INSTRUCTIONAL MEDIA
FOR DIFFERENTIATED INSTRUCTION METHODS :
A CASE STUDY OF ENGLISH TEACHERS
AT SMPN 6 PURWOKERTO

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 of Requirements for *Sarjana Pendidikan* (S.Pd.)
Degree

by

Kharisma Safa Imanina
Student Number. 2017404054

ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESSOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2025

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STATEMENT OF ORIGINALITY

Herewith I,

Name	: Kharisma Safa İmanina
Student Number	: 2017404054
Grade	: Undergraduate
Faculty	: Tarbiya and Teacher Training
Study Program	: English Education Study Program

Declare that the thesis I have compiled with the title, "**Instructional Media for Differentiated instruction Method : A Case Study of English Teachers at SMPN 6 Purwokerto**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited. If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, 3rd January 2025

I who declares,

Kharisma Safa İmanina

S.N. 2017404054

APPROVAL SHEET

This thesis, untitled

INSTRUCTIONAL MEDIA

FOR DIFFERENTIATED INSTRUCTION METHODS : A CASE STUDY OF

ENGLISH TEACHERS AT SMPN 6 PURWOKERTO

Written by Kharisma Safa Imanina (Student Number. 2017404054) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H, Saifuddin Zuhri Purwokerto has examined on 9 January 2025 and declare qualified for achieving *Sarjana Pendidikan* (S. Pd) Degree by the examiners.

Purwokerto, 13 Januari 2025

Approved by:

Examiner I/Head of Examiners/Supervisor,   Examiner II/Secretary,

Irra Wahidiyati, M.Pd   **Khairunnisa Dwinalida, M.Pd**
NIP.19881130 201908 2 001   NIP.19921115 201903 2 034

The Main Examiner,

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

Legalized by:

The Head of Education Department,

Dr. Maria Ulpah, M.Si
NIP.19801115200501 2 004

To:

The head of Education Department

Faculty of Tarbiya and Teacher Training,

State Islamic University

Prof. K.H. Saifuddin Zuhri Purwokerto

Assalamu'alaikum Wr. Wb.

      After conducting guidance, review, direction, and correction, the through this letter I convey that

Name	: Kharisma Safa İmanina
Students Number	: 2017404054
Department	: Education
Study Program	: English Education
Faculty	: Tarbiya and Teacher Trainng
Title	: **Instructional Media for Differentiated instruction Method : A Case Study of English Teachers at SMPN 6 Purwokerto**

      I recommend the thesis to be submitted to Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr. Wb.

Purwokerto, 3rd January 2025

Supervisor

Irra Wahidiyati, M.Pd.
NIP. 19881130 201908 2 001

INSTRUCTIONAL MEDIA FOR DIFFERENTIATED METHODS: A CASE STUDY OF ENGLISH TEACHERS AT SMPN 6 PURWOKERTO

KHARISMA SAFA IMANINA

2017404054

ABSTRACT

This study aims to analyze the use of Instructional Media for Differentiated instruction by English teachers at SMPN 6 Purwokerto. Through observational studies, interviews, and a thorough review of lesson plans, it was determined that two English teachers employed Instructional Media in alignment with students' readiness, interest, and learning profiles. In the use of Instructional Media, the teachers arrange and select Instructional Media by adapt to learning materials, student needs and ease of access to adapted to the principles of Differentiated Instruction. In using Instructional Media in the classroom, Instructional Media is used as a communication tool to deliver information from teachers to students with its function to deliver learning materials. Notwithstanding the implementation of instructional media, several impediments were identified, including a paucity of student discipline, lack of using instructional technologies and inadequate facilities that hindered the effective integration of instructional strategies.

keywords : Differentiated Instruction, Instructional Media, English for Foreign Language

MOTTO

To withdraw is not to run away, and to stay is no wise action when there is more reason to fear than to hope.

DEDICATION

My cherished parents, Mr. Sarwin and Mrs. Suginah;

My dearest younger sisters, Kirana Mustika Prabandini and Kayla Zhafira Ramadhani;

My beloved family;

All my friends who have contributed to my life;

And myself, who never gives up.

PREFACE

Praise and gratitude to Allah SWT, the Lord of the Universe, who has bestowed abundant blessings, grace, and health, so that the researcher could complete this thesis entitled "Instructional Media for Differentiated Instruction Method: A Case Study of English Teachers at SMPN 6 Purwokerto." This thesis is presented as partial fulfillment of the requirements for achieving the *Sarjana Pendidikan (S.Pd.)* degree in the English Education Study Program, Faculty of Tarbiya and Teacher Training at State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.

The researcher would like to express profound gratitude to the following individuals and organizations:

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15. All TBI B'20 friends, especially those who have enriched the researcher's university experience;
16. All other parties whose names cannot be individually mentioned but have supported this research in various ways.

Finally, despite the shortcomings and limitations, the researcher humbly accepts all constructive suggestions, criticisms, and feedback to enhance self-improvement and development in the future. This thesis is the result of countless hours of dedication, perseverance, and determination, with the hope that it will contribute to a tapestry of knowledge and inspire future generations.

Purwokerto, 3rd January 2025

<u>Kharisma Safa Imanina</u>
S.N. 2017404054

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CHAPTER I
INTRODUCTION

This chapter established the foundation for the research topic. It presents the explanation of the background of the research, conceptual definitions, research question, research objectives and research benefits. Additionally, it offers a systematic discussion of the topic.

A. Background of The Research

The Indonesian government is committed to improving the quality of education by implementing the Merdeka Curriculum. This latest curriculum aims to improve the education system by giving teachers, students, and the academic community in schools the chance to create an environment that supports innovation and freely self-determined learning styles, starting with the teacher as the enabler (Barlian et, al., 2023). The concept of 'Merdeka' in the Merdeka Curriculum refers to the principle of independence initiated by Ki Hadjar Dewantara who stated that humans from the beginning of their birth were endowed with freedom by God Almighty to organize their lives within the limits of social rules (Ainia, 2020). The interpretation of freedom is then implemented in education by eliminating the boundaries of the scope of teaching to teachers as enablers of education and students as educational targets to choose how teaching and learning activities are carried out according to the abilities, interests, and talents of each students.

Delivery of materials, instructional models, and learning methods are organized according to how well students absorb knowledge, how they process it, and how likely they are to demonstrate an interest in and aptitude for distinct disciplines. Carol Ann Tomlinson analogizes this learning to the variety of clothes that students like, so rather than providing 'one-size-fits-all' clothes for all students, it is more appropriate to provide different clothes according to students' preferences. Based on learning objectives that prioritize the different abilities of

learners, this learning is referred to as Differentiated Instruction (DI) (Tomlinson, 1987). Differentiated Instruction began to be implemented in Indonesia through the implementation of the Merdeka curriculum, which was formalized through MoECR No. 56 of 2022 concerning Guidelines for Curriculum Implementation Guidelines in the context of Learning Recovery (Merdeka Curriculum) as the realization of the new curriculum. In keeping with the shift in learning methodology, Merdeka Curriculum uses a student-centered approach to satisfy the Differentiated Instruction strategy's impartiality requirement. The traditional learning pattern, which places the instructor at the center of learning, will alter as a result of the student-centered approach, which puts learners at the center of learning.

To provide this atmosphere, Jonassen et al. stated that teachers in practice use media and technology to stimulate problems and cases of the information resources that are given by the teacher (Gravoso et al., 2008). Technology and media in this term can be categorized as Instructional Media, which can be explained as any set of resources that aids teachers in arousing students' emotion, ideas, focus, and bravery during the teaching learning process (Resti & Rachmijati, 2020). According to Sadiman et al., Instructional Media is anything that is utilized by teachers to impart knowledge with students which aims to foster the curiosity and courage of students during learning (Wirawan, 2020). The preparation of Instructional Media must take into consideration the learning material being taught in order to optimize its potential to support the teaching and learning process. The kind of Instructional Media used must be in accordance with the subject matter and actually assist the student grasp it (Resti & Rachmijati, 2020). Media can be classified: auditory, visual, audio-visual (Zamzami, 2019), or those that can be shown textually, including animation, photographs, video (Syathroh et al., 2020), realia, images, coursebook, flipchart, and computer-based technologies (Harmer, 2007).

As previously stated, the selection of Instructional Media needs to correspond with the subject matter being taught. In teaching English for foreign

learners, there are four core language skills and capacities that teachers need to pay attention to in determining the type of Instructional Media, including reading, listening, writing, and pronouncing (Lisa, 2019). According to research on elementary school teachers in Bandung, different forms of Instructional Media are categorized by the teachers based on how well teachers met each fundamental skill and ability in the presentation of learning materials (Resti & Rachmijati, 2020). when it comes on Differentiated Instruction Method, English Language Learning give priority to the teacher's comprehension of how Differentiated Instruction classes function as a learning triangle between teacher, content, and student is crucial (Gregory, G. H. & Chapman, 2017). Where the triangle's three components are joined to aid one another during the learning process. It's critical to comprehend the purposes behind and advantages of English language learning for students in order to plan the application of Differentiated Instruction based on their unique circumstances (Tomlinson, 1999).

Even though Differentiated Instruction has been successfully implemented, there are still challenges with this method's implementation, particularly when it comes to the use of Instructional Media. As previously indicated, Instructional Media play a crucial role in education as a means of communication and a tool for teacher stimulation. As Onyeachu pointed out, the advantages of Instructional Media cannot support teachers' learning if they are not utilized appropriately (Dhakal, 2020). Consequently, this may have a major effect on how well teachers execute their actual teaching and learning tasks.

On the 15th November 2023 and 6th January 2024, preliminary observations were conducted with representatives of English Teachers of SMPN 6 Purwokerto regarding the implementation of Differentiated Instruction and Instructional Media used in learning. It was discovered that implementation of Differentiated Instruction in SMPN 6 Purwokerto had severe crucial conditions. Differentiated Instruction applied relatively new at SMPN 6 Purwokerto in the 2023-2024 academic year, in response to curriculum changes mandated by *Kementerian Pendidikan, Kebudayaan, dan Pendidikan Tinggi*. The changes were

implemented following a series of teaching workshops. This situation might affect the using Instructional Media and implementation of Differentiated Instruction perhaps on the knowledge of the teacher. There are also differences in aspects of school facilities, where the availability of electronics aids in the form of LCD Projectors and others, is only available in a few classes. This situation allows creativity of the teachers in making Instructional Media from limited facilities Teachers employ specific kinds of Instructional Media that are suited to the subject matter the teacher is teaching. Because infrastructural facilities in schools aren't enough for teachers to use as Instructional Media, the usage of Instructional Media is still restricted. Realia is a popular choice for Instructional Media since it's simple to use and easy to obtain. English teachers in SMPN 6 Purwokerto have provided information from the interview barriers they have faced in implementing Differentiated Instruction and using Instructional Media in a way that has not resulted in optimal and effective outcomes.

To find out more deeply how the use, as well as the barriers that disturb the implementation of Instructional Media for Differentiated Instruction at SMPN 6 Purwokerto. Whether the analysis of the application of Instructional Media and Differentiated Instruction in the findings of previous studies will also be found at SMPN 6 Purwokerto, or vice versa, and the barriers are experienced by English teachers and their factors. Thus, qualitative research was conducted titled *"Instructional Media for Differentiated Instruction Method: A Case Study of English Teachers' at SMPN 6 Purwokerto"*.

B. Conceptual Definition

In this article, the following are important points that will be discussed specifically and in detail between the relationships and their influences.

1. **Instructional Media**

   Instructional Media can be thought of as a multimedia tool that can describe a message from a teacher to a student and facilitate two-way communication, making the learning process simpler. It should be graph,

and photograph, to process and arrange the visual and verbal information from teacher to students, students to teacher, and students to students (Arsyad, 2004). One such need is to enhance the abilities of both students and teachers in the learning and teaching process, which includes values of scientific planting (Sahronih et al., 2019). The main purpose of using Instructional Media is to focus all learners on the learning process. This is achieved by simplifying the learning process and using interesting and friendly forms of Instructional Media, especially for young learners (Puyada et al., 2018).

2. **Differentiated Instruction**

Differentiated Instruction is a teaching method that designed to provide learning experiences that are accommodating to the diverse needs and abilities of learners within a given learning group. This method places the learner at the center of the learning process, with the objective of ensuring that learner's unique requirements are met (Tomlinson, 1999). The foundation of Differentiated Instruction is teaching content for mixed-ability classes and various learning profiles. The stages of Differentiated Instruction, which include content, process, and product, are based on the student's readiness, interest, and learning profile. Before putting Differentiated Instruction into practice, teachers must comprehend these factors.

C. **Research Questions**

Based on the background information and the conceptual definition previously mentioned, the research problem is formulated as follows:

1. How do the teachers implement Instructional Media for Differentiated Instruction in SMPN 6 Purwokerto?
2. What are the barriers faced by English teachers of SMPN 6 Purwokerto in implementing Instructional Media for Differentiated Instruction?

D. Objectives and Benefits of The Research

1. **Objectives of The Research**

   This study conduct to analyse about:

   i. The implementation of Instructional Media for Differentiated Instruction by English Teachers in SMPN 6 Purwokerto.

   ii. Barriers faced by English Teachers in SMPN 6 Purwokerto on the implementing Instructional Media for Differentiated Instruction.

2. **Benefit of The Research**

   a) Theoretical Significance

   The purpose of this study is to broaden the body of knowledge regarding the use of Instructional Media in Differentiated Instruction.

   b) Practical Significance

   (1) To Teachers

   The study's findings can serve as a guide for improving the quality of learning process by increasing the use of Instructional Media, and reducing future obstacles by identifying and understanding the challenges teachers face during planning and execution.

   (2) To School

   The study's findings can serve as evaluation data to assess the effectiveness of the infrastructure supporting teaching and learning activities. It is important to create a favorable learning environment.

E. Systematic Discussion

This study will contain discussions which are divided into the following chapters,

The first chapter contains a discussion of the background of the research topic which forms the basis of the research. It consists of background, conceptual

definition, problem formulation, research benefits, literature review, research method and systematic discussion.

The second chapter discusses the theory of designing Instructional Media by Differentiated Instruction.

The third chapter discusses research methods, data collection processes, and data processing.

The fourth chapter contains the results obtained from research methods regarding the topic of discussion, English teachers' barriers in designing Instructional Media by Differentiated Instruction at SMPN 6 Purwokerto.

The fifth chapter contains conclusions and discussions regarding suggestions.

CHAPTER II
LITERATURE REVIEW

This chapter contains a theoretical study of Teaching English, Differentiated Instruction, and Instructional Media. The chapter begins with an explanation of Teaching English specially in Indonesia, followed by a definition of Differentiated Instruction, an examination of the benefits and challenges associated with this approach. It then turns to a discussion of Instructional Media, including a definition, benefits, type, and consideration for effective use. The chapter concludes with an overview of relevant studies in these areas.

A. Theoretical Study

Theoretical study is a list that contains the theoretical foundations according to the research topic to conduct reasoning that answers the problems in the research. In this study, the theoretical base presented below is the theoretical base related to the use of Instructional Media in Differentiated Instruction for English language learning.

1. Teaching English

English is positioned as a first language, second language, and foreign language by the social customs of a nation as a communication tool for the international community. English is the first language because it is the national language of that nation. Countries that use English as their official language for commerce, government, and educational institutions are considered to be using second languages and foreign languages according to geographic differences is predicated on the idea that English is taught in schools but is not actively utilized as a daily language of instruction by the community (Broughton et al., 1978). From this division, English in Indonesia is defined as a foreign language. English is not one of the national languages of Indonesia because the 1928 Youth Pledge declaration states that Bahasa Indonesia is the official language spoken

there (Library of Congress, 2004). Nonetheless, Indonesians speak English as their primary foreign language.

English became a widely used language during the Dutch colonial era. At the beginning of the 20th century, English replaced French as a foreign language taught in European elementary schools (Groeneboer, 1998). From that point onward, English has become increasingly popular in Indonesia. At the outset of the country's independence, the languages of the nations that had colonized Indonesia were outlawed. As a consequence of the Japanese occupation, which prohibited the use of European languages, Dutch and English were abandoned (Smith, 1991). Dutch was seen as the language of the colonists, so after Indonesia gained independence, the government only allowed English to be used as a foreign language in society (Thomas, 1968). If Dutch was still used, the impression could be created that Indonesia had not fully recovered from colonialism (Dardjowidjojo, 2000).

Since the early years of independence, English has continued to develop in terms of teaching, usage and popularity. According to Mistar's research on the teaching of English in Indonesia, the development of English in Indonesia can be divided into three main phases: the pre-independence period, the early independence period (1945-1950), and the development period (1950-present) (Mistar, 2005).

As mentioned above, English was one of the subjects taught in the schools established by the Dutch occupation before independence, and it was banned by the Japanese occupation. However, it was discovered that English was taught in a secret and informal way during the Japanese occupation (Groeneboer, 1998).

In the early years of independence, English was once more taught after being outlawed. Unfortunately, due to the challenging circumstances and the participation of school-age individuals fighting for complete

independence, the number of students at the time was reduced, which prevented learning from taking place effectively. Furthermore, the performance of the Ministry of Education was also impacted by the instability of the government, thereby impacting education as a whole (Mistar, 2005).

In 1950, a pivotal shift occurred in the history of Indonesian education, marking a turning point in the dark ages of the field. Following the establishment of the English Language Education Program at Airlangga University in 1960, there was a noticeable improvement in the quality of English language instruction. The specific objective of this program is to produce qualified English education teachers.

This topic addresses the learner's background and native language, which are crucial in determining the most effective method for language acquisition. Both the teacher and the student benefit from a framework based on the linguistic differences between the first and target languages. This framework is necessary for the target language to be successfully acquired. When a student is learning a language, the teacher documents the various learning processes that take place. These processes include the creation of an optimal learning environment, the utilisation of cognitive processes and strategies, the recording of the quantity of information received, the emphasising of form and meaning, memory and storage procedures, and recall. This enables the student to comprehend the field of linguistics (Brown, 2007).

Following the introduction of the curriculum and syllabus in 1956 and 1958 (Thomas, 1968), and then again in 1957, 1984, and 1994, improvements in English language instruction continued alongside advances in other scientific fields. These revisions allowed the curriculum, syllabus, and learning objectives to be adjusted to correspond with the advancement of science.

The 2013 curriculum and the Merdeka curriculum represent attempts to enhance the standard of education in Indonesia during the age of society 4.0. The 2013 curriculum was established in 2013 and aims to develop students' personalities through a balance of cognitive, emotional, and physical skills (Fatonah, 2016). The Merdeka curriculum, as it is currently implemented in Indonesia, concentrates on teaching students essential skills, character development, and content (Pouw & Mulyanti, 2023). Essential skills in English that are applied to the Merdeka curriculum include:

a. Listening. The capacity for listening is an indispensable skill that must be cultivated by any individual engaged in the process of language acquisition. In addition to being a fundamental element of language learning, active and effective listening also serves as the cornerstone for acquiring information and knowledge that is vital for the development of linguistic abilities and skills.

b. Reading. As Ratminingsih (2019) asserts, reading is a receptive skill that enables the formulation of meaning from the information conveyed in a text. The act of reading is a complex process that involves two interrelated cognitive functions: word recognition and comprehension. The term "word recognition" is used to describe the process of identifying written symbols in relation to language. Concurrently, comprehension represents the process of deriving meaning from words, sentences, and texts.

c. Writing. The ability to write is one of the most valuable and essential skills for learners of a target language. It is a key component in the process of acquiring and mastering the language.

d. Speaking. Speaking is an art form that requires a certain degree of skill and proficiency. It is a skill that can be described as elegant, expressive, and creative (Asholahudin, 2022).

e. Viewing. This skill is formed as a result of ongoing changes that are occurring within society. These changes were focused on the

traditional reading and writing practices that were previously common in the art classroom. This transformation subsequently gave rise to the integration of viewing skills into classroom activities, with an emphasis on the examination of specific details within a given work (Gabinate, 2017).

f. Visual representation. This mode of communication necessitates that English Learners collect and organize information, determine the optimal method for conveying it to others, and create a visual representation to facilitate this communication. This representation often incorporates print, sound (including speech), and visual images.

The anticipated outcomes of English language proficiency align with the Common European Framework of Reference (CEFR) standards for languages, which are equivalent to level B1. Foreign English speakers at this level demonstrate the capacity to engage in sustained interaction and convey a desired message in diverse contexts with clear articulation, articulating ideas with precision and comprehensiveness, and engaging in communication with some fluency.

2. Differentiated Instruction Method

a. Definition of Differentiated Instruction Method

Differentiated Instruction is a teaching method initiated by Carol Ann Tomlinson to provide learning that is friendly to the differences of students in a learning group by making students the center and core of learning (Tomlinson, 1999). Differentiated Instruction is based on the belief that each student is a unique individual with potential, furthermore, Differentiated Instruction consist seven elements, thus students are different, as they come to the class with different backgrounds, experiences, cultures, gender, interest, readiness, learning styles, and other differences (Tomlinson & Imbeau, 2023). Under this premise, Differentiated

Instruction is used to match each student's learning style, information processing speed, and strengths to help each student achieve to the best of that student's ability (Ismajli & Imami-Morina, 2018).

Differentiated Instruction is described as a proactive approach to learning that listens, sees, and feels the different learning needs of students. Teachers use this quality to assess each student's needs and choose the best approach to meet those needs. Differentiated Instruction emphasizes task load according to students' comprehension needs, rather than giving them too many or too few tasks. This makes it both qualitative and proactive. Tomlinson said, "Simply adjusting the amount of work is generally less effective than adjusting the type of work to meet students' needs". Assignments in Differentiated Instruction have a role that is more than just a tool to measure the success of learning at the end. More than that, assignments given by teachers in Differentiated Instruction help teachers understand students and their needs. By giving assignments regularly, teachers can find the goals of the unit. To achieve the unit goals, Differentiated Instruction ensures that teachers use multiple approaches so that the three elements of Differentiated Instruction (content, process, product) can be implemented. Multiple approaches in Differentiated Instruction are actually student-centered or student-driven. In a student-centered classroom, students learn according to their prior understanding. On the students side, Heacox stated that Differentiated Instruction is seen as a way for students to discover for themselves their differences that are essential to learning, allowing students to choose their learning styles, and learning assessment (Komang Arie Suwastini, 2021). Assessment of learning, and engaging students in depth concepts. Whole class, group, and individual instruction can blend to find an interrelated

rhythm of learning. With a great deal of flexibility in the learning steps teachers take, Differentiated Instruction is organic to each class session (Tomlinson, 2017).

To actualize Differentiated Instruction that maximizes the potential of each learner, teachers should understand students' needs by analyzing their readiness, interest, and learning profile (Tomlinson, 2000). Readiness is the level of student learning that is adaptable to the background knowledge that students already have before starting a new learning process. Interest is the student's response to the task given during learning. This response is useful for knowing the orientation of students' interests. Learning profile is the student's preferred way of learning and the easiest way for the student to absorb new knowledge. After knowing the basics about students, teachers can modify learning based on three aspects, content, process, and product (Tomlinson et al., 2003).

To arrange learning based on Differentiated Instruction, divide learning models into Teacher Based Method and Student Based Method. The difference between these two models is in the basic aspects of learning. Teacher Based Method is done by organizing curriculum, content, process, and product. Meanwhile, the Student Based Method is based on readiness, interest, and learning profile (Butler & Lowe, 2010).

b. Benefits of Differentiated Instruction Method

Various literature has shown positive results on the implementation of Differentiated Instruction. The literature shows that there is an increase in student performance, interaction between students, student comfort during learning which makes students more willing to actively participate during teaching, maintained focus and increased mathematical understanding, increased intellectual development, interest, motivation to learn,

self-awareness, and increased responsibility (Chamberlin & Powers, 2010).

These results prove that Differentiated Instruction is indeed a step-by-step approach to ensure that every student learns. This is because the lessons designed are really prepared to be accepted by students with their own strengths. By paying attention to this, students feel comfortable because there is no discrimination based on different learning methods (Cox, 2012). The convenience of learning is based on the synergy of cooperation and positive respect between teacher, content, and student (Gregory, G. H. ; Chapman, 2017).

c. Practices and Challenges of Differentiated Instruction Method Through EFL

Tomlinson stated that the basic things in the preparation of Differentiated Instruction are readiness, interest, and learning profiles that aim to form a conducive classroom atmosphere and support the different characteristics of students to maximize their potential and abilities.

a) Differentiated Instruction must pay attention to students' readiness to learn which is influenced by students' background knowledge. By knowing the starting point of students' knowledge, teachers can avoid knowledge skips and allow students to receive new knowledge well (Andini, 2020).

b) After knowing students' readiness, Differentiated Instruction should be able to identify students' interests that can affect their attention and motivation during learning. Students who show interest in learning can help teachers provide effective learning (Tomlinson, 2000). Besides interest, students' learning preference is another thing that

needs to be highlighted to accomplish effective learning with Differentiated Instruction.

c) Learning profile shows how students perceive the learning content, and how they express the understanding (Tomlinson & Imbeau, 2023). Teachers can organize classroom learning into one large group or divide into smaller groups to accommodate students' learning needs.

Once the characteristics of the students have been identified, the learning plan is developed with consideration of content, process, and product (Tomlinson, 2017).

a) Content is the learning materials that students need, adjusted to their readiness and background knowledge, and how they access the materials. The content can be differentiated based on the characteristics and needs of the students in question:

1) Readiness differentiation is to align the material or information that students are required to learn with capacity to read and comprehend it.

2) Interest differentiation based on student interest entails the incorporation of ideas and materials within the curriculum that reinforce existing students interest or expand upon them.

3) Learning profile differentiation implies the necessity of ensuring that each student has the opportunity to engage with the materials and ideas presented in a manner that aligns with that student's preferred learning style.

b) Process is focused on the learning activities done to understand the materials provided. Any effective activity is devised with the objective of enabling a student to advance from the current level of comprehension to a more sophisticated one. The most effective learning

environments facilitate students' comprehension of ideas and information. These environments are characterized by three key attributes:

1) Interesting and engaging classroom activities.
2) Activities that challenge students to think critically and analytically.
3) Activities that require students to utilize essential skills to comprehend fundamental concepts.

c) Product is the end result that students practice, create, apply, and extend after learning to express what they have learned. The product must be designed in accordance with the specifications outlined in the assignment. It is essential that students are made aware of the knowledge, understanding, and skills that are required of the work, as well as the stages, process, and work habits that are expected of them. It is also important to provide guidance on how students can demonstrate their learning, as well as the quality that is expected.

Tomlinson adds one element, the learning environment, which is the atmosphere and condition under which the classroom works and feels (Lavania & Nor, 2020).

The approach of Differentiated Instruction is characterized by its multiplicity and flexibility. This allows teachers to utilize and adapt a variety of approaches, methods and strategies in order to implement effective Differentiated Instruction. The process of Differentiated Instruction can be broken down into distinct stages (Butler & Lowe, 2010):

a) The Teacher Based Method is a method of implementing Differentiated Instruction that is based on three key elements: content, process, and product.

b) The Student-Based Method is a preliminary step in the process of gathering information about student characteristics. This is achieved through the analysis of students' readiness, interest, and learning profile.

In accordance with the principle of diversity in Differentiated Instruction and its characteristic aspects, the diversity of student abilities in EFL classes is categorized based on levels of English proficiency, different ways of learning and expressing themselves in class. In order to adjust the learning profile, the class can be adjusted into small groups to accommodate students who prefer to learn in groups, while students who prefer to learn alone can be given individual assignments. In EFL classes, differences in English proficiency can be addressed through the use of various media, according to students' interests. For example, in a speaking class, the characteristics aspect can be modified by applying grouping to encourage students to identify their optimal role and ability. Students who demonstrate an affinity for reading can assume responsibility for collecting materials. Those who are more proficient in ICT media can facilitate the preparation of presentation slides. Finally, students who exhibit an interest in public speaking can assume the role of presenter, delivering presentations (Komang Arie Suwastini, 2021). In this case, it is important to ensure that the materials used are suitable for learning (Sanjaya et al., 2023). It is evident that the utilization of teaching materials or Instructional Media in the form of modules is a valuable tool for educators, as it enables them to provide direction and assistance to students in overcoming time constraints, complex material, and increasing their motivation (Gagne, 1970). This is particularly evident when Instructional Media is presented in an engaging, efficient, and effective manner (Sanjaya et al., 2023).

The media represents one of the key elements of Differentiated Instruction, which can enhance the efficacy of its implementation. Nevertheless, during the process of implementing this approach, educators frequently encounter challenges. As one of the most advantageous strategies, teachers must confront the difficulties inherent to the implementation of Differentiated Instruction (Small-Jacobse et al., 2019). These challenges were divided into the following categories:

a) Lack of teachers' knowledge results in the ineffective implementation of this method. This is due to the insufficient number or quality training and the lack of emphasis on Differentiated Instruction;

b) Time constraints become a challenge for teacher, as there is insufficient time to meet various needs and ensure student understanding;

c) Class size. The size and number of students in a class have an impact on the implementation of Differentiated Instruction, particularly with regard to considerations of diversity. The greater number of students in a classroom setting, the greater the diversity among them, thus leading to an increase in the number of group forms, the time necessary for the completion of tasks, and the complexity of classroom management;

d) School administration/facilities. The lack of administrative and facilities support will impact the teacher's performance and the implementation of Differentiated Instruction in the classroom. Teachers will bear an increased responsibility for locating appropriate learning resources and adapting to the lack of facilities in the classroom. Ultimately, this may result in teachers being unable to dedicate their full time to teaching. The previously mentioned reasons can also be

held accountable for difficulty teachers face in identifying suitable materials or resources for Differentiated Instruction;

e) Lack of resources. The issue of limited access to material resources for lesson preparation has been identified as a significant challenge for teachers. The availability of comprehensive range of resources is essential for both teachers and students to effectively implement the Differentiated instruction method;

f) Students represent a significant obstacle to the implementation of Differentiated instruction. In addition to the diverse student populations observed in classroom, the lack of preparation and discipline among the students adds to the challenges faced by educators attempting to Differentiated Instruction;

g) Lack of knowledge regarding teaching methodology and curriculum. It has been identified that teachers lack the knowledge required to effectively identify students experiencing difficulty in learning, as well as to modify the curriculum to meet these students' specific needs. Additionally, teachers are found to lack the necessary understanding of Differentiated Instruction, which presents a significant challenge. A lack of knowledge in Differentiated Instruction has also been observed to affect teachers' confidence in differentiating their lessons, resulting in a decline in motivation and a tendency to avoid such practices due to concerns about potential disruptions in lesson flow or classroom management;

h) Curriculum. The abundance of topics, chapters, and fields to be covered in a curriculum presents a significant challenge for teachers attempting to differentiate their lessons. The prospect of being unable to fulfill the

curriculum at the end of a term or year can lead to a sense of apprehension and hesitation in making adjustments to the lesson plan.

i)   Personal Characteristics. Several studies conducted on the implementation of Differentiated Instruction have shown how personal characteristics have an effect on classroom teaching. Suprayogi (2017) and Wan (2015) highlighted a significant association between self-efficacy and the implementation of Differentiated Instruction. Teachers with high self-efficacy tend to demonstrate a greater incorporation of DI into their classroom instruction. Both studies yielded positive results with regard to this relationship;

j)   Personal teaching beliefs/styles and class management. Wan (2015) identified several factors that influence teacher self-efficacy, including personal teaching beliefs and classroom management. These factors, in turn, affect the integration of Differentiated Instruction (DI). The low commitment of teachers, as reported by Merawi (2018), represents a significant barrier to DI implementation, ultimately impeding self-efficacy. While low commitment may reflect personal challenges, external factors such as a lack of appreciation in the form of incentives for outstanding work may also contribute to this issue;

k)   Nature of Differentiated Instruction was identified as a significant challenge. It was acknowledged that the administration of Differentiated Instruction requires more time than other teaching methodologies. Therefore, the time factor remains a crucial consideration in this study. Additionally, insufficient preparation time for lessons also presents a challenge to the implementation of Differentiated

Instruction. The nature of Differentiated Instruction necessitates additional modifications to teaching aids, support, and classroom grouping to accommodate groups with varying proficiency levels. This can result in a heavier workload for teachers, particularly when they already have a full teaching load (Lavania & Nor, 2020).

Differentiated Instruction can be impacted by internal (knowledge gasp, resources shortage, personal traits, etc.) and external (class size, school administration/facilities, curriculum, etc.) factors (Lavania & Nor, 2020), some of which are unique to individual teachers as conducted on some of the previously fieldwork. Some of the research found difficulties with organizing Differentiated Instruction and a lack of understanding(Ismajli & Imami-Morina, 2018), class size and diversity of students, insufficient knowledge of teaching and time constraints (Yuen et al., 2023), teacher capacity and school infrastructure (Barlian et al., 2023), and shortage of instructional material practices.

3. **Instructional Media**

Teachers and students engaged in the process of learning are confronted with a significant challenge, defined by the existence of discrepancies in the knowledge base of both parties. This discrepancy necessitates the establishment of a conduit through which the transfer of knowledge can occur. In general, educators are expected to utilize media resources in a manner that is consistent with their professional judgment. The use of such resources has the potential to enhance the learning process or facilitate the comprehension of the subject matter.

a. Definition of Instructional Media

The term "Instructional Media" is intended to refer to media that are arranged in a deliberate and purposeful manner and used

for instructional purposes as a communication link between teachers and students. These media facilitate student learning by stimulating students to engage in consciousness (Smaldino et al., 2012) and deliberate learning processes (William, 1974).

Sadiman et al. posit that media is an educational component, encompassing both printed and audiovisual materials, utilized to facilitate the transfer of learning information between the sender and receiver, with the objective of attracting interest and attention to learning (Nastiti, 2020). In the field of learning theory, as elucidated by Gagne, media is defined as any material that can be employed as an information delivery tool (Gagne, 1970). Hindle posited that Instructional Media can be defined as all devices utilized by educators, both human and non-human, as well as the materials and methodologies employed to overcome difficulties encountered during learning, to enhance the clarity and effectiveness of the dissemination of learning information (Adegbija, M.V; Fakomogbon, 2012).

From the aforementioned understanding, it can be posited that Instructional Media has attentional, affective, cognitive, and compensatory functions. The attention function of Instructional Media is to attract students' attention during learning and manage students' focus. The effective function of Instructional Media is to increase students' interest in learning, particularly in pictorial text matter. The cognitive function of Instructional Media is evidenced by the use of visual media, which is accepted more quickly by students and is more embedded in memory. The compensatory function also occurs in Instructional Media types of visual media, as it is useful in collecting learning information for students with difficulty remembering reading.

Furthermore, Kemp and Dayton suggest three functions of Instructional Media, namely motivating interest, presenting information, and providing information (Kemp & Dayton, 1985).

b. Benefits of Instructional Media

Instructional Media plays an essential role in the learning process, with the objective of maximizing the learning outcome. The utilization of Instructional Media has been demonstrated to confer significant benefits to both teachers and students. Sadiman's research findings indicate the advantages that arise from the integration of Instructional Media in the learning environment.

a) As a conduit for communication between teachers and students, Instructional Media facilitates the explanation of learning materials by teachers;

b) to address the limitations of learning materials that are insufficient when only explained orally;

c) to capture and sustain student attention and motivation. Instructional Media, when crafted with creativity, has the potential to attract attention because it presents a novel atmosphere and eliminates boredom. With increased curiosity, students are unconsciously motivated to learn (Nastiti, 2020)

c. Kinds of Instructional Media

In essence, Instructional Media is defined as any material or object utilized by educators to facilitate learning. This encompasses a vast array of everyday objects, including but not limited to photos, posters, and flannel boards, which can be employed by teachers to convey material.

The concept of Instructional Media has been shaped by the contribution of numerous researchers, who have advanced diverse opinions and conducted extensive investigations. Despite this diversity, a number of similarities can be identified in the types of

media proposed by different researchers. The list that follows represents a collection of Instructional Media types that have been documented by various researchers.

a) Drawing or teacher-mode drawing. Research that put forward the idea of this media was conducted respectively by Vernon (1996) and Ruis (2009), is a pedagogical tool that facilitates the development of conceptual understanding about the subject matter under discussion.

b) Still picture or picture. Stated by Vernon (1996). This media showed a detailed account of the actual form of an object or event conducted in an outdoor setting. It is often used because it can provide a more effective explanation of the object or activity in question. Meanwhile, according to Ruis (2009), pictures are photographs of people or places and things which are used in magazines and newspapers. In practice, pictures can be used in a variety of ways. For instance, as a preliminary activity, pictures are used to help students become more sensitive to the subject matter by guessing learning topics, either individually or in groups. Filling discussion activities by letting students think creatively and imaginatively (Uematsu, 2012). According to Hamer (2007), the use of picture is divided into 6 ways: drilling, communication, understanding, ornamentation, prediction, and discussion (Petina et al. 2023)

c) Audio recording media by Vernon(1996) or Audio media stated by Mulyana, Kim (2003), Sadiman (2005), and Ruis et al. (2009), is a media that can be used to show recordings of real events, whether edited or unedited. This media can be used individually or played directly to an audience. Spratt (2008) stated that the function of audio media for the listeners to identify the intonation and

pronunciation of the native speakers without the live presence (Sari, 2023). This process will emerge through interaction and sharing-knowledge between the students and increasing their motivation to be more active in the learning process (Wijayani, 2010).

d) Audio-visual media stated by Mulyana, Kim (2003) or Motion picture and television stated by Vernon (1996). It displays learning topics in detail by using an audio-video electronic system with a ray tube and TV monitor. Selection of the use of audio visual media in learning English in order to improve motivation and student learning outcomes, because audio visual media is a media that can be seen and heard to clarify messages or information submitted (Negara, 2017).

e) Real objects, stimulation, and models stated by Vernon (1996), or Realia and real objects stated by Ruis et al. (2009). It is using objects that are around and used every day according to their function, to illustrate real-life situations and make them more clearly, meaningful, and memorable. Not an object deliberately made for teaching purposes. But objects that are already economically available. Its use aims to provide a simulation of real situations that occur. In practice, realia used as a starting point for lessons or understanding the concept behind the material can be a useful approach (Petina, et al. 2023).

In addition to the types of Instructional media identified by numerous researchers, some researchers also proposed or defined several types of Instructional Media in categories that were distinct from those proposed by other researchers.

Vernon (1996) stated that Programmed and computer-assisted instruction is a method of presenting sequences of

information in a way that elicits a predetermined response. The most common examples of this are programmed textbooks or instructional programs prepared for computers (Ruis, 2009)

Ruis et al. mention other kinds of audio-visual media as follows: .

a) Charts, posters, and cartoons. A chart is a visual representation of data, often in the form of a diagram, map, or illustration. A poster is a large printed image or notice displayed in a public setting, often used for advertising purposes. A cartoon is a humorous illustration, typically published in a newspaper or magazine, that references current events in a satirical manner. Clare Lavery (2008) came up with a few ways to use cartoons: tell a complex story in a few images, comment on and provoke thought on events and issues in the news, give examples of vocabulary related to current trends and facts, provide easily identifiable characters to form the basis for sketches, show culture in action with the ways that men or women are behaving and are expected to behave, and comment on and illustrate a range of issues like racism, teenage relationships, ageism, and family relationships (Anjasiwi, 2021).

b) Blackboard or whiteboard. The blackboard or whiteboard is the most important visual aid in the majority of classrooms. The board can be used to present drawings, diagrams, and written language. It is always readily available for a variety of purposes without the need for special preparation. In the teaching and learning process, board, both black and white is a traditional tool that is always useful in helping to manage the learning environment especially while giving instruction and repeat, write down procedure, outlining

homework assignment, displaying reminders during group activities 9Irani et al. 2020).

c) Overhead projector. The overhead projector is an invaluable tool for large classes. It allows teachers to face the class freely, facilitating a more engaging and dynamic lesson. Compared to traditional chalk methods, teaching with an OHP is less messy and more efficient. Materials can be prepared in advance, streamlining the presentation process. By displaying materials on the OHP, teachers can maintain consistent eye contact with learners, fostering a unified focus and enhancing engagement.

d) LCD projector. LCD stands for Liquid Crystal Display. Its functionality is comparable to that of an OHP. It is necessary to connect the device to a computer in order to display teaching materials to learners. In the present day, LCDs are more commonly used than OHPs for presentations or educational purposes due to their enhanced functionality and efficiency (Ruis et al., 2009). LCDs are used by the teacher to display PowerPoint slides, so that it can be seen by all students in the class.

Despite the types of Instructional Media outlined by Sadiman et al. (2005) being presented above, the defining factor is that the objects classified by Sadiman et al. possess distinctive characteristics. Graphic media is any type of visual communication that's used to deliver information(Sari, 2023), for instance, encompasses a vast array of materials, including photos, posters, and flannel boards. Conversely, audio-media is more narrowly defined, comprising a more limited set of tools, such as radio, language laboratories, and still projected media, including overhead transparencies and television.

In addition to the previously described audio-media and audio-visual media, Mulyana identifies two further categories of Instructional Media. Namely, games and simulations, and visual media. Games and simulations are defined as teaching tools that promote interaction, thinking, learning, and problem solving strategies. Sometimes, games and simulation can be used as activity that usually has the following properties: a particular task or objective, set of rules, competition between players, and communication between players by spoken or written language (Kostikova, 2017). According to Jannah in Pratama (2016) as cited in Harisma, Ilmiah, and Yana (2019) Visual media is one type of media that can be seen and touched by teachers and students related to research subjects (Sofian & Anggraeni, 2021).

d. Practice and Challenges in using Instructional Media

To maximize the function of Instructional Media, in the preparation process, Dick & Carey (1985) mention aspects that must be observed. These aspects include;

a) Media must be something that is available. If there is no availability of media, then the media in question must be made;

b) Media procurement factors. Depending on funding and facilities;

c) Instructional Media must be easy to carry and use;

d) Pay attention to long-term costs. Media can be used in the long term.

After the preparation aspect is fulfilled, the implementation of Instructional Media is then implemented with a strategy consisting of three stages;

a) Preparation before utilizing the media. Before using the media actively in the classroom, teachers must rehearsal before using the media by paying attention to the placement

of the media in the classroom, because in using the media, teachers and students must both be in a position to see and hear the media used;

b) The activity in using the media. When the media is used, it must be tried to avoid obstacles by paying attention to the classroom environment that supports the use of the media. For example, when using an LCD Projector, the class must be dark, with reduced noise, and the space in front of the LCD must not be obstructed;

c) The next activity is the final stage where students carry out discussion activities regarding the material that has been taught. This stage is useful for knowing the extent of student understanding.

Even though Instructional Media plays a big role in helping teachers with the learning, teachers face challenges and barriers frequently. A plenty of research in the past discovered Instructional Media challenges. Teachers at MKOBA 1 High School face obstacles contributing to the underutilization of Instructional Media. These challenges include inadequate media, lack of funding, lack of expertise in preparing and using the media, and lack of time (Adegbija, M.V; Fakomogbon, 2012). Conversely, studies carried out in two schools in Purbalingga revealed that teachers' inability to use Instructional Media effectively stemmed from being unaware of its advantages and purposes. Referring to instructional technology, the research that has been done divided into three categories:

a) Lack of resources The suitability of Instructional Media for learning is dependent on the material being taught. Therefore, not all types of Instructional Media are appropriate for all learning situations. The limited

availability of teacher resources further constrains the optimal use of Instructional Media.;

b) Lack of time, access, and support from instructional technologies. As a tool, some Instructional Media require additional resources, such as LCD projectors that require electricity to operate. When Instructional Media is inaccessible, it becomes challenging for teachers to utilize effectively, potentially impeding the learning process.;

c) Institutional and administrative support, training and experience, attitudinal and personality factors. The absence of administrative and facilities support will have an adverse effect on the teacher's performance and the implementation of Instructional Media in the classroom. (Adams, 2015).

B. Review of Relevant Studies

To provide this research, these are some previous studies on the related topic.

The study by Syntia Dewi from Muhammadiyah University is titled "Literature Review: The Use of Technology in Differentiated Instruction on Product as Learning Media". This research aims to investigate the role of technology in Differentiated Instruction learning through a qualitative literature review method. The study analyzed 10 national and international journals from 2018-2023. It was found that while some journals mentioned the positive impact of technology on students' abilities and learning outcomes in Differentiated Instruction, with teachers playing an important role as enablers, only a small number of articles explained how technology was used as a learning medium in Differentiated Instruction products. Additionally, some articles that examined the application of technology in product-based Differentiated Instruction suggested the need for further research on this topic (Dewi,

2023). The similarity of this research and the research to be conducted lies on the same topic, subject, and object. What distinguishes the both research lies in the different methods and problems of the research.

The study conducted by Mwijage and Onyango titled "The Use of Digital Technology in Implementing Differentiated Instruction in Teaching and Learning Process among Public Secondary Schools in Magu District Mwanza Region Tanzania", employs a mixed research approach. The study aims to examine the rationale of digital technological resources in implementing Differentiated Instruction for teaching learning process. Observation and interviews showed that teachers in public secondary school in Magu District, Mwanza Region, Tanzania use digital technology in Differentiated Instruction have a greater chance to improving teaching learning process, by stimulating students creativity, increasing students motivation and readiness to learning, also facilitate the cooperation among students with variousity background, inculcate good performance and controls students drop out among others. The similarity between this research and the research conducted lies on the topic that discussed the use of media in the implementing Differentiated Instruction. What distinguishes it is the subject of the topic which is digital technology and the problems to be studied.

Alshareef et al (2022) conducted a research study titled "Exploring The Use of Technology to Differentiate Instruction Among Teachers of Gifted and Talented Students in Saudi Arabia". The study focuses on exploring Saudi gifted teachers' perspectives and rationale regarding the potential benefits and challenges that are associated with using technological tools to differentiate instruction in the Saudi Arabian context. The research utilized phenomenological qualitative approach to embark a more meaningful exploration of the use of technology in Differentiated Instruction. During the study, technology helps teachers to differentiate the instruction as an instructional tool to build a community with other teachers and students' parents. The similarity between both of this

research and the research to be conducted lies on the same subject and methodology. What distinguishes both research lies on the different focus of significance, and object.

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CHAPTER III
METHODOLOGY

This chapter presents an explanation of the research methodology applied in the study. It consists of an outline of the research methods, data collection methods, and data analysis methods that are being used.

A. Research Method

1. Type of Research

    By examining the focus of the study and the keywords in the title by preliminary observation at SMPN 6 Purwokerto, the most appropriate research methods used in this research include the type of case study approach with a qualitative model. A qualitative approach is an approach in research that is oriented towards natural phenomena (Priatna, 2017). Reviewing the things that have been mentioned, the thesis statement can be proven by analyzing the results of research and has compatibility with the keywords of this research using case study internal validity (Nur'aini, 2020). To then carry out more in-depth field research aimed at finding empirical evidence that supports the thesis statement.

    This study investigated English teachers' selection and practice of Instructional Media through the implementation of Differentiated Instruction. It is along with the objective of this study to identify the barriers teachers' faced on using Instructional Media on the implementation of the Differentiated Instruction Method by doing observation, interview, and documentation to collect the data.

2. Location of the research

    This research is going to be conducted at SMPN 6 Purwokerto. This place was chosen based on pre-observation related to the implementation period of Differentiated Instruction in all public junior high schools in

Purwokerto, SMPN 6 Purwokerto is one of 8 junior high schools that have only been running for one school year especially in English subjects, this situation may affect the use of learning media and the implementation of Differentiated Instruction which may also affect the mastery of Differentiated Instruction by teachers. There are also differences in aspects of school facilities, where the availability of electronics aids in the form of LCD Projectors and others, is only available in a few classes. This situation allows creativity of the teachers in making Instructional Media from limited facilities. This limitation enables teachers to dedicate greater effort to providing learning that meets the needs of diverse students with limited facilities at school. SMPN 6 Purwokerto located at Jalan Kesatrian, Sokanegara, Purwokerto Timur, Banyumas, Central Java, Indonesia. The research was conducted from October 24th – November 26th 2024, for 6 weeks.

3. Object and Subject of Research

By looking at the keywords, the object of this study is Instructional Media and Differentiated Instruction. The subject of this study are two English Teachers in SMPN 6 Purwokerto. The first English teacher (henceforth referrred to as T1) is a senior teacher at the school who has accumulated more than 20 years of experience in the field of education. This extensive teaching experience has afforded her a substantial amount of practical knowledge and an in-depth understanding of learning. The second teacher (henceforth referred to as T2) has accumulated approximately a dozen years of experience in the field of education. However, as a new teacher at the school, commencing her position in July 2024, she is currently undergoing a period of adjustment and adaptation to the academic culture of the institution, particularly the learning culture of the students in the environment.

B. Method of Data Collection

According to the research keywords, research subjects and objects, the data collection methods to be used in this study include:

1. Observation

Observation is a method of collecting data in qualitative research which is carried out to observe and record things that happen from the phenomena that are investigated systematically (Priatna, 2017). Especially in this study, observations were made to find the implementation steps of the selecting types of Instructional Media which have been prepared in the Lesson Plan (Modul Ajar). The observation of the implementation of Instructional Media for Differentiated Instruction is carried out from the time the teacher enters the classroom until closing the classroom to examine the stages and activities of using Instructional Media. The stages examined are divided into three, the preparation stage in the form of steps taken by the teacher to prepare Instructional Media that will be used by the teacher during learning which shows the teacher's attitude towards the position and function of Instructional Media. The activity stage which examines how the teacher uses Instructional Media, whether in accordance with the principles and functions and strategies used. The last stage is the final stage which is the stage where the teacher collects feedback from students to conclude whether the Instructional Media has functioned properly. As well as finding challenges that the teachers found when the learning process takes place through observing activities and behaviouristics in the classroom.

In order to obtain data from observation, this research employs the method of non-participant observation. This approach utilised an independent observer, who sees, hears, and then records observations from data sources, without being involved or involved themselves (Danuri & Maisaroh, 2019). At the back of the class, did not interrupt the

flow of learning and recorded and documented important activities in the classroom in accordance with the research instrument.

The observations were conducted on two English teachers on one of the class being taught, focusing on the performance throughout the lesson schedule and the materials taught following the Lesson Plan (Modul Ajar) utilized from the initial to the final meeting, conducted 8 times in total, 4 times of each teachers' teaching activity for five weeks on October 24th – November 21th, 2024. A total of 12 observations were conducted in 1 class each from all classes taught by the two teachers at one grade level. The selection of classes for observation was based on the Lesson Plan used by the teacher, with each module corresponding to a specific material in all classes taught. Observations with the first teacher were carried out for four meetings in class 7C, twice in the first two meetings and twice in the last two meetings. Learning observations with the second teacher were carried out in 4 meetings in class 8C. The following table presents a detailed schedule of observations made to teachers in one of the classes taught.

Table 3.1 Observation Schedule

No.	Participant	Observation date
1.	Teacher 1 (T1)	Thursday, October 24th 2024
		Tuesday, November 5th 2024
		Thursday, November 14th 2024
		Thursday, November 21th 2024
2.	Teacher 2 (T2)	Tuesday, October 24th 2024
		Thursday, November 5th 2024
		Tuesday, November 7th 2024
		Tuesday, November 12th 2024

2. Interview

Interview used to investigate the subject of the research. In this research as a case study, to collect empirical data about the phenomenon. An interview is data collection technique through a one way verbal question and answer process, meaning that the questions come from the person interviewing and the answers are given by the interviewee (Sugiyono, 2013). In this research, to aims the role of Instructional Media on the implementation of Differentiated Instruction, interview conducted with two English Teachers of SMPN 6 Purwokerto as the respondent to find out teachers' perception of Instructional Media in Differentiated Instruction, the preparation of selecting Instructional Media, how the teachers deliver material using Instructional Media based on Differentiated Instruction aspects, types of Instructional Media were selected, and challenges which found by teachers on the preparations and practices.

The interview was conducted to elicit information from the teachers perspective on the learning proces and the following inquiries were prompted by the observation, particularly with regard to the utilization of Instructional Media in Differentiated Instruction, This was conducted for both of the teachers for one day on November 26th, 2024. The initial interview with the first teacher was conducted from 10:00 to 10:30 in classroom 7C, while the second interview was conducted from 13:15 to 13:30 in the teacher's room. By asking questions, it is possible to gain a practitioner's personal insight into the underlying reasons and data that may not be obtained by using alternative data collection methods. In particular, this research utilizes a semi-structured interview, which is distinguished from a structured interview by its flexibility. In a semi-structured interview, the questions are not limited to predetermined questions; rather, new questions may emerge during the course of the interview (Fiantika, 2022). The semi-structured interview questions in this study are derived from data needs that are not met by observation as

the primary source of data or that emerge from observation as a means of data validation. The inquiries posed pertain to the steps undertaken by educators when devising Differentiated Instruction in alignment with student conditions, the methodology employed by educators in selecting and creating Instructional Media that is congruent with learning materials, and the approach educators adopt in assessing Instructional Media prior to its implementation as a preventative measure.

3. Documentation

Documentation is a secondary data collection technique that is indirectly addressed to the object (Priatna, 2017). In this study, documentation techniques will be carried out by analyzing the teacher's teaching and learning process as the object and analyzing the Lesson Plan (Modul Ajar) of an English teacher to find out how Differentiated Instruction and Instructional Media are used (Bowen, 2009). Furthermore, Lesson Plans were analyzed to confirm the lesson designs made by teachers with the results of interviews on how teachers design learning and its implementation in the classroom.

The Lesson Plan (Modul Ajar) under examination is utilized for one learning material by the two English teachers at SMPN 6 Purwokerto, the Lesson Plans analysis was conducted from the time the lesson plan was received on November 26, 2024 until the data analysis was conducted on January 3, 2025. The two English teachers created one Lesson Plan for one subject and used it in all of their classes, resulting in two Lesson Plans being analyzed.

C. Method of Data Analysis

In order to examine the data collection, an interactive model of analysis will be used in this study. According to a statement by Miles and Huberman, the principle of data analysis in qualitative research is carried

out interactively and continuously until it is complete and the data is saturated in three steps: data reduction, data display, and data conclusion.

1. Data reduction

Once the requisite data has been gathered, it is subjected to processing. This involves selecting the data to be corrected according to the same category, and then storing any unused data in the data storage environment. The data categories required for this research include steps in the preparation and implementation of learning using Instructional Media to facilitate Differentiated Instruction, types of Instructional Media utilized by teachers, and challenges faced by English teachers in the learning process, including the planning and implementation stages.

Subsequently, the data obtained from observations, interviews, and documentation are assembled according to the pre-established categories. This process involves the elimination of data that is not relevant or outside the scope of the existing categories, resulting in the formation of a coherent data set that aligns with the research topic.

2. Data display

The results of the data categorized during the data reduction process are then subjected to analysis in order to form a narrative for the conclusion-drawing process. Furthermore, the process of presenting data allows for repetition in the description of the data as a form of interpretation of the acquisition and analysis data result. The interpretation of the analysis carried out is based on an understanding of the use of Instructional Media in Differentiated Instruction Method from the perspective of English teachers at SMPN 6 Purwokerto. To explain the observation results obtained in four meetings, and to shorten the understanding of the chronology, the research results are presented in tabular form. with coding as below.

Table 3.2 Code list

No.	Item	Coding	Remark
1.	Participant (Teacher)	T1, T2	T1: Teacher 1 T2: Teacher 2
2.	Application Instructional Media for Differentaited Instruction	T1-(APP1,APP2,APP3) T2-(APP1.APP2,APP3)	APP1: Preparation before utilizing the media APP2: The activity using the media APP3:Final Stage
3.	Barriers on the using Instructional Media for Differentiated Instruction	T1-B T2-B	B: Barrier on the using Instructional Media for Differentiated Instruction
4.	Meeting	T1-APP1-(M1,M2,M3,M4) T2-APP2-(M1,M2,M3,M4) …	M1: First meeting M2: Second meeting …

3. Drawing conclusion

    The process of drawing conclusions represents the final stage of analysis, wherein the data obtained and presented are subjected to a comprehensive review. This includes an examination of field notes and assessment of related theories. The objective of this review is to verify the results of the analysis and to provide answers of the research topic problems regarding the use of Instructional Media in Differentiated Instruction Method by English teachers at SMPN 6 Purwokerto.

CHAPTER IV
FINDING AND DISCUSSION

The content of this chapter is the results of data collection on the use of Instructional Media by English teachers in Differentiated Instruction classes and its discussion based on analysis according to theory. From the observations, interviews, and documentation conducted, supporting data were found to answer the research question and proved through data triangulation. The final data presented is data that has gone through the analysis process of data reduction, data presentation, and drawing conclusions (Miles & Huberman, 2014).

A. Implementation Instructional Media for Differentiated instruction

The data collection process, which includes observations, interviews, and documentation of the application of instructional media, is the foundation for understanding the learning strategies employed by T1 and T2. These learning strategies are characterized by a three-stage model, consisting of introductory activities, core activities, and closing activities. This three-stage model is a systematic approach to learning, as outlined in the lesson plan developed by T1 and T2. It serves as a reference point for the structured progression of learning activities. The application of instructional media aligns with a strategic approach, comprising three stages: preparation before utilizing the media, activity using the media, and finale stage. (Sadiman et al., 2005 On Nastiti, 2020).

1. Preparation before utilizing the media

The preparatory phase is incorporated into the preliminary stage of the learning process. The preparation for the use of instructional media in the classroom includes the placement of instructional media and the direction of students to the media. The observations made during four meetings in T1 and T2 classes yielded a

compilation of the forms of preparation employed by T1 and T2 for instructional media in the classroom, as illustrated in the ensuing table,

Table 4.1 Preparation Before Utilizing The Media

No.	Application Instructional Media for Differentiated Instruction	T1		T2	
		Code	Findings	Code	Findings
1.	Preparation before utilizing the Media	T1-APP1-M1	The teacher uses realia and worksheets in the form of people to explain descriptive text to one of the students, so the teacher does not prepare certain things before learning.	T2-APP1-M1	The teacher prepares the video "The Monkey and The Crocodile" before the lesson. This media is distributed to students via Whatsapp and used in class with each student's hand-phone.
		T1-APP1-M2	The teacher uses worksheets to deliver the material, so the media has been prepared before the learning begins.	T2-APP1-M2	As the media for the second meeting were videos and worksheets, the teacher used an LCD projector to show the video at this meeting. However, the preparation of the LCD projector took quite a long time because the LCD projector was installed manually.

		T1-APP1-M3	The teacher uses the ice breaking worksheet. The media has been prepared before the lesson.	T2-APP1-M3	The teacher uses group worksheets as the main media, and videos as a reference for students to work on the worksheet. The instructional tool used is the cellphone of each student.
		T1-APP1-M4	The teacher did not prepare any special media because the learning material on that day was the presentation of students' assignments.	T2-APP1-M4	The teacher prepared worksheets as media for the fourth meeting and had been distributed to students via whatsapp before the learning took place.

The preparation of instructional media prior to the initiation of learning is dependent upon the nature of the media to be utilized. Conventional media, which includes materials already available in the classroom such as blackboards, realia, and textbooks, requires only control and inspection prior to instruction. These materials are readily accessible to all students and teachers and are readily visible to all. Conversely, instructional media of a technological nature, such as cellphones, LCD projectors, and videos, necessitate a distinct approach, characterized by meticulous attention to their positioning and placement within the classroom environment. The strategic positioning of these media is pivotal in ensuring their accessibility within the classroom

environment, where both teachers and students must have visual and auditory access to them (Sadiman et al., 2005). The arrangement of textbooks and worksheets is essential to ensure equitable access for both teachers and students. It is imperative that every student has ownership of textbooks and worksheets, in addition to mobile phones. Concurrently, media such as LCD projectors and realia must be strategically positioned in the classroom, ensuring optimal visibility for all students, as illustrated in the accompanying image 4.1 and image 4,2 below,

Image 4.1 T1 prepare realia

Image 4.2 T2 prepare LCD Projector and speaker

In addition to accessibility in the classroom, the accessibility of the type of Instructional Media designed is also an important point in the Instructional Media preparation step. The realia utilized by T1 in the initial meeting (T1-IMP1-M1) serves as a testament to the significance of ensuring facile access to instructional media. The lesson plan devised by T1 includes cellphones and pictures as the designated instructional media. However, in practical terms, the accessibility of cellphones is hindered by the limited availability of internet connectivity. Consequently, T1 promptly transitioned to realia in the immediately preceding learning cycle. The realia employed in this instance was a student from class 7C.

"Instructional Media is most often what is closest to the students. like the meeting yesterday, mom appointed a child to be an example, that's the easiest and children also become interested by seeing their friends come forward." T1-IMP1-INT

The utilization of a student to serve as a model for the realia enabled T1 to effectively regulate the students' focus and attention. This approach aligns with the function of realia in providing students with direct experience through tangible objects that are pertinent to their immediate environment (Afifah, 2019). Nonetheless, the deviation from the prescribed lesson plan was counterbalanced by T1's swift decision, a maneuver informed by extensive experience in the field of education. Given this extensive experience, T1 was able to effectively identify a suitable replacement for the faulty instructional media.

In the lesson plan for narrative text, T2 had intended to utilize the LCD Projector. However, in class, T2 only used the LCD Projector in the second meeting (T2-IMP1-M2). While in the first meeting (T2-IMP2-M1), the third meeting (T2-IMP1-M3), and the fourth meeting (T2-IMP1-M4), T2 used a cellphone.

This was based on the teacher's limited access to the LCD Projector and speakers,

"If it's from the media, sometimes the video is difficult on the speaker, sometimes it's not loud enough." T2-IMP1-INT.

The limitations and difficulties associated with the utilization of instructional technologies exerted a substantial influence on the study's outcomes. During the second meeting (T2-IMP1-M2), T2 encountered challenges when attempting to install the LCD Projector and speakers on the laptop. Additionally, the challenges associated with internet connectivity hindered the effective viewing of online instructional materials. This led to a reduction in learning time and a disruption to students' focus. To mitigate these challenges, T2 employed cellphones as a solution, a strategy that was both effective and prudent, given that each student had their own device, in addition to the limited number of LCDs available (Sadiman et al., On Nastiti, 2020). T2 merely needs to supervise each student more to ensure that cellphones are not misused for activities unrelated to learning.

The concept of easily accessible instructional media is also aligns with the theoretical framework proposed by Dick & Carrey (1985), which posits that the determination of instructional media utilization is contingent upon the consideration of factors pertaining to ease of access and ease of use. The utilization of instructional media is anticipated to optimize the learning process. To this end, the selection of Instructional Media that is meticulously prepared and supports learning can have a significant impact (Petina et al., 2023). Ensuring optimal preparation entails the strategic placement of instructional media by teachers, ensuring its visibility and auditory accessibility for

both students and teachers, while also mitigating potential errors that might arise during the learning process.

2. The activity using the media

The utilization of instructional media constitutes a strategy and method employed by teachers during the learning process. Of the several Instructional Media employed, T1 and T2 utilized them in accordance with their designated functions as previously delineated. In each meeting, Instructional Media is utilized for a minimum of two types of activities, as outlined in the subsequent table,

Table 4.2 The activity of using media

No.	Application Instructional Media for Differentiated Instruction	T1		T2	
		Code	Findings	Code	Findings
2	The activity using the media	T1-APP2-M1	After opening the lesson, the teacher gives sparking questions following the clue about the media used. Then, the teacher asks one of the students to come to the front of the class and become a model. At this stage, the teacher asks questions related to students who become models that lead to descriptive text	T2-APP2-M1	After opening the lesson and giving triggering questions and correcting the pre-test, the teacher asks students to watch the video that has been distributed. After that, the teacher explains the material about narrative text and actively asks questions. Then, students get into groups to do the worksheet.

			material, then directed to the material about descriptive text. After the material is given, students are given time to write the material. Then students form groups to work on the worksheet.	
		T1-APP2-M2	After opening the lesson and giving a sparking question, the teacher held a Q&A session and corrected the worksheet that had been done the previous week to stimulate students to recall the material that had been taught the previous meeting. Then, it was continued with the explanation of new material based on the textbook and worksheet. Then students worked on the worksheet given.	T2-APP2-M2	The lesson opens with greetings and trigger questions. Then while recalling the previous meeting's material, the teacher prepares the LCD Projector that will be used to show the video. Unfortunately there are obstacles from the LCD cable that is less responsive and a bad internet connection. The teacher explains the advanced material and interacts with the video and students. Then students get into

					groups and work on the worksheet.
		T1-APP2-M3	After opening the lesson and giving a trigger question, the teacher held a Q&A session to help students remember the material that had been presented and collect student assignments. Then the teacher gave directions regarding ice breaking. After that, students were asked to get into groups to work on assignments.	T2-APP2-M3	The teacher starts the learning with a trigger question and Q&A session about the material that has been taught. Then the teacher starts the student presentation in order. During the presentation, the teacher directs students to correct each other between groups.

| | | T1-APP2-M4 | After opening the lesson and giving a sparking question, the teacher asks students to group according to the previous group assignment. Then students are asked to prepare their own ice breaking and present it in front of the class. | T2-APP2-M4 | The teacher starts the lesson with a sparking question about all the narrative text material that has been learned. Then the teacher directs the presentation process. |

a. Realia

As previously outlined in the preparatory phase, the realia utilized by T1 served to facilitate experiential learning through the use of tangible objects that remained unaltered in their physical form, though their characteristics were adapted (Ruis et al., 2009).In the initial session (T1-IMP2-M1), the realia was employed to present material pertaining to the descriptive analysis of an individual. T1 then proceeded to request the participation of one of the students, who was subsequently designated as a demonstrator. T1 then invited the class to explore the information about the demonstrator through questions. Through these inquiries, T1 methodically constructed the conceptual framework of descriptive text and its underlying structural composition. The subsequent image offers a visual representation of the activity process, utilizing realia.,

Image 4.3 T1 using realia

The development of the concept of descriptive text, T1, involves the utilization of a salient feature of realia, as articulated by Larimer et al. (1999). This concept encompasses the utilization of tangible objects that contain or present language in both written and spoken forms (Percy, 2020). The embodiment of language from these real objects, which are pertinent to students in an autonomous learning environment, fosters the establishment of more robust memories concerning learning materials (Percy, 2013).

"Mom appoints a child to be an example, that's the easiest and children also become interested by seeing their friends come forward."

This finding aligns with the assertion by Otegenova et al. (2022) that the incorporation of realia into language learning facilitates student comprehension through the medium of multi-sensory impressions of authentic interactions, thereby establishing a connection between realia and language. Realia, defined as four-dimensional, has been shown to activate

students' sensory faculties through its tangible nature, which can be perceived through sight, hearing, touch, and manipulation. In the initial (T1) learning phase, the utilization of tangible props as realia has been demonstrated to foster a sense of proximity, relevance, and four-dimensionality, thereby facilitating students' comprehension of language concepts.

b. Textbook

The textbook utilized in the second meeting functioned as a conduit between the material, the instructor, and the students. The textbook's incorporation of advanced material, specifically descriptive text, offers students more sophisticated tools for comprehending linguistic components. The descriptive text contained in the textbook was explored collaboratively to establish a novel concept concerning the writing aspect of descriptive text. As illustrated below, T1 facilitated an interactive session with students, drawing upon the material and text contained in the textbook to elucidate the concept.

Image 4.4 T1 using textbook

Textbooks serve as instruments for the elaboration of descriptive text material, with an emphasis on written language. This deepening of material aligns with the theory of textbook use proposed by Mithans & Grmek (2020), which asserts that textbooks serve as formative instruments that facilitate the development of competencies, skills, and values derived from the knowledge contained within. The concept of descriptive text that students have previously mastered serves as a sufficient foundation to facilitate an increase in level through the deepening of material from existing textbooks and the utilization of available resources. The availability of textbooks as a medium for all students is a crucial aspect of this process.

"Books too, because it's clear that each child has their own. That's why before the lesson, mom always makes sure the books are ready on all tables."

The degree to which learning materials align with textbooks as instructional media is a critical consideration in the educational landscape. The material taught is often written language mediated by textbooks, underscoring the importance of a congruence between these two media. The individual learning format employed in this meeting is predicated on the characteristics of the textbook, which comprises numerous tasks, inquiries, summaries, and glossaries from the extant context (Marentic & Pozarnik, 2019). This pedagogical approach is designed to enhance students' reading comprehension and cognitive abilities.

c. Mobile Phone

In this meeting, mobile phones were utilized as a medium to facilitate students in making introductions. The

adaptability of mobile phones and the advancements in technology that are continually emerging can be leveraged as a versatile learning medium. As illustrated in the accompanying figure, mobile phones were employed to foster student creativity.

Image 4.5 T1 using mobile phone

The ice-breaking task assigned by T1 constitutes an activity that is not inherently part of the learning process; rather, it is an independent learning session that T1 utilizes for the benefit of students.

> "Or mom often makes activities like ice breaking so that children don't get bored. Sometimes, if the material is finished, mom gives free assignments for refreshing. hone children's creativity too."

The objective of this study is to implement icebreaker activities that will stimulate student creativity. The utilization of mobile phones in educational settings has been demonstrated to yield a variety of advantages and characteristics that can be integrated into diverse learning strategies (Alghazi et al., 2020).

d. Mobile Phone

Subsequent to the preceding convocation, the students were assigned to formulate ice breakers. The subsequent meeting was designated for T1 to present the ice breakers that had been created. The Mobile phone functioned as an instructional media, providing students with a reference point as they presented the results of their group work. The subsequent photograph offers a visual representation of the presentation's format.

Image 4.6 Application media by T1

The presentations afford students the opportunity to enhance their self-assurance. Interactive activities with fellow students further facilitate this process. The pedagogical space delineated by the instructor is designed to promote students' cognitive and active learning engagement (Anggulian & Suneki, 2024).

e. Video used on Mobile Phone

The T2 class utilizes video as an Instructional Media to convey narrative text material, thereby facilitating the

dissemination of information and knowledge to students. The learning video loaded is an online video containing material about narrative text. The integration of technology has been demonstrated to enhance student engagement and facilitate a more conducive learning environment, as evidenced by the following observations,

Image 4.7 T2 using video, Mobile phone and worksheet

The efficacy of multimedia videos in facilitating learning has been a subject of considerable interest, with a growing body of evidence supporting its positive impact on students. This assertion is particularly salient in the context of children who demonstrate an inclination toward audio-visual learning styles. The visual and auditory stimuli present in multimedia videos have been shown to effectively engage students' sensory processes, thereby facilitating the acquisition of knowledge (Putra, 2017). Furthermore, T2's integration of multimedia videos is consistent with the technological and multimedia habits of its target demographic.

"If it's with a video, it's clearer. Then it also attracts students' interest too, right? It's not boring, there are videos,

there are pictures. The goal is to make children interested, and sometimes it's easier to understand the lesson."

T2's statement about the use of videos that can attract students to learning is in accordance with the theory of Instructional Media selection which states that one of the important points in determining Instructional Media is the closeness and relevance of the media to students (Dick & Carrey, 1985). students today have coexisted with technology and multimedia, by utilizing things that are close to them, learning will feel more mudsh for students so that it becomes a plus point for using videos to increase learning motivation.

Although video as a learning medium has been proven to have a good impact, the application of video in practice requires the help of instructional technologies. Because of its softfile nature, collective viewing of videos in the classroom requires an LCD projector and speakers. T2 in the lesson plan included LCD projectors and speakers as one of the instructional technologies. However, the limited number of LCD Projectors and speakers at SMPN 6 Purwokerto prevented T2 from carrying out the learning according to the lesson plan that had been made. To overcome this, T2 switched to using a cellphone during learning to share videos.

"If it's from the media, sometimes it's hard to get the video on the speaker, sometimes it's not loud enough. So yes, I share the video via whatsapp in the class group so that children can see for themselves."

As previously discussed, mobile phones offer a degree of flexibility and versatility that enhances their efficacy in educational settings. The convenience of mobile phones affords educators the flexibility to develop learning materials (Putra, 2019). In the context of the T2 meeting, the utilization of

video-based learning materials on mobile phones facilitated the formation of concepts in students regarding narrative text. This occurred through the alignment of the material with the media, the cultivation of interest, and the facilitation of ease of access.

f. Video used on LCD Projector

Following the conceptualization of the concept during the initial meeting, the subsequent meeting focused on the discussion of narrative text. Utilizing the same video, T2 expounded on the linguistic components of narrative text with the aid of an LCD projector and speakers. The subsequent illustration depicts the utilization of the LCD projector during this session.

Image 4.8 T2 using video, worksheet, LCD Projector

In accordance with the stipulated lesson plan, the learning video was incorporated as a teaching material. The interactive nature of the video encouraged collaboration, which facilitated further elaboration by T2 on the linguistic elements of narrative text and vocabulary. The integration of multimedia elements, particularly videos, into English language instruction has been identified as a strategy to enhance proficiency in speaking,

vocabulary, and listening skills (Suwastini et al., 2021). The use of videos in the classroom has been shown to facilitate a deeper engagement with the material, as videos offer a multi-sensory approach to learning that incorporates visual elements, auditory components, and written content (Dwifadjin & Pamungkas, 2020).

While the efficacy of videos is evident, challenges emerged during implementation, particularly in conjunction with LCD projectors and speakers. These challenges stemmed from a lack of familiarity with the utilized tools and the constraints imposed by internet connectivity in displaying videos. As previously outlined in the preparation for the utilization of the media section, further evaluation by the instructor remains necessary for the efficacy of instructional media.

g. Worksheet

T2 employed the worksheet over the course of two weeks, followed by two weeks of continuous activities. In the third meeting, the utilization of video as the primary Instructional Media was superseded by alternative teaching materials. The activities in the third meeting were more about differentiating content, in the form of a variety of learning materials based on student needs. The learning material utilized in this meeting constitutes a distinct narrative text, diverging from the format employed in the previous meeting used worksheet. To facilitate the utilization of diverse learning materials, T2 employed the use of worksheets. The following illustration depicts the utilization of worksheets.

Image 4.9 T2 using worksheet

The utilization of diverse learning materials, specifically narrative text types, is designed to cater to the varied characteristics of students. This approach aligns with the theory of differentiated content proposed by Tomlinson et al. (2014), which posits that the provision of varied learning materials is instrumental in catering to students' individual needs, taking into account their level of readiness, interests, and learning profiles. T2 further elaborated on the varied needs of students, stating that

"First, the ability of the students and the class situation too, sometimes it is not suitable to use differentiated learning methods. after the class situation we see, then look at the ability of the students. if I want to use it, it depends on the ability of the students or what level, this child is like this, like that. the class situation, then it is not suitable for the method and the level of the child's ability itself."

T2's pedagogical approach is predicated on an understanding of students' diverse needs, informing the design and implementation of learning experiences. The learning material contains individual activities that cater to students who demonstrate a preference for self-directed learning. The

implementation of this differentiated content is consistent with the principle of Differentiated Instruction, as outlined in the applicable curriculum.

In this fourth meeting, individual presentations and quizzes were implemented to provide students with the opportunity to evaluate their abilities. The activity at this meeting is an assessment stage, in which students and teachers are evaluated. The activity is based on a worksheet that was provided online by T2. Below is a snapshot of the presentations made by students.

Image 4.10 T2 using worksheet

The presentations afford students the opportunity to enhance their self-assurance. Interactive activities with fellow students further facilitate this process. The pedagogical space delineated by the instructor is designed to promote students' cognitive and active learning engagement (Anggulian & Suneki, 2024).

The activity stage of using Instructional Media refers to the application of media designed by the teacher in the learning process. The Differentiated Instruction method is predicated on the premise that educators employ a variety of Instructional

Media during a single meeting, thereby catering to the diverse requirements of students. However, in T1 and T2, the number of instructional media employed remains constrained, with a maximum of one type utilized in each meeting. A subsequent interview on the selection of instructional media revealed that the accessibility of resources suitable for this purpose acted as a hindrance (Barlian et al., 2019).

Despite the challenges associated with the implementation of Instructional Media, The application and commitment to the application of instructional media by T1 and T2 can be observed in the variety of activities. Concurrently, the utilization of worksheets and textbooks by T1 and T2 functioned as media for the Differentiated Instruction strategy, encompassing group activities. Group activities constitute a Differentiated Instruction strategy predicated on interest and learning profiles. This strategy aspires to facilitate the formation of a rotation of information among students who harbor an interest in learning in groups (Tomlinson, 2014). The existence of rotating learning activities among students also constitutes a form of student-centered approach, wherein the teacher no longer functions as the epicenter of learning, but rather as a supervisor and observer.

3. Final stage

At the conclusion of each instance of Instructional Media utilization, feedback is collected from teachers via a daily assessment of students. These activities are employed to gather feedback and implement assessment in accordance with Differentiated Instruction. The table below provides a comprehensive overview of the assessment activities implemented by T1 and T2,

Tabel 4.3 Final Stage

No.	Application Instructional Media for Differentiated Instruction	T1		T2	
		Code	Findings	Code	Findings
3.	Final Stage	T1-APP3-M1	students work in group to answer the worksheet given by the teacher	T2-APP3-M1	students work in group to answer the worksheet given by the teacher
		T1-APP3-M2	students work in group to answer the worksheet given by the teacher	T2-APP3-M2	students work in group to answer the worksheet given by the teacher
		T1-APP3-M3	students work on written assignment given by the teacher	T2-APP3-M3	students work in group to answer the worksheet given by the teacher
		T1-APP3-M4	student present their group work	T2-APP3-M4	students present their group work

An analysis of the observation data collected from T1 and T2 revealed a consistent final stage pattern. The utilization of group assessment and individual assessment. When viewed from the teaching module, T1 and T2 designed two types of assessment to meet the different needs of students and to serve a dual function: to collect feedback from the use of instructional media.

The subsequent section delineates the implementation of group and individual assessments.

Image 4. 11 T1 utilising group activity

Image 4.12 T1 using written assignment

Image 4.13 group representatives write the results of the
discussion on the whiteboard on T2's class

Image 4.14 T2 using individual assignment

The final stage of the learning process is essentially a
session in which students are granted the opportunity to articulate
their personal perspectives. The teacher's role is that of a
facilitator, directing students to utilize discussion media and
showcase the knowledge they have acquired during the learning
process. As posited by Sadiman et al. (2009), when activities are
conducted in groups, the teacher must provide questions

regarding the material to be used for discussion (Nastiti, 2020). In the learning and teaching process that has been observed, both T1 and T2 participants employ the same method to implement the final stage of the learning process. With worksheets on descriptive text material by T1 and narrative text by T2, students are directed to discuss and solve questions in groups, referring to the knowledge obtained during the learning process.

In addition to evaluating students' comprehension, group discussion constitutes an integral component of the Differentiated Instruction model (Moon, 2005). Alongside the assessment of students' readiness, interest, and learning profile, which are determined prior to the initiation of the instructional session, the evaluation at the conclusion of the session is imperative to monitor students' learning progress (Tomlinson et al., 2013). The final stage of Instructional Media implementation is the product stage of Differentiated Instruction. In this stage, the teacher collects student feedback from the use of Instructional Media by seeing how students show progress from the learning that has been done. On the Differentiated Instruction side, the final stage as assignment is the spare time for students to show how committed they are during the learning.

B. **Barriers on the using Instructional Media for Differentiated Instruction**

An analysis of the data collection process, including observations, interviews, and documentation, reveals that the barriers to the implementation of instructional media can be categorized into two distinct categories. The first category comprises internal constraints stemming from teacher-related factors. The external constraints are factors external

to the teacher. The presence of these obstacles hinders the effective implementation of instructional media. Barriers that was foun on the observation were stated in the table below,

Table 4.4 Barriers on the using Instructional Media for Differentiated Instruction Method

No.	Barriers on the using Instructional Media for Differentiated Instruction Method			
	T1		T2	
	Code	Findings	Code	Findings
1.	T1-B-M1	The facilities and infrastructure in the classroom do not support the use of technology and the teacher gets an emergency call in the middle of the lesson.	T2-B-M1	students' lack of motivation, focus, and activeness.
2.	T1-B-M2	students' lack of motivation and activeness.	T2-B-M2	unsupportive school infrastructure, teachers' lack of mastery in the use of technology, lack of motivation, focus, and student engagement.
3.	T1-B-M3	students' lack of motivation, focus, and activeness.	T2-B-M3	students' lack of motivation, focus, and activeness.
4.	T1-B-M4	students' lack of motivation, focus, and activeness.	T2-B-M4	students' lack of motivation, focus, and activeness.

T1 and T2's observations and interviews during the learning process revealed two main challenges: student conditions and infrastructure that does not support the use of technology-based instructional media. From the explanation in the preparation and activity

using media section, it has been mentioned that some difficulties did arise during the implementation of learning. T1 and T1 did not use the media that had been designed in the lesson plan. From interviews with two participants, T1 and T2 stated the following,

"The difficulties that hinder this are the passive character of the students. If they are not given orders, they do not follow the learning well. Then the incomplete infrastructure. LCD projectors are limited to one unit per subject." (T1-B-INT)

"The obstacle I encountered was class control. student characters are difficult to control, students are sometimes difficult to focus, difficult to concentrate. Sometimes I use learning with games but students only focus during the game. the game is over, their focus is divided again." (T2-B-INT)

Students, as the primary objects of education in the implementation of learning, constitute a significant impediment. While the objective of learning is student development, the nature of students is diverse, and some have a detrimental effect on other students. Both T1 and T2 cited students as a barrier and challenge during learning in the interviews conducted. Previous research and theories also indicate that students act as a barrier to learning. A lack of preparation and discipline on the part of students hinders learning, particularly in the context of Differentiated Instruction (Lavania & Nor, 2020).

In addition to the challenges associated with Differentiated Instruction, obstacles emerge when attempting to utilize Instructional Media due to the complexity of accessing technology-based media. This phenomenon is exemplified by the observations of T1 and T2, who differed from the technology planned for the Lesson Plan, and T2, who encountered difficulties using the LCD Projector. The interview conducted regarding the difficulties faced by T1 and T2 indicated that,

"The infrastructure here is limited. especially for the use of LCD, which is only one unit per subject. so when circumstances do not allow, I have to use other media during learning that are already available in the classroom." (T1-B-INT)

"Because it is limited, so I utilize what can be used first. If the LCD is not possible then I use a cellphone to be the media." (T2-B-INT)

The implementation of instructional media is often hindered by obstacles related to the accessibility of instructional technologies, which are influenced by various factors. According to Adams (2015) and Adegbija & Fakomogbon (2012), the constraints on the application of instructional media are attributed to limitations in time, access, and support from instructional technologies. Lack of understanding of the use of instructional technologies by teachers is also an internal factor that hinders the implementation of Instrucitonal Media. As a tool, objects such as LCD projectors function to distribute instructional media, which contains learning material information. The disruption of this system can interfere with the learning process.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter summarizes the key elements of the research, including the methods used, the findings, and the analysis. It also offers recommendations for future research, which are based on the research process that has been carried out.

A. Conclusion

This study successfully answered the formulation of the problem, namely How teachers use Instructional Media for Differentiated Instruction and Barriers on the use of Instructional Media for Differentiated Instruction. In the use of instructional media, the teachers arrange and select Instructional Media by adapt to learning materials, student needs and ease of access to adapted to the principles of Differentiated Instruction. In using Instructional Media in the classroom, Instructional Media is used as a communication tool to deliver information from teachers to students with its function to deliver learning materials. Combined with several activities such as group activities and individual assignments, Instructional Media also functions as a differentiated strategy.

Although it went well, both teachers still found barriers. these barriers are students who lack discipline, passivity and difficulty focusing. as well as the lack of technology-based facilities. resulting in many changes from design to implementation..

B. Suggestion

1. For the researcher

   It is imperative that this research provides a substantial foundation of experience and knowledge regarding the Instructional Media for Differentiated Instruction, particularly in the context of learning English as a prospective teacher.

2. For English teacher

It is hypothesized that this research will provide teachers with the necessary support to incorporate creativity into English language subject, encompassing the differentiation of students.

3. For the other researcher

Prior to conducting research, it is imperative that other researchers ensure meticulous preparation.

C. **Limitation of Study**

The constraints inherent in this research are predicated on the temporal limitations imposed on educators. This is due to the fact that students engage in a variety of activities prior to the commencement of learning. Additionally, researchers encounter constraints in documenting photographs of teacher and student activities during the implementation of the discovery learning model at each stage. Finally, the implementation of the model is restricted to superior classes, not encompassing all the classes taught by the teacher.

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APPENDICES

OBSERVATION FIELDNOTE

Observation Schedule   :

Time   :

Teacher   :

Class   :

Learning Topic   :

Meeting   :

1. Preparation and Planning
    1) Determine Instructional media by adjusting learning materials and learning goals

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    2) Test the Instructional Media before learning.

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    3) Identify students' readiness, interest, and learning profiles.

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    4) Organize learning materials according to students readiness differentiation, interest differentiateion, and learning profile differentiation.

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2. Using Instructional Media in Differentiated Instruction
    1) Prepare Instructional Media and necessary tools before the lesson starts.
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    2) Instructional Media is used according to its function in the Lesson Plan (Modul Ajar).
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    3) Teacher paying attention to the placement and the way of using Instructional Media.
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    4) Use various Instructional Media to accommodate student interest differentiation.
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    5) The class adjusted into various way of learning activities to accommodate students learning profile differentiation.
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6) The assignment are structured according to the stages, processses, and working habits that are develop during the learning process.

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7) Teacher provides guidance during learning.

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3. The Result of Using instructional Media in Differentiated Instruction
1) Student activeness during learning is increased.

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2) Learning materials are well delivered.

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3) Students give a positive respons to the learning process.

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4) Maintened focus and increased intellectual development, interest, motivation, self-awareness, and responsibility of student.

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5) Students aware of the knowledge, understanding, and skills that required of the learning activities.

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4. Barriers in using instructional Media in Differentiated Instruction
   1) Time constraints

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   2) Class size

   …………………………………………………………………………………………

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   …………………………………………………………………………………………

   3) School administration/facilities

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   …………………………………………………………………………………………

   4) Lack of resources

   …………………………………………………………………………………………

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   5) Lack of access and support from Instructional technologies

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6) Students

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7) Lack of methodology and teaching knowledge

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8) Personal teaching beliefs

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9) Nature of Differentiated Instruction

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INTERVIEW GUIDELINES

Interview Schedule   :

Time   :

Teacher   :

Class   :

Learning Topic   :

Meeting   :

1) Saat merancang pembelajaran dengan metode pembelajaran berdiferensiasi, hal-hal apa saja yang ibu perhatikan?

2) Bagaimana cara Ibu mengetahui karakteristik mendasar siswa pada Pembelajaran Berdiferensiasi, yaitu Readiness, Interest, dan Learning Profile?

3) Bagaimana cara ibu membuat konten, proses, dan produk dari pembelajaran yang menggunakan metode Pembelajaran Berdiferensiasi?

4) Bagaimana Ibu menentukan jenis instructional Media yang cocok digunakan pada Pembelajaran Berdeferensiasi?

5) Jenis instructional Media apa yang paling sering Ibu gunakan dan apa alasannya?

6) Bagaimana cara Ibu melakukan uji coba Instructional Media?

7) Adakah kesulitan selama pembelajaran yang ibu hadapi?

8) Apakah ibu menggunakan Instructional Media sebagai salah satu sarana memenuhi perbedaan karakter siswa?

9) Bagaimana cara ibu menjaga fokus dan motivasi belajar siswa?

OBSERVATION FIELDNOTE

Observation Schedule	:	Thursday, 24 Oct 2024
Time	:	10.10 - 11.30
Teacher	:	Mrs Sri Daryanti (T1)
Class	:	8 7E
Learning Topic	:	Descriptive text
Meeting	:	1

1. Preparation and Planning

   1) Determine Instructional media by adjusting learning materials and learning goals

   (INTERVIEW)

   2) Test the Instructional Media before learning.

   (INTERVIEW) - guru melakukan guessing

   3) Identify students' readiness, interest, and learning profiles.

   (INTERVIEW)

   4) Organize learning materials according to students readiness differentiation, interest differentiateion, and learning profile differentiation.

   (INTERVIEW)

   6) The assignment are structured according to the stages, processses, and working habits that are develop during the learning process.

   Soal² pada tugas masih berpusat pd materi, dan cara menjawabnya sudah diajarkan di penjelasan materi

   7) Teacher provides guidance during learning.

   Guru selalu memberi pengarahan selama pembelajaran.

3. The Result of Using instructional Media in Differentiated Instruction

   1) Student activeness during learning is increased.

   Ya. Guru aktif bertanya pada siswa.

   2) Learning materials are well delivered.

   Dilihat dari hasil tugas dan keaktifan siswa, materi tersampaikan dg baik.

   3) Students give a positive respons to the learning process.

   Ya.

   4) Maintened focus and increased intellectual development, interest, motivation, self-awareness, and responsibility of student.

   Selama guru masih mengajar setelah guru izin, siswa menunjukkan sikap indisipliner.

2. Using Instructional Media in Differentiated Instruction

   1) Prepare Instructional Media and necessary tools before the lesson starts.

      Media konvensional spt textbook sudah disiapkan sblm pembelajaran dimulai. Media realia disiapkan immediately saat pembelajaran berlangsung.

   2) Instructional Media is used according to its function in the Lesson Plan (Modul Ajar).

   3) Teacher paying attention to the placement and the way of using Instructional Media.

      Siswa yg ditunjuk utk menjadi model ditempatkan di tengah kelas agar semua temannya melihat. Realia ini berguna utk menjelaskan materi. Textbook untuk tugas kelompok.

   4) Use various Instructional Media to accommodate student interest differentiation.

      Realia utk menarik minat siswa. textbook utk tugas kelompok utk menunjukkan motivasi.

   5) The class adjusted into various way of learning activities to accommodate students learning profile differentiation.

      Drawing/ coring untuk siswa yg suka belajar sendiri, dan group activity utk siswa yg suka berkelompok.

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6) Students

..... Ya. Karakter siswa yg indisipliner. ....
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7) Lack of methodology and teaching knowledge

..... No. ....
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8) Personal teaching beliefs

..... No. ....
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9) Nature of Differentiated Instruction

..... No. ....
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6) The assignment are structured according to the stages, processsses, and working habits that are develop during the learning process.

....Working habits yg dibiasakan saat pembelajaran di-
....gunakan untuk menjawab pertanyaan.....................

7) Teacher provides guidance during learning.

....Guru selalu mengarahkan siswa.................................

3. The Result of Using instructional Media in Differentiated Instruction

1) Student activeness during learning is increased.

....Dari pertanyaan guru, siswa menunjukkan keaktifan.......

2) Learning materials are well delivered.

....Dilihat dari hasil tugas, siswa memahami materi...........

3) Students give a positive respons to the learning process.

....Ya. Siswa aktif menanggapi selama pembelajaran..........

4) Maintened focus and increased intellectual development, interest, motivation, self-awareness, and responsibility of student.

....Ya. ....

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5) Students aware of the knowledge, understanding, and skills that required of the learning activities.

..... Ya. Siswa memahami apa yg harus dilakukan ....

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4. Barriers in using instructional Media in Differentiated Instruction

1) Time constraints

..... No. ....

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2) Class size

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3) School administration/facilities

..... No. ....

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4) Lack of resources

..... No. ....

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5) Lack of access and support from Instructional technologies

..... Ya. ....

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6) Students
......Yes.
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7) Lack of methodology and teaching knowledge
......No.
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8) Personal teaching beliefs
......No.
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9) Nature of Differentiated Instruction
......No.
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OBSERVATION FIELDNOTE

Observation Schedule : Tuesday, 14 Nov 2024

Time : 10:50 - 12:10

Teacher : Mrs. Sri Daryanti

Class : 7E

Learning Topic : Descriptive text

Meeting : 3

1. Preparation and Planning
   1) Determine Instructional media by adjusting learning materials and learning goals
      ....(INTERVIEW)..
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      ....

   2) Test the Instructional Media before learning.
      ....(INTERVIEW)...
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      ....
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   3) Identify students' readiness, interest, and learning profiles.
      ....(INTERVIEW)...
      ....
      ....
      ....
      ....

   4) Organize learning materials according to students readiness differentiation, interest differentiateion, and learning profile differentiation.
      ....(INTERVIEW)...
      ....
      ....
      ....
      ....

2. Using Instructional Media in Differentiated Instruction
   1) Prepare Instructional Media and necessary tools before the lesson starts.

   ...... Ya. Guru menyiapkan media sblm pembelajara ......
   ...... dimulai. ......
   ....
   ....
   ....

   2) Instructional Media is used according to its function in the Lesson Plan
      (Modul Ajar).

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

   3) Teacher paying attention to the placement and the way of using Instructional
      Media.

   ...... Guru membiasakan arahan sebelum digunakan. ......
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   ....

   4) Use various Instructional Media to accommodate student interest
      differentiation.

   ...... No. Guru hanya menggunakan internet sbg ......
   ...... media ......
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   ....
   ....
   ....

   5) The class adjusted into various way of learning activities to accommodate
      students learning profile differentiation.

   ...... pertemuan ini dilakukan ull- group activity melaci ......
   ...... ca working. ......
   ....
   ....
   ....

6) The assignment are structured according to the stages, processsses, and working habits that are develop during the learning process.

Ya. Tugas diberkan oleh guru memberi arahan.

7) Teacher provides guidance during learning.

guru selalu mengarahkan siswa.

3. The Result of Using instructional Media in Differentiated Instruction

1) Student activeness during learning is increased.

Ya. Siswa aktif selama pembelajaran.

2) Learning materials are well delivered.

Dilihat dr siswa yg mampu mengerjakan tugas sesuai arahan

3) Students give a positive respons to the learning process.

Ya.

4) Maintened focus and increased intellectual development, interest, motivation, self-awareness, and responsibility of student.

Ya.

....
....

5) Students aware of the knowledge, understanding, and skills that required of the learning activities.

...... Siswa afty bertaya apabila menemui kabigigan
...... silema pmbelaya.

4. Barriers in using instructional Media in Differentiated Instruction

   1) Time constraints
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   2) Class size
      ...... New
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   3) School administration/facilities
      ...... Ne-
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   4) Lack of resources
      ...... Mo.
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   5) Lack of access and support from Instructional technologies
      ...... Ya.
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6) Students

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7) Lack of methodology and teaching knowledge

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8) Personal teaching beliefs

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9) Nature of Differentiated Instruction

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OBSERVATION FIELDNOTE

Observation Schedule : Thursday, 21 November 2024

Time : 07:15 –

Teacher : Mrs. Sri Baryanti

Class : 7E

Learning Topic : Descriptive text.

Meeting : 4

1. Preparation and Planning
   1) Determine Instructional media by adjusting learning materials and learning goals

   ......(INTERVIEW)...
   ....
   ....
   ....
   ....

   2) Test the Instructional Media before learning.

   ......(INTERVIEW)...
   ....
   ....
   ....
   ....

   3) Identify students' readiness, interest, and learning profiles.

   ......(INTERVIEW)...
   ....
   ....
   ....
   ....

   4) Organize learning materials according to students readiness differentiation, interest differentiateion, and learning profile differentiation.

   ......(INTERVIEW)...
   ....
   ....
   ....
   ....

2. Using Instructional Media in Differentiated Instruction
   1) Prepare Instructional Media and necessary tools before the lesson starts.
      ...... Guru tidak menyiapkan hal khusus selain textbook.
      ....
      ....
      ....
      ....

   2) Instructional Media is used according to its function in the Lesson Plan
      (Modul Ajar).
      ....
      ....
      ....
      ....
      ....

   3) Teacher paying attention to the placement and the way of using Instructional
      Media.
      ...... Internet hanya digunakan pada saal tertentu utb.
      ...... mengcuptan tugas.
      ....
      ....
      ....

   4) Use various Instructional Media to accommodate student interest
      differentiation.
      ...... No, guru hanya menggunakan textbook
      ....
      ....
      ....
      ....
      ....

   5) The class adjusted into various way of learning activities to accommodate
      students learning profile differentiation.
      ...... pertemuan ini dialokasikan untuk presentasi
      ....
      ....
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6) The assignment are structured according to the stages, processsses, and working habits that are develop during the learning process.

.......Yes. Setelah diberi araha sblnya.............................

7) Teacher provides guidance during learning.

......Ya. Guru selalu memberi arahan.............................

3. The Result of Using instructional Media in Differentiated Instruction

1) Student activeness during learning is increased.

......Ya. Karena presentari ditumun abtj. Guru manusitban tiap anggota kelompol berpartisipasi.

2) Learning materials are well delivered.

......Dengan hasil bahwa siswa mampu mempresentasikan hasil diskusi.

3) Students give a positive respons to the learning process.

......Ya.............................

4) Maintened focus and increased intellectual development, interest, motivation, self-awareness, and responsibility of student.

......Ya.............................

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5) Students aware of the knowledge, understanding, and skills that required of the learning activities. ...Siswa mamahami dg baik materi dan tugas yg diberikan.

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4. Barriers in using instructional Media in Differentiated Instruction

1) Time constraints
......No.
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2) Class size
......No.
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3) School administration/facilities
......No. Yes.
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4) Lack of resources
......No.
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5) Lack of access and support from Instructional technologies
......Yes.
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6) Students

..... Yes. Stewa inthing dan fewer indisceplina ....

7) Lack of methodology and teaching knowledge

..... No ....

8) Personal teaching beliefs

..... No. ....

9) Nature of Differentiated Instruction

..... No. ....

OBSERVATION FIELDNOTE

Observation Schedule : Thursday, 24 Oct. 2024

Time : 08 : 35

Teacher : Mrs. Desi (T2)

Class : 8C

Learning Topic : Narrative text

Meeting : 1

1. Preparation and Planning
   1) Determine Instructional media by adjusting learning materials and learning goals
      ...(INTERVIEW)..
      ....
      ....
      ....
      ....

   2) Test the Instructional Media before learning.
      ...(INTERVIEW)..
      ....
      ....
      ....
      ....

   3) Identify students' readiness, interest, and learning profiles.
      ...(INTERVIEW)..
      ....
      ....
      ....
      ....

   4) Organize learning materials according to students readiness differentiation, interest differentiateion, and learning profile differentiation.
      ...(INTERVIEW)..
      ....
      ....
      ....
      ....

2. Using Instructional Media in Differentiated Instruction
   1) Prepare Instructional Media and necessary tools before the lesson starts.

   Persiapan guru berupa mengirim video pembelajaran kepada
   siswa sebelum pertemuan dan worksheet yang digunakan.
   Juga mempersiapkan textbook.

   2) Instructional Media is used according to its function in the Lesson Plan
      (Modul Ajar).

   Video pembelajaran sudah digunakan sebagaimana yg ter-
   tulis di Modul ajar. Namun, instructional technologies yg
   digunakan berbeda.

   3) Teacher paying attention to the placement and the way of using Instructional
      Media.

   Ya. Guru menggunakan video shg pengantar materi dan
   rujukan. Karena tidak menggunakan LCD melainkan HP
   pribadi siswa, guru mengontrol penggunaan disaat yg
   diperlukan.

   4) Use various Instructional Media to accommodate student interest
      differentiation.

   Guru menggunakan video, worksheet, HP, papan tulis.

   5) The class adjusted into various way of learning activities to accommodate
      students learning profile differentiation.

   Guru melakukan kegiatan mengoreksi pretest sblum penjelasan
   materi. Penjelasan materi dilakukan dengan discovery
   learning. Kemudian siswa berkelompok untuk mengerjakan
   tugas, dan mengerjakan tugas mengartikan kata secara
   pribadi.

6) The assignment are structured according to the stages, processsses, and working habits that are develop during the learning process.

Tugas yang diberikan berupa mengartikan kata dan tugas kelompok sesuai dengan alur dan materi yang diberikan.

7) Teacher provides guidance during learning.

Guru memberikan arahan penuh selama pembelajaran.

3. The Result of Using instructional Media in Differentiated Instruction

1) Student activeness during learning is increased.

Siswa masih pasif. Guru perlu mengulangi perintah beberapa kali dan memberi peringatan.

2) Learning materials are well delivered.

Siswa dapat mengerjakan tugas dengan baik.

3) Students give a positive respons to the learning process.

Hanya sebagian kecil. Kurang dari 5 orang.

4) Maintened focus and increased intellectual development, interest, motivation, self-awareness, and responsibility of student.

Tidak. Hanya kurang dari 5 anak.

....

....

5) Students aware of the knowledge, understanding, and skills that required of the learning activities.

Dari sikap selama pembelajaran dan bagaimana mereka mengerjakan tugas. Bisa ditebakan siswa memahami

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4. Barriers in using instructional Media in Differentiated Instruction

1) Time constraints

No.

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2) Class size

Tidak.

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3) School administration/facilities

Ya. Guru menggunakan HP sbg Instructional Media karena LCD projektor jumlahnya terbatas.

....

....

....

4) Lack of resources

Tidak

....

....

....

....

5) Lack of access and support from Instructional technologies

Ya. Instructional technologies semacam LCD projector jumlah nya terbatas.

....

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....

6) Students

Ya: Terlalu pasif dan bersikap Indisipliner selama pembela-
jaran. Tidak memperhatikan.

....

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7) Lack of methodology and teaching knowledge

Ya. Guru masih kesulitan mengkondisikan siswa.

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8) Personal teaching beliefs

Tidak.

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9) Nature of Differentiated Instruction

tidak.

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OBSERVATION FIELDNOTE

Observation Schedule : Tuesday, 5 Nov 2024

Time : 09:30 - 10.80

Teacher : Mr. Desi F

Class : 8C

Learning Topic : Narrative text

Meeting : 2

1 Preparation and Planning

1) Determine Instructional media by adjusting learning materials and learning goals
(INTERVIEW)

2) Test the Instructional Media before learning.
(INTERVIEW)

3) Identify students' readiness, interest, and learning profiles.
(INTERVIEW)

4) Organize learning materials according to students readiness differentiation, interest differentiation, and learning profile differentiation.
(INTERVIEW)

2. Using Instructional Media in Differentiated Instruction
   1) Prepare Instructional Media and necessary tools before the lesson starts.

   Media konvensional spt textbook sudah disiapkan sebelum pembelajaran dimulai. Tetapi LCD disiapkan setelah pelajaran dimulai.

   2) Instructional Media is used according to its function in the Lesson Plan (Modul Ajar).

   Ya. Video diputar menggunakan LCD projettor.

   3) Teacher paying attention to the placement and the way of using Instructional Media.

   LCD ditempatkan di meja paling depan dan ditengah supaya terlihat oleh seluruh siswa. Digunakan utk mena-yangkan video dan dari video tsb guru menjelaskan materi juga menampilkan worksheet.

   4) Use various Instructional Media to accommodate student interest differentiation.

   Guru menggunakan Video, Worksheet, textbook, LED Proyektor

   5) The class adjusted into various way of learning activities to accommodate students learning profile differentiation.

   Penjelasan materi dilakukan oleh guru dengan discovery learning, kemudian group activity dan presentasi.

6) The assignment are structured according to the stages, processsses, and working habits that are develop during the learning process.

..... tugas yang diberikan masih serupa dg materi yg ..... diberikan

7) Teacher provides guidance during learning.

..... Guru selalu memberi arahan dalam proses pembelajaran ..... dari awal hingga akhir.

3. The Result of Using instructional Media in Differentiated Instruction

1) Student activeness during learning is increased.

..... Siswa pasif. Hanya kurang dari 3 orang yg ..... aktif

2) Learning materials are well delivered.

..... Dilihat dari hasil tugas, siswa memahami materi

3) Students give a positive respons to the learning process.

..... Tidak. Sebagian bersikap pasif.

4) Maintened focus and increased intellectual development, interest, motivation, self-awareness, and responsibility of student.

..... Peningkatan pengetahuan ada. Tetapi motivasi, dll masih ..... kurang

5) Students aware of the knowledge, understanding, and skills that required of the learning activities

Ya. Dilihat dari siswa yg bisa mengerjakan tugas yang diberikan.

4   Barriers in using instructional Media in Differentiated Instruction

1) Time constraints

Tidak

2) Class size

Tidak

3) School administration/facilities

Kurangnya fasilitas berbasis teknologi

4) Lack of resources

tidak.

5) Lack of access and support from Instructional technologies

Ya. Jumlahnya sangat terbatas.

6) Students

.....Ya.. Sangat para dan indisipliner.

7) Lack of methodology and teaching knowledge

.....Ya.. Masih kurang menguasai kelas)

8) Personal teaching beliefs

.....Tidak.

9) Nature of Differentiated Instruction

.....Tidak.

OBSERVATION FIELDNOTE

Observation Schedule : Thursday, 7 Nov 2024

Time : 08:35 s/d · selesai

Teacher : Mrs. Desi (T2)

Class : 8E

Learning Topic : Narrative text

Meeting : 3

1. Preparation and Planning
   1) Determine Instructional media by adjusting learning materials and learning goals

   ...(INTERVIEW)..
   ....
   ....
   ....
   ....

   2) Test the Instructional Media before learning.

   (INTERVIEW)...
   ....
   ....
   ....
   ....

   3) Identify students' readiness, interest, and learning profiles.

   ..(INTERVIEW)...
   ....
   ....
   ....
   ....

   4) Organize learning materials according to students readiness differentiation, interest differentiateion, and learning profile differentiation.

   ....(INTERVIEW)...
   ....
   ....
   ....

2. Using Instructional Media in Differentiated Instruction
   1) Prepare Instructional Media and necessary tools before the lesson starts.

   Guru mempersiapkan media yg digunakan yaitu worksheet dan textbook sebelum pembelajaran. Worksheet dibagikan kpd siswa melewi whatsapp

   2) Instructional Media is used according to its function in the Lesson Plan (Modul Ajar).

   Ya. Worksheet dan textboot digunakan sesuai fungsi

   3) Teacher paying attention to the placement and the way of using Instructional Media.

   Dalam menerangkan materi, guru menulikannya di tengah papan tulis. Setelah penjelasan materi, siswa mempresentasikan hasil diskusi kelopok.

   4) Use various Instructional Media to accommodate student interest differentiation.

   Presentasi dg worksheet.

   5) The class adjusted into various way of learning activities to accommodate students learning profile differentiation.

   presentasi keloopok

6) The assignment are structured according to the stages, processsses, and
working habits that are develop during the learning process.
soal. soal pada worksheet menyesuaikan dg hal yg
dibarengan dari strategi discovery learning.

7) Teacher provides guidance during learning.
Guru selalu mengarahkan dan p. mengontrol proses
presentasi.

3. The Result of Using instructional Media in Differentiated Instruction
1) Student activeness during learning is increased.
Selama proses presentasi, siswa tidak memberikan
tanggapan kecuali diminta

2) Learning materials are well delivered.
Dari hasil pekerjaan siswa, materi bisa dimengerti
oleh siswa.

3) Students give a positive respons to the learning process.
Tidak. siswa sangat pasif.

4) Maintened focus and increased intellectual development, interest, motivation,
self-awareness, and responsibility of student.
Ya untuk Intellectual development. Selebihnya tidak.

....
....

5) Students aware of the knowledge, understanding, and skills that required of
the learning activities.

.....Ya. Maraka berhut mengerjakan tugas...................
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4. Barriers in using instructional Media in Differentiated Instruction

1) Time constraints

.....Tidak...
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2) Class size

.....tidak...
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3) School administration/facilities

.....Iya...
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4) Lack of resources

.....Tidak...
....
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....
....

5) Lack of access and support from Instructional technologies

.....Iya...
....
....

INTERVIEW TRANSKRIP

INSTRUCTIONAL MEDIA
FOR DIFFERENTIATED INSTRUCTION METHOD:
A CASE STUDY OF ENGLISH TEACHERS AT SMPN 6 PURWOKERTO

Observation date : Tuesday, November 26th 2024

Time : 10:00-10:30

Teacher : Mrs. Sri Daryanti K., S.Pd (T1)

Interviewer : Kharisma Safa Imanina (KS)

KS : "Saat merancang pembelajaran dengan metode pembelajaran berdiferensiasi, hal-hal apa saja yang mom perhatikan?"

T1 : "Saat merancang pembelajaran berdiferensiasi mom itu yang pertama pasti perhatikan kondisi kelasnya. Dari siswanya, karakter-karakter mereka itu kan setiap kelas berbeda ya. Ada yang pembawaannya ramai, ada yang kalem, itu pasti mom perhatikan satu-satu terutama untuk anak-anak yang khusus ya butuh perhatian lebih. Terus dari sarprasnya di kelas, kelengkapannya, yang mendukung selama pemebelajaran apa aja. itu sih kalau mom itu dulu."

KS : Bagaimana cara mom mengetahui karakteristik mendasar siswa, sepeerti readiness, interest, dan learning profile?"

T1 : "Untuk memahami karakter siswa ya, mom itu suka mengamati mereka. Jadi satu kelas itu mom bagi jadi beberapa kelompok, acak. Terus mom amati selama pembelajaran gimana sikapnya. Biasanya mom juga kasih mereka pertanyaan, dilihat dari respon mereka terhadap pertanyaan itu, langsung bisa menjawab atau ada yang harus dipanggil dulu namanya. Jadi mom suka memperhatikan cara mereka belajar sambil mom mengingat-ngingat juga."

KS : " Bagaimana cara mom membuat materi pembelajaran dari pembelajaran berdiferensiasi?"

T1 : "Memilih CP dan ATP yang paling sesuai. Jadi di silabus kan sudah ada ATP yang harus diajarkan selama satu tahun pembelajaran. Nah mom pilih salah satu ATP yang cocok untuk kondisi siswa ya apalagi anak-anak sekarang itu berbeda dari jaman dulu, harus diajarkan dari yang paling dasar. Jadi mom pilih ATP yang paling mudah untuk mereka."

KS : "Bagaimana cara mom menentukan jenis Instructional Media yang cocok digunakan pada pembelajaran berdiferensiasi?"

T1 : "Mom gampang aja, pilih apa yang ada di kelas. Di dalam kelas ini kan banyak benda yang bisa dimanfaatkan untuk pembelajaran, mom pakai itu dulu. Karena kalau menggunakan yang perlu teknologi seperti LCD itu kan terbatas, hanya ada satu untuk satu mapel, jadi daripada rebutan mom ngalah aja, paling untuk yang menggunakan LCD itu satu semester beberapa kali saja. Terus kalau di kelas tidak memenuhi mom gunakan juga lingkungan sekolah ya, untuk beberapa materi yang cocok dengan kegiatan luar ruangan itu mom suka ajak siswa belajar diluar, seperti lapangan basket atau pendopo di depan."

KS : "Jenis Instructional Media apa yang paling sering mom gunakan dan apa alasannya?"

T1 : "Instructional Media yang paling sering itu ya apa yang terdekat dengan siswa. seperti pertemuan kemarim itu, mom tunjuk anak buat jadi contoh, itu kan paling mudah dan anak juga jadi tertarik gitu dengan liat temannya maju kedepan. Buku juga, karena itu sudah jelas ya setiap anak punya sendiri-sendiri. Makanya sebelum pembelajaran itu mom pasti selalu memastikan bukunya sudah siap di meja semua."

KS : "Bagaimana cara mom menguji coba Instructional Media?"

T1 : "Untuk uji coba itu mom pakai metode guessing. Jadi anak-anak mom beri clue untuk si media ini, dan anak menebak medianya berupa apa. Clue yang mom kasih itu pertanyaan-pertanyaan soal si benda yang jadi media ini."

KS : "Adakah kesulitan selama pembelajaran yang mom hadapi?"

T1 : "Siswa. Seperti yang mom sudah bilang tadi ya, siswa jaman sekarang itu sudah berbeda dengan jaman dulu. berbedanya itu, anak-anak sekarang ini

tidak mau diatur. Jadi kalau sudah gak mau, itu sulit. Makanya mom itu ekstra sekali selama pembelajaran jaga fokus mereka dan keaktifan mereka itu pasif banget ya. Kalau tidak dipanggil atau diingatkan mereka lebih suka diam. Jadi itu kenapa mom sering sebar pertanyaan ke anak-anak yang sudah gk fokus dan mulai mengganggu temannya. Terus dari segi sarpras juga. Terbatas kita disini untuk memakai media yang teknologi-teknologi seperti itu ya, yang mom sudah sebutkan."

KS : "Bagaimana cara ibu menjaga fokus dan motivasi belajar siswa?"

T1 : "Mom itu sering menggunakan making promise. Jadi setiap pembelajaran dimulai itu mereka mom ajak berjanji dulu, harus belajar dengan baik, tenang, memperhatikan. Selain itu, mom juga suka menjaga kedekatan dengan mereka, dari menghapalkan nama dan karakternya seperti itu. Kalau sudah dekat, mereka akan percaya dengan mom dan tau mom seperti apa. Nanti di kelas mereka akan langsung paham *oh di kelas mom gak suka dengan yang bicara sendiri, harus memperhatikan*. Nah dengan cara itu mereka paham sendiri."

INTERVIEW TRANSKRIP

INSTRUCTIONAL MEDIA
FOR DIFFERENTIATED INSTRUCTION METHOD:
A CASE STUDY OF ENGLISH TEACHERS AT SMPN 6 PURWOKERTO

Observation date : Tuesday, November 26th 2024

Time : 13:15-13:30

Teacher : Mrs. Desi F, S.Pd (T2)

Interviewer : Kharisma Safa Imanina (KS)

KS : "Saat merancang pembelajaran dengan metode pembelajaran berdiferensiasi, hal-hal apa saja yang ibu perhatikan?"

T2 : "Pertama, kemampuan siswanya dan situasi kelas juga ya, kadang pas enggak untuk menggunakan metode pembelajaran berdiferensiasi. setelah situasi kelas kita lihat, lalu melihat kemampuan siswa. kalau itu kan saya mau menggunakan itu tergantung kemampuan siswanya atau levelnya apa ya, si anak ini begini, seperti itu. situasi kelasnya, kemudian pas enggak untuk metode itu dan tingkat kemampuan anak itu sendiri."

KS : " Bagaimana cara Ibu mengetahui karakteristik mendasar siswa pada Pembelajaran Berdiferensiasi, yaitu Readiness, Interest, dan Learning Profile?

T2 : "Untuk mengetahui itu ya dengan pretest itu ya. Sesuai hasil awalnya misalnya di pretestnya ini anak begini, ada yang begitu dan dikelompokkan sesuai dengan kelas kelompoknya. itu sih. Seperti yang kemarin itu saya berikan soal-soal pretest soal teks naratif dan past tense. Kemudian dilihat dari hasil pretest itu ya, anak yang hasilnya bagus, tinggi, ada yang rendah. Nah setelah masuk materi, saat pengelompokkan siswa itu dilihat dari situ."

KS : "Bagaimana cara ibu membuat konten, proses, dan produk dari pembelajaran yang menggunakan metode Pembelajaran Berdiferensiasi?"

T2 : "Mengikuti sesuai yang di ATP ya, itu kan sudah ada disusun untuk semester ini itu kan ada disitu. Misalkan siswa dapat memahami teks naratif. Melihat dari situ, nah saya menentukan dalam modul ajar, kadang satu ATP apa dua ATP itu dalam satu modul ajar. Kadang juga hanya satu TP. Tergantung untuk beberapa kali pertemuan. biasanya kalau hanya satu ATP satu pertemuan, kadang dua.,Ya tergantung sikon ya. ternyata pelaksanaannya hanya satu, jadi ya sesuai dengan ada si ATP, menyesuaikan materi yang akan diambil. Kan bebas juga yang penting ada disitu, kadang saya tetpa sesikan dengan situasi di kelas."

KS : "Bagaimana Ibu menentukan jenis instructional Media yang cocok digunakan pada Pembelajaran Berdeferensiasi?"

T2 : "Pertama sebenarnya kalau penggunaan media saya lihat dari materinya dulu. Misalkan past tense ya palingan dengan misalkan gambar, atau misalkan past tense medianya hanya video pembelajaran saja. Jadi tergantung melihat materinya dulu apa. Kemudian yang kedua juga terkait kondisi siswanya juga. Kadang kan ada yang, apa, anaknya rame atau apa misalnya pakai ini kayaknya kurang pas. Tapi yang utama sih dari materinya."

KS : "Jenis instructional Media apa yang paling sering Ibu gunakan dan apa alasannya?"

T2 : " Kalau yang sering biasanya itu ya video. Gambar juga paling gambar yang ditayangkan dengan powerpoint. Kalau gambar ini fungsinya ya sebagai pemantik saja. Misalnya materi tentang independence day, itu gambar yang ditayangkan tetap mengikuti materi misal soal teks recount. Ya saya tayangkan gambar main kelereng, tujubelasan. itu ya buat pemantik. Kalau buat materinya ya itu dengan video."

KS : "Bagaimana cara Ibu melakukan uji coba Instructional Media?:

T2 : "Ya paling, ngecek. Misalkan milih-milih video, ini pas enggak ya videonya untuk materi ini kaya gitu. pas enggak, ada kaitannya enggak dengan

materi. Kadang juga kan misalkan kalau di youtube gitu kan banyak sekali materi yang sama tapi ada yang kurang pas materinya. Dilihat kira-kira yang bisa dipahami saja sebetulnya. Jadi ya begitu biasanya milih-milih isinya seperti apa."

KS : "Adakah kesulitan selama pembelajaran yang ibu hadapi?"

T2 : "Karena anak-anak disini sangat rame. Jadi paling hambatannya paling itu pengendalian kelas. Kadang sudah dikasih tau, namanya anak ribut ya pasti susah dikasih tahu. jadi itu ya kendalanya sulit mengendalikan fokus anak ke pelajaran ya. Seperti itu. Kalau dari media ya itu kadang kalau video itu susah di speakernya kadang kurang keras. Jadi ya sudahlah saya share videonya lewat whatsapp di grup kelas biar anak bisa lihat sendiri Kan kebetulan boleh bawa hape."

KS : "Apakah ibu menggunakan Instructional Media sebagai salah satu sarana memenuhi perbedaan karakter siswa?"

T2 : "Ya itu buat lebih membantu anak memahami pelajaran. Kalau dengan video kan lebih jelas. Terus juga yang menarik minat siswa juga gitu kan. Gak membosankan ada video, ada gambar. Tujuan biar anak tertarik, terus juga kadang kan lebih mudah memahami pelajaran."

KS : "Bagaimana cara ibu menjaga fokus dan motivasi belajar siswa?"

T2 : "Anak itu sulit fokus jadi kalau misalkan ada yang ngobrol sendiri atau apa, saya langsung ngasih tugas, misalkan 'ayo dikerjakan!, ayo kamu maju' nah dengan seperti itu kan dia jadi langsung 'oh ya sedang pelajaran'.Jasi dengan memberikan tanggungjawan dia mau fokus, gitu kan ke pelajaran. seperti itu."

SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Khairunnisa Dwinalida, M.Pd.

NIP   : 19921115 201903 2 034

Setelah membaca, menelaah dan mencermati instrument penelitian berupa lembar konten cek list dan pertanyaan interview yang akan digunakan untuk penelitian berjudul **"Instructional Media for Differentiated Instruction : A Case Study of English Teacher at SMPN 6 Purwokerto"** yang dibuat oleh:

Nama   : Kharisma Safa Imanina

NIM   : 2017404054

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen lembar penelitian tersebut,

☐ Layak digunakan

☑ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Catatan (bila perlu)

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....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 10 September 2024

Validator,

Khairunnisa Dwinalida, M.Pd.

NIP. 19921115 201903 2 034

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11	inlibrary.uz Internet Source	<**1**%
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13	Sabine Hoidn, Manja Klemenčič. "The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education", Routledge, 2020 Publication	<**1**%

MODUL PEMBELAJARAN
BAHASA INGGRISSMP KELAS
VIII/ FASE D
TEKS NARRATIVE

NO	KOMPONEN	DESKRIPSI
INFORMASI UMUM		
A.	Identitas Sekolah	SMP Negeri 6 Purwokerto
	Penyusun	Desi Feriani Sustiningsih, S.Pd
	Jenjang Sekolah	Kelas 8
	Alokasi Waktu	2 x 40 menit
B.	Capaian Pembelajaran	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
C.	Profil Pelajar Pancasila	1. Bernalar kritis: Mengidentifikasi informasi terperinci, menyimpulkan fungsi sosial informasi tersirat dari teks *Narrative* 2. Berkebhinekaan global: Mengenal berbagai teks narrative dalam konteks keragaman global 3. Gotong Royong: Berkolaborasi menyelesaikan masalah dalam bentuk permainan
D.	Sarana dan Prasarana	LURING ☒ Lembar pengamatan (worksheet) ☒ Komputer/laptop ☒ Jaringan internet ☒ Papan tulis ☒ Spidol ☒ Ruang kelas ☒ Proyektor
E.	Target Peserta Didik	Heterogen ☒ upper level ☒ moderate ☒ lower level

F.	Pendekatan & Model Pembelajaran	Saintifik Approach dan Discovery Learning

KOMPONEN INTI

A	Tujuan Pembelajaran	Melalui pendekatan saintifik dan model discovery learning peserta didik mampu 1. Mengidentikasi informasi rinci dari teks narrative 2. Menganalisis struktur teks (orientation, conflict and resolution) teks narrative sederhana dengan benar. 3. Menyimpulkan tujuan/ fungsi sosial teks narrative dan informasi tersurat berupa pesan moral dari teks narrative.
C	Pertanyaan Pemantik	1. When you were a child, have your parents told you stories? 2. What is your favorite story? 3. How about now, do you still like reading story? 4. What can you get by reading/ watching the story?
D	Persiapan Pembelajaran	Alat bantu : gambar, lembar kerja, laptop, projector,white board & marker

E	Kegiatan Pembelajaran	**1. Kegiatan Pendahuluan**
		- Guru memberi salam dan mengajak siswa berdoa sebelum memulai pembelajaran.
		- Guru memeriksa kesiapan fisik dan psikis siswa.
		- Guru memeriksa kehadiran siswa.
		- Guru mereview materi pelajaran pada pertemuan sebelumnya.
		- Guru menyampaikan beberapa pertanyaan pemantik
		- Guru menyampaikan tujuan pembelajaran.
		- Guru membentuk kelompok berdasarkan cerita favorite peserta didik.
		
		2. Kegiatan Inti
		   a. **Stimulation**
		- Peserta didik diberikan worksheet yang berisi beberapa pertanyaan tentang teks narrative yang akan disimak bersama.
		- Peserta didik menyimak sebuah video tentang the story of "The Monkey and the Crocodile. **(Mengamati)**
		- Peserta didik dan guru saling berdiskusi dan bertanya jawab membahas worksheet yang telah diberikan.**(Menanya)**
		
		   b. **Problem Statement**
		
		- Peserta didik diberikan LKPD 2 yang berisi beberapa pertanyaan tentang informasi rinci/spesifik tentang narrative text
		- Peserta didik diberikan LKPD 3, dimana peserta didik diminta untuk menganalisis generic structure of the text dan menyimpulkan social function and moral value of the text.
		
		   c. **Mengumpulkan Data**
		
		- Peserta didik bekerja dalam kelompok untuk mengumpulkan informasi (misalnya mecari arti unfamiliar words di kamus, atau mencari informasi pada buku pelajaran) sesuai dengan pembagian cerita masing-masing kelompok **(diferensiasi konten).** **(mengumpulkan data)**
		- Guru mengunjungi setiap kelompok dan memberikan *scaffolding*

		sesuai dengan kebutuhan setiap kelompok dan menilai cara kerja setiap kelompok.

		d. Mengolah Data
		- Peserta didik mendiskusikan hasil pengumpulan informasi secara berkelompok dan bertanggung jawab
		- Peserta didik bekerjasama untuk menyelesaikan masalah/soal dengan mengolah data dari informasi yang dikumpulkan..**(mengasosiasikan)**
		
		e. Pembuktian
		- Peserta didik mempresentasikan hasil diskusi kelompok didepan kelas. **(mengkomunikasikan)**
		- Peserta dari kelompok lain dan guru memberikan tanggapan (feedback) terhadap hasil kerja peserta didik
		
		3. Kegiatan Penutup
		    f. Menarik Kesimpulan
		    Peserta didik dan guru menyimpulkan materi pembelajaran.
		- Peserta didik dan guru melakukan refleksi pembelajaran yangtelah berlangsung
		- Guru menyampaikan rencana materi pada pembelajaran selanjutnya.

O	KOMPONEN	DESKRIPSI

G.	Asesmen	**Assesment Formatif (Tulis)**
		
		1. LKPD 1
		
		Comprehension Question Worksheet
		    1. What is the story about?
		    2. Mention the characters in the story.
		    3. Where and when did the story happen?
		    4. Who is the main character of the story? What happened to the main character?
		    5. What was the writer purpose of writing the story?
		
		2. LKPD 2
		
		Drop your text in the correct part then Mention the social function and the moral value of the text.
		
		Title
		
		Orientation
		
		Complication
		
		Resolution
		
		Social Function
		
		Moral Value
		
		Assesment Formatif (Non Tulis)
		   - Diskusi

A.	Lembar Kerja Peserta Didik	LKPD 1 LKPD 2	
	Worksheet (Tahap stimulus)		

Title	
………………………………………………………………………..	
Social Function	
……………………………………………………………………	
Orientation 1. Where did the story happen? 2. When was the story take place? 3. Who is the main character of the story?	
Conflict What problem did the main character face?	
Resolution How did the main character solve the problem?	

B	Rubrik Penilaian	• Formatif Non tulis Lembar Penilaian Diskusi | NO	NAMA SISWA	SIKAP				JUMLAH	NILAI | |---|---|---|---|---|---|---|---| | | | A | B | C | D | | | | 1 | | | | | | | | | 2 | | | | | | | | | 3 | | | | | | | | | 4 | | | | | | | | | 5 | | | | | | | | Keterangan A = Kerjasama B = Kepercayaan diri C = Kemampuan berkomunikasi D = Tanggung Jawab • Formatif Tulis Rubrik Soal Comprehension Questions (LKPD 1) | No | uraian | score | |---|---|---| | 1 | Isi benar,tata bahasa benar | 3 | | 2 | Isi benar, tata bahasa kurang tepat | 2 | | 3 | Isi dan tata Bahasa kurang tepat | 1 | | 4 | Tidak menjawab | 0 | Rubrik Analusis struktur teks.(LKPD 2) Setiap kolom bernilai 5 point. 5 x 5 (kolom) = 25 Nilai 25 x 4 = 100

	Bahan Bacaan Guru dan Peserta Didik	Penjelasan mengenai Teks narrative dari youtube dan google Sumber bacaan buku paket B. Inggris
C.	Glossarium	Social function : fungsi sosial/ tujuan teks Generic structure : struktur teks/ bagian atau unsur-unsur teks Moral Value: Pesan Moral

E.	Daftar Pustaka	https://www.youtube.com/watch?v=lY4AK4LVqBA https://www.english-academy.id/blog/narrative-text-adalah https://www.gramedia.com/literasi/narrative-text/

MODUL AJAR DESCRIPTIVE TEXT

Bahasa Inggris

Disusun Oleh:

Sri Daryanti Kuswardani S.Pd

7

MODUL AJAR
DESCRIPTIVE TEXT

1. Identitas Modul

Mata Pelajaran : Bahasa Inggris

Kelas : 7

Fase : D

Semester : Gasal

Alokasi Waktu : 2 Jp

Penyusun : Sri Daryanti Kuswardani S. Pd.

Satuan Pendidikan : SMP Negeri 6 Purwokerto

Tahun Penyusunan : 2024

2. Kompetensi Inti

Elemen	Pemahaman Bahasa
Capaian Pembelajaran	Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.
Kompetensi Awal	Peserta didik diharapkan telah memahami struktur kalimat dan berimajinasi.
Tujuan Pembelajaran	1. Peserta didik dapat menemukan informasi eksplisit pada teks deskripsi dan menyimpulkannya melalui kegiatan menjawab pertanyaan dengan tepat

	2. Peserta didik mengidentifikasi gaya penulisan teks deskripsi di media sosial dengan menuliskan kalimat ungkapan yang menyapa pembaca dengan baik. 3. Peserta didik mengembangkan pemahaman terhadap kata-kata yang jarang muncul dengan menemukan arti kata pada kamus secara mandiri dan tepat.
Glosarium	Surname : Nama Marga Blonde Hair : Rambut Pirang Strict : Ketat Inspire : Menginspirasi Continue : Lanjut Famous : Terkenal Suffer : Mengalami Immature : Belum Dewasa Terrific : Hebat Destitute : Miskin
Pemahaman Bermakna	Guru menghubungkan materi teks deskripsi dengan kehidupan sekitar melalui contoh-contoh nyata.
	Kegiatan: Guru menjelaskan tentang suatu benda atau orang atau objek lainnya di sekitar kita untuk memperkaya pemahaman siswa.
Pertanyaan Pemantik	1. Apa yang kamu bayangkan ketika mendengar kata "menggambar"? 2. Bagaimana cara kita melukiskan sebuah benda agar teman kita bisa membayangkannya? 3. Pernahkah kamu menceritakan tentang hewan peliharaanmu? Apa saja yang kamu ceritakan?
Target Peserta didik	Peserta didik dapat memahami dengan baik terkait konsep ataupun pengaplikasian materi teks deskripsi.
Profil Pelajar Pancasila	1. Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia Pelajar Pancasila mengimani dan mengamalkan nilai dan ajaran agama/kepercayaannya. Hal ini diwujudkan dalam akhlak yang baik pada diri sendiri, sesama manusia, alam, dan negara Indonesia (nasionalisme). 2. Bergotong royong Pelajar Pancasila melakukan kolaborasi yang dibangun atas dasar kemanusiaan dan kepedulian bangsa dan negara, sehingga dapat berbagi kepada sesama. 3. Bernalar kritis Pelajar Pancasila yang bernalar kritis adalah pelajar yang bisa menghasilkan gagasan, karya, dan tindakan yang orisinal.

Assesmen	Asesmen formatif
	   1. Membuat rangkuman materi
	   2. LKPD
	Asesmen sumatif
	   1. Tes tulis akhir lingkup materi

Model Pembelajaran	Discovery learning
Pendekatan	Induktif
Metode	1. Diskusi 2. Penugasan kelompok 3. Penugasan individu
Media Pembelajaran	Buku LKS, Buku *English for Nusantara*, LKPD, internet
Alat Dan Bahan	Buku, papan tulis, spidol, HP
Sumber Belajar	Buku LKS Bahasa Inggris Kelas 7, Buku *English for Nusantara,* dan Internet
Kesepakatan Kelas	1. Bersikap disiplin 2. Bertingkah laku dan bertutur kata yang baik
	3. Menjaga kebersihan kelas 4. Menjaga kelestarian lingkungan sekolah 5. Menciptakan suasana kelas yang kondusif dan menyenangkan
Persiapan Pembelajaran	1. Menyiapkan materi bahan ajar 2. Menyiapkan rubrik penilaian 3. Menyiapkan alat penilaian

III. Pemetaan Kebutuhan Berdasarkan P3

Pemetaan kebutuhan peserta didik didasarkan pada hasil analisis gaya belajar melalui asesmen diagnostik. Peserta didik dikelompokkan menjadi 3 kelompok belajar:
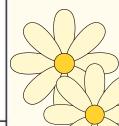
1. Gaya belajar visual
2. Gaya belajar auditori
3. Gaya belajar kinestetik

Pendahuluan (15 menit)

1. Guru membuka pembelajaran dengan berdoa.
2. Mengecek kehadiran peserta didik dan meminta peserta didik menyiapkan peralatan belajar.
3. Guru menanyakan hal-hal terkait dengan aspek diagnosis non-kognitif
   a. *How are you today?*
   b. *Are you ready to study now?*
   c. *Are you happy today?*
4. Guru memberikan ice breaking untuk meningkatkan fokus dan semangat siswa.
5. Guru akan menjelaskan materi yang akan dipelajari beserta tujuan dan penilaian yang akan dilakukan.
6. Guru bersama peserta didik membuat kontrak belajar yang berisi tentang kesepakatan terkait pembelajaran yang akan dilakukan untuk menciptakan interaksi yang positif.
7. Guru mengawali kegiatan belajar mengajar dengan apersepsi guna menstimulus siswa dengan bertanya gambar seperti di bawah ini:
 	
"Jelaskan gambar di atas berdasarkan apa yang kalian ketahui!"

Tahap 1 - Sosialisasi kegiatan yang akan dilakukan dan penginstruksian
1. Guru menyampaikan terkait materi yang akan dipelajari yaitu materi *descriptive text*.
2. Guru memberitahukan kegiatan yang akan dilakukan.
3. Guru mengarahkan hal-hal apa saja yang perlu dilakukan oleh siswa.
4. Guru memberi kesempatan pada siswa untuk menanyakan instruksi yang kurang jelas.
5. Guru mempersilahkan siswa untuk menggunakan hp saat pembelajaran guna mencari informasi yang akan dibutuhkan.

Tahap 2 - Pengorganisasian siswa dalam pembentukan kelompok
1. Guru membagi siswa menjadi beberapa kelompok.
2. Guru mengarahkan siswa untuk bergabung dengan kelompoknya masing-masing.
3. Guru memastikan semua siswa mendapatkan kelompok.
4. Guru memastikan semua siswa duduk tertib dengan kelompoknya masing-masing.

Tahap 3 - Membimbing kegiatan diskusi siswa
1. Guru mengecek progres siswa dalam berdiskusi.
2. Guru memastikan bahwa tidak ada kendala selama proses diskusi siswa.
3. Guru memberikan arahan pada siswa yang memerlukan bimbingan.
4. Guru memastikan siswa tetap kondusif selama berdiskusi.

Tahap 4 - Pengecekan hasil diskusi siswa
1. Guru memeriksa hasil diskusi dari siswa.
2. Guru memastikan pekerjaan siswa sesuai dengan instruksi yang telah diberikan.
3. Guru memberikan feedback atas hasil diskusi siswa.
4. Guru menjelaskan materi yang

Penutup (15 menit)

1. Guru menanyakan kendala atau kesulitan siswa dalam memahami materi.
2. Siswa dan guru secara bersama-sama mereview ulang materi yang telah dipelajari.
3. Guru memberikan apresiasi dan motivasi kepada siswa.
4. Guru memberi informasi terkait materi dan kegiatan untuk pertemuan selanjutnya.
5. Guru mengakhiri pertemuan dengan berdoa dan memberi salam.

V. Rancangan Asesmen

No	Jenis Asesmen	Bentuk Asesmen
1	Asesmen Formatif	1. LKPD 2. Ringkasan Materi
2	Asesmen Sumatif	Tes tulis pada akhir lingkup

LKPD
(LEMBAR KERJA PESERTA DIDIK)

LEMBAR KERJA PESERTA DIDIK (LKPD)
DESCRIPTIVE TEXT

Group 1:
1) _____
2) _____
3) _____
4) _____
5) _____

Read the text and fill the empty following boxes with appropriate responses.

Hi, I have a best friend, her name is Lizzie and her surname is Brown. She is ten years old and she is American. She lives in 27 Lincoln Street in New York. It is a big city in the USA. She is tall and thin.

She has got long brown hair, black eyes, a small nose and a big mouth. She is wearing a yellow blouse, an orange skirt, pink socks and blue trainers. Today she has got two nice bunches with two yellow ribbons in her hair. She is good - temperate, polite and happy. Her favorite food is pizza and her favorite drink is coke. She likes cats very much. She can play tennis, but she can't play basketball.

Title :
Main Idea

1st paragraph	2nd paragraph

Characteristic	**Physical Appearance**

Group 2:
1) _____
2) _____
3) _____
4) _____
5) _____

Read the text and fill the empty following boxes with appropriate responses.
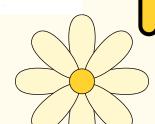
I have a great English teacher. Her name is Mrs. Shinta. She is my favorite teacher. Mrs. Shinta studied in America and returned to Indonesia to be an English teacher. She has sparkle eyes and blonde hair. She is just a bit taller than I am. She always smiles to us as we bump into each other in the hallway at school. She seemed very strict the first time I met her.

However, we always have a lot of fun during her classes with her English jokes. She is skillful at teaching, friendly, patient, easygoing and has great sense of humor. During my study, Mrs. Shinta always inspires her students. Whenever we are bored by the lesson, she sometimes tells jokes that makes all of the students laugh. Her jokes always excite us. I hope that she will continue teaching us until graduation..

Title :	
Main Idea	
1st paragraph	2nd paragraph
Characteristic	**Physical Appearance**

LEMBAR KERJA PESERTA DIDIK (LKPD)
DESCRIPTIVE TEXT

4   0

Group 3:
1) _____
2) _____
3) _____
4) _____
5) _____

Read the text and fill the empty following boxes with appropriate responses.
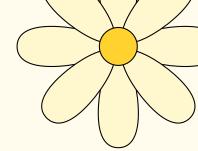
Taylor Alison Swift is an American singer & song writer. She is known for narrative songs about her personal life. Taylor Swift has appeared as one of the most influential and powerful women by Forbes as well as Time Magazines. By 20ft9, Taylor Swift's age is fl0 years old. She was born on December ftfl, ft989 in Reading, Pennsylvania, United States. This beautiful girl has ft78 centimeters tall & weighs 54 kilograms. Her hair is blonde while her eye color is blue. Her lips are usually red as she likes red color very much.

Taylor Swift is a famous wealthy woman but her life was not always so sweet. She suffered bullying in Junior High School. She said that she got dumped by a group of popular girls in the school. They thought that she was weird because she liked country music. This changed after she moved to Nashville; she becomes a successful singer

Title :	
Main Idea	
1st paragraph	2nd paragraph
Characteristic	**Physical Appearance**

LEMBAR KERJA PESERTA DIDIK (LKPD)
DESCRIPTIVE TEXT

4   0

Group 4:

1) _____
2) _____
3) _____
4) _____
5) _____

Read the text and fill the empty following boxes with appropriate responses.
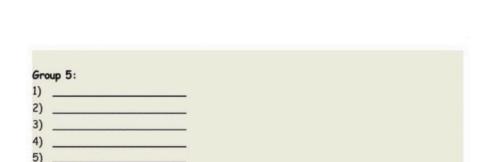
Jacques has been my close friend for two years. I first met him on a school exchange trip to Calais, France. Jacques is quite good-looking. He's tall and slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes.

Jacques is very outgoing. He is always friendly and loves to have fun. He's got a fantastic sense of humour and he always makes me laugh. However, he can be a bit immature at times. For example, when he doesn't get what he wants, he acts childishly and stamps his feet.

Title :	
Main Idea	
1st paragraph	2nd paragraph
Characteristic	**Physical Appearance**

Group 5:

1) _____
2) _____
3) _____
4) _____
5) _____

Read the text and fill the empty following boxes with appropriate responses.

J. K. Rowling is a British novelist who writes best-seller fantasy book series of Harry Potter. The books have got worldwide attention. Joanne Rowling was born on flftth July ft965 in Yate, Gloucestershire, England. So, she is 54 years old by 20ft9. About her physical appearance, her height is ft65 centimeters, while her weight is 54 kilograms.

She has blonde hair & blue eyes. She's married two times; she's got three children. JK. Rowling is a terrific & successful novelist that becomes the richest woman in England. In fact, once she had become unemployed with a destitute life. By writing Harry Potter books which are loaded with spectacular high imagination, she turns to be very famous and wealthy.

Title :	
Main Idea	
1st paragraph	2nd paragraph
Characteristic	**Physical Appearance**

Tahap 1 - Sosialisasi kegiatan yang akan dilakukan dan penginstruksian
1. Guru menyampaikan terkait materi yang akan dipelajari yaitu materi *descriptive text.*
2. Guru memberitahukan kegiatan yang akan dilakukan.
3. Guru mengarahkan hal-hal apa saja yang perlu dilakukan oleh siswa.
4. Guru memberi kesempatan pada siswa untuk menanyakan instruksi yang kurang jelas.
5. Guru mempersilahkan siswa untuk menggunakan hp saat pembelajaran guna mencari informasi yang akan dibutuhkan.

Tahap 2 - Pengorganisasian siswa dalam pembentukan kelompok
1. Guru membagi siswa menjadi beberapa kelompok.
2. Guru mengarahkan siswa untuk bergabung dengan kelompoknya masing-masing.
3. Guru memastikan semua siswa mendapatkan kelompok.
4. Guru memastikan semua siswa duduk tertib dengan kelompoknya masing-masing.

Tahap 3 - Membimbing kegiatan diskusi siswa
1. Guru mengecek progres siswa dalam berdiskusi.
2. Guru memastikan bahwa tidak ada kendala selama proses diskusi siswa.
3. Guru memberikan arahan pada siswa yang memerlukan bimbingan.
4. Guru memastikan siswa tetap kondusif selama berdiskusi.

Tahap 4 - Pengecekan hasil diskusi siswa
1. Guru memeriksa hasil diskusi dari siswa.
2. Guru memastikan pekerjaan siswa sesuai dengan instruksi yang telah diberikan.
3. Guru memberikan feedback atas hasil diskusi siswa.
4. Guru menjelaskan materi yang

Penutup (15 menit)

1. Guru menanyakan kendala atau kesulitan siswa dalam memahami materi.
2. Siswa dan guru secara bersama-sama mereview ulang materi yang telah dipelajari.
3. Guru memberikan apresiasi dan motivasi kepada siswa.
4. Guru memberi informasi terkait materi dan kegiatan untuk pertemuan selanjutnya.
5. Guru mengakhiri pertemuan dengan berdoa dan memberi salam.

V. Rancangan Asesmen

No	Jenis Asesmen	Bentuk Asesmen
1	Asesmen Formatif	1. LKPD 2. Ringkasan Materi
2	Asesmen Sumatif	Tes tulis pada akhir lingkup

ASESMEN FORMATIF

Choose the correct answer by crossing (X) A, B, C, or D!

1. What is descriptive text?

A. A text that tells a story with a clear beginning, middle, and end.

B. A text that describes the characteristics, features, and qualities of a person, place, object, or event.

C. A text that tells a chronological story in the past tense.

D. A text that is written to explain how to do something.

2. What is the purpose of descriptive text?

A. To describe people, places, or things specifically

B. To entertain the readers

C. To explain how to do something

D. To share a personal opinion

3. What are the two main parts of a descriptive text?

A. Introduction and Conclusion

B. Identification and Description

C. Problem and Solution

D. Orientation and Description

4. Which tense is most commonly used in descriptive texts?

A. Simple past tense

B. Simple present tense

C. Simple future tense

D. Present continuous tense
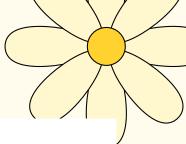
For questions number 5-7

Kediri is the name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the center of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

5. What does the text tell about?

A. The history of Kediri

B. The famous products of Kediri

C. The description of Kediri

D. The people

6. What is the function of paragraph 1?

A. as an identification

B. as an orientation

C. as a description

D. as a classification

7. "It is situated in a valley between the Kelud and Willis mountains …" (first paragraph). The "it" word refers to ….

A. Name

B. People

C. Kediri

D. Dathok Mountain
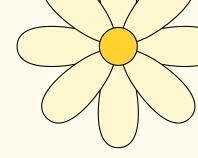
For questions number 8-10

Natural Bridge National Park is a luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

8. The text above is in the form of...

A. hortatory exposition

B. narrative

C. description

D. report

9. What is the communicative purpose of the text?

A. to present two points of views about natural bridge national park

B. to explain the bridge national park

C. to describe the bridge national park

D. to persuade readers to treat preserve the bridge national park
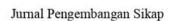
10. Where is the natural bridge national park located?

A. 110 kilometers from South of Brisbane

B. 110 kilometers from Pacific Highway

C. 110 kilometers from Numinbah Valley

D. 110 kilometers from Lamington National Park

2. *Answer the following questions correctly!*

My mother, Sarah, is a kind and loving woman. She is 45 years old and has long, wavy brown hair that she often wears loose. Sarah has bright blue eyes that sparkle when she laughs. She loves to wear comfortable clothes, usually a soft sweater and jeans.

My mother is an excellent cook; her favorite dish to make is homemade lasagna, which everyone in our family enjoys. She also loves to read, often sitting on her favorite chair with a good book. Sarah is always there to help and support us, making her the heart of our family.

1. What does the text tell about?

2. How old is the writer's mother?

3. What color are the writer's mother's eyes?

4. What is the writer's mother's favorite dish to cook?

5. Where does the writer's mother like to read?

Nama Sekolah   : SMP Negeri 6 Purwokerto
Mata Pelajaran   : Bahasa Inggris
Fase   : D
Kelas/ Semester   : VII/ Gasal
Tahun Pelajaran   : 2024/ 2025
Tema   : Descriptive Text

Petunjuk Pengisian!
Lembar observasi ini diisi oleh guru mata pelajaran untuk mengukur sikap peserta didik berdasarkan profil pelajar pancasila. Berilah tanda (√) pada kolom sesuai hasil pengamatan dengan berpedoman pada indikator yang sudah disiapkan.

Keterangan: 1. Belum berkembang 2. Layak 3. Cakap 4. Mahir

VI. Remedial dan Pengayaan
A. Kegiatan Remedial
Remedial diberikan kepada peserta didik yang belum mencapai KKTP < 75. Remedial dilakukan dengan cara:

> 1. Memberikan pembelajaran ulang jika peserta didik yang belum mencapai KKTP dalam satu kelas $\geq 50\%$
> 2. Belajar kelompok/tutor sebaya jika peserta didik yang belum mencapai KKTP 15% -50%
> 3. Memberikan bimbingan individu jika peserta didik yang belum mencapai KKTP $\leq$ 15%

B. Kegiatan Pengayaan
Pengayaan diberikan kepada peserta didik yang telah melampaui KKTP ≥ 75. Pengayaan diberikan dalam bentuk tugas mengerjakan soal-soal dengan tingkat kesulitan lebih tinggi.

VII. Refleksi
Refleksi dilakukan dengan menggunakan tabel T-I-S

Tabel T-I-S

Aku Tahu (T)	Aku Ingin Tahu (I)	Aku Sudah Tahu (S)
Tuliskan hal yang sudah diketahui sebelum pembelajaran ini:	Tuliskan hal yang ingin diketahui dalam pembelajaran ini:	Tuliskan hal yang sudah diketahui sesudah pembelajaran ini:

VIII. DAFTAR PUSTAKA
Damayanti, Ika Lestari, dkk., 2022 English For Nusantara . Jakarta. Pusat Perbukuan.

BAHAN AJAR DESCRIPTIVE TEXT
Tujuan Pembelajaran - Descriptive Text
- Peserta didik mampu mengenali teks deskripsi termasuk mengetahui fungsi sosial, struktur teks, dan ciri kebahasaan teks tersebut.
- Peserta didik dapat menemukan informasi eksplisit pada teks deskripsi dan menyimpulkannya melalui kegiatan menjawab pertanyaan dengan tepat

Descriptive Text

Definition
Descriptive text is a type of writing that aims to describe an object, place, person, or event in detail so that readers can visualize what is being described.

Structure of Descriptive Text
1. Identification: Introduces the object being described.
2. Description: Explains the characteristics, qualities, or state of the object.

Mengetahui   Purwokerto, Juli 2024
Kepala SMP Negeri 6 Purwokerto   Guru Mata Pelajaran

Drs. DWI GITO SETYANTO, M.Pd.   SRI DARYANTI KUSWARDANI, S.Pd.
NIP. 19671115 200312 1 003   NIP. 197010192007012008

Englishnesia
By Studiku

GENERIC STRUCTURE DESCRIPTIVE TEXT

Identification
The Bengal Tiger is one of the largest and most impressive predators in the forests of India. Known for its unique black stripes and fearsome strength, the Bengal Tiger is a symbol of grace and power.

Example of Descriptive Text
1. Example Description about an Animal
Identification:
My pet cat is named Bella.

Description:
Bella is a fluffy gray cat with bright green eyes. She has white paws and a long tail. Bella loves to play with her toys and often chases after them around the house. She is very friendly and enjoys cuddling with me while I read.

2. Example Description about a Place

Identification:
My favorite place is the beach.

Description:
The beach is a beautiful place with soft, golden sand and clear blue water. The sound of the waves crashing against the shore is calming. There are tall palm trees that provide shade, and colorful umbrellas dot the landscape. People can be seen swimming, playing volleyball, or building sandcastles. It's a perfect place to relax and have fun.
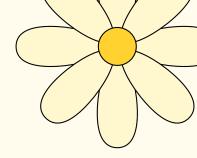
Characteristics of Descriptive Text
- Uses adjectives to describe the object.
- Using simple present tense.
- Using specific participant.

Language Features

- Using simple present tense
- Using *nouns*, example *teacher, house, my cat*, etc.
- *Detailed noun phrase* to give information about the subject: *It is a large open rowboat, a sweet young lady,*
- **Using adjectives to** *describing, classifying, numbering: two strong legs, sharp white fangs,*

Activities
1. Write a Description: Have students write a descriptive text about their pet or favorite place.
2. Drawing: Invite students to draw the object they describe and then present it to the class.

Here are some common words related to descriptive text

Vivid: Sangat jelas, menciptakan gambaran yang kuat.
Adjective: Kata sifat, menjelaskan atau menggambarkan sesuatu.
Imagery: Penggunaan bahasa yang merangsang panca indera.
Sensory
Meaning: Berkaitan dengan panca indera; menggugah pengalaman inderawi.
Indonesian: Berhubungan dengan panca indera.
Evocative: Memunculkan emosi atau kenangan.
Detailed: Memiliki banyak rincian, jelas dan spesifik.
Descriptive:Menggambarkan sesuatu dengan jelas.
Atmosphere: Suasana atau perasaan yang ditransmisikan oleh teks.