti teknik ceramah, diskusi, tanya jawab dll. Hal itu menjadi sebuah diferensiasi dalam diferensiasi proses. Kalau boleh tau, ibu menerapkan beberapa teknik tersebut berdasarkan apa ya bu?

3. Apakah pembelajaran berdiferensiasi ini cukup efektif diterapkan dalam mata pelajaran bahasa inggris?
4. Apa kekurangan dan kelebihan dari pembelajaran berdiferensiasi yang selama ini ibu terapkan pada mata pelajaran bahasa inggris di kelas VIII?
5. Bagaimana evaluasi yang ibu lakukan setelah menerapkan pembelajaran berdiferensiasi?

Interview Guide for Students

1. Apakah pada saat pembelajaran di kelas, bu guru nya menyiapkan materi/ bahan ajar yang bervariasi?
2. Apakah dalam proses pembelajaran di kelas, bu guru nya menyiapkan kegiatan yang sesuai berdasarkan kemampuan ataupun minat dan gaya belajar kalian?
3. Kamu lebih suka belajar dengan tampilan gambar/tulisan(visual), video(audio visual), kegiatan praktek, musik(audio), atau cukup dengan cara bu guru mengajarkan dengan metode ceramah seperti biasa?
4. Apakah dalam proses pembelajaran di kelas, bu guru nya mengajari siswa siswa yang belum paham atau pun tertinggal dengan siswa lain yang sudah banyak yang paham dan menguasai pelajaran yang disampaikan?
5. Menurut anda, proses pembelajaran pada mata pelajaran bahasa inggris di kelas apakah begitu efektif dan menyenangkan?
6. Apakah ada kegiatan diskusi dalam kelas sesuai minat dan profil belajar siswa atau membentuk kelompok belajar berdasarkan minat siswa?
7. Apakah bu guru nya memberikan kebebasan kepada kalian untuk memilih produk atau tugas tagihan belajar dan menyampaikan hasil produk sesuai dengan gaya belajarnya? Contohnya tugas membuat poster, video, atau tes tertulis, dan lain lain.
8. Apakah ruang belajar yang kalian gunakan nyaman dan tenang tanpa ada gangguan?
9. Apakah dalam kegiatan belajar mengajar, bu guru nya memberikan pedoman yang jelas dalam belajar dan pengerjaan tugas?
10. Apakah susunan tempat duduk di dalam kelas sudah sesuai dengan kemauan kalian?

Interview Transcript

Interview 1 (pre- observation)

Interview schedule : Kamis, 1 Agustus 2024

Time : 09.00

Teacher : Ajeng Nafisah, S.Pd

SFR :Menurut ibu, apa yang ibu ketahui tentang pembelajaran derdiferensiasi?

Teacher :Sepengetahuan saya, pembelajaran berdiferensiasi itu adalah ciri khas nya kurikulum nasional yaitu kurikulum merdeka yang mana pembelajaran nya itu harus ada variasi, materi, bisa juga dalam proses,

atau dalam bentuk penilaian sesuai dengan kebutuhan belajar siswa. Bertujuan untuk memfasilitasi siswa karena jelas dalam satu kelas kemampuan siswa itu beragam namun tujuan pembelajaran tetap tercapai.

SFR :Kurikulum apa yang digunakan oleh SMPN 3 Bukateja untuk implementasi pembelajaran berdiferensiasi?

Teacher :Kurikulum yang dipakai di sekolah kami itu kurikulum nasional yah, kurikulum sekarang kurikulum nasional sama saja lah kurikulum merdeka ya mba.

SFR :Tahapan apa saja yang terdapat pada pembelajaran berdiferensiasi?

Teacher :Dalam pembelajaran berdiferensiasi ada tiga tahapan yaitu tahapan perencanaan meliputi pembuatan ATP, modul ajar, dan asesmen diagnostic. Sebelum membuat modul ajar, guru perlu membuat tujuan pembelajaran dan ATP yang akan dilaksanakan agar capaian pembelajaran tercapai. Pada proses tahap perencanaan, guru perlu menyiapkan asesmen diagnostik, sehingga pada saat pembelajaran dimulai, guru sudah mengetahui pertimbangan secara keseluruhan tentang rangkaian apa saja yang dilaksanakan pada saat kegiatan belajar mengajar dimulai. Asesmen diagnostik tujuannya untuk melihat kemampuan awal siswa sejauh mana yah setelah mengetahui kemampuan siswa lalu kita sesuaikan dengan minat dan kemampuannya barulah disusun diferensiasinya dibagian mana apakah seluruhnya baik konten, proses, asesmen atau produk, maupun lingkungan, atau hanya ditekankan beberapa saja. kemudian tahap selanjutnya itu tahapan pelaksanaan yang terdapat dalam pembelajaran berdiferensiasi ada empat elemen yah yaitu diferensiasi konten, diferensiasi proses, diferensiasi produk, dan diferensiasi lingkungan, lalu tahap evaluasinya kita ada asesmen formatif seperti ulangan harian dan asesmen sumatif biasanya sih disebut juga UTS/UAS kalo di kurikulum yang sekarang disebutnya STS/SAS dengan jumlah 20 soal pilihan ganda dan 5 soal uraian.

SFR :Sejak kapan SMPN 3 Bukateja mengimplementasikan pembelajaran berdiferensiasi?

Teacher :SMPN 3 Bukateja mengimplementasikan pembelajaran berdiferensiasi ya sejak pertama kali kurikulum merdeka itu ada, waktu itu sejak tahun 2022 mba.

SFR :Apakah dalam melakukan kegiatan literasi ibu menggunakan bahan bacaan yang sesuai dengan tingkat keterbacaan siswa?

Teacher :Untuk kegiatan literasi kita menggunakan bacaan yang sesuai dan materinya untuk tahun ajaran ini kita menggunakan pedoman dari buku paket saja tidak ada LKS tambahan namun untuk materi biasanya saya cari sendiri dari sumber lain seperti di LKS yang terdahulu ataupun membuat materi secara spontan menyesuaikan dengan temanya.

SFR :Apakah ibu menyiapkan materi/ bahan ajar yang bervariasi, sesuai tingkat kesiapan siswa?

Teacher :Jujur saja ya mba untuk menyiapkan materi/ bahan ajar yang bervariasi itu sangat lama ya mba apalagi disini guru juga tidak hanya mengajar tetapi juga merangkap menjabat di posisi yang lain, saya kan sebagai kurikulum dan juga mengurus yang lain lainnya, terkadang kami lebih banyak mempersiapkan urusan lain selain mengajar seperti mempersiapkan assesmen nasional, pengolahan nilai dan data kelas 9 dan lain sebagainya. Jadi siasat kami menggunakan materi yang sama sesuai dengan buku paket dan kami membuat modul ajar secara berkelompok dengan MGMP Bahasa Inggris Kabupaten Purbalingga, satu setiap orang di MGMP bertugas mengerjakan satu atau dua modul ajar nanti digabung nah dari situlah nanti disesuaikan dengan kebutuhan kami cocok atau nggak.

SFR :Apakah ibu menyiapkan bahan ajar berdasarkan penggunaan pendengaran, penglihatan, dan aktivitas?

Teacher :Iya begitulah mba, jadi ketika ada kegiatan menyimak ya kami menggunakan audio, kebetulan kan di buku paket kan sudah ada, nanti untuk penglihatan atau gambar kan tinggal cari saja di google lah.

SFR : Apakah ibu menyiapkan pertanyaan pemandu, pemantik atau kegiatan yang sesuai kemampuan siswa untuk mengetahui potensi dan minat yang dimiliki siswa, seperti diadakannya pos belajar?

Teacher : Untuk pertanyaan pemantik sih disetiap awal pembelajaran kita selalu ada pertanyaan pemantiknya yah untuk memancing konsentrasi siswa. Tapi untuk menentukan gaya belajar kami kadang kadang saja yah karena itu kan prosesnya agak lama yah jadi kami pakai semua variasi gaya belajar agar semuanya merasakan baik auditori, visual, dan kinestetik sesuai dengan ATP di modul ajar.

SFR : Apakah ibu menerapkan kegiatan berjenjang yang memiliki berbagai tingkat dan tantangan kompleksitas, agar seluruh siswa dapat belajar sesuai dengan pemahaman dan keterampilannya?

Teacher : Dalam kegiatan pembelajaran kan ada siswa yang udah paham ada yang belum nah biasanya selain saya sendiri yang melakukan

penjelasan ulang baik secara keseluruhan maupun per individu, biasanya nanti siswa yang sudah paham diminta untuk membantu siswa yang lain yang belum paham seperti tutor sebaya karena kan kalo saya semua yang njelasin satu satu ke anak kan nanti waktunya gak cukup.

SFR :Apakah ada kegiatan diskusi dalam kelas sesuai minat dan profil belajar siswa atau membentuk kelompok belajar berdasarkan minat siswa?

Teacher :Pembentukan kelompok belajar sesuai dengan minat siswa itu biasanya kami berikan kebebasan untuk memilih bagaimana kelompok itu dibentuk sesuai dengan minat belajar, tapi kan terkadang di lapangan itu siswa bingung yah mau sekelompok dengan siapa atau pun nanti ada yang tidak kebagian kelompok misalnya, juga kan terkadang maunya anak kan pengennya ya gak belajar, pengennya ya main main aja ya kan karena memang ada beberapa siswa yang motivasi belajarnya kurang dan cenderung pasif di kelas, tapi ada beberapa anak yang suka menggambar ya kami arahkan untuk menggambar atau ada anak yang pintar ya nanti maju tampil di depan. jadi untuk kegiatan diskusi kelompok saya tentukan acak saja dengan berhitung.

SFR :Apakah ibu memberikan keleluasaan kepada siswa untuk memilih produk atau tagihan belajar dan menyampaikan hasil produk sesuai dengan gaya belajarnya?

Teacher :Iya betul, karena apa? Saya memberikan keleluasaan karena kan siswanya macam macam. Kalau saya tuntutan misalnya ya di kegiatan menulis saya tuntutan harus menulis sebuah esai atau apa itu tidak semua siswa mampu dan mau melakukannya jadi semampunya aja, kadang kadang saya juga udah kalo kamu bisa dipresentasikan dengan gambar nanti kan kata katanya bisa sedikit kalo gambar yah kayak misal karikatur atau komik gitu kan gambar bisa mewakili sebuah cerita.

SFR : Apakah ruang belajar yang ibu gunakan nyaman dan tenang tanpa ada gangguan?

Teacher : Alhamdulillah sih nyaman mba.

SFR :Apakah dalam kegiatan belajar mengajar ibu memberikan pedoman yang jelas dalam belajar dan pengerjaan tugas?

Teacher : Iya saya pastinya sebagai guru di kelas pasti akan memberikan arahan dan pedoman yang jelas pada materi atau tugas yang saya sampaikan.

SFR :Apakah susunan tempat duduk di dalam kelas sudah sesuai dengan kesiapan, dan gaya belajar siswa?

Teacher : Untuk susunan tempat duduk sih seperti biasa yah seperti susunan tempat duduk yang konvensional, paling nanti kalo ada kegiatan berkelompok nanti duduknya menyesuaikan dengan kelompoknya dan kalau sudah selesai nanti kembali ke tempat duduk masing masing seperti semula.

Interview 2 (post- observation)

Interview schedule : Kamis, 29 Agustus 2024

Time : 09.00

Teacher : Ajeng Nafisah, S.Pd

SFR : Mengapa ibu menggunakan media LCD proyektor pada saat pembelajaran mata pelajaran bahasa inggris di kelas VIII A sedangkan di kelas VIII D dan VIII F tidak?

Teacher : Saya menggunakan LCD di kelas VIII A, sedangkan di kelas yang lain tidak, bukan karena apa-apa. Tapi pada saat saya mau ngajar di kelas VIII A pada saat itu saya sudah pesan duluan mau pakai LCD dan itu pun kemauan dari kelas VIII A maka saya turuti dan memang kelas tersebut cenderung lebih fokus dan senang belajar menggunakan LCD. Sedangkan pada saat di kelas lain, LCD nya sedang dipakai oleh teman gantian gitu mbak, namun memang ada beberapa kelas yang memang cukup belajar dengan tidak menggunakan LCD.

SFR : Selama saya melakukan observasi di kelas, saya melihat ibu menggunakan beberapa teknik yang berbeda diantaranya seperti teknik ceramah, diskusi, tanya jawab dll. Hal itu menjadi sebuah diferensiasi dalam diferensiasi proses. Kalau boleh tau ibu menerapkan beberapa teknik tersebut berdasarkan apa ya bu?

Teacher : Saya melakukan beberapa teknik dalam proses kegiatan belajar mengajar bahasa inggris berdasarkan karakter masing-masing kelas baik kebutuhan belajar, minat, dan gaya belajarnya. Kan ada siswa di kelas yang kecenderungannya lebih cocok dg technique ceramah, ada kelas siswanya cenderung terlihat lebih hidup dg model diskusi tapi ada yang diberi kesempatan tanya jawab, siswa aktif. Ya seperti itu mbak.

SFR : Apakah pembelajaran berdiferensiasi ini cukup efektif diterapkan dalam mata pelajaran bahasa inggris?

Teacher : Menurut saya pembelajaran tersebut ya belum begitu efektif dalam pelaksanaan di kelas, namun untuk mempersiapkan pembelajaran yang lebih bagus lagi, waktu persiapan nggak cukup. Saya kan nggak hanya ngajar, tapi saya juga sebagai kaur kurikulum, ikut juga dalam tim kerohanian.

SFR : Apa kekurangan dan kelebihan dari pembelajaran berdiferensiasi yang selama ini ibu terapkan pada mata pelajaran bahasa inggris di kelas VIII?

Teacher : Setelah dilaksanakannya pembelajaran berdiferensiasi, pembelajaran berjalan dengan baik. Terlihat dari respon guru dan

siswa yang antusias dalam melaksanakan pembelajaran berdiferensiasi terkhusus pada mata pelajaran bahasa Inggris. Kelebihan pembelajaran berdiferensiasi, memudahkan guru dalam mengoptimalkan kemampuan siswa yang cukup bagus dan menarik bagi siswa yang memang minat belajarnya cukup bagus. Tapi beberapa siswa yang memang minat belajarnya rendah, tetap saja belum tergugah untuk semangat. Biasanya anak-anak tersebut, malam hari begadang sampai dini hari, mereka tidak tinggal dengan orang tua atau orang tuanya kurang peduli.

SFR : Bagaimana evaluasi yang ibu lakukan setelah menerapkan pembelajaran berdiferensiasi?

Teacher : Saya membandingkan hasil dari KBM berdiferensiasi dengan tidak. Mempelajari penyebab kekurangannya dan memprediksi cara untuk mengatasinya.

Interview 3 (with students)

Interview schedule : Selasa, 27 Agustus 2024

Time : 10.11

Class : VIII A

Student :

1. Sarah Az Zahra
2. Ayumi Aprilia
3. Vita Melani

SFR : Apakah pada saat pembelajaran di kelas, bu guru nya menyiapkan materi/ bahan ajar yang bervariasi?

Student S : ya cukup bervariasi sih kadang-kadang pake listening audio diulangi seperti itu atau juga kadang cuma nulis materi tepi si seingatku itu cuma kadang-kadang aja.

Student A : Pembelajarannya variasi, cukup menyenangkan apalagi kalo pembelajaran menggunakan audio

Student V : Kalo menurut aku sih pembelajarannya macem-macem, seru dan asik ya aku suka banget kalo misal ditanya sama bu Ajeng gitu tanya jawab.

SFR : Apakah dalam proses pembelajaran di kelas, bu guru nya menyiapkan kegiatan yang sesuai berdasarkan kemampuan ataupun minat dan gaya belajar kalian?

Student S : nggak

Student A : nggak sih

Student V : nggak, tapi dalam pembelajaran pasti bu guru kasih kegiatan yang beda-beda misal kalo speaking atau listening ya ada audio nya, kadang juga liat video.

SFR : Kamu lebih suka belajar dengan tampilan gambar/tulisan (visual), video (audio visual), kegiatan praktek, musik (audio), atau cukup dengan cara bu guru mengajarkan dengan metode ceramah seperti biasa?

- Student S :Kalo aku sih sukanya yang audio visual sih sama yang langsung dipraktekin.
- Student A :kalo aku sukanya liat gambar gambar trus sambil dijelasin sama bu guru.
- Student V :Aku suka yang praktek tapi sambil liat gambar.
- SFR : Apakah dalam proses pembelajaran di kelas, bu guru nya mengajari siswa siswa yang belum paham atau pun tertinggal dengan siswa lain yang sudah paham dan menguasai pelajaran yang disampaikan?
- Student S : Iya ka, kadang secara menyeluruh
- Student A : Iya kadang kalo ada yang belum paham bu guru nya mendekat ngajarin temen yang belum paham
- Student V :Iya ngajarin siswa yang masih belum paham kadang satu satu juga ngajarinnya kadang juga ngulangin materi lagi buat semuanya.
- SFR :Menurut anda, proses pembelajaran pada mata pelajaran bahasa inggris di kelas apakah begitu efektif dan menyenangkan?
- Student S :Karena aku ini udah bisa bahasa inggris ya jadinya rasanya bosan dan menurutku ga terlalu efektif ya, tapi untuk yang lainnya si kayaknya si cocok cocok aja.
- Student A :Kalo menurut aku sih sudah cukup efektif ya soalnya kan aku belum terlalu paham bahasa inggris jadi kalo menurut aku itu sudah efektif aja, jadi kalo diajarin bahasa inggris aku itu mudeng.
- Student V :Kalo menurut aku sih pembelajarannya menyenangkan karena gurunya juga lumayan asyik dan pembelajarannya tidak membosankan.
- SFR :Apakah ada kegiatan diskusi dalam kelas sesuai minat dan profil belajar siswa atau membentuk kelompok belajar berdasarkan minat siswa?
- Student S :Eggak si kak, kita tuh kadang kelompokkan nya yah kadang acak dengan cara berhitung kadang juga dengan teman bangku depan belakang.
- Student A :Eggak sesuai dengan gaya belajar sih walaupun mungkin gaya belajar kita beda-beda tapi kadang kita lebih suka berkelompok dengan teman teman yang kita mau kayak depan belakang gitu.
- Student V :Eggak kak, kita kelompokkan nya masih seperti biasa sih kadang berhitung kadang sama temen sebangku atau depan belakang.
- SFR :Apakah bu guru nya memberikan kebebasan kepada kalian untuk memilih produk atau tugas tagihan belajar dan menyampaikan hasil produk sesuai dengan gaya belajarnya? Contohnya tugas membuat poster, video, atau tes tertulis, dan lain lain.
- Student S :Kalo materi yang tadi kan past tense ya itu dikasih tugas sama semuanya sih
- Student A :Sama sih tp tergantung materinya juga, kalo beda materi beda tugas juga kadang pilihan ganda, kadang esai.
- Student V :Seringnya sama sih, tapi terkadang juga ada banyak pilihan tugas nya.

SFR :Apakah ruang belajar yang kalian gunakan nyaman dan tenang tanpa ada gangguan?

Student S :Menurut aku sih enggak nyaman karena depan kelas berisik, dari kelas sebelah juga kadang berisik.

Student A :Kurang nyaman sih kan kelasnya deket ruang indoor kadang buat olah raga juga ya jadinya kedengeran banget berisiknya.

Student V :Nyaman tapi kalo kelas sebelah berisik itu bikin suasana belajar terganggu.

SFR :Apakah dalam kegiatan belajar mengajar, bu guru nya memberikan pedoman yang jelas dalam belajar dan pengerjaan tugas?

Student S : iya cukup jelas.

Student A : iya cukup jelas.

Student V : iya cukup jelas.

SFR : Apakah susunan tempat duduk di dalam kelas sudah sesuai dengan kemauan kalian?

Student S : sudah sesuai.

Student A : sudah banget sih.

Student V : sudah sesuai karena duduknya sama bestie.

Interview 4 (with students)

Interview schedule : Selasa, 27 Agustus 2024

Time : 10.26

Class : VIII D

Student :

1. Febi Kamelia Rosada
2. Fiddyna Faza Auliyona
3. Mijil Putra Praja

SFR : Apakah pada saat pembelajaran di kelas, bu guru nya menyiapkan materi/ bahan ajar yang bervariasi?

Student FK : Materinya sama sih tapi kadang bu guru cara nyampaiannya yang bervariasi misal pake metode ceramah, kelompokan, pake LCD gitu.

Student FF : Sama sih.

Student M : Kalo untuk materi sama satu kelas.

SFR :Apakah dalam proses pembelajaran di kelas, bu guru nya menyiapkan kegiatan yang sesuai berdasarkan kemampuan ataupun minat dan gaya belajar kalian?

Student FK :Udah sih

Student FF : Enggak sih.

Student M : Udah sih biasanya bu guru pake audio, karena aku suka belajar nya pake audio.

SFR :Kamu lebih suka belajar dengan tampilan gambar/tulisan(visual), video(audio visual), kegiatan praktek, musik(audio), atau cukup dengan cara bu guru mengajarkan dengan metode ceramah seperti biasa?

Student FK : Kalo aku sukanya audio suka ndengerin gitu.

Student FF : Ku sukanya yang audio visual video karena bisa dilihat dan bisa didengar kayak asyik gitu.

Student M : Menurut saya sih saya sukanya audio.

SFR : Apakah dalam proses pembelajaran di kelas, bu guru nya mengajari siswa siswa yang belum paham atau pun tertinggal dengan siswa lain yang sudah paham dan menguasai pelajaran yang disampaikan?

Student FK : Biasanya sama guru nya diulang lagi sih materinya.

Student FF : Ya kalo yang belum mudeng sama materinya Cuma beberapa anak biasanya bu guru ngulang materi buat anak itu sampai mudeng baru lanjut ke materi.

Student M : Diulangi lagi sih sampe mudeng.

SFR : Menurut anda, proses pembelajaran pada mata pelajaran bahasa inggris di kelas apakah begitu efektif dan menyenangkan?

Student FK : Menyenangkan sih, mudeng juga.

Student FF : Menyenangkan sih tapi kadang tergantung mood aja.

Student M : Cukup efektif sih soalnya aku mudeng kalo dijelasin sama bu guru.

SFR : Apakah ada kegiatan diskusi dalam kelas sesuai minat dan profil belajar siswa atau membentuk kelompok belajar berdasarkan minat siswa?

Student FK : Ada sih tapi kadang lebih seringnya kita kelompokannya dipilih sama bu guru.

Student FF : Ada, tapi kelompoknya acak.

Student M : Ada cuman kelompokkannya lebih sering acak pake cara berhitung.

SFR : Apakah bu guru nya memberikan kebebasan kepada kalian untuk memilih produk atau tugas tagihan belajar dan menyampaikan hasil produk sesuai dengan gaya belajarnya? Contohnya tugas membuat poster, video, atau tes tertulis, dan lain lain.

Student FK : Kalo aku tugas yang kemarin itu minta video sih, kalo video itu bikinnya berkelompok

Student FF : Kalo aku milih esai dikerjain sendirian gak berkelompok.

Student M : Kalo aku kemarin minta tugas video.

SFR : Apakah ruang belajar yang kalian gunakan nyaman dan tenang tanpa ada gangguan?

Student FK : Enggak sih, berisik.

Student FF : Paling itu berisik dari luar.

Student M : Ruangannya gak kedap suara jadi kalo ada kegaduhan kita bisa denger dengan jelas.

SFR : Apakah dalam kegiatan belajar mengajar, bu guru nya memberikan pedoman yang jelas dalam belajar dan pengerjaan tugas?

Student FK : Cukup jelas sih.

Student FF : Jelas.

Student M : Iya jelas.

SFR : Apakah susunan tempat duduk di dalam kelas sudah sesuai dengan kemauan kalian?

Student FK : Sudah

Student FF :Belum, karena aku pengen nya tiap hari posisi duduknya itu ganti ganti kayak rolling gitu.
Student M : Sudah sih.

Interview 5 (with students)

Interview schedule : Selasa, 27 Agustus 2024

Time : 10.36

Class : VIII F

Student :

1. Ardhan Maulana
2. Nuri May Munah
3. Khoviyana Imelda

SFR : Apakah pada saat pembelajaran di kelas, bu guru nya menyiapkan materi/ bahan ajar yang bervariasi?

Student AM : Sama sih.

Student N : Kalo untuk materi sama satu kelas.

Student K : Materinya sama sih tapi kadang bu guru cara nyampaikannya yang bervariasi misal pake metode ceramah, kelompokan, pake LCD gitu.

SFR :Apakah dalam proses pembelajaran di kelas, bu guru nya menyiapkan kegiatan yang sesuai berdasarkan kemampuan ataupun minat dan gaya belajar kalian?

Student AM :Kadang aja sih

Student N :Tergantung sama materinya apa kak, kalo lagi listening ya seringnya pake audio

Student K :Iya kadang.

SFR :Kamu lebih suka belajar dengan tampilan gambar/tulisan(visual), video(audio visual), kegiatan praktek, musik(audio), atau cukup dengan cara bu guru mengajarkan dengan metode ceramah seperti biasa?

Student AM : Video sih.

Student N : Suka yang audio visual karena bisa liat dan ndenger juga.

Student K : Suka audio visual sama praktek sih.

SFR : Apakah dalam proses pembelajaran di kelas, bu guru nya mengajari siswa siswa yang belum paham atau pun tertinggal dengan siswa lain yang sudah paham dan menguasai pelajaran yang disampaikan?

Student AM :Diajarin sampai paham sih kayak diulang lagi buat anak-anak yang tertinggal atau belum paham

Student N :Iya sih kadang materinya diulangi lagi kalo nggak ya bu guru nyamperin ke anak nya satu satu

Student K :Iya diulang atau diajari lagi sampai anak itu paham.

SFR :Menurut anda, proses pembelajaran pada mata pelajaran bahasa inggris di kelas apakah begitu efektif dan menyenangkan?

Student AM : Cukup efektif sih soalnya aku mudeng kalo dijelasin sama bu guru.

Student N : Menyenangkan sih tapi kadang tergantung mood aja.

Student K : Menyenangkan sih, mudeng juga.

- SFR :Apakah ada kegiatan diskusi dalam kelas sesuai minat dan profil belajar siswa atau membentuk kelompok belajar berdasarkan minat siswa?
- Student AM : Ada, tapi kelompoknya acak.
- Student N :Ada sih tapi kadang lebih seringnya kita kelompokannya dipilih sama bu guru.
- Student K : Ada cuman kelompokkannya lebih sering acak pake cara berhitung.
- SFR :Apakah bu guru nya memberikan kebebasan kepada kalian untuk memilih produk atau tugas tagihan belajar dan menyampaikan hasil produk sesuai dengan gaya belajarnya? Contohnya tugas membuat poster, video, atau tes tertulis, dan lain lain.
- Student AM :Kalo aku kemarin minta tugas video.
- Student N :Kalo aku milih esai dikerjain sendirian gak berkelompok.
- Student K :Kalo aku tugas yang kemarin itu minta video sih, kalo video itu bikinnya berkelompok.
- SFR :Apakah ruang belajar yang kalian gunakan nyaman dan tenang tanpa ada gangguan?
- Student AM :Cukup nyaman tapi ruangnya gak kedap suara jadi kalo ada kegaduhan kita bisa denger dengan jelas.
- Student N : Paling itu berisik dari luar.
- Student K : Agak berisik aja sih.
- SFR :Apakah dalam kegiatan belajar mengajar, bu guru nya memberikan pedoman yang jelas dalam belajar dan pengerjaan tugas?
- Student AM : Cukup jelas sih.
- Student N : Jelas.
- Student K : Iya jelas.
- SFR :Apakah susunan tempat duduk di dalam kelas sudah sesuai dengan kemauan kalian?
- Student AM :Sudah
- Student N :Belum, karena aku pengen nya tiap hari posisi duduknya itu ganti ganti kayak rolling gitu.
- Student K : Sudah sih.

Appendix 3 Documentation

Documentation 1 Lesson Plan

MODUL AJAR MATA PELAJARAN BAHASA INGGRIS

I. INFORMASI UMUM

A. Identitas Sekolah

Nama Penyusun	: Ajeng Nafisah, S.Pd.
Institusi	: SMP N 3 Bukateja
Tahun Pembuatan	: 2024
Mata Pelajaran	: Bahasa Inggris
Jenjang	: SMP
Kelas	: VIII (Delapan) Reguler
Alokasi Waktu	: 4 Pertemuan (12 JP)
Fase Capaian Pembelajaran	: Fase D
Kata Kunci, Topik / Konten Inti	: Celebrating Independence Day
Materi	: Unit 1. The Champion of Panjat Pinang

Kompetensi Awal

1. talk about personal experiences in the past;
2. identify specific information about personal experiences; and
3. write the main events of personal experiences.

Profil Pelajar Pancasila

1. Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia
2. Berkebinekaan global
3. Mandiri
4. Bergotong Royong
5. Bernalar kritis
6. Kreatif
7. Memperoleh dan memproses informasi dan gagasan.
8. Menganalisis dan mengevaluasi penalaran

Prasyarat Pengetahuan/Keterampilan

- talk about personal experiences in the past

Sarana dan Prasarana (Materi ajar, Alat dan bahan)

Materi	Media	Metode	Sumber
Section 1 - Say What You Know	Laptop, Computer, ponsel pintar, Jaringan internet, Proyektor/LCD, Rekaman	Menyimak, diskusi kelompok, studi pustaka,	• Buku Panduan Guru BAHASA INGGRIS Kelas VIII Revisi Tahun 2022
Section 2 - Listening	Proyektor/LCD, Rekaman untuk Listening, Loud Speaker, Film/gambar, Power	role- play, penugasan	• Buku Panduan Siswa BAHASA INGGRIS Kelas VIII Revisi Tahun 2022
Section 3 - Listening	Point Presentation, Layar dan Alat Penunjuk	individu dan kelompok.	• Audio CD/VCD/DVD
Section 4 - Language Focus			• Suara guru
Section 5 - Fun Time: Bingo			• Koran/majalah

Section 6 –
Speaking
Section 7 –
Your Turn:
Speaking

Model Pembelajaran

- Proses pembelajaran dijalankan secara *student-centered learning* dengan prinsip pembelajaran berdiferensiasi.
- Model pembelajaran yang digunakan **problem-based learning** untuk mode tatap muka

II. KOMPONEN INTI

A. Tujuan Pembelajaran

1. Peserta didik mampu berbicara tentang pengalaman pribadi di masa lalu;
2. Peserta didik mampu mengidentifikasi informasi khusus tentang pengalaman pribadi; Dan
3. Peserta didik mampu menulis peristiwa utama dari pengalaman pribadi.

B. Pemahaman Bermakna

Every August 17th, the Indonesian people celebrate their Independence Day. The people usually hold many games. One of the iconic games is Panjat Pinang. The goal of the game is to climb a pinang tree and grab the prizes hung on top of the tree. The tree is smeared with grease to make it difficult for the climbers to get the prizes. The prizes are on top of the tree. The game requires not only skills and determination but also good teamwork.

C. Pertanyaan Pemantik (Diagnostic Assesment)

- 5) *Can you name the game?*
- 6) *When does the game usually happen?*
- 7) *What do you think about that game?*
- 8) *Have you ever participated in that game?*

D. Persiapan Pembelajaran

Persiapan yang dilakukan sebelum pembelajaran dimulai:

1. Membaca materi pembelajaran
2. Menyiapkan lembar kerja siswa
3. Menyiapkan alat dan bahan yang digunakan dalam pembelajaran

E. Kegiatan Pembelajaran

PERTEMUAN KE 1	Waktu
<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (<i>PPK : religious</i>) • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Guru memeriksa kehadiran peserta didik dan meminta peserta didik untuk mempersiapkan perlengkapan dan peralatan yang diperlukan. • Peserta didik menerima informasi tentang kompetensi, ruang lingkup materi, tujuan, manfaat, langkah pembelajaran, metode penilaian yang akan dilaksanakan yang ditayangkan. • Peserta didik diberikan wawasan mengenai Unit 1. The Champion of Panjat Pinang. • Guru menyampaikan kepada siswa bahwa materi yang akan dipelajari yaitu Unit 1. The Champion of Panjat Pinang • Pembagian kelompok belajar dan menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. • Guru menggunakan bahasa Inggris atau bahasa Indonesia. 	10 menit

PERTEMUAN KE 1	Waktu
<ul style="list-style-type: none"> Guru menjelaskan tujuan pembelajaran pada Chapter 1. <p>Bahasa guru</p> <ul style="list-style-type: none"> “Good morning, everyone.” “In this chapter, we will learn about some personal experiences about participating in the Independence Day celebration.” “We will learn some speciic information and identify the sequence of the main events.” “We will also learn to write a card to express personal feelings to congratulate others.” 	
<p>Kegiatan Inti</p> <ul style="list-style-type: none"> Guru memberikan stimulus berupa masalah untuk diamati dan disimak peserta didik melalui kegiatan membaca, mengamati situasi atau melihat gambar (picture 1.1.), dan lain-lain. <ul style="list-style-type: none"> Can you name the game? When does the game usually happen? What do you think about that game? Have you ever participated in that game? <p>Section 1 – Say What You Know</p> <ul style="list-style-type: none"> Guru mengarahkan peserta didik untuk melihat Picture 1.1. Bahasa guru <ul style="list-style-type: none"> “Let’s have a look at Picture 1.1.” Guru meminta peserta didik untuk mengidentiikasi hal-hal yang berkaitan dengan gambar tersebut. Bahasa guru <ul style="list-style-type: none"> “What is the name of the game?” “When do the games happen?” Guru menggali kemampuan berpikir kritis peserta didik melalui beberapa pertanyaan. Guru mengajak peserta didik untuk mengingat pengalaman mereka. Bahasa guru <ul style="list-style-type: none"> “Have you ever played the games in the pictures?” Jika jawaban peserta didik pernah mengikuti perlombaan tersebut, maka guru mengelaborasi lebih lanjut pengalaman tersebut. Bahasa guru <ul style="list-style-type: none"> “Could you tell us about it/your experience participate in the game?” Namun, jika peserta didik belum pernah melakukannya, maka guru menanyakan perihal pendapat mereka. Bahasa guru <ul style="list-style-type: none"> “What do you think about that game?” “Did you find it is fun/interesting?” Dalam kegiatan ini, peserta didik dapat menjawab dengan bahasa Inggris atau bahasa Indonesia. Kemudian, guru memberikan bantuan/bimbingan untuk mengembangkan kemampuan peserta didik menggunakan Bahasa Inggris secara bertahap. Bahasa guru <ul style="list-style-type: none"> “You can use Indonesian if you have diiculties in using English.” <p>Section 2 – Listening</p> <p>Match the games and the pictures. Number one has been done for you.</p> <ul style="list-style-type: none"> Guru mengajak peserta didik untuk mengamati beberapa gambar permainan yang biasa dilombakan pada perayaan Hari kemerdekaan Republik Indonesia worksheet pada Worksheet 1.1. Bahasa guru <ul style="list-style-type: none"> “Let’s have a look at the following pictures.” “What pictures are they?” Guru meminta peserta didik untuk memberi nama permainan yang sesuai pada setiap gambar tersebut. Bahasa guru <ul style="list-style-type: none"> “There are many games held in celebrating Independence day.” “The followings are the common games that are held in that day.” 	<p>100 menit</p>

PERTEMUAN KE 1

Waktu

- “Can you give the name to the games below?”
- “Please, give the name to every game on Worksheet 1.1.”
- Guru mengajak peserta didik untuk membandingkan jawaban mereka dengan teman sekelasnya.

Jawaban Worksheet 1.1



Listen to Audio 1.1. Galang and his father are talking about the independence day celebration. See the Word Box.)

celebrate (base form)/celebrated (past form): merayakan
 hold (base form)/held (past form): mengadakan
 win (base form)/won (past form): memenangkan/menjuarai
 amazing: luar biasa
 congratulation: (ucapan) selamat
 during: selama (sesuatu sedang berlangsung)



- Guru memperdengarkan Audio 1.1 tentang percakapan Galang dengan ayahnya. Bila tidak tersedia alat pemutar audio, guru membacakan transkripnya untuk peserta didik. Bahasa guru
 - “Listen to the audio. In the audio you will hear Galang and his father talking about his father’s experiences joining Independence day celebration.”
 - “Please listen carefully, I will read the dialogue for you (twice).”

PERTEMUAN KE 1	Waktu
<p>Audio 1.1 Script</p> <p>Galang : Assalamu'alaikum.</p> <p>Pak Rahmansyah : Wa'alaikum salam. How was your school, son?</p> <p>Galang : It was good, Dad. Today, our school celebrated Independence Day and we had some games like marble and spoon race, sack race, and tug of war.</p> <p>Pak Rahmansyah : That sounds fun!</p> <p>Galang : Yes, absolutely. I won the marble and spoon race.</p> <p>Pak Rahmansyah : Nice. Congratulations!</p> <p>Galang : Thank you, Dad. By the way, what game did you join when celebrating independence day?</p> <p>Pak Rahmansyah : Panjat Pinang. My team got many prizes from climbing the Pinang tree!</p> <p>Galang : Wow! Amazing.</p> <ul style="list-style-type: none"> • Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks. Bila guru membacakan transkrip kepada peserta didik, kecepatan membaca disesuaikan dengan kemampuan peserta didik. Bahasa guru <ul style="list-style-type: none"> • "Now, listen again carefully and read the text." <p>Listen again to Audio 1.1. Circle the words related to the Independence Day celebration mentioned in the dialogue. One has been done for you.</p> <ul style="list-style-type: none"> • Guru mengajak peserta didik untuk mendengarkan dan menyimak kembali Audio 1.1. Bahasa guru <ul style="list-style-type: none"> • "Let's listen again to the dialog. You will hear some information about the games played in Independence day. Then, try to complete Worksheet 1.2." • Guru membacakan isi audio dan isi teks. Beberapa pertanyaan alternatif yang dapat ditanyakan kepada peserta didik adalah: <ul style="list-style-type: none"> • Siapa yang berbicara pada dialog tersebut? Bahasa guru "Who are the speakers in the dialog?" • Lomba apa yang Galang juarai? Bahasa guru "What game did Galang win?" • Lomba apa saja yang pernah diikuti oleh ayah Galang? Bahasa guru "What games did Galang's father ever join?" "What game did Galang's father join at that time?" • Lomba apa yang dijuarai oleh ayah Galang? Bahasa guru "What game did he (Galang's father) win at that time?" • Guru menampilkan Worksheet 1.2 dan meminta peserta didik untuk mengerjakannya. Bahasa guru <ul style="list-style-type: none"> • "Circle the events mentioned in the dialogue between Pak Rahmansyah and Galang." • Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point 	

PERTEMUAN KE 1		Waktu
penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang Unit 1. The Champion of Panjat Pinang.		
<p>Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu, peduli lingkungan)</p>		
<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru menggunakan metode tanya jawab, peserta didik bersama guru menyebutkan kembali intisari materi pembelajaran hari ini. • Peserta didik mendengarkan arahan guru untuk materi pada pertemuan berikutnya. • Untuk memberi penguatan materi yang telah di pelajari, guru memberikan arahan untuk mencari referensi terkait materi yang telah dipelajari baik melalui buku buku di perpustakaan atau mencari di internet. • Guru menutup pembelajaran dengan mengucapkan syukur dan berdoa bersama semoga apa yang dipelajari hari ini dapat dipahami dengan baik. 		10 menit
PERTEMUAN KE 2		Waktu
<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (<i>PPK : religious</i>) • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Guru memeriksa kehadiran peserta didik dan meminta peserta didik untuk mempersiapkan perlengkapan dan peralatan yang diperlukan. • Peserta didik menerima informasi tentang kompetensi, ruang lingkup materi, tujuan, manfaat, langkah pembelajaran, metode penilaian yang akan dilaksanakan yang ditayangkan. • Peserta didik diberikan wawasan mengenai Unit 1. The Champion of Panjat Pinang. • Guru menyampaikan kepada siswa bahwa materi yang akan dipelajari yaitu Unit 1. The Champion of Panjat Pinang • Pembagian kelompok belajar dan menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 		10 menit
<p>Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru memberikan stimulus berupa masalah untuk diamati dan disimak peserta didik melalui kegiatan membaca, mengamati situasi atau melihat gambar, dan lain-lain. <ul style="list-style-type: none"> • Listen to Audio 1.2. Galang's father is talking about his past experience participating in Panjat Pinang. See the Word Box. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: right;">Word Box</p> <p>grab (base form)/grabbed (past form): meraih, mengambil committee: panitia grease: minyak gemuk, oli groceries: bahan makanan ladder: tangga teamwork: kerja sama tim slippery: licin</p> </div>		100 menit
<p>Section 3 – Listening Listen to Audio 1.2. Galang's father is talking about his past experience</p>		

PERTEMUAN KE 2	Waktu
<p>participating in Panjat Pinang. See the Word Box.</p> <ul style="list-style-type: none"> Guru memperdengarkan Audio 1.2 tentang pengalaman ayah Galang mengikuti lomba panjat pinang. Bila tidak tersedia alat pemutar audio, guru memperdengarkan audio langsung kepada peserta didik dengan membacakan transkripnya. Bahasa guru <ul style="list-style-type: none"> “Listen to the Audio 1.2. In the audio you will hear Galang and his father talking about his father’s experiences participating in Panjat pinang in the Independence Day celebration.” <p>Audio 1.2 Script</p> <p>Galang : Dad, please tell me more about the Panjat Pinang.</p> <p>Pak Rahmansyah : At that time, the committee put a lot of prizes like sarong, groceries, radio, TV, and even a bike on the top of the tree.</p> <p>Galang : Wow! It’s really hard to climb the tree, isn’t it?</p> <p>Pak Rahmansyah : Yes, it is. The tree was full of grease.</p> <p>Galang : Did you get to the top of the tree?</p> <p>Pak Rahmansyah : At first, I didn’t. Many climbers also failed to climb up because the tree was slippery. That was the funniest part, though.</p> <p>Galang : Did you give up?</p> <p>Pak Rahmansyah : No, we never gave up.</p> <p>Galang : So, what did you do then?</p> <p>Pak Rahmansyah : First, we made a human ladder and wiped off the grease bit by bit.</p> <p>Galang : Then, what?</p> <p>Pak Rahmansyah : One of us finally got to the top and threw the prizes to the ground.</p> <p>Listen again to Audio 1.2. Identify and arrange the strategy to win the Panjat Pinang by giving numbers 1 to 5. Number one has been done for you. Based on Audio 1.2, give a check (✓) for the correct statements below.</p> <ul style="list-style-type: none"> Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks dan meminta peserta didik untuk menyimak strategi ayah Galang ketika berhasil memenangkan lomba panjat pinang. Guru membacakan transkrip kepada peserta didik, kecepatan membaca disesuaikan dengan kemampuan peserta didik. Bahasa guru <ul style="list-style-type: none"> “Now, listen again the audio 1.2. You may read the dialog (comic) to check the words you hear. Please, pay attention to the strategy used by Galang’s father.” “To check your understanding, please work on Worksheets 1.3 and Worksheets 1.4.” Guru menampilkan Worksheet 1.3 dan Worksheet 1.4. Kemudian, guru meminta peserta didik untuk mengerjakan kedua worksheet tersebut. Setelah selesai mengerjakan, peserta didik mengumpulkan worksheet dan 	

PERTEMUAN KE 2

Waktu

- guru menyampaikan hasilnya secara bergantian.
- Kemudian, guru dan peserta didik bersama-sama mendiskusikan hasilnya.
 - Guru menjelaskan permainan panjat pinang di hari perayaan kemerdekaan Indonesia dalam Bahasa Indonesia.
 - Guru menyampaikan nilai-nilai yang terkandung dalam permainan ini. Salah satunya adalah gotong royong dan kerja sama tim.



Section 4 – Language Focus

Now read the dialogue in sections 2 and 3. Identify the regular verbs and irregular verbs. Then write the words on Worksheet 1.5.

- Guru mengajak peserta didik untuk melihat kembali teks dialog pada Section 2 dan Section 3. Bahasa guru
 - “Now, let’s have a look once again at sections 2 and 3.”
- Guru meminta peserta didik untuk mengidentifikasi dan mengklasifikasikan kata kerja pada dialog tersebut. Pada bagian ini, guru dapat meminta peserta didik untuk bekerja dalam kelompok yang terdiri atas 4 orang atau disesuaikan dengan konteks kelas. Bahasa guru
 - “Let’s find the verbs.”
 - “Let’s group the verbs into irregular and regular.”
 - “Write your result in the table.”
- Sebagai kegiatan lanjutan, guru meminta peserta didik/ kelompok mempresentasikan hasil temuannya. Kemudian, guru memimpin diskusi kelas dan selanjutnya mengukur tingkat ketercapaian pemahaman peserta didik.

Contoh Jawaban Worksheet 1.5

Regular	Irregular
participated	was
jumped	held
grabbed	won
...	...

- Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang Unit 1. The Champion of Panjat Pinang.

Catatan :

Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu, peduli lingkungan)

PERTEMUAN KE 2	Waktu
<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru menggunakan metode tanya jawab, peserta didik bersama guru menyebutkan kembali intisari materi pembelajaran hari ini. • Peserta didik mendengarkan arahan guru untuk materi pada pertemuan berikutnya. • Untuk memberi penguatan materi yang telah di pelajari, guru memberikan arahan untuk mencari referensi terkait materi yang telah dipelajari baik melalui buku buku di perpustakaan atau mencari di internet. • Guru menutup pembelajaran dengan mengucapkan syukur dan berdoa bersama semoga apa yang dipelajari hari ini dapat dipahami dengan baik. 	10 menit

PERTEMUAN KE 3	Waktu
<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (<i>PPK : religious</i>) • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Guru memeriksa kehadiran peserta didik dan meminta peserta didik untuk mempersiapkan perlengkapan dan peralatan yang diperlukan. • Peserta didik menerima informasi tentang kompetensi, ruang lingkup materi, tujuan, manfaat, langkah pembelajaran, metode penilaian yang akan dilaksanakan yang ditayangkan. • Peserta didik diberikan wawasan mengenai Unit 1. The Champion of Panjat Pinang. • Guru menyampaikan kepada siswa bahwa materi yang akan dipelajari yaitu Unit 1. The Champion of Panjat Pinang • Pembagian kelompok belajar dan menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	10 menit
<p>Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru memberikan stimulus berupa masalah untuk diamati dan disimak peserta didik melalui kegiatan membaca, mengamati situasi atau melihat gambar, dan lain-lain. <ul style="list-style-type: none"> • Make a group of four. • Each group prepares a blank paper. • Each group draws a grid with nine boxes on the paper. <p>Section 5 – Fun Time: Bingo</p> <p>Preparation:</p> <p>Make a group of four.</p> <p>Each group prepares a blank paper.</p> <p>Each group draws a grid with nine boxes on the paper.</p> <p>Step to play the game:</p> <ol style="list-style-type: none"> 1. Create a list of regular and irregular verbs on the board. <ol style="list-style-type: none"> a. Each member of the group mentions a past form verb (regular or irregular). b. One student from each group writes the words on the board. 	100 menit

PERTEMUAN KE 3	Waktu
<p>2. Complete the box with the verbs.</p> <ol style="list-style-type: none"> Every group chooses nine words from the board. Every group writes the nine words in the grid. <p>3. Say BINGO.</p> <ol style="list-style-type: none"> Every group takes turns to say a verb to the class. Each group should check if they have the verb or not. If the verb is on the box, cross the verb. When the crosses make a line (vertical, horizontal, or diagonal), say BINGO! <ul style="list-style-type: none"> Guru meminta peserta didik membuat kelompok yang terdiri atas 4 orang. Kemudian meminta masing-masing kelompok menyediakan 1 lembar kertas kemudian membuat 9 kotak pada selebar kertas yang sudah mereka siapkan. Guru meminta masing-masing anggota kelompok untuk menyiapkan 1 kata kerja dalam bentuk lampau baik regular atau irregular. Kemudian, perwakilan kelompok diminta menuliskan kata kerja tersebut ke papan tulis. Guru meminta masing-masing kelompok mengambil 9 kata kerja secara acak dan menuliskannya pada kotak yang sudah mereka buat sebelumnya. Guru meminta masing-masing perwakilan kelompok secara bergiliran menyebutkan 1 kata kerja di papan tulis dengan suara lantang. Guru meminta kepada kelompok yang lain untuk menyimak kata kerja yang dibacakan dan memberikan tanda silang pada kata kerja yang mereka tuliskan di kertas jika kata tersebut disebutkan oleh kelompok yang lain. Guru meminta kelompok yang lebih dulu mendapatkan hasil kata yang disilang membentuk garis lurus (horisontal, vertikal, diagonal) menyebutkan kata "BINGO". Kelompok yang lebih dulu berhasil dinobatkan sebagai juara. Jika memungkinkan, guru dapat mengadopsi permainan ini dan menyajikannya dalam format digital dan interaktif. <p>Section 6 – Speaking</p> <p>We ask and give information about activities or events in the past. Learn how to ask and respond to the questions using the expressions in Comic Strip 1.3.</p> <ul style="list-style-type: none"> Guru meminta peserta didik untuk membaca dan mempelajari ungkapan-ungkapan yang digunakan dalam menanyakan pengalaman seseorang. Pada bagian ini, guru mencontohkan terlebih dahulu cara mengucapkan ungkapan tersebut, kemudian peserta didik melatihnnya dengan membaca nyaring. Sebagai kegiatan lanjutan, guru meminta peserta didik untuk berlatih secara berpasangan. Bahasa guru <ul style="list-style-type: none"> "Practice with your friend using the expressions in comic strip 1.3." <p>Work in pairs. Practice asking the questions and respond based on your own experiences.</p> <ul style="list-style-type: none"> Guru meminta peserta didik untuk berlatih saling bertanya jawab menggunakan pola kalimat/pertanyaan pada Comic Strip 1.3. Guru meminta peserta didik untuk menjawab pertanyaan yang diberikan berdasarkan pengalaman pribadi yang dialami. Bahasa guru <ul style="list-style-type: none"> "Practice with your desk mate by using the expressions in comic strip 1.3 and respond the questions based on your own experiences." Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan 	

PERTEMUAN KE 3		Waktu
tentang Unit 1. The Champion of Panjat Pinang.		
<p>Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu, peduli lingkungan)</p>		
<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru menggunakan metode tanya jawab, peserta didik bersama guru menyebutkan kembali intisari materi pembelajaran hari ini. • Peserta didik mendengarkan arahan guru untuk materi pada pertemuan berikutnya. • Untuk memberi penguatan materi yang telah di pelajari, guru memberikan arahan untuk mencari referensi terkait materi yang telah dipelajari baik melalui buku buku di perpustakaan atau mencari di internet. • Guru menutup pembelajaran dengan mengucapkan syukur dan berdoa bersama semoga apa yang dipelajari hari ini dapat dipahami dengan baik. 		10 menit

PERTEMUAN KE 4		Waktu				
<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (<i>PPK : religious</i>) • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Guru memeriksa kehadiran peserta didik dan meminta peserta didik untuk mempersiapkan perlengkapan dan peralatan yang diperlukan. • Peserta didik menerima informasi tentang kompetensi, ruang lingkup materi, tujuan, manfaat, langkah pembelajaran, metode penilaian yang akan dilaksanakan yang ditayangkan. • Peserta didik diberikan wawasan mengenai Unit 1. The Champion of Panjat Pinang. • Guru menyampaikan kepada siswa bahwa materi yang akan dipelajari yaitu Unit 1. The Champion of Panjat Pinang • Pembagian kelompok belajar dan menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 		10 menit				
<p>Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru memberikan stimulus berupa masalah untuk diamati dan disimak peserta didik melalui kegiatan membaca, mengamati situasi atau melihat gambar, dan lain-lain. <ul style="list-style-type: none"> • Clue cards: <table border="1" data-bbox="418 1559 1163 1814"> <tbody> <tr> <td>Game: Sack Race Result: Win Strategy: Combined jump and fast walking</td> <td>Game : Kerupuk Race Result : Win Strategy : Took a big bite</td> </tr> <tr> <td>Game : Tug of War Result : Win Strategy: Pulled the rope as hard as possible</td> <td>Game : Tandem Race Result : Win Strategy: Synchronized the walk</td> </tr> </tbody> </table> 		Game: Sack Race Result: Win Strategy: Combined jump and fast walking	Game : Kerupuk Race Result : Win Strategy : Took a big bite	Game : Tug of War Result : Win Strategy: Pulled the rope as hard as possible	Game : Tandem Race Result : Win Strategy: Synchronized the walk	100 menit
Game: Sack Race Result: Win Strategy: Combined jump and fast walking	Game : Kerupuk Race Result : Win Strategy : Took a big bite					
Game : Tug of War Result : Win Strategy: Pulled the rope as hard as possible	Game : Tandem Race Result : Win Strategy: Synchronized the walk					
<ul style="list-style-type: none"> • Make a group of four. Each group will have one deck of clue cards. • In each group, shule the clue cards and each member shall take one card. • Look at the card and make a question based on the clue on the card. <ul style="list-style-type: none"> • Take turns and ask questions based on the expressions in Section 6. • Write your friends' answers on Worksheet 1.6. 						

Section 7 – Your Turn: Speaking

- Guru meminta peserta didik untuk membuat kelompok yang terdiri atas 4 orang. Kepada masing-masing kelompok diberikan 4 buah kartu berisi petunjuk yang akan digunakan peserta didik untuk menjawab pertanyaan dari penanya.
- Guru meminta masing-masing anggota kelompok mengambil satu kartu dan meminta peserta didik untuk saling bertanya menggunakan ungkapan yang ada di Section 6 dan menjawab pertanyaan tersebut berdasarkan petunjuk dari kartu yang mereka miliki.
- Guru meminta peserta didik untuk menuliskan hasil jawaban dari temannya pada Worksheet 1.6.

Questions	Name: Rima	Name: Anto
What do you remember about the Independence day celebration?	I remember there were many traditional games.	The national flag is every where.
What game did you join during the Independence Day celebration last year?	I remember there were many traditional games.	The national flag is every where.
Did you win the game?	Unfortunately, I came second	Yes, I won the game.
What did you do to win the game?	I chew as fast as I can.	I run instead of jumped.

- Guru dapat menggunakan marking rubric for speaking yang terdapat pada buku guru halaman 59.

Section 8 – Enrichment

Interview two students from other classes. Ask about their participin the Independence Day celebration. Use the questions you learnethis chapter. Videotape the interview or simply write the answeyour notebook.

- Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir. Peserta didik dapat menggunakan teknologi alat perekam pada telepon pintar bila memungkinkan.
- Guru meminta peserta didik untuk melakukan wawancara kepada dua orang peserta didik dari kelas lain.
- Peserta didik bisa saling membantu merekam kegiatannya menggunakan alat perekam pada telepon pintar bila memungkinkan.
- Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang Unit 1. The Champion of Panjat Pinang.

Catatan :

Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggung jawab, rasa ingin tahu, peduli lingkungan)

PERTEMUAN KE 4	Waktu
<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru menggunakan metode tanya jawab, peserta didik bersama guru menyebutkan kembali intisari materi pembelajaran hari ini. • Peserta didik mendengarkan arahan guru untuk materi pada pertemuan berikutnya. • Untuk memberi penguatan materi yang telah di pelajari, guru memberikan arahan untuk mencari referensi terkait materi yang telah dipelajari baik melalui buku buku di perpustakaan atau mencari di internet. • Guru menutup pembelajaran dengan mengucapkan syukur dan berdoa bersama semoga apa yang dipelajari hari ini dapat dipahami dengan baik. 	10 menit

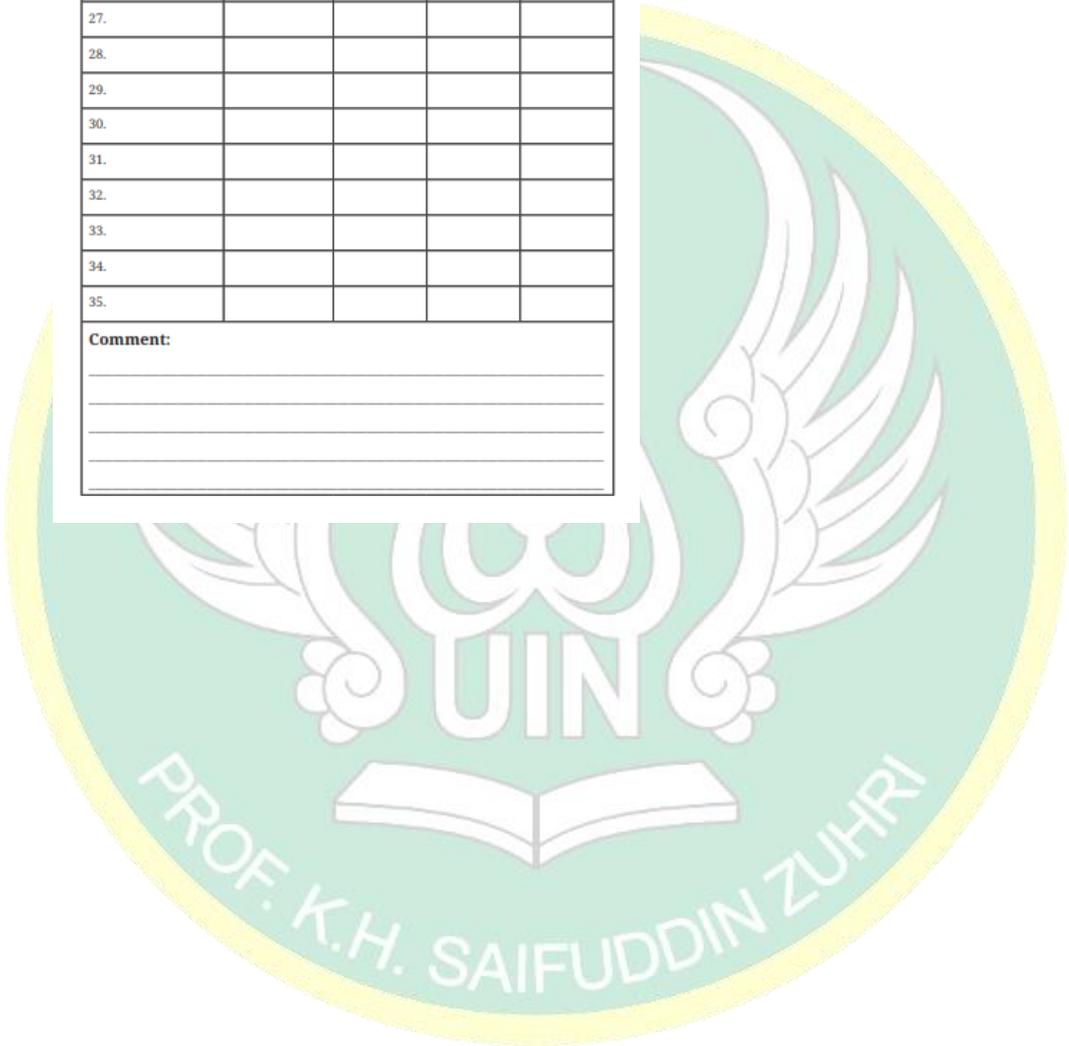
F. Asesmen/Penilaian

Diagnostic Assessment Rubric

Date: _____ Class: _____ Chapter/Unit: _____

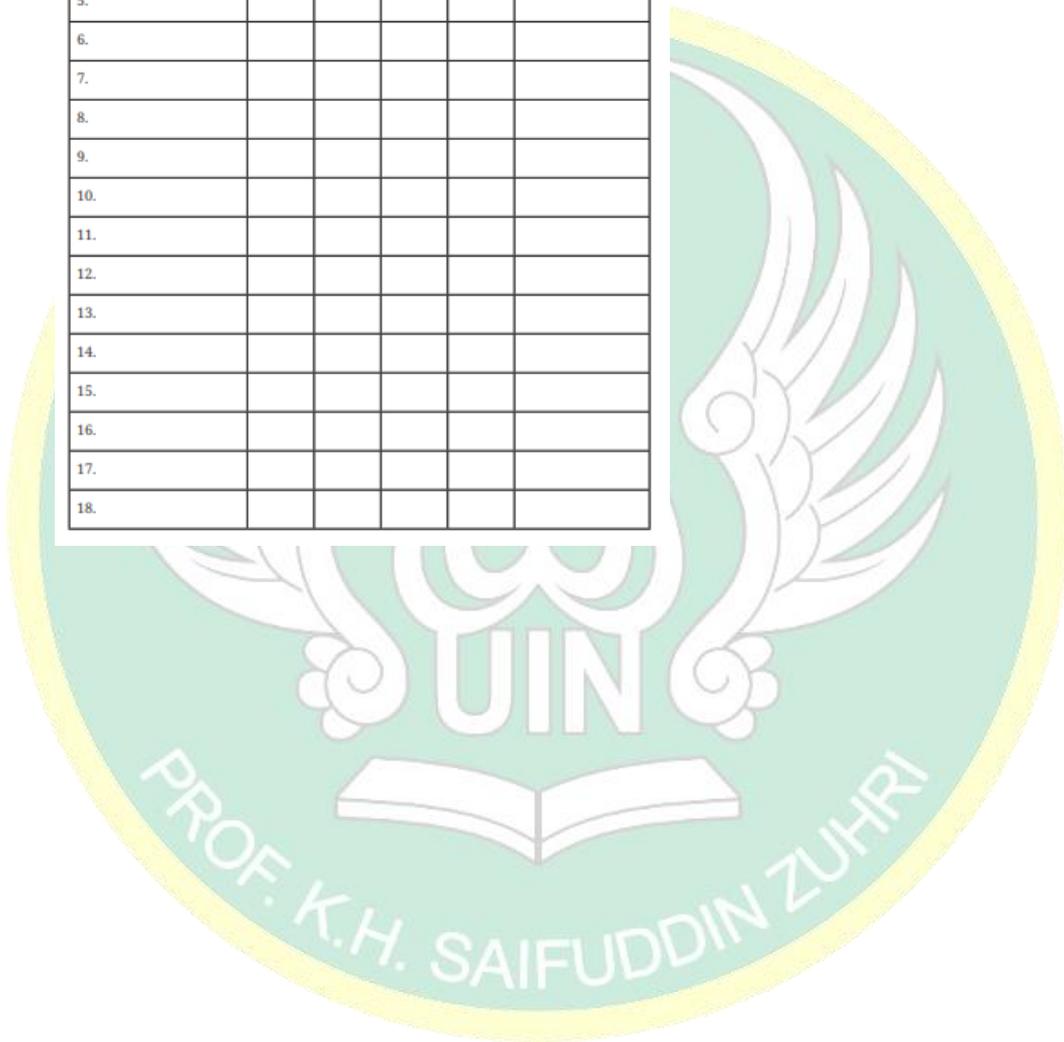
Students	S/he can answer simple questions independently	S/he can answer simple questions with the help of the teacher	S/he can answer simple questions with the help of peers	S/he cannot provide any answer to the teacher's questions
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
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31.				
32.				
33.				
34.				
35.				
Comment:				



Date: _____ Class: _____ Chapter/Unit: _____

Students	Grammar	Vocabulary	Pronunciation	Fluency	Score _____/20 points
1					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					



19.					
20.					
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27.					
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31.					
32.					
33.					
34.					
35.					
Comment:					

Adapted from: <https://www.dcs.k12.oh.us/cms>

LEMBAR OBSERVASI KEGIATAN PEMBELAJARAN

Nama Peserta didik :

Kelas :

Pertemuan Ke- :

Hari/Tanggal Pelaksanaan :

Berilah penilaian terhadap aspek pengamatan yang diamati dengan membubuhkan tanda ceklis (√) pada berbagai nilai sesuai Indikator.

NO	ASPEK YANG DIAMATI	SKOR PENILAIAN			
		KURANG	CUKUP	BAIK	SANGAT BAIK
		1	2	3	4
1	Pendahuluan				
	Melakukan do'a sebelum belajar				
	Mencermati penjelasan guru berkaitan dengan materi yang akan dibahas				
2	Kegiatan Inti				
	Keaktifan siswa dalam pembelajaran				

	Kerjasama dalam diskusi kelompok				
	Mengajukan pertanyaan				
	Menyampaikan pendapat				
	Menghargai pendapat orang lain				
	Menggunakan alat peraga pembelajaran				
3	Penutup				
	Menyampaikan refleksi pembelajaran				
	Mengerjakan latihan soal secara mandiri				
	Memperhatikan arahan guru berkaitan materi selanjutnya				

Keterangan Penskoran:

- Skor 1 = Kurang
- Skor 2 = Cukup
- Skor 3 = Baik
- Skor 4 = Sangat Baik

REKAPITULASI PORTOFOLIO LEMBAR KERJA HASIL DISKUSI KELOMPOK

Kelas :

Jumlah Pertemuan :

Hari/Tanggal Pelaksanaan :

NO	NAMA KELOMPOK	PERTEMUAN
1	Kelompok 1.	
2	Kelompok 2.	
3	Kelompok 3.	
4	Kelompok 4.	
5	Kelompok 5.	
6	Kelompok 6.	
7	Kelompok 7.	

8	Kelompok 8.	
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PENILAIAN TES TERTULIS

Read the text carefully, then choose the best answer based on the text!

Today, my school held an Independence Day celebration event. It welcomed students from every grade to participate in many fun games, such as tug of war, kerupuk race, sack race, tandem race and marble in spoon race. Many students participated, which made all the games so exciting.

In the beginning I participated in the marble in spoon race. It was a very tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could even run with it. He came first and I came second. It was hard to beat Galang in this game.

The next game was a tug of war, sack race, and tandem race. All the games were held at the same time. I saw Andre participate in the sack race. At first, he led the race, but suddenly he fell in the middle of the race. But finally, he came second. It was so sad that he couldn't finish first. Meanwhile, Pipit participated in a tandem race with our friends. Her team came third. It was not too bad.

The last game was the krupuk race. Once again I met Galang in the final. The first part was finished first and he finished after me. I finished my krupuk with three or four bites.

It was a joyful day at my school. Everyone put a smile on their faces. I was delighted. At the end of the event, my class was announced as the grand champion of the whole competition.

1. What was the story about?
 - B. Independence Day celebration in Indonesia.
 - C. Independence Day celebration in Monita's school.
 - D. Independence Day celebration in Monita's homework.

G. Remedial dan Pengayaan (Program Tindak Lanjut) Remedial

- Peserta didik yang belum mencapai KKTP (75) diberi tugas untuk membaca beberapa teks Invitation dan atau menuliskan sesuai dengan situasi yang diberikan selama dua minggu. Setelah dua minggu guru mengevaluasi kemajuan kompetensi peserta didik, kemudian guru melaksanakan penilaian remedial.
- Guru memberi semangat kepada peserta didik yang belum mencapai KKTP (Kriteria Ketercapaian Tujuan Pembelajaran). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKTP (Kriteria Ketercapaian Tujuan Pembelajaran), misalnya sebagai berikut.
 - Peserta didik yang belum menguasai materi akan dijelaskan kembali oleh guru materi Guru akan melakukan penilaian kembali dengan soal yang sejenis. Remedial dilaksanakan pada waktu dan hari tertentu yang disesuaikan contoh: pada saat jam belajar, apabila masih ada waktu, atau di luar jam pelajaran (30 menit setelah jam pelajaran selesai).
- Tulis kegiatan pembelajaran remedial antara lain dalam bentuk:
 - Pembelajaran ulang
 - Bimbingan perorangan
 - Belajar kelompok
 - Pemanfaatan tutor sebaya
 - Bagi peserta didik yang belum mencapai ketuntasan belajar sesuai hasil analisis penilaian

Pengayaan

- Bagi peserta didik mempunyai nilai di atas 72 diberi pengayaan berupa tugas mandiri untuk membaca dan atau menuliskan berbagai Invitation Kemudian mempublikasi dengan ditempel di madding.
- Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKTP atau mencapai (Kriteria Ketercapaian Tujuan Pembelajaran).
- Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- Direncanakan berdasarkan materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya :
- Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pembelajaran pengayaan untuk perluasan dan/atau pendalaman materi antara lain dalam bentuk tugas mengerjakan soal-soal dengan tingkat kesulitan lebih tinggi, meringkas buku-buku referensi dan mewawancarai narasumber

H. Refleksi

Refleksi Untuk Siswa

- Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan
- Guru memberikan apresiasi atas partisipasi semua peserta didik
- Refleksi pembelajaran yang dilakukan oleh guru terhadap siswa pada akhir pertemuan setelah pembelajaran. Berikut ini beberapa pertanyaan kunci dalam refleksi pembelajaran:

Refleksi Untuk Guru

1. Apakah dalam membuka pelajaran dan memberikan penjelasan teknis atau intruksi yang disampaikan untuk pembelajaran yang akan dilakukan dapat dipahami oleh siswa?
2. Keberhasilan apa saja yang dicapai pada bab ini?
3. Apa yang harus menjadi perhatian khusus dalam pelaksanaan pembelajaran pada materi ini?
4. Apa yang harus diperbaiki?
5. Bagaimana tanggapan siswa terhadap materi atau bahan ajar, pengelolaan kelas, latihan dan penilaian yang telah dilakukan dalam pembelajaran?
6. Apakah dalam berjalannya proses pembelajaran sesuai dengan yang diharapkan?
7. Apakah 100% siswa mencapai tujuan pembelajaran? Jika tidak, berapa persen (%) yang belum tercapai ?
8. Apakah materi dapat tersampaikan dengan baik?
9. Apakah ada sesuatu yang menarik pada pembelajaran materi ini?
10. Materi mana yang ingin Anda dalami untuk kepentingan pembelajaran berikutnya?

III. Lampiran

A. LEMBAR KERJA PESERTA DIDIK

Untuk setiap tugas, tentukan tujuan tugas, pembagian peran, langkah penyelesaian, dan tugas setiap anggota kelompok serta perkiraan waktu kerjanya dengan mengisi instrumen berikut ini.

Proyek :
 Anggota Kelompok :
 Semester :

Aspek	Uraian
Deskripsi Umum Proyek	
Tujuan Tugas	Tuliskan dengan ringkas!
Hasil Tugas	Jelaskan hasil (deliverable) tugas dengan spesifikasi yang jelas dan terukur!
Waktu dan Tempat Penyelesaian	Berapa lama waktu pengerjaan dan di mana dikerjakannya (di rumah, sekolah)?
Pembagian Peran	Tuliskan untuk setiap anggota kelompok beserta perannya!
Tahapan/Langkah Penyelesaian	Langkah umum dan runtut penyelesaiannya.
Kesimpulan Capaian	Tercapainseluruhnya/sebagian/sebagian kecil/tidak tercapai.
Apa yang dinikmati dan disenangi dalam mengerjakan proyek ini	Tuliskan secara ringkas perasaan kalian dan kemukakan alasannya.
Apa kesulitan dalam mengerjakan proyek ini?	Tuliskan secara ringkas kesulitan kalian dan mengapa kesulitan itu muncul! Andaikata diberi kesempatan ulang, dapatkah kalian mengatasinya?

Kemudian, setiap anggota kelompok harus membuat laporan ringkas yang berisi hal-hal berikut yang dituliskan bebas pada sebuah kertas dan dimasukkan dalam Buku Kerja Siswa.

- Perannya
- Apa yang sudah dikerjakan
- Kontribusinya terhadap hasil
- Releksinya

Lampiran-lampiran





Section 1 - Say What You Know

Unit 1. The Champion of Panjat Pinang

Look at Picture 1.1 and answer the questions.



Picture 1.1

1. Can you name the game?
2. When does the game usually happen?
3. What do you think about that game?
4. Have you ever participated in that game?

OF. K.H. SAIFUDDIN ZU



Section 2 - Listening

Unit 1. The Champion of Panjat Pinang

- a. Match the games and the pictures. Number one has been done for you.

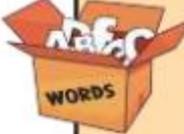
Sack race	Panjat pinang
Tandem race	Tug of war
Kerupuk race	Marble in spoon race



Worksheet 1.1

K.H. SAIFUDDIN

- b Listen to Audio 1.1. Galang and his father are talking about the Independence Day celebration. See the **Word Box**.



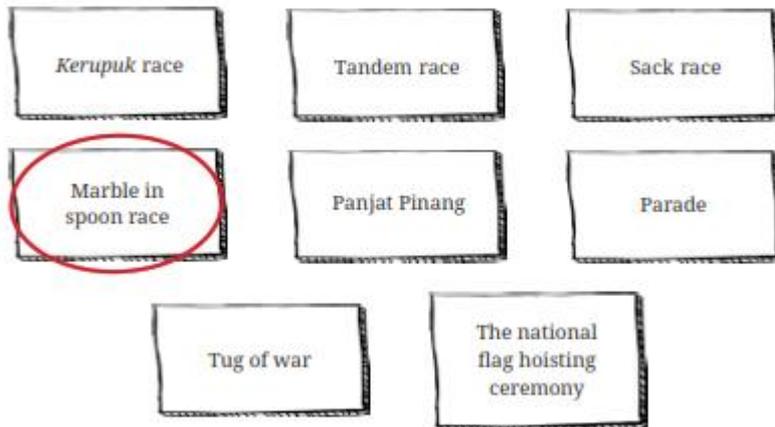
Word Box
celebrate (base form) - celebrated (past form): merayakan
hold (base form) - held (past form): mengadakan
win (base form) - won (past form): memenangkan / menjuarai
amazing: luar biasa
congratulation: (ucapan) selamat
during: selama (sesuatu sedang berlangsung)





H. SAIFUDDIN

c Listen again to Audio 1.1. Circle the words related to the Independence Day celebration mentioned in the dialogue. One has been done for you.



Worksheet 1.2

C. GLOSARIUM

celebrate (base form) - celebrated (past form)	= Merayakan
hold (base form) - held (past form)	= Mengadakan
win (base form) - won (past form)	= memenangkan / menjuarai
amazing:	= luar biasa
Congratulation	= (ucapan) selamat
During	= selama (sesuatu sedang berlangsung)
grab (base form) - grabbed (past form)	= meraih, mengambil
Committee	= Panitia
Grease	= minyak gemuk, oli
Groceries	= bahan makanan
Ladder	= Tangga
Teamwork	= kerja sama tim
Slippery	= Licin

D. DAFTAR PUSTAKA

- KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI BADAN PENELITIAN DAN PENGEMBANGAN DAN PERBUKUAN PUSAT KURIKULUM DAN PERBUKUAN, BUKU PANDUAN GURU BAHASA INGGRIS KELAS VIII TAHUN 2021
- BUKU PANDUAN SISWA BAHASA INGGRIS KELAS VIII TAHUN 2021

Mengetahui
Kepala Sekolah

Bukateja, 2 Juli 2024
Guru Mata Pelajaran

Murdiono, S.Pd, M.Pd.
NIP.197006271994121001

Ajeng Nafisah, S.Pd.
NIP.19780305 200604 2008

Documentation 2 Documentation of the research

1. Assessment Diagnostic



Figure 4.1 Assessment diagnostic Class A



Figure 4.2 Assessment diagnostic Class D



Figure 4.3 Assessment diagnostic class F

2. Process Differentiation



Figure 4.4 Learning by visual media student's book



Figure 4.5 Learning by LCD Projector



Figure 4.6 Listening audio activity



Figure 4.7 The process of dividing discussion groups



Figure 4.8 Group discussion activity



Figure 4.9 Questions & Answer activity

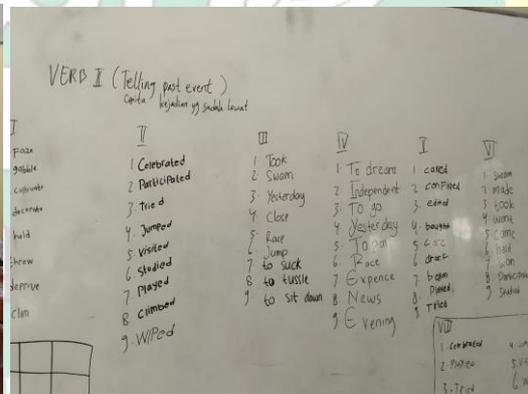


Figure 4.10 Vocabulary game activity

3. Product Differentiation



Figure 4.11 Assessment formative

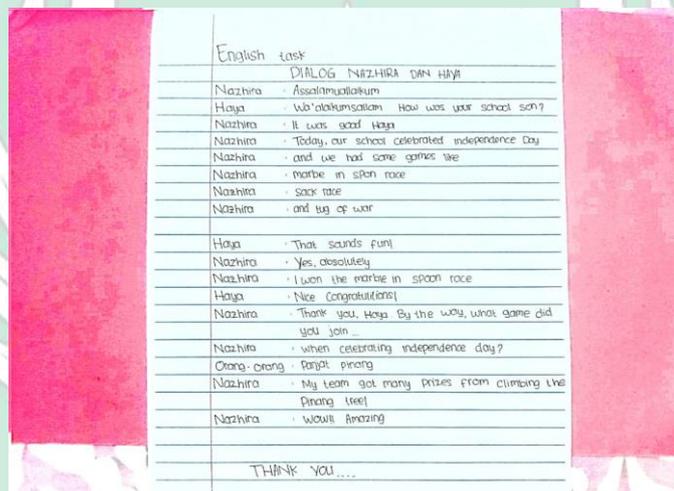


Figure 4.12 Product pair dialogue

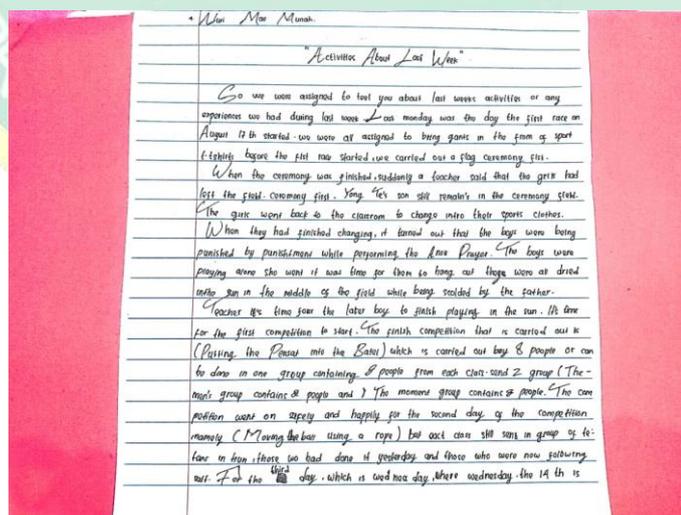


Figure 4.13 Product individual

4. Documentation Interview



Figure 4.14 Interview with teacher



Figure 4.15 Interview with student S



Figure 4.16 Interview with student A



Figure 4.17 Interview with student V



Figure 4.18 Interview with student M



Figure 4.19 Interview with student FF



Figure 4.20 Interview with student FK



Figure 4.21 Interview with student AM



Figure 4.22 Interview with student N



Figure 4.23 Interview with student K



Appendix 4 Validation Letter

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Desi Wijayanti Ma'rufah, M.Pd.
Instansi : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto
Jabatan : Dosen TBI/Koordinator Prodi Tadris Bahasa Inggris
Telah membaca instrumen penelitian berupa observation checklist dan interview guideline yang akan digunakan dalam penelitian dengan judul "*The Implementation of Differentiated Instruction in Teaching and Learning at 8th Grade of SMPN 3 Bukateja, Purbalingga*" oleh peneliti:

Nama : Syahda Fajri Rofiqoh

NIM : 2017404044

Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan instrument tersebut,

- Layak digunakan
 Layak digunakan dengan revisi
 Tidak layak digunakan

Setelah memperhatikan instrument yang telah dibuat, maka masukan untuk instrument tersebut adalah:

.....
.....
.....

Demikian surat keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, 24 Juli 2024

Validator,



Desi Wijayanti Ma'rufah, M.Pd.
NIP.19921215 201801 2 003

Appendix 5 The official letter to reply the research



PEMERINTAH KABUPATEN PURBALINGGA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BUKATEJA
Jalan Raya Kutawis No 04 Bukateja Telp 08112606756, Kode Pos 53382
Email: spentigabukateja@yahoo.co.id

SURAT KETERANGAN
Nomor: 400.3.5/363/2024

Yang bertandatangan dibawah ini Kepala SMP N 3 Bukateja, Purbalingga dengan ini menerangkan bahwa :

Nama : Syahda Fajri Rofiqoh
NIM : 2017404044
Semester : 9 (Sembilan)
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Perguruan Tinggi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Telah melaksanakan observasi penelitian skripsi di SMP N 3 Bukateja dengan judul *"The Implementation of Differentiated Instruction in Teaching and Learning English at 8th Grade of SMPN 3 Bukateja, Purbalingga"*.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Bukateja, 23 September 2024
Kepala Sekolah

Miswadi Warsono, S.Pd, M.Pd.
NIP. 19800306 200801 1 005

Appendix 6 Curriculum Vitae

CURRICULUM VITAE

A. Personal Data

Name : Syahda Fajri Rofiqoh
Student Number : 2017404044
Date of Birth : Purbalingga, 28 Juni 2002
Gender : Female
Address : Cipawon RT 006/RW 002,
Bukateja, Purbalingga
Phone : 081235566898
E-mail : syahdafajri28@gmail.com
Father's Name : Slamet Agus Supriyadi, S.Pd.
Mother's Name : Siti Rokhanah, S.Pd.I



B. Educational Background

Formal Education

1. MI Cokroaminoto Karangcengis
2. SMP Ma'arif NU 02 Kemranjen
3. SMA Ma'arif NU 01 Kemranjen
4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Non-Formal Education

Pondok Pesantren Roudhotul Qur'an, Sirau, Kemranjen, Banyumas 2014 - 2020

C. Organizational Experience

1. PK IPNU IPPNU SMA Ma'arif NU 01 Kemranjen
2. UKM English Arabic Student Association UIN Prof. K.H. Saifuddin Zuhri Purwokerto