

**DIFFERENTIATED INSTRUCTION IN TEACHING ENGLISH
AT 7th GRADE OF MTs MA'ARIF NU 1 CILONGOK,
BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to 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
Nihayatul Arofah
Student Number. 214110404017**

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

STATEMENT OF ORIGINALITY

Here with me,

Name : Nihayatul Arofah
Student Number : 21411040417
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Study Program : English Education

Declare that the thesis I have compiled with the title **“Differentiated Instruction in Teaching English at 7th Grade of MTs Ma’arif NU 1 Cilongok”** is truly my own work and is not a plagiarism of someone else’s thesis. I am fully aware that I have quoted some statement and ideas from several resources. All material 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 sanction (revocation of graduation predicate and bachelor degree).

Purwokerto, 17 February 2025

I who declare,

A handwritten signature in blue ink is written over a rectangular meterai tempel stamp. The stamp is light brown with a red border and contains the text 'METERAI TEMPEL' and 'FOAMX172781132'. The signature is written in a cursive style.

Nihayatul Arofah
S. N. 214110404017



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaiu.ac.id

PAGE OF APPROVAL

Thesis, entitled:

**“DIFFERENTIATED INSTRUCTION IN TEACHING ENGLISH AT 7th GRADE OF
MTs MA'ARIF NU 1 CILONGOK, BANYUMAS”**

Written by Nihayatul Arofah (Student Number. 214110404017) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto, was examined on 27 February 2025 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree.

Purwokerto, 14 March 2025

Approved by:

Examiner I/ Head of Examiner/
Supervisors,

Desi Wijayanti Ma'rufah, M.Pd.
NIP.199212152018012003

Examiner II/ Secretary,

Khairunnisa Dwinalida, M.Pd.
NIP. 199211152019032034

The Main Examiner,

Muflihah, S.S., M.Pd.
NIP.197209232000032001

Legalized by:
The Head of Education Department



Dr. Maria Ulpah, M.Si.
NIP.198011152005012004

OFFICIAL NOTE OF SUPERVISOR

To:
The Head of Education Department
Faculty of Tarbiya and Teacher Training
State Islamic University
Prof. K.H. Saifuddin Zuhri
In Purwokerto

Assalamualaikum Warahmatullahi Wabarakatuh

After conducting guidance, review, direction, and correction, I convey that:

Name : Nihayatul Arofah
Student Number : 214110404017
Department : Education
Study Program : English Education
Faculty : Tarbiya and Teacher Training
Title : Differentiated Instruction in Teaching English at 7th Grade
of MTs Ma'arif NU 1 Cilongok

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

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Purwokerto, 17 February 2025

Supervisor,



Desi Wijayanti Ma'rufah, M. Pd.

NIP. 199212152018012003

ABSTRACT

DIFFERENTIATED INSTRUCTION IN TEACHING ENGLISH AT 7th GRADE OF MTs MA'ARIF NU 1 CILONGOK, BANYUMAS

NIHAYATUL AROFAH
S.N 214110404017

Abstract: The world of education will never be separated from the diversity of students. This diversity is based on student characteristics. Differentiated Instruction is a learning strategy that meets all students' needs. This research aimed to describe the implementation of differentiated instruction in teaching English. A qualitative case study method was used by the researcher in this study. In addition, this research used data collection techniques such as observations, interviews, and documentation. Furthermore, the data analysis techniques were data reduction, data display, and conclusion drawing. The subjects of the research were an English teacher and 7th grade students at MTs Ma'arif NU 1 Cilongok, Banyumas. The research result found that MTs Ma'arif NU 1 Cilongok was chosen as the pilot school for the first school in junior high school level in Cilongok sub-district that implemented the differentiated instruction. The English teacher at the 7th grade implemented the differentiated instruction based on the students' readiness, instead of based on the learning style as the other school.

Keywords: Implementation, Differentiated Instruction, Teaching English

MOTTO

“Be kind, be a good person to people in need”

-mama-



DEDICATION

I dedicate this thesis to:

*My precious parents, Mrs. Siti Mukaromah and Mr. Solichan,
who has worked hard to make the researcher the first person in the family to have
a degree;*

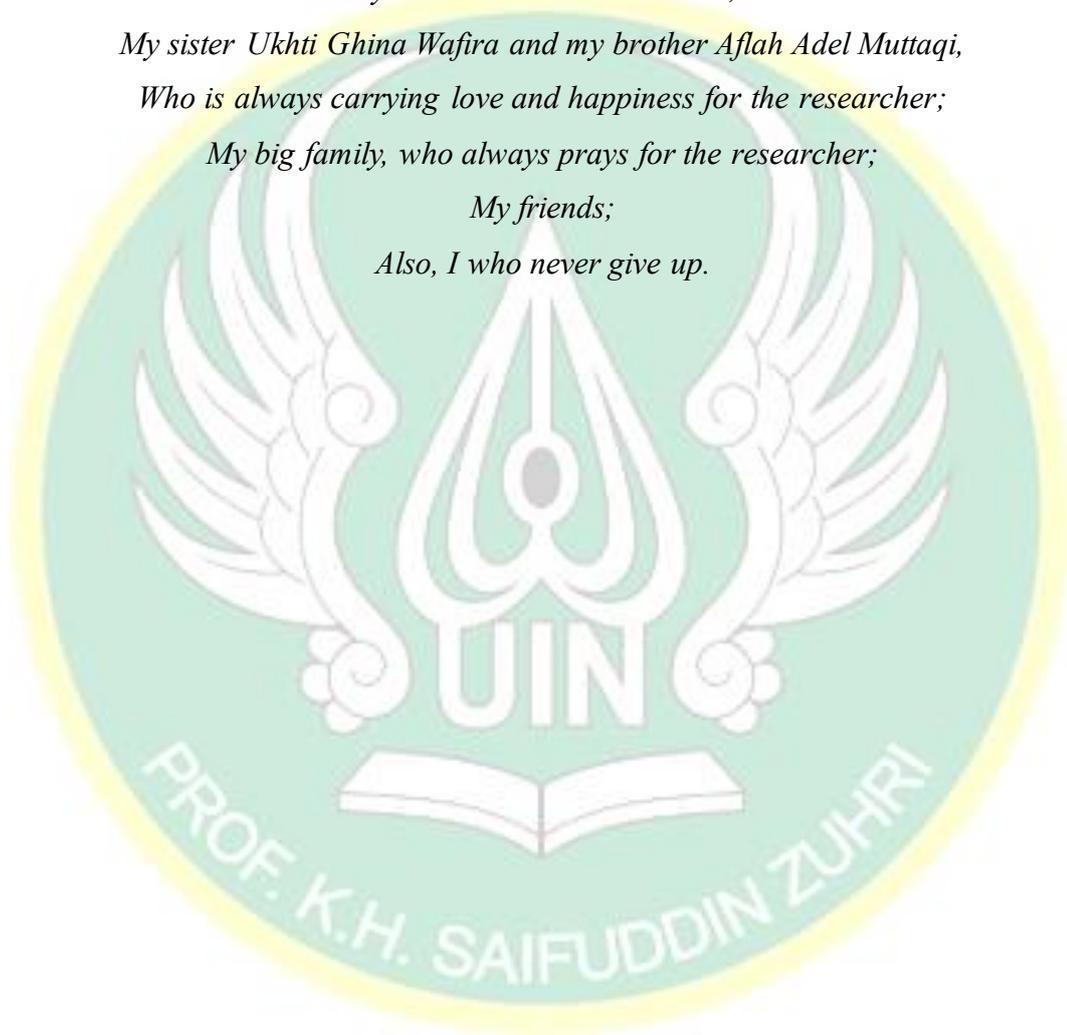
My beloved sister and brother,

*My sister Ukhti Ghina Wafira and my brother Aflah Adel Muttaqi,
Who is always carrying love and happiness for the researcher;*

My big family, who always prays for the researcher;

My friends;

Also, I who never give up.



PREFACE

Praise and gratitude to Allah SWT. for His grace, which has enabled the researcher to complete the thesis, entitled “Differentiated Instruction in Teaching English at 7th Grade of MTs Ma’arif NU 1 Cilongok” as a requirement to obtain a Bachelor of Education degree (S. Pd) from the Faculty Tarbiya and Teacher Training, English Education Study Program, UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

The researcher realizes that in preparing this thesis, many parties have sincerely provided support and assistance, so that the researcher can complete this thesis as much as possible. With all humanity, the author would like to thank all those who have helped in the completion of this thesis. Without reducing respect to all parties, it cannot be mentioned one by one. With respect, the researcher would like to thank:

1. Prof. Dr. Fauzi, M. Ag., Dean of the Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
2. Prof. Dr. H. Suparjo, M. A., Vice Dean 1 of the Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
3. Dr. Nurfuadi, M. pd. I., Vice Dean II of the Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
4. Prof. Dr. Subur, M. Ag., Vice Dean III of the Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M. Si., Head of Tadris Department in Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
6. Mrs. Desi Wijayanti Ma’rufah, M. Pd., Coordinator of the English Education Study Program in Faculty Tarbiya and Teacher Training of State Islamic

University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto and the supervisor who has directed and guided the researcher in completing this thesis.

7. Mrs. Irra Wahidiyati, M. Pd., as my academic advisor who gave me support and motivation.
8. All lecturers and employees in Faculty Tarbiya and Teacher Training of State Islamic University (UIN) Prof. K.H. Saifuddin Zuhri Purwokerto.
9. Mrs. Eka Sakti Susilowati, S. Pd., English Teacher at 7th Grade of MTs Ma'arif NU 1 Cilongok who has been pleased to allow the researcher to carry out research and provide research-related information to the researcher.
10. My parents, Mr. Solichan and Mrs. Siti Mukaromah. My younger sister and brother, Ukhti Ghina Wafira and Aflah Adel Muttaqi, always give prayers and encouragement.
11. My beloved friends, Asri Yusyifa Awwalina and Zakiyatul Fakhroh, who were carrying happiness and big support for the researcher.
12. My best listeners, Fadly Ariel Mubarak and Siti Maryam, who provided encouragement and motivation for the researcher in completing this research.
13. The big family of TBI B class of 2021, especially Nida Awalun Nasya and Rilenia Mutiara Hidayah, have become part of the researcher's life journey.
14. Someone who cannot be mentioned by name, thank you for all the support and help. May Allah SWT. always be with you in your process.
15. All parties who have been pleased to help and support the researcher in completing this thesis, of which the researcher cannot mention individually.
16. Lastly, thanks to myself, who never gave up and always tried for everything.

The researcher realizes that this thesis may still have many shortcomings. Therefore, the researcher hopes for constructive criticism and suggestions. The researcher hopes that this thesis will be useful for the researcher in particular and for anyone who reads it.

Purwokerto, 17 February 2025



Nihayatul Arofah
S. N. 214110404017

TABLE OF CONTENTS

TITLE PAGE	i
STATEMENT OF ORIGINALITY	ii
APPROVAL SHEET	iii
OFFICIAL NOTE OF SUPERVISOR	iv
ABSTRACT	v
MOTTO	vi
DEDICATION	vii
PREFACE	viii
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF PICTURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Clarification of Key Terms.....	3
C. Research Question.....	5
D. Aim and Significances of the Study.....	5
E. Previous Studies	6
F. Organization of the Paper	7
CHAPTER II LITERATURE REVIEW	9
A. Teaching English	9
1. Definition of Teaching English	9
2. Four Skills in Teaching English	10
B. Differentiated Instruction	13
1. Definition of Differentiated Instruction	13
2. Principles in Implementing Differentiated Instruction	15
3. Steps of Differentiated Instruction	19
CHAPTER III METHODOLOGY	23
A. Research Design.....	23
B. Research Site and Participants	23

C. Object and Subjects of the Research.....	24
D. Data Collection Techniques	24
E. Data Analysis	27
CHAPTER IV FINDING AND DISCUSSION THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION IN TEACHING ENGLISH AT 7th GRADE OF MTs MA'ARIF NU 1 CILONGOK, BANYUMAS	29
A. Preparation Stages.....	29
1. The Teacher Understands Students' Diversity	29
2. The Teacher Prioritizes Key Concepts in Designing Lessons	31
B. Implementation Stages	35
1. The Teacher Modifies Content, Process, and Product	35
2. The Teacher Provides Students with Respectful Activities.....	49
3. The Teacher and Students Work Together in Learning	52
4. The Teacher and Students Collaborate Flexibly	53
5. The Teacher Manages Group and Individual Dynamics.....	54
C. Evaluation Stages (Assessment and Instruction are Intertwined).....	55
CHAPTER V CONCLUSION AND SUGGESTION	59
A. Conclusion	59
B. Limitations of the Research	60
C. Suggestion	60
REFERENCES.....	61
APPENDICES.....	65

LIST OF TABLES

Table 3. 1 Research Participants	24
Table 3. 2 Research Observation.....	25



LIST OF PICTURES

Picture 4. 1 Lesson plan (Students differences).....	31
Picture 4. 2 Learning Outcomes.....	32
Picture 4. 3 Learning Objectives.....	33
Picture 4. 4 Lesson Plan.....	34
Picture 4. 5 Procedure Text Material.....	36
Picture 4. 6 English Teacher shows a video about Procedure Text.....	38
Picture 4. 7 Teacher explains the video that has been showing and the Procedure Text material.....	43
Picture 4. 8 Students worksheet.....	40
Picture 4. 9 Proficient Groups.....	41
Picture 4. 10 Developing Groups.....	41
Picture 4. 11 Answer and Question Activities.....	43
Picture 4. 12 Small Group Discussion.....	44
Picture 4. 13 Whole-Class Discussion.....	44
Picture 4. 14 Presentation.....	45
Picture 4. 15 Games Matching Vocabularies.....	46
Picture 4. 16 The result of the procedure text project by students.....	53
Picture 4. 17 English teacher facilitates students to learn with video.....	50
Picture 4. 18 English teacher facilitates students to learn with a book.....	55
Picture 4. 19 English teacher facilitates students to work in a group.....	51
Picture 4. 20 English teacher guide and monitor students.....	52
Picture 4. 21 English Teacher and students work together in small group.....	53
Picture 4. 22 One of the Students Helps their Friends in Translating.....	60
Picture 4. 23 Formative Assessment Rubric.....	56
Picture 4. 24 Summative Assessment Rubric.....	57

LIST OF APPENDICES

Appendix 1 Instrumen Penelitian.....	66
Appendix 2 Hasil Observasi	71
Appendix 3 Instrumen Interview	87
Appendix 4 Transkrip Interview	90
Appendix 5 Research Documentation.....	96
Appendix 6 Letter Research Approval.....	98
Appendix 7 Plagiarism Check Result	99
Appendix 8 Munaqasah Recommendation	100
Appendix 9 Thesis Supervision Form.....	101
Appendix 10 Curriculum Vitae	102



CHAPTER I INTRODUCTION

This chapter presents background of study, clarification of key terms, research question, aims and significance of the study, previous studies, and organization of the paper.

A. Background of the Study

The world of education will never be separated from the diversity of students. The diversity of students has been recognized for a long time, but attention to these conditions is still not optimal (Purnawanto, 2023). This diversity is based on student needs, learning styles, strengths, weaknesses, etc. A teacher should be able to fulfill every need of students. Ki Hajar Dewantara, the first minister of education in Indonesia, stated that education must be able to appreciate the different characteristics of each student (Purwowododo & Zaini, 2023). It is not good to equate every student need, each difference in needs should be well facilitated by educational institutions. This is a challenge for teachers in the classroom, as they have to deal with many different students. Most teachers only focus on how the learning strategy is so that the material is conveyed, but do not pay attention to the differences of each student (Tricahyati & Zaim, 2023). In reality, the differences between students are proof that each student has its characteristics and should be considered.

The Indonesian Ministry of Education and Culture, to improve the quality of Indonesian education, implemented the Merdeka Belajar curriculum which encourages schools, teachers, and students to innovate and learn creatively (Tricahyati & Zaim, 2023). Merdeka Belajar Curriculum is the answer to the problems faced by teachers in Indonesia. In this curriculum, teachers and students are freed in the learning process. A freedom education is an educational process that gives students freedom to organize themselves, grow and develop according to their nature, both physically and mentally (Aisah et al., 2023). Teachers are given the right to design and evaluate student learning outcomes and students get the right to have their learning needs met. Teachers

teach students according to their needs (Setyani et al., 2024). It means that teachers cannot treat every student in the same way, because of the different characteristics between the students.

A characteristic of the Merdeka Belajar Curriculum is the implementation of differentiated instruction. Differentiated Instruction is a learning strategy that meets all of the students' needs (Mahfudz, 2023). It means that teachers must facilitate all the needs of their students. Because basically, every student has their characteristics. In the implementation, teachers can modify the content as well as the process of how learning can be accomplished well (Barlian et al., 2023). This is determined and designed based on the students' level of readiness, interest in learning, and learning style. Differentiated learning strategies can have a positive impact if incorporated well into teaching and learning (Rachmadhani & Kamalia, 2023). A teacher needs a deep understanding of how differentiated instruction is implemented. Paying attention to these things is expected to fulfill every student's needs.

The preliminary research has been done at MTs Ma'arif NU 1 Cilongok, Banyumas. Mts Ma'arif NU 1 Cilongok, Banyumas has implemented differentiated instruction. This school was chosen as a pilot school in Cilongok sub-district, Banyumas for the junior high school level as the beginning of the implementation of differentiated instruction. Based on the results of previous interviews and observations with the English teacher at 7th grade, in the learning process, the teacher divides students into groups based on the students' readiness that the teacher has observed. This is done to make it easier for teacher to teach and guide students, and facilitate students to be able to develop even more. That is the reason that brought the researcher to be interested in knowing how the differentiated instruction is implemented during the English teaching in the classroom.

In the previous research, there were several studies which examined differentiated instruction. A study by Astuti et al. (2023) shows that teachers and students had positive perspectives on the implementation of differentiated instruction in the classroom. In implementing, differentiated instruction became

an effective and engaging learning process in the classroom. The teacher is a good practitioner in practicing differentiated instruction, and students had positive feedback on their experiences in implementing the differentiated instruction.

In other research by Barlian et al. (2023), this research shows that the implementation of differentiated instruction in the English classroom was taken very well, by paying attention to four components, which are content, process, product, and learning environment. The steps of differentiated instruction are preparation, implementation, and evaluation. However, teachers still experience some of the obstacles.

The other research by Anggraeny and Dewi (2024) shows that differentiated instruction is a strategy to fulfill and facilitate the students' need and characteristics. Teacher should paying attention to the three components, there are content, process, and product. Based on the researcher's analysis, another strategy to meet learners' needs is to give learners tasks/targets that must be met.

Based on the previous research explanation, a research with the title “Differentiated Instruction in Teaching English at Seventh Grade of MTs Ma’arif Nu 1 Cilogok, Banyumas” is decided to conduct by the researcher. The purpose of this research is to explore how the implementation of Differentiated Instruction in teaching English at the 7th grade of MTs Ma’arif Nu 1 Cilogok, Banyumas.

B. Clarification of Key Terms

This section is provided so that readers have the same understanding and avoid misunderstanding. The researcher explains some terms, there are:

1. Differentiated Instruction

Differentiated instruction is a teaching approach that fulfills all of students' needs (Tomlinson, 1999). This approach, claimed that students have different learning styles, intelligences, strengths, and weaknesses. Customized teaching and learning benefits, every student receives great instruction that adapts to their specific needs. Differentiated instruction

acknowledges students' various backgrounds, readiness levels, languages, interests, and learning styles (Subban, 2006). Teacher must identify the difference between students and make adjustments according to what will most benefit the students and what is possible, the teaching approach will be used. Differentiated instruction has a variety of learning styles, instructions, activities, assessments, etc. Teachers may differentiate based on what they know about their students' learning preferences (i.e., intelligences, talents, learning styles), allowing students to work independently, with partners, or as a team; or providing varied work spaces that are conducive to various learning preferences (i.e., quiet or noisy spaces) (Anderson, 2007).

Teachers in differentiated classes spend time flexibly, employ a variety of instructional strategies, and work collaboratively with their students to ensure that both what is learned and the learning environment are tailored to the learner. They do not force learners to fit into a pre-determined mold. You could say that these teachers are students of their pupils. They are diagnosticians, prescribing the most effective instruction for their students. These teachers are also creators who use their craft tools to meet the needs of their students. They do not seek standardized, mass-produced instruction that is assumed to be appropriate for all students because they understand that students are unique. Based on the explanation, differentiated instruction is the best approach to fulfilling the students' needs that are different.

2. Teaching English

Language teaching is influenced by beliefs about the nature of language (language theories) and the conditions of learning that allow students to learn the language (learning theories) (Setiadi, 2020). English in some countries is a foreign language. It is meant that English has often been taught in school widely, but it does not play an essential role in society or daily life. Many students are learning English for specific purposes, so the material that the teacher taught must be customized to students' needs (Broughton et al, 2003). A teacher not only teaches and assesses students'

language abilities, such as reading, writing, listening, and speaking, but also assists, facilitates, and encourages students to be enthusiastic, positive, and motivated about English (Songbatumis, 2017). In teaching English, a teacher is not simply just teaching the material, but a teacher will see the student's perspective, giving knowledge to students that there are other ways of saying things, other ways of thinking, etc. In teaching English, a teacher will teach some skills, such as listening, speaking, reading, and writing.

C. Research Question

The research question of this study is: How is the differentiated instruction implemented in teaching English at the 7th grade of MTs Ma'arif NU 1 Cilongok, Banyumas?

D. Aim and Significances of the Study

This part examines the study's importance and aims. By outlining the main points of the study, readers may better comprehend how the research is meant to add to the body of information already in existence. This study's importance goes beyond academic understanding and includes practical.

1. Aim of the study

The aim of this research was focused on the issue statement: To describe the implementation of differentiated instruction in teaching English at the 7th grade of MTs Ma'arif NU 1 Cilongok, Banyumas.

2. Significances of the study

This research has two types of significance, they are theoretical significance and practical significance.

a. Theoretical Significances

The result of this research is expected to provide of knowledge development about the implementation of differentiated instruction in teaching English at the 7th grade of MTs Ma'arif NU 1 Cilongok, Banyumas.

b. Practical Significances

1) For English teachers

The research is expected to be useful for English teaching strategy and to give knowledge about the implementation of the differentiated instruction strategy.

2) For researchers

The research can be referenced and provide new knowledge and information about the implementation of differentiated instruction in teaching English.

E. Previous Studies

Based on the studies that the researcher has reviewed, several journals were discovered related to the issues of this research. The following are the results of various research on the subject:

The first, Astuti et al., (2023) conduct similar research with the title “English Junior High School Teachers and Students' Perspective of Differentiated Practices in Curriculum Merdeka”. The research analyzed the students' and teachers' perspective of differentiated instruction practices in the Merdeka Curriculum. The descriptive qualitative approach was adopted by the researcher. The results show that all teachers and most of the students had positive perspectives on the use of differentiated instruction in the classes. The similarity of the two types of their research is discussed about the differentiated instruction practices in the Kurikulum Merdeka. The difference is that the researcher analyzed the students and teachers' perspective of differentiated instruction practice, but this research explains the implementation of differentiated instruction in teaching English.

The second, Barlian et al., (2023) conduct similar research with the title “Implementasi Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka Pada Mata Pelajaran Bahasa Inggris”. The research analyzed the implementation of differentiated instruction in teaching English. The descriptive qualitative approach was adopted by the researcher. The results show that the implementation of differentiated learning in the independent curriculum in

English language subjects has been carried out well by paying attention to four components: content, process, product, and learning environment. The similarity of the two types of their research is discussed about the implementation of differentiated instruction in teaching English. The difference is that the researcher analyzed the implementation of differentiated instruction in teaching English, but this research explains the implementation of differentiated instruction in teaching English at junior high school.

The third, Anggraeny & Dewi, (2023) conduct similar research with the title “An Analysis of Teacher Strategies in Teaching English Using Differentiated Learning”. The research analyzed the teacher strategies for teaching English using differentiated learning. The researcher adopted the case study method. The result show that the differentiated learning is the process of modifying instruction to suit the needs of individual students, and as a solution to student needs, teachers present a variety of possibilities for absorbing information, this is important to implement because in one class there are a variety of student needs that must be met. The similarity of two types of their research is discussed about the differentiated instruction in teaching English. The difference is that the researcher analyzed the teacher strategies in teaching English using differentiated instruction, but this research explains the implementation of differentiated instruction in teaching English.

F. Organization of the Paper

To conduct systematic research, the structure of the research must be classified. This research is structured as follows:

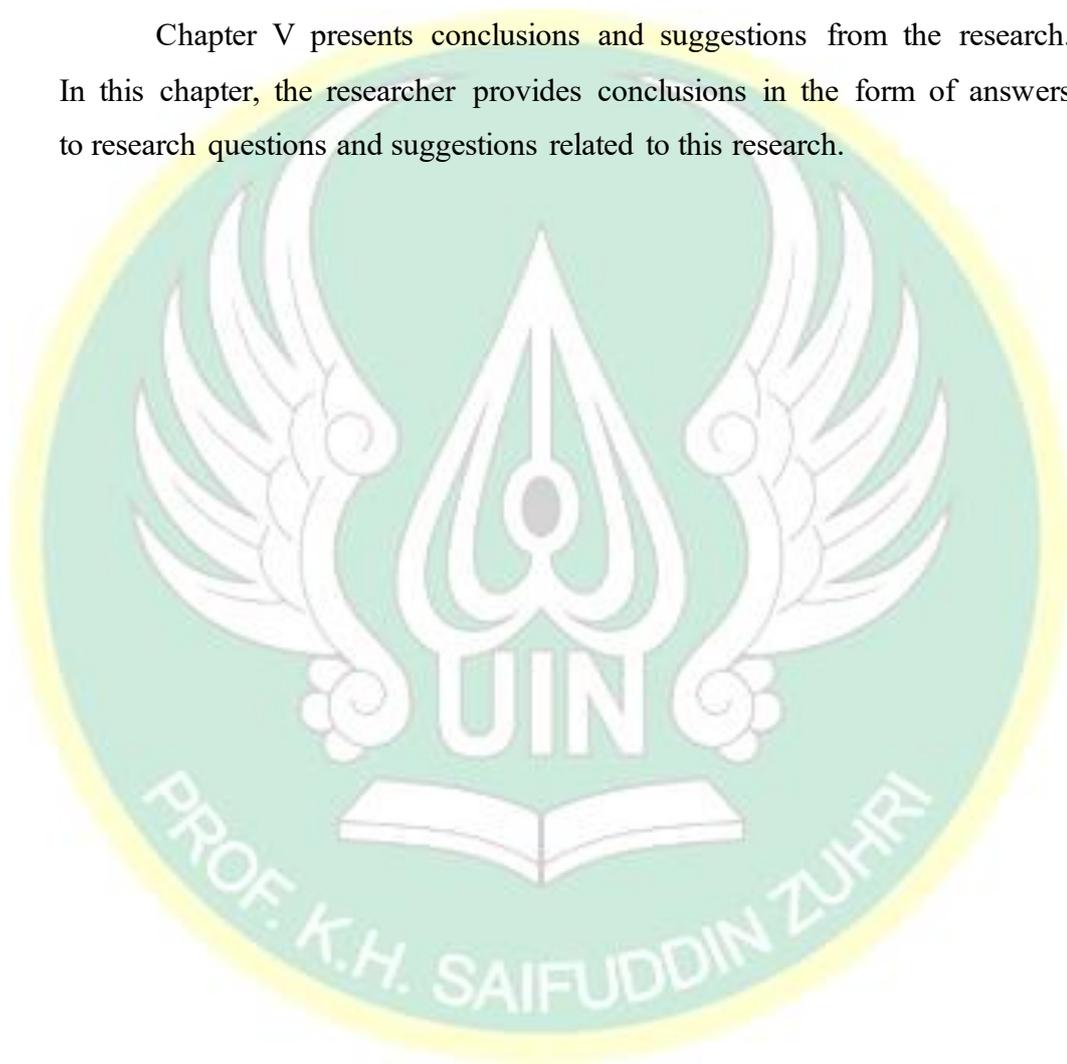
Chapter I presents the introduction of the research, which is composed of background of the study, clarification of key terms, research questions, aims and significances of the study, previous studies, and organization of the paper.

Chapter II presents the theories of teaching English using Differentiated Instruction, which consists of explanations, including teaching English and Differentiated Instruction.

Chapter III presents the methodology, which consists of research design, research site and participants, object and subject of the research, data Collection techniques, and data analysis.

Chapter IV presents the research results about the use of Differentiated Instruction in teaching English at the seventh grade of MTs Ma'arif NU 1 Cilogok, Banyumas.

Chapter V presents conclusions and suggestions from the research. In this chapter, the researcher provides conclusions in the form of answers to research questions and suggestions related to this research.



CHAPTER II

LITERATURE REVIEW

This chapter outlines the foundational concepts that informed this qualitative study, emphasizing how the latest frameworks might improve our knowledge of differentiated instruction. This review attempts to lay a solid platform for subsequent studies by integrating existing material.

A. Teaching English

1. Definition of Teaching English

English in some countries is a foreign language. It is meant that English has often been taught in school widely, but it does not play an essential role in society or daily life. In Indonesia, English is a subject that is taught for students starting from elementary school until the highest education (Maduwu, 2016). Many students are learning English for specific purposes, so the material that the teacher teaches must be customized to the students' needs (Broughton et al., 2002). A teacher not only teaches and assesses students' language abilities, such as reading, writing, listening, and speaking, but also assists, facilitates, and encourages students to be enthusiastic, positive, and motivated about English (Songbatumis, 2017). In teaching English, a teacher is not simply teaching the material, but the teacher will see the student's perspective, giving knowledge to students that there are other ways of saying things, other ways of thinking, etc. In teaching English, teacher will teach some skills, such as listening, speaking, reading and also writing.

Teaching English, often referred to as English Language Teaching (ELT), is the practice and theory of helping people learn English, particularly for those whose first language is not English. Teaching English has been a serious problem in nations where English is not the first language, therefore learning a second language is challenging for L2 learners since they cannot utilize English in real-life situations and must learn sentences in books rather than in the real-world (Derakhshan &

Shirmohammadli, 2015). It was believed that learning a foreign language required students to imitate or repeat newly learned material (Moeller & Catalano, 2015). It helps students practice pronunciation, reinforce vocabulary, and internalize grammar structures. But, in Indonesia, it is still difficult because the main reason why children's proficiency in learning English is limited is because of English's position as a foreign language (Maduwu, 2016). Therefore, teachers need innovation or the use of suitable teaching methods so that students can actively participate in the learning process.

2. Four Skills in Teaching English

a. Listening Skills

Listening is one of the four key abilities in language acquisition, making it crucial for learning. Listening is the natural prior version to speaking; the first stages of language development in a person's native language (as well as naturalistic acquisition of foreign languages) (Nation & Newton, 2009). Listening involves auditory discrimination, oral grammar, selecting necessary information, memorizing it, and connecting it to the process of sound and form of meaning (Ahmadi, 2016). Listening becomes particularly important when learning a language for communicative purposes because it allows the language learner to acquire pronunciation, word stress, vocabulary, and syntax, and comprehension of messages conveyed can be based solely on tone of voice, pitch, and accent, which is only possible when we listen (Renukadevi, 2014). It means that listening is really important when we learn English.

According to Morley and Lawrence (1971) in (Ahmadi, 2016) there are general principles for teaching listening as follows:

- 1) Listening courses should have specific and explicit goals
- 2) Listening courses should be carefully planned step by step
- 3) Listening courses arrangement should require active, overt student participation

- 4) Listening courses should include a verbal requirement for memorizing to encourage focus
- 5) Listening courses have to put a strong emphasis on developing the conscious memory
- 6) Listening courses should "teach," not "test"

b. Speaking Skills

Humans have been programmed to speak before learning to read and write. Speaking is the process of developing and communicating meaning in various situations through the use of both verbal and nonverbal symbols (Leong et al., 2017). Speaking is the process of generating information that includes producing, receiving, and processing information. (Hussain, 2017) state that speaking is a natural way to learn a foreign language. It means that someone who has a desire to be fluent in English needs to get used to practicing communicating orally in English.

According to Anuradha et al (2014) in (Hussain, 2017) there are principles for teaching speaking as follows:

- 1) Motivate students to speak from the first day
- 2) Allow students who just repeat what they say
- 3) If a student delivers a one-word answer to a question, tolerate it for the moment
- 4) Allow students to communicate actively with whatever vocabulary for English they have
- 5) Provide structures, phrases, and words for students to employ in various situations and practice them as much as possible
- 6) Support role-playing and pair-work, and guide students to correct active and passive behaviors
- 7) Be completely prepared in advance for lesson preparation, activities, and tasks
- 8) Allow students to make mistakes at the beginning because interruption and correction discourage the student's progress

c. Reading Skills

Reading is a recreation process in which readers reconstruct the understanding that an author has placed in the written media (Wallen, 1972). Reading is the ability to obtain information from reading material, which can be in the form of books, magazines, newspapers, novels, comics, internet, etc. According to Broughton et al., (2003). Reading skills have three components, which are: recognizing the black marks, correlating them with formal linguistics elements, and correlating the result with meaning. There are several important components when teaching reading skills, they are: determining factual information, determining the main idea, determining reference, enumerating inference, and making restatement (Napratilora et al., 2020).

Teaching reading is referred to as the process of teaching students in the skills and strategies required to become competent readers, it means specifically and systematically teaching various aspects of reading, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. The important things when reading are not about the process, but to understand what we read (Oakhill et al., 2014). Reading allows them to understand what a writer conveys while also capturing the information in a text, including specific information (As Sabiq, 2018). Teachers should remember that when teaching reading is how to help students understand the information in a text. As a result, problem-based learning is regarded as an effective learning method for preparing students to face real-world challenges because it teaches students to think critically, collaborate, and solve problems in a structured and systematic manner.

According to Habibullah (2012) there are principles for teaching reading as follows:

- 1) Reading is not a passive skill
- 2) Match the text to the topic

3) Good teachers exploit reading text to the full

d. Writing Skills

Writing is a complex cognitive activity requiring several steps and approaches (Rashid et al., 2021). Writing is how a person conveys their ideas and emotions in visible ways that are understandable not only to themselves but also for others (Indrilla & Ciptaningrum, 2018). It means that writing is communicating the idea/feelings into the words. Teachers try to educate students to write in fluent, intelligible, accurate, and appropriate English (Ma'rufah et al., 2021). The learning activity in teaching writing is spent by explaining the material, whereas the students take note and listen to the material explanation. Usually in a writing classroom, students will get the assignment/tasks that they have to finish.

According to Brown (1994) there are principles for teaching writing as follows:

- 1) integrate the techniques of good writers
- 2) Balance between the process and the products
- 3) Ensure that methods do not assume that the students understand English rhetorical conventions
- 4) Integrate reading and writing
- 5) Provide as much authentic writing as possible
- 6) Frame the techniques in terms of pre-writing, drafting, and revising stages

B. Differentiated Instruction

1. Definition of Differentiated Instruction

Differentiated instruction is a teaching approach that fulfills all students' needs (Tomlinson, 1999). This approach claimed that each student has various methods of learning, intelligences, strengths, and weaknesses. Differentiated instruction means “shaking up” what happens in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn (Tomlinson, 2017).

Differentiated instruction acknowledges students' various backgrounds, readiness levels, languages, interests, and learning styles (Subban, 2006). A differentiated instruction provides different ways for acquisition of content, processing or comprehension of concepts, and the development of products so that all students can learn effectively. In reality, students teach by the same explanation of material, the same activities, and the same assignment. They will read the same chapter, complete the same questions, and take the same quiz on the same timetable. Such classrooms are familiar, typical, and largely undifferentiated. Many teachers, students, and parents have realistic mental images of such classrooms. After years of undifferentiated instruction, it can be difficult to imagine what a differentiated classroom would look and feel like.

The teacher must identify the differences among students and make variations based on what will be most beneficial to students and what teaching approach will be used. Teachers may differentiate based on what they know about their students' learning preferences (i.e., intelligences, talents, learning styles), allowing students to work independently, with partners, or as a team; or providing varied work spaces that are conducive to various learning preferences (i.e., quiet or noisy spaces, tables instead of desks) (Anderson, 2007). In an effective classroom, teachers have to give attention in the four aspects, which are whom they teach (students), what they teach (content), where they teach (learning environment), and how they teach (instruction) (Tomlinson & McTighe, 2006). Differentiated Instruction includes a variety of learning styles, instructions, activities, assessments, and so on. Teachers in differentiated classes use flexible time, a variety of instructional strategies, and collaborate with their students to ensure that both the content and the learning environment are tailored to the learner. Teachers create a variety of learning activities so that students can learn as much and as intensely as possible, without the anxiety of tasks being too difficult or the boredom of lack of challenge.

Differentiated Instruction recognizes that the differences between students are the important element in the teaching and learning process (Tomlinson, 2001). Teacher is a diagnostician who recommends the most effective instruction for their students. These teachers are also designers who tailor their instructional tools to the needs of their students. They avoid standard, mass-produced instruction that is considered to be suitable for all students because they recognize that each student is different. In a classroom that has a few or no differentiated instruction, only student similarities seem to be the main focus. However, in a classroom that is differentiated, commonalities are recognized and built upon, and student differences also become important elements of teaching and learning. So that all students can learn effectively, differentiated instruction provides different ways to acquire content, process or make sense of ideas, and develop products.

2. Principles in Implementing Differentiated Instruction

When implementing the differentiated instruction, a teacher needs to use strategies. Here are the strategies that teachers can use when implementing the differentiated instruction for the students:

a. The teacher focuses on the essentials

In differentiated instruction, teachers must take important concepts, principles, and skills into consideration when planning lessons (Tomlinson, 1999). Teachers ensure that struggling students focus on important understandings and skills, they are not given overly complex activities. Similarly, teachers ensure that advanced students use their time with more complex activities rather than repeating work they can already do. This makes it possible that a teacher can introduce different learning activities in a way that is meaningful and interesting to each student. It also means that teachers, students, assessment, curriculum, and instruction are inextricably linked in a way that leads to personal growth and individual success for each child. Through differentiated instruction, it is expected that it can serve students according to their circumstances (Barlian et al., 2023). Through this learning process, it is

expected that the teacher can serve students according to their circumstances.

b. The teacher attends to students' differences

Teachers know and realize that each student is different from one another. Each student has its own characteristics, where the teacher can help fulfill the needs in terms of knowledge of each individual (Tomlinson, 1999). In the classroom, teachers must be able to accept these differences, accept each student as they are, and strive for them to be better in the future. Differentiated instruction is seen to solve current educational problems, such as: student diversity in terms of cultural differences, abilities, interests, learning styles, and learning needs; changes in the world of work that continue to develop require students to be able to have communication, collaboration, creativity, and problem-solving skills; technological developments require students to be introduced to digital literacy and technology; the need for educational inclusion opens equal opportunities for every student, including those with special needs (Almujab, 2023). For example, the differences in learning styles between students. Learning style is defined as a special way of learning for students, which is the student's ability to digest information, which certainly has different categories (Himmah & Nugraheni, 2023). It means that with differentiated instruction, every student's needs will be met. Although they have different backgrounds, the teacher can fulfill these needs simultaneously. So that every child has the same rights, without any discrimination.

c. Assessment and instruction are inseparable

Differentiated Instruction assessment is ongoing and diagnostic, providing teachers with daily data on students' readiness for certain ideas and skills, interests, and learning styles (Tomlinson, 1999). Teachers do not view evaluation as something done at the end of a unit to determine what pupils have learned, but rather as a means of understanding how to alter tomorrow's instruction. Such Formative

assessments can take many forms, including small group conversations with the teacher and a few students, whole-class talks, diaries, portfolio records, pretests, homework assignments, student comments, and interest surveys. At this point, the evaluation provides an evolving picture of who understands the essential principles and who can do the desired skills, at what level of competency and interest. The teacher then plans lessons for tomorrow and today to assist each student in progressing beyond their current level of competence. Thus, effective assessment in differentiated instruction should take into account students' readiness, interests and learning profiles, and be conducted on an ongoing basis to monitor students' progress and adjust learning approaches accordingly.

d. The teacher modifies content, process, and products

By using assessment data wisely, teachers can modify content, process, or product. Content is what students need and need to learn, and the materials used to achieve it; process describes the activities designed to ensure that students use key skills to understand important ideas and information; product is how students demonstrate and extend what they have learned (Tomlinson, 1999). Teachers can adapt one or even more content, process, and product based on student characteristics (readiness, interest, learning profile). Teachers facilitate their students according to the needs of the students themselves, because each student certainly has different conditions and ways of learning (Fauzia & Hadikusuma Ramadan, 2023). Teacher can change a curricular element only when teacher perceive a student need and teacher are confident that the change enhances the possibility that the students will comprehend essential ideas and apply important skills more completely as a result.

e. Students participate in respectful work

When implementing differentiated instruction, continually try to understand the differences between students. Teacher recognizes what students need to learn most effectively and provides learning options

that are a good fit for each student (Tomlinson, 1999). Teachers convey appreciation for students by acknowledging both their similarities and differences, instead of treating them similarly. A teacher should not hold students to the same standard for learning to be successful, but should respect the identity and characteristics of each student. A teacher should at least adhere to the following four beliefs in implementing differentiated instruction, namely:

- 1) Respect the level of readiness of each student
 - 2) Expect all students to grow and support their continuous growth
 - 3) Offer all students opportunities to explore essential understandings and skills at levels of difficulty that increase consistently as their understandings and skills develop
 - 4) Offer all students tasks that are visible and equally interesting, equally important, and equally engaging
- f. The teacher and students collaborate in learning

Tomlinson (1999) in her book, she says that the teacher in the learning process is likened to an architect, where students play a role to help in the design and construction. Teachers and students are partners in the learning process. Every student can ask the teacher about things/materials that they find difficult and ask for a more in-depth explanation. In differentiated instruction, learning focuses on the students. Students learn in their way, while the teacher is only the organizer of time, materials, space, and activities.

- g. The teacher balances group and individual norms

In differentiated instruction, when students experience difficulties, the teacher must remember the purpose of the learning process, namely the teacher must be able to make students understand the material received, according to their abilities and skills, but on the other hand the teacher must also have an understanding of the position of a student in the classroom is learning and trying. The teacher cannot immediately give answers to everything that students ask, but it would

be better if a teacher can guide students in certain ways (Tomlinson, 1999). Assessment, instruction, feedback, and grading in an effective differentiated instruction account for both group and individual goals and norms.

h. The teacher and students work together flexibly

In the learning process, to achieve success, teachers and students can work together in various ways (Tomlinson, 1999). It could be by forming large groups, or sometimes small groups are more effective. Teachers and students work together effectively and flexibly. In one class, it could be more effective if students use the same material, or it could be different materials. In differentiated instruction, the teacher uses a variety of methods of instruction to focus on individuals and small groups rather than the whole class.

3. Steps of Differentiated Instruction

a. Preparation

The teacher in this stage is assigned to prepare all the things needed during the differentiated instruction process in the classroom. This includes all the necessary learning administration, starting from determining learning outcomes, learning objectives, and finally making a lesson plan (Barlian et al., 2023). When determining these things, teachers need to conduct a diagnostic test on the interests and learning styles of the students. This is done to facilitate teachers in determining learning administration needs, such as outcomes, learning materials, or teaching methods.

Teachers have many roles in implementing differentiated instruction. Teachers focus on their role as coaches or mentors, giving students as much learning responsibility as they can handle, and teaching them to handle more. Tomlinson, (2017) in her book says that teachers need to have many abilities, namely being able to assess students' readiness, understanding students' interests and learning styles, being able to create activities that attract students' activeness so that they

can seek as much knowledge as possible, and create various activities so that students can channel the knowledge they have.

There are three characteristics to guide differentiation, namely: students' readiness, students' interest, and students' learning style. Students learn more effectively if assignments are a close match for their skills and knowledge of a topic (readiness), when assignments arouse curiosity or enthusiasm in a student (interest), and when the assignment encourages students to work in a preferred style (learning style) (Tomlinson, 2001). Differentiated instruction focuses on meeting student learning needs and how teachers respond to learning needs.

b. Implementation

In the implementation stage, teachers conduct differentiated instruction by using 3 things, namely content, process, product.

1) Content

Content, which is related to the material that will be taught to students. Content is the material knowledge, concepts, and skills that students must learn based on the curriculum. In this case, the teacher adjusts the material based on students' interests and learning styles. According to Barlian et al., (2023), there are two ways of selecting content, namely adjusting what the teacher will teach or what the students will learn based on the students' level of readiness and interest or adjusting how the content to be taught or learned is delivered by the teacher or acquired by the students based on the learning profile of each student. Tomlinson (2001) also said, there are two ways to think about content differentiation, that is, by separating content, a teacher can modify what they teach, or a teacher can modify how they provide students with access to the information they want them to learn. By understanding this, learning content will be more relevant and contextualized for students.

2) Process

When students encounter new ideas, information or skills, they need time to be able to comprehend the information. This comprehension process is an important component of learning because, without it, students will be lost or confused. Tomlinson, (2001) said that the students comprehend the information process will be effective when the classrooms are:

- a) interesting to the student
- b) contain students of a high thinking level
- c) make the students more active, using their skills to understand the idea/information

Differentiating process according to student readiness means matching the complexity of a task to a student's current level of understanding and skill; differentiating process according to student interest involves giving students choices about facets of a topic in which to specialize or helping them link a personal interest to a sensemaking goal; differentiating process according to student learning profile generally means encouraging students to make sense of an idea in a preferred way of learning—for example, exploring or expressing what they learn kinesthetically, or spatially, or verbally, or creatively; or deciding to work alone versus with a partner; or sitting on the floor to do work versus sitting in a straight chair (Tomlinson, 2001).

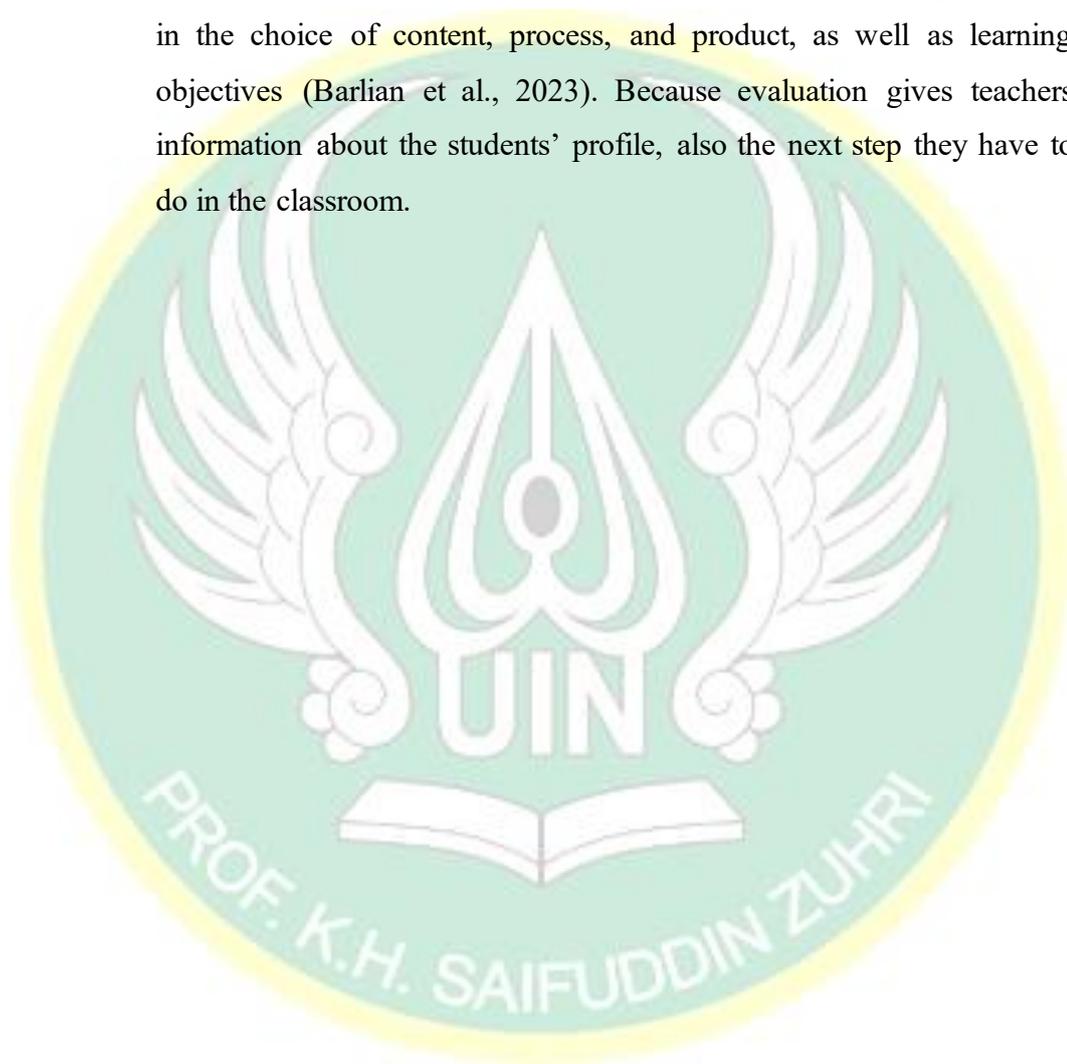
3) Product

Product is important because it is an element of the curriculum and also the product represents the students' understanding and application after they comprehend the content/material (Tomlinson, 2001). In differentiated instruction, students are given a choice to choose how they perform/show their understanding about the content/material, such as presentation, visual project, written, video, etc (Almujab, 2023). The assignment

should make clear to students' what knowledge, understanding, and skills they must include in their work.

c. Evaluation

In this stage, teachers do the evaluation based on the students' performance before as well as the assignment. In every process of differentiated instruction, there will always be continuous improvement in the choice of content, process, and product, as well as learning objectives (Barlian et al., 2023). Because evaluation gives teachers information about the students' profile, also the next step they have to do in the classroom.



CHAPTER III

METHODOLOGY

This chapter presents the research design, research site and participants, research object and subject, data collection techniques, and data analysis.

A. Research Design

In this research, the type of research conducted is field research. The researcher conducted the study using a qualitative approach to analyze the Use of Differentiated Instruction in Teaching English at the Seventh Grade of MTs Ma'arif NU 1 Cilongok, Banyumas. Qualitative approach is a research based on the philosophy of post-positivism, where research is conducted with natural object conditions. Qualitative approach is research that involves important efforts such as asking questions and procedures, collecting specific data from participants, analyzing data inductively starting from specific themes to general themes, and interpreting the meaning of data to find out the motif or pattern of something (Hignett & McDermott, 2015). A qualitative approach is a research method that generates descriptive data from people in the form of spoken or written words and behavioral observations. Qualitative research is focused on social issues, providing voice to the participants' feelings and perceptions. This research uses a qualitative case study. A qualitative case study is a type of research methodology that entails analyzing a specific occurrence in-depth inside the real world (Hignett & McDermott, 2015). This approach will take quite a long time, because the data acquisition process is quite extensive.

B. Research Site and Participants

The site of this research is MTs Ma'arif NU 1 Cilongok, Banyumas, especially in seventh grade. This site was chosen in this research because this school has implemented differentiated instruction in teaching English and this school was chosen as a pilot school for the first trial of implementing differentiated instruction. The participants of this research are English teachers and students at the seventh grade of MTs Ma'arif NU 1 Cilongok, Banyumas.

These participants were chosen in this research, because they have information related to the topic of the research. This research was conducted from January 13th, 2025 until January 22nd, 2025. To provide more detailed description, the data can be found in the table below:

Table 3. 1 Research Participants

Participants	Total
English Teacher Class VII	1
Class VII B	27
Class VII E	26
Total Participants	54

C. Object and Subjects of the Research

1. Object of the Research

The object of this research is the topic of the research, which will be studied. There is one research object, that is the use of Differentiated Instruction in teaching English at the seventh grade of MTs Ma'arif Nu 1 Cilongok, Banyumas.

2. Subjects of the Research

The subjects of this research are English teacher and students at seventh grade of Mts Ma'arif NU 1 Cilongok, Banyumas. The researcher chooses them as the subjects because they have information related to the topic of the research.

D. Data Collection Techniques

The researcher gathered information by observing, conducting interviews, and using documentation. The researcher selected observation, interviews, and documentation as methods to collect data in order to determine how the use of differentiated instruction in teaching English at the seventh grade of MTs Ma'arif NU 1 Cilongok, Banyumas. Documentation serves as proof, providing a detailed account of the events that occurred during the educational experiences. This information confirms the findings collected

by the researcher through interviews and observations. These are the methods that researchers utilize for gathering data:

1. Observation

Observation is a data collection technique by directly monitoring the behavior or meaning of the object of research (Creswell, 2013). Observation is the selection, alteration, recording, and coding of a set of behaviors and settings that pertain to the organization (Agung & Yuesti, 2019). Activities, incidents, events, objects, conditions, particular atmospheres, and an individual's emotional state can all be outcomes of observation. When conducting observations, scientists must make use of all five senses and methodically document their findings. Direct observations or recordings, like pictures or videos, can be used to make observations.

This research uses non-participant observation where the researcher is outside the subject under study and does not participate in their activities. The observations were conducted 3 times in this research. Observation was used as a data collection technique to find the use/implementation of differentiated instruction in teaching English at the seventh grade in MTs Ma'arif Nu 1 Cilongok, Banyumas. The observation was made during the teaching and learning process. The researcher used an observation checklist to collect the data, there were indicators for the checklist, they are:

- a) Principles in differentiated instruction
- b) Steps in differentiated instruction

This observation used instrument observations such as field notes and image documentation. Further, more comprehensive review of the data found in the table below:

Table 3. 2 Research Observation

No.	Activity	Date	Class
1	Observation 1	13 January 2025	7E
2	Observation 2	14 January 2025	7E
3	Observation 3	15 January 2025	7B

2. Interview

An interview is carried out by having a conversation between the informant and the researcher to gather information relevant to the research question (Creswell, 2013). Information obtained through interview can include knowledge, insights, perceptions, and opinions. Researcher must systematically record information and take care not to contaminate it with biased questions or answers. When conducting an interview, the researcher must ask questions that are pertinent to the study's topic and follow up on the interview, previously identified the plot.

This research uses unstructured interviews where the interview guidelines used are only in the form of outlines of the problems to be asked. The interview was conducted with an English teacher at the seventh grade of MTs Ma'arif Nu 1 Cilongok, Banyumas. The interview data collection technique was used to confirm the result of observation, that is, the implementation of differentiated instruction in teaching English at the seventh grade in MTs Ma'arif Nu 1 Cilongok, Banyumas. The interview was conducted on 22 January 2025.

3. Documentation

In qualitative research, document analysis is a useful technique that allows for the methodical examination and assessment of documents to reveal more nuanced contexts, viewpoints, and meanings (Creswell, 2013). This technique allows data to be extracted from various documents that are relevant to the research question, such as rap, letter, daily logs, photo albums, project reports, etc. The data obtained from the aforementioned document can be used to determine information that occurred in the past. In using documentation techniques, researchers need theoretical expertise to analyze all submitted documents. Documents should not only be treated as non-performing assets; instead, they should be analyzed and interpreted by the research objectives. Researchers also need to take into consideration the fidelity and consistency of the documents that are used as data sources.

In this research, the documents that used are lesson plan (modul ajar/RPP), teacher records, and activities class photos. The documentation was used as data collection techniques to find the use/implementation of differentiated instruction in teaching English at the seventh grade in MTs Ma'arif Nu 1 Cilongok, Banyumas.

E. Data Analysis

Data analysis in qualitative research is carried out since before entering the field, during the field, and after completion in the field (Sugiyono, 2013). But in reality, data analysis is more focused during the process in the field, along with data collection rather than the process after completion of data collection. Data analysis is carried out interactively and takes place continuously until it is complete, so that the data is saturated.

1. Data Reduction

The data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail. The longer the researcher goes to the field, the more data will be numerous, complex, and complicated. Data reduction is the process of selecting, focusing on simplification, abstracting, and transforming the rough data that emerged from the written notes in the field, this process takes place continuously (Jailani & Saksitha, 2024). Reducing data means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns. Data reduction provides a clearer picture, makes it easier for researchers to conduct further data collection, and search for it when needed. In this analysis process, researchers will summarize, take the main and important data based on the findings in the field. To reduce data, conclusions are drawn from the data, and the data is sorted into concepts, categories, and themes. Reducing data complexity and concentrating on elements that are pertinent to the research is the goal of data reduction.

2. Data Display

After the data has been reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief

descriptions, charts, relationships between categories, flowcharts, etc (Jailani & Saksitha, 2024). However, the most commonly used way to present data in qualitative research is with narrative text.

3. Conclusion Drawing

The third step in data analysis is conclusion drawing. Conclusions or verification are carried out by researchers continuously while in the field. From the beginning of data collection, I began looking for the meaning of things, noting the regularity of patterns (in theoretical notes), explanations, possible configurations, causal flow, and proposals (Jailani & Saksitha, 2024). In qualitative research, new findings that have never existed before.



CHAPTER IV
FINDING AND DISCUSSION
THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION IN
TEACHING ENGLISH AT 7th GRADE OF MTs MA'ARIF NU 1
CILONGOK, BANYUMAS

The first chapter mentioned that the purpose of the study was determine the implementation of differentiated instruction in teaching English at 7th grade students at MTs Ma'arif NU 1 Cilongok, Banyumas. The fourth chapter examined the research outcomes in terms of the approach used, which was a qualitative case study. The research was conducted from January 13th, 2025 until January 22nd, 2025.

A. Preparation Stages

In this stage, the English teacher did the all preparation before implementing the differentiated instruction in the English classroom. There are two things that English teacher have done, there are understanding students' differences and creating lesson plan.

1. The Teacher Understands Students' Diversity

Tomlinson (1999) states that differentiated instruction is a teaching approach that fulfills all of the students' needs. Subban (2006) also states that Differentiated instruction acknowledges students' various backgrounds, readiness levels, languages, interests, and learning styles. Tomlinson (2001), said that there are three characteristics of students to guide differentiation, namely: students' readiness, students' interest, and students' learning style. It means that differentiated instruction was implemented by the teacher, understanding of students' differences. It can be based on the student's readiness, students' learning style, or the students' interest. The first stage in implementing differentiated instruction is to identify students' differences (Almujab, 2023). According to the interview with an English teacher at the 7th grade of MTs Ma'arif NU 1 Cilongok, did the differentiated instruction in the English classroom, based on the students'

readiness. Student readiness is the ability of students' knowledge and skills at the beginning of achieving learning objectives (Purba et al., 2021). It means the extent to which students can learn the material to be taught. According to the interview with English teacher, she said that:

” Differentiated Instruction is a learning process where activities or everything in it is tailored to the abilities and characteristics of students, for example, learning styles. But in reality, MTs Ma'arif NU 1 Cilongok has never classified the learning style of each student. We haven't done the diagnostic test yet because the authorized teacher has not had time to do it, but the scoring rubric for the diagnostic test has been completed. So, for the implementation of differentiated instruction, it is based on the observations of the teachers on the ability of students in the classroom, as well as based on the results of previous learning scores.” (Interview with English Teacher, January 22nd 2025)

According to the interview, MTs Ma'arif NU 1 Cilongok has not yet done the diagnostic test to find out the learning styles of each student. This is certainly not following the principles of implementing differentiated instruction, where diagnostic tests are very important in the implementation of differentiated instruction. According to Purba et al (2021), the differentiated instruction process begins with the diagnostic assessment stage, which is the most fundamental stage in a differentiated instruction process. Diagnostic test results provide information that teachers use to determine learning goals and stages of the learning process. When teachers do not implement this, it certainly has a huge impact on the learning process.

However, even though the teacher did not conduct a diagnostic test, the teacher still facilitated students' needs based on observations of the lesson as well as students' previous scores. Differentiated instruction at 7th grade was implemented by classifying the ability of the students in the classroom, and based on the results of the previous learning scores. The English teacher understood the abilities of the students at the 7th grade. In the lesson plan, it is mentioned that:

- c. Peserta didik dibagi menjadi beberapa kelompok berdasarkan intelligences, terdiri dari kelompok sedang berkembang dan kelompok mahir. Pada kelompok mahir, dalam proses pembelajaran mereka akan dibiarkan belajar secara mandiri dan guru akan lebih banyak mengamati dan hanya membimbing jika dibutuhkan, sedangkan pada kelompok sedang berkembang guru akan membimbing dan mengarahkan peserta didik agar dapat memahami materi (diferensiasi proses)

Picture 4. 1 Lesson plan (Students' differences)

The picture above shows that the English teacher divides students based on their abilities. There are two kinds of groups. The first is proficient groups, which consist of students who have the ability and look ready to learn. And the second is a developing group, consisting of students that need more guidance and monitoring in the classroom.

Based on the above explanation, the English teacher did the diagnostics test based on the student's readiness. This diagnostic test provided information to the teacher about the learning objectives that the teacher wants to achieve from the students at the end of the learning process. It will help the teacher when creating a lesson plan for the learning. According to (Purba et al., 2021), students' readiness must be based on the teacher's idea that every student has the potential to grow physically, mentally, or in terms of knowledge.

2. The Teacher Prioritizes Key Concepts in Designing Lessons

In differentiated instruction, teachers must take important concepts, principles, and skills into consideration when planning lessons (Tomlinson, 1999). The teacher who did the learning process had to make a lesson plan. Barlian et al (2023) said, that the preparation stage includes all the necessary learning administration, starting from determining learning outcomes, learning objectives, and finally making a lesson plan. English teacher said that:

“The curriculum and all lesson plans used are based on the Musyawarah Guru Mata Pelajaran (MGMP) Forum that has been implemented both at the Banyumas district and internal school levels. The materials used are also based on the MGMP Forum agreement. For the activities, I tried to create interesting activities. But, for using technology, there is a limited LCD. So, I use brainstorming and games or ice breaking in the learning process.” (Interview with English Teacher, January 22nd 2025)

Based on the above explanation, when preparing differentiated instruction, there are some important components. There are learning outcomes, learning objectives, and a lesson plan. Based on the interview with an English teacher, she said that the learning outcomes, learning objectives, and some components of the lesson plan are made by English teacher agreement in *Musyawarah Guru Mata Pelajaran (MGMP) Forum* in Banyumas Regency. *MGMP* is a forum where all teachers of the same subject gather to discuss learning competencies and professionalism. This forum was attended by all English teachers in Banyumas Regency. Below the details of the learning outcomes, learning objectives, and lesson plan.

a) Learning Outcomes

Learning outcomes are goals that students can do after completing a learning experience. Learning outcomes should be listed and written down before starting the lesson, to know and check whether the lesson is perfectly designed and implemented (Mahajan & Singh, 2017). Below is the learning outcomes that have been made by the English teacher:

B. Komponen Inti
 Elemen: Menulis - Mempresentasikan
 1. Tujuan Pembelajaran

No	Tujuan Pembelajaran	Kriteria Ketercapaian Tujuan Pembelajaran
2.3	Peserta didik mampu membaca teks tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri	2.3.1. Mendaftar makanan khas daerah/Indonesia 2.3.2. Memahami teks tentang Secret Recipe 2.3.3. Menyimpulkan teks Secret Recipe
	Peserta didik mampu merespon teks tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri	2.3.1. Menemukan informasi dalam teks secret recipe 2.3.2. Menyimpulkan teks secret recipe 2.3.3. Melengkapi teks secret recipe 2.3.4. Memilih recipe yang sesuai 2.3.5. Membandingkan recipe 2.3.6. Menyusun resep

Picture 4. 2 Learning Outcomes

Above is the learning outcomes of the lesson. The learning outcomes of this lesson are: students are asked to be able to read

unfamiliar text that consists of structures that were learned and vocabularies that are familiar individually; and students are asked to be able to respond to unfamiliar text that consists of structures that were learned and vocabularies that are familiar as individuals. This lesson plan was made by the English teacher according to the *Musyawarah Guru Mata Pelajaran (MGMP) Forum* in Banyumas Regency. It means, the learning outcomes were not made by the 7th grade English teacher of MTs Ma'arif NU 1 Cilongok, but the learning outcomes are based on the English teachers in Banyumas Regency agreements.

b) Learning Objectives

Learning objectives are goals that students will be able to do at the end of a lesson or learning task. (Almujab, 2023) said that after analyzing student characteristics, teachers need to set clear and specific learning objectives. This clear goal helps the teacher in arranging activities in the differentiated instruction process. Below the learning objectives that were made by the English teacher at the 7th grade:

B. Komponen Inti
 Elemen: Menulis - Mempresentasikan
 1. Tujuan Pembelajaran

No	Tujuan Pembelajaran	Kriteria Ketercapaian Tujuan Pembelajaran
2.3	Peserta didik mampu membaca teks tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri	2.3.1. Mendaftar makanan khas daerah/Indonesia 2.3.2. Memahami teks tentang Secret Recipe 2.3.3. Menyimpulkan teks Secret Recipe
	Peserta didik mampu merespon teks tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri	2.3.1. Menemukan informasi dalam teks secret recipe 2.3.2. Menyimpulkan teks secret recipe 2.3.3. Melengkapi teks secret recipe 2.3.4. Memilih recipe yang sesuai 2.3.5. Membandingkan recipe 2.3.6. Menyusun resep

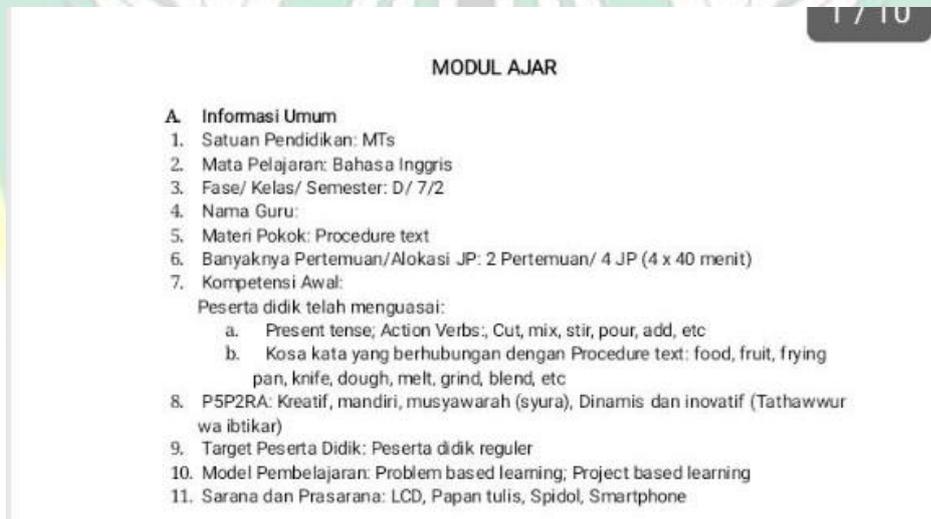
2. Pemahaman Bermakna
 Setelah mempelajari materi tentang Procedure text, peserta didik dapat mengambil pemahaman tentang langkah-langkah membuat makanan/minuman favorit mereka.

Picture 4. 3 Learning Objectives

Above is the learning objectives of the lesson. Based on the learning objectives that were made by the English teacher, at the end of the lesson, students are asked to write/create a procedure text about their favourite food or drink. Before it, students were familiar with the food and drink vocabularies in English. Students also taught the process of writing a procedure text, starting from structures and language features. At the end of the lesson, students are asked to make a procedure text about their favourite food and drink.

c) Lesson Plan

The lesson plan is a learning design that is made to guide teachers in implementing learning. This lesson plan contains important components. Lesson plan is used as a guideline in implementing the learning process in the classroom. Below the lesson plan that was made by the English teacher at the 7th grade:



Picture 4. 4 Lesson Plan

Above is the lesson plan that was made by the English teacher. Based on the lesson plan, the teacher introduces the material, which is a procedure text. This material includes writing skills. For this material, an English teacher teaches in two meetings, consisting of 2x40 minutes each meeting.

This lesson plan was created by developing the results of the agreement in the *MGMP Forum*.

Based on the above explanation, the English teacher decided and created learning outcomes, learning objectives, and the lesson plan were based on the *Musyawah Guru Mata Pelajaran (MGMP) Forum* in Banyumas Regency. The learning outcomes and the learning objectives are the same for all students. But the learning process, such as activities in the classroom are various by the English teacher planning.

B. Implementation Stages

In this stage, will explain the learning process using differentiated instruction in teaching English at the 7th grade of MTs Ma'arif NU 1 Cilongok.

1. The Teacher Modifies Content, Process, and Product

According to Tomlinson (1999), content is what students need and need to learn and the materials used to achieve it; process describes the activities designed to ensure that students use key skills to understand important ideas and information; product is how students demonstrate and extend what they have learned. In differentiated instruction, teachers can adapt one or even more content, process, or product based on student characteristics (readiness, interest, learning profile). English teacher at the 7th grade differentiated the content, process, and product in the learning process. Below is the detail of the content, process, and product in teaching English at 7th grade:

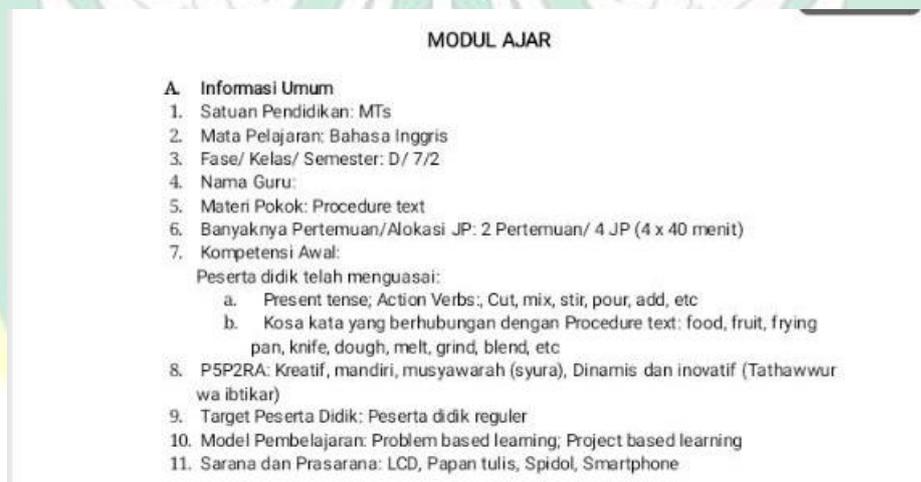
a. Content

Tomlinson (2001) said that there are two ways to think about content differentiation, that is, by separating content, a teacher can modify what they teach, or a teacher can modify how they provide students with access to the information they want them to learn. Based on the observation, students at 7th grade in an English classroom learn the same material, that is, a procedure text. This material is suitable with the students, because it is related to the daily activities. The learning objectives of this lesson are to make a procedure text. The lesson plan

also states that the material studied in this lesson is procedure text. It is suitable for the interview with an English teacher, who said that:

“The material that I teach and the students get are all the same. There are no students who get different materials. This is because the material I teach is the material that has been agreed upon in the MGMP Forum in the Banyumas Regency.” (Interview with English Teacher, January 22nd 2025)

According to the English teacher, the students were getting the same materials. The materials that the English teacher taught are based on the *Musyawarah Guru Mata Pelajaran (MGMP) Forum* in Banyumas Regency. It means, all of the materials that the English teacher taught were discussed on the forum. Therefore, the students at 7th grade were given the same materials, there were no differences between the materials that the students got. Below the lesson plan about the procedure text material:



Picture 4. 5 Procedure Text Material

This procedure text is discussing how to make food or drink that students usually meet in their daily life. In the classroom, the teacher asked about the food that students ate in the morning and the students' favorite food/drink. In the beginning of the learning process, the teacher asked the students about their menu of breakfast and also their favorite food/drink. The teacher asked the students, "What is your menu for

breakfast today?” and “what is your favorite food/drink?”. Some students answer with “fried rice, Mrs.”, the other students answer with “I have breakfast with a drink of milk, Mrs.” etc. It means the English teacher taught the same material for all students at 7th grade, that is a procedure text about food and drink.

Fauzia & Ramadan (2023) said that in the classroom, teachers must facilitate their students according to the needs of the students themselves, because each student certainly has different conditions and ways of learning. Based on the observation, when taught the material, the English teacher always facilitates how the students learn. The English teacher taught the material with a video and explanation by herself to make students understand the material easily. An English teacher always shows a video about the material, which will facilitate the students who learn with audio/visual/audiovisual. After showing the video, the teacher will explain again about the content of the video. As mentioned above, MTs Ma'arif NU 1 Cilongok never did the diagnostics test about students' learning style, so this way that the teacher can do to serve the students' need by using some ways when teaching the material.

“Not all materials use differentiated instruction. Some materials do not use differentiated instruction. When using differentiated instruction, of course, the way I taught is different. Sometimes I use videos, pictures, or audio that are possible and appropriate to the material.” (Interview with English Teacher, January 22nd 2025)

According to the interview, the English teacher said that differentiated instruction is used only in some materials. The English teacher stated that when implementing differentiated instruction, she was teaching students in some ways that are different. English teacher usually use videos, pictures, or audio that are possible to use in the learning process. Below are the details of the learning process of the English teacher when delivering the procedure text material to the students at 7th grade in the classroom:



Picture 4. 6 English Teacher shows a video about a Procedure Text.

The picture shows students watching a video that was playing by the English teacher. The video shows vocabulary, kinds of food and drink that students usually meet in their life. The students pay attention when the video is showing. They write the vocabularies in their book. Sometimes students ask the teacher to play the video slowly. Teaching with video as learning media helps teachers to facilitate students at the 7th grade who have an audio-visual learning style that the teacher did not know.



Picture 4. 7 Teacher explains the video that has been showing and the Procedure Text material

After showing the video, the English teacher makes sure the students understand the content of the video. The students were asked by the English teacher about the meaning of each vocabulary food and drink. Sometimes, the students did not know the meaning of it. An English teacher helps students when students do not understand the video. The English teacher really makes sure that students understand about the video.

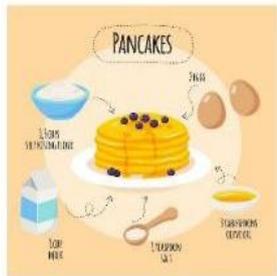
Based on the above explanations, students at the 7th grade were getting the same material with some ways to understand the material. English teacher at the 7th grade of MTs Ma'arif NU 1 Cilongok was not differentiating content by modifying what the teacher taught. But the English teacher was differentiating content by modifying how she provides students with access to the information they want them to learn. It is suitable with statement by Barlian et al (2023) that in differentiated learning there are two ways to make the content of the lesson different, namely: adjusting what the teacher will teach or what the students will learn based on the students' level of readiness and interest or adjusting how the content to be taught or learned will be delivered by the teacher or acquired by the students based on the learning profile of each student.

b. Process

Tomlinson (2001) states that differentiating process according to student readiness means matching the complexity of a task to a student's current level of understanding and skill. It means the teacher should understand the level of understanding and skill of each student. Based on the observation, as mentioned, the teacher differentiated students based on their level of readiness, in this case, in the classroom, the English teacher divided students into 4-5 groups in the classroom, which consisted of two types of groups. The two types of groups are groups that are fast/ proficient in understanding the material or tasks, and groups that still need to develop in understanding the material or tasks.

In the proficient group, during group discussion activities, the teacher always provides little guidance and observes more. Whereas in the developing group, the teacher will provide more guidance and direction, but certainly does not provide instant explanations. English teacher always gives the same worksheet to each student. Below the student's worksheet that the teacher served in the English classroom:

(Pertemuan II)



PANCAKES RECIPE

- Whisk the ingredients together
- Put the flour and milk into a bowl
- Cook until browned then flip
- Crack the eggs and add to the bowl
- Pour some of the mixture into the pan
- Enjoy eating
- Once the other side is brown leave to cool

Questions

1. What is the goal of the text?
2. What are the ingredients of the recipe above?
3. Rearrange the random steps into the right steps!

Picture 4. 8 Students worksheet

The teacher assigns students to work on this worksheet together with their group mates. The worksheet consists of three questions. Students are asking to answer the question. In the process, the teacher always guides and monitors all students. Below are the details of the proficient groups and developing groups in the learning process:



Picture 4. 9 Proficient Groups

Above is the proficient group. In the proficient group, it was seen that they were able to work on the worksheet independently with their group mates. They understood the material and when they had difficulty with the meaning, they would find out what it meant in the dictionary. English teacher always asks students to borrow the dictionary from the library. This dictionary helps students at the 7th grade of MTs Ma'arif NU 1 Cilongok in the learning process. Although they have a limited vocabulary, they always try to find them in the dictionary.



Picture 4. 10 Developing Groups

The picture above shows the developing group. In this group, the English teacher gives more guidance and direction, to make them understand the worksheet. One of the students in developing group ask about the worksheet *“Mrs, what I have to do to answer the question of number 3rd?”*, English teacher answer *“what is the meaning of rearrange?”*, student answer *“menyusun mrs?”* and the English teacher answer again *“Nah, in the sheet listed the steps of making pancake. However, the steps are still arranged randomly. To answer number three, you are tasked with arranging the steps of how to make a pancake in the correct steps. To be able to arrange the sentences, you must understand the meaning, please look up the meaning in the dictionary.”* After that, the students understand the instruction, and try to answer all questions. English teacher still monitors all of the students in 7th grade.

Tomlinson (2001) said that students comprehend the information process effectively when the classroom is: interesting to the student; contains students' high thinking level; makes the students more active, and uses their skills to understand the idea/information. Based on the observation, the English teacher always uses interesting activities in the English classroom. The English teacher was using question and answer activities, small group discussion, whole-class discussion, presentation, and usually used games. The students at 7th grade look so actively involved in following classroom activities. The student looks actively at the answer or asks something to the teacher. These activities also contain students at a high thinking level. When students were given the worksheet, in the worksheet are included skills and material that are learned. The worksheet contained procedure text material and writing skills. According to the interview with the English teacher, they said that:

“Students in learning activities are looked at actively, but not all of them. We know that every student has their characteristics, there are active students, but there are also passive students. But overall students always follow the instructions, work on the worksheet, and

follow every learning activity. It is just about students respond that look different.” (Interview with English Teacher, January 22nd 2025)

According to the interview, the English teacher stated that there are two types of students, the first is active students, and the second is passive students. The English teacher was understanding about this. She said that every student has their characteristics. Although the different characteristics, students at 7th grade still follow the learning process and do every instruction that the teacher gives. Below are the details of the activities in the English classroom.



Picture 4. 11 Answer and Question Activities

In this activity, the English teacher asks questions to the students. The students whose answer was chosen randomly. The English teacher was asked some questions, such as students' favorite food/drink and how to make it. The English teacher was asked “what is your favorite food and drink?”, one student who was chosen answered “meatball and iced tea”. English teacher was correcting the student's answer with the sentence “My favorite food is meatball; my favorite drink is iced tea. Please repeat it” and the student's answer “My favorite food is meatball;

my favorite drink is iced tea”. In this activity, students at the 7th grade participate actively.



Picture 4. 12 Small Group Discussion

The other activities that students did in the classroom is discussion. English teacher was giving worksheet to the students that have to do in group. This group consists of 4-5 students. Students did the worksheet together with their friends. Students at 7th grade were really participating in this activity.



Picture 4. 13 Whole-Class Discussion

Other activity that the teacher and students did in the classroom is whole-class discussion. In this activity, the teacher and students were discussing the material, the worksheet that students did, and if there were any misunderstandings by students about the material. In this activity, an English teacher gives students space to share their thoughts. She was really made sure that students were able to understand the material of the lesson.



Picture 4. 14 Presentation

The picture above shows that students did the presentation in the classroom. Students at 7th grade are presenting the result of the worksheet that they did with their friends in a group. All of the group were presenting in front of the classroom. The English teacher was chosen randomly, whose group was presenting first, second, etc. This activity not only helps deliver the students' understanding about the worksheet, but also gives experience to the students in speaking skills. Students are trained to speak in English, and they are trained to be brave enough to speak in English. The English teacher was also correcting when students made mistakes in pronouncing some words.



Picture 4. 15 Games Matching Vocabularies

English teacher was trying to create activities that fun and make students interesting. Usually, English teacher was using game matching vocabulary to make students interesting in learning process. this game is matching the kind of taste with the meaning. English teacher was allowing students to find the meaning in the dictionary. Each group have dictionary that facilitated by the English teacher.

Based on the above explanation, students at the 7th grade were doing the same activities. They are doing the various activities together. But the English teacher was giving a different treatment to students, especially in each group, the proficient group and the developing group. It means the English teacher did the process differentiation. According to Barlian et al (2023), in differentiated process, teachers can give more guidance to students who are still developing their knowledge and let the proficient students increase their skills independently.

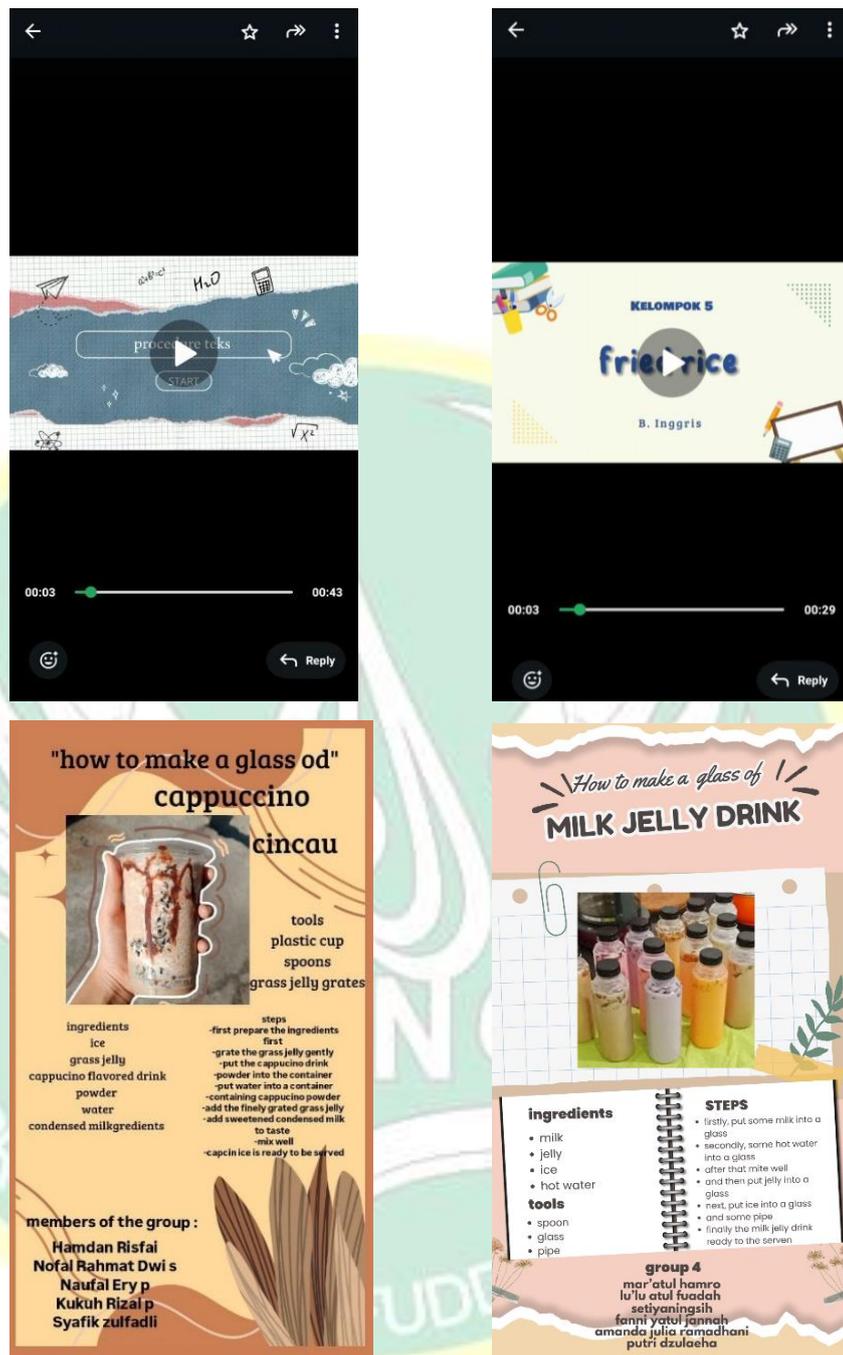
c. Product

Almujab (2023) state that in differentiated instruction, students are given a choice to choose how they perform/show their understanding about the content/material, such as presentation, visual project, written, video, etc.

It means, students can choose how they show the understanding of the material. The product is a summative assessment and needs to be graded as a learning product that proves the student's mastery of the material that has been given (Barlian et al, 2023). Based on the observation, an English teacher assigns a project to the students, she usually gives a choice to the students on how they perform the project. The English teacher was giving a project to the students to make a procedure text. The students were allowed to choose how they perform the project with the video, poster, and PowerPoint presentation. The English teacher said, *"I ask you to make a procedure text in your home with your groups. You can choose one of the foods or drinks that you will make. Please, make it with video, poster, or PowerPoint that you think is easy to make."* The students were asking *"Mrs., is it mean we have to make it on 3 ways, video, poster, and PowerPoint?"* The English teacher answered *"Of course, no, you can choose video, poster, or PowerPoint. Just choose one of them"*. According to the English teacher, she said:

"I allow students to show their project in some ways. It can be with a video, poster, presentation. But it is based on the material that they have learned. It can be suitable with the material." (Interview with English teacher, January 22nd, 2025)

According to the English teacher interview, she was allowing students to choose how they present the project in video, poster, or presentation. Students at 7th grade were allowed to choose one of them. Based on the result, students choose video and poster when make a procedure text. Some groups choose a video project, and there are some groups that choose a poster. Students were choosing food and drink that they usually ate in their daily lives.



Picture 4. 16 The result of the procedure text project by the students

Based on the pictures, most of the students at 7th grade were chosen to create a video in the Make a procedure text project. And some of them were chosen as a poster in a make a procedure text. In making videos, we use the application on the smartphone, which is CapCut, when making videos, and Canva to make a poster.

Based on the above explanation, the English teacher was differentiating products. The English teacher was giving students a choice to present their project. Students at 7th grade were allowed to choose their ways to show the project in some way, such as a video and a poster. Students choose it by their preferences. It is proving that the English teacher was modifying the product.

2. The Teacher Provides Students with Respectful Activities

Tomlinson (1999) states that in differentiated instruction, the teacher recognizes what students need to learn most effectively and provides learning options that are a good fit for each student. Based on the observation, the English teacher always facilitates the students' needs. In the learning process, the English teacher provided a video, but also explained. An English teacher always guides the learning process from the beginning until the end. The English teacher was allowing students to learn with video, book, working in a group, or working independently. It means the English teacher always supports the student's growth. English teacher always provides and offers some ways for students to understand the material easily based on their characteristics. According to the English teacher in the interview, that:

“In the beginning of the learning process, when I introduce the material, I usually ask a trigger question. I use it to find the learning readiness of each student. Some students answer the question and not. I can see which students understood and were confused. The differentiated instruction helps me to understand the students' needs and what I should do as a teacher here. Because in the classroom I can maximize the students' ability. For the students who have high ability, we can increase their ability, while students are still developing the ability, we can give more guidance and monitoring.”
(Interview with English Teacher, January 22nd 2025)

According to the interview, English teachers use trigger questions (*pertanyaan pemantik*) to find out the students' readiness. Differentiated instruction helps the English teacher in the learning process to understand what students need. An English teacher can provide the best way/media to

students that are used in the classroom, so students can increase their ability. Below are the ways an English teacher facilitates students in the classroom:



Picture 4. 17 An English teacher facilitates students to learn with a video.



Picture 4. 18 An English teacher facilitates students to learn with a book.



Picture 4. 19 An English teacher facilitates students to work in a group

The pictures above are the ways an English teacher facilitates students at 7th grade in the classroom. The English teacher was allowing students to learn with video, book, and also learn with their friends. These are the ways the English teacher provides to make students at 7th grade understand the material easily.

Based on the above explanation, the English teacher always facilitates the students' needs in the learning process. English teacher provides and offers some way or media for students to understand the material easily. Because in this school, a diagnostic test is used to find out the learning style of each student, so the English teacher serves students based on her observation and also the score of the lesson before, whose students are proficient and whose students are developing. English teacher said, with this, she can maximize in facilitating the students in the learning process. An English teacher can increase the students' ability, and an English teacher can give more guidance and monitor students in developing the ability.

3. The Teacher and Students Work Together in Learning

Tomlinson (1999) in her book, says that the teacher in the learning process is likened to an architect, where students play a role to help in this design and construction. Teacher and students are partner in the learning process. Teacher has a role to be a facilitator, while students find their knowledge and skills.

Based on the observation, the English teacher positions herself as a facilitator in the classroom. Students are freed to learn and seek their knowledge, while the teacher in the classroom plays a role in facilitating students' needs. The teacher guides students in understanding the material. According to the English teacher, they said that:

“Teachers and students in learning activities are a pair of partners. Where students are here to seek knowledge and teachers are here to facilitate students' needs.” (Interview with English Teacher, January 22nd 2025)

English teacher was understanding her job in the classroom. she cannot give knowledge immediately to the students. English teacher was guide and facilitate the students in learning process.



Picture 4. 20 English teacher guide and monitor students

When students at 7th grade were working on the worksheet, the English teacher guided them and monitored the students. Students were asking when they feel confused about the instruction, while the English

teacher guides them to understand the instructions. This needs to be done to facilitate the achievement of learning objectives.

4. The Teacher and Students Collaborate Flexibly

Tomlinson (1999) states that in the learning process, to achieve success, teachers and students can work together in various ways. It could be with large group or small group that is effective. Teacher and students work together in the classroom.

Based on the observation, the English teacher was using a small group. Which in one group is composed of 4-5 students. The students and the English teacher at the 7th grade were looked at as a great partner. According to the English teacher, it was confirmed that:

“As mentioned before, I, as a teacher here with the students, am a partner in the learning process.” (Interview with English Teacher, January 22nd 2025)

According to the interview, the English teacher realizes that the teacher and students are partners in the learning process. teacher cannot do the learning process independently and students also cannot do the learning process independently. In the classroom, English teacher and students are working and do the learning process together.



Picture 4. 21 English Teacher and students work together in a small group

The picture above shows that the English teacher and students are working together. This small group was looked at more effectively because the English teacher can monitor and guide students very well. And it looked more controlled because the English teacher can pay attention to students one by one.

Based on the above explanation, the English teacher realizes that students and teacher are partners in the learning process. They cannot work independently. They have to work together. English teacher was using small group discussion with the students in the learning process.

5. The Teacher Manages Group and Individual Dynamics

In differentiated instruction, the teacher cannot immediately give answers to everything that students ask, but it would be better if a teacher is able to guide students in certain ways (Tomlinson,1999). It means that teacher cannot give the answer instantly, but teacher have to guide students in order to find the answer. Teacher has to guide and monitor the students learning process.

Based on the observation, the English teacher always guides the students in the learning process. The English teacher understands the characteristics of the students. In the learning process, when students ask about something, the English teacher always guides them to find the answer to questions, instead of answering instantly. The English teacher was also allowing students to help their friends. Based on the observation, English teacher usually chooses one student to help their friends in translating sentences. Some students were asking “*Mrs, what is the meaning of these sentences? Some of the vocabulary I cannot find in the dictionary.*” After that, the English teacher chose one student to stand in front of the class and guide their friends in translating the sentences.

“I tried to guide the students in understanding the material. I usually give them texts that different in reading skill material or when we learn writing skill material, I allow them to work with their friend.”
(Interview with English Teacher, January 22nd 2025)

An English teacher always guides students to understand the material. Students were usually asking about the material that they cannot understand. English teacher was guide them and answer the students misunderstanding not immediately. But English teacher always guides them in understanding the material. Usually, English teacher was allowing students to work with their friends and English teacher was allowing students to help their friends.



Picture 4. 22 One of the Students Helps their Friends in Translating

The picture shows a student in 7th grade helping their friends in working on the worksheet. The student, with guidance from the English teacher, tried to translate and tell his friend the instructions on the worksheet. The students help their friends in understanding the worksheet.

Based on the above explanation, English teacher is able to guide students at the 7th grade. The English teacher was allowing students to learn with their friends. But still give the guidance and monitor. English teacher realizes that students have options on how they learn.

C. Evaluation Stages (Assessment and Instruction are Intertwined)

In this stage, the teacher evaluates the products produced by the students. The teacher conducts formative and summative tests to determine follow-up and improvement in the next learning process (Barlian et al., 2023). Based on the observation, the English teacher did the formative assessments in small

students at 7th grade, there are cooperation, critical thinking, and students' activeness. According to the interview with the English teacher, when assessing the students' attitude, there will be different scores between one student and the other in a group.

Besides conducting formative assessments, English teachers also conduct summative assessments. Summative assessment is an assessment carried out at the end of a lesson on certain materials or competencies. According to Adinda et al., (2021), summative assessment is an assessment that aims to determine the learning achievements of students from the lessons that have ended. Based on the observation, the English teacher did the summative assessment with the procedure text project. In the end of the lesson, the English teacher asked the students at 7th grade to create a procedure text project. Some of the aspects assessed in this project are contained in the following assessment rubric:

Assessment Sumatif
(dilaksanakan pada pertemuan ke-II)

Procedure Text Task

1. Make a procedure text about food/drink, based on your preference!
2. You can present the text in the form of writing, such as poster (you can make it on canva or other application) or in the form of speaking, such as video, live presentation, etc.

Rubrik Penilaian

No.	Indikator	Kriteria				Nilai
		30	20	10	5	
1	Konten	Makna dan isi sangat sesuai dengan tema	Makna dan isi sesuai dengan tema	Makna dan isi kurang sesuai dengan tema	Makna dan isi tidak sesuai dengan tema	
		30	20	10	5	
2	Struktur (tujuan, alat & bahan, langkah-langkah)	Struktur procedure text sangat sesuai	Struktur procedure text terdapat satu bagian yang terbalik	Struktur procedure text terdapat dua bagian yang terbalik	Struktur procedure text tidak urut dan berantakan	
		20	15	10	5	
3	Diksi	Penggunaan kosakata sangat sesuai dengan tema	Penggunaan kosakata sesuai dengan tema	Penggunaan kosakata kurang sesuai dengan tema	Penggunaan kosakata tidak sesuai dengan tema	
		20	15	10	5	
4	Tanda baca dan huruf kapital	Penggunaan tanda baca dan huruf kapital sangat tepat	Penggunaan tanda baca dan huruf kapital tepat	Penggunaan tanda baca dan huruf kapital kurang tepat	Penggunaan tanda baca dan huruf kapital tidak tepat	
		20	15	10	5	
		Total nilai				

Picture 4. 24 Summative Assessment Rubric

Based on the rubric above, there are four aspects assessed in this project, namely the suitability of theme/content, structural sequence, diction selection, use of punctuation and capital letters. To achieve the learning objectives, the

students at 7th grade have to achieve these aspects. According to the English teacher:

“I evaluate project assessment. I give students the option to make their projects in the form of videos, posters, or flyers. This project can help me to evaluate the learning process that has been carried out.” (Interview with English Teacher, January 22nd 2025)

According to the interview, English teacher was evaluating learning process based on the student's project. The projects produced by students are used by the English teacher to measure the achievement of learning objectives and the success of the learning process. English teacher also gives the options to the students in how to make it. It can be in a poster, flyer, or video.

Based on the explanation above, English teacher was evaluating learning process based on the formative and summative assessments. The formative assessment was taken in learning process, meanwhile the summative assessment was taken in the end of the lesson. This evaluation was used to improve the next learning process.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the research conclusions, limitations of the research, and suggestions based on the following results:

A. Conclusion

This research used a qualitative method with a case study approach. This research aims to describe how the teacher implements differentiated instruction in teaching English at the 7th grade of MTs Ma'arif NU 1 Cilongok, Banyumas. This research has been conducted, with the subjects being 7th grade students in B and E grade and the 7th grade English teacher. The data obtained is the implementation of differentiated instruction by the English teacher. This research was conducted professionally using triangulation techniques, where observations, interviews, and documentation are used to obtain the validity of the data collected.

After conducting data collection through observations, interviews, and documentations, it was found that the 7th grade of MTs Ma'arif NU 1 Cilongok used differentiated instruction in the classroom. Differentiated instruction implementing by the English teacher divided students into some groups and it based on the student's readiness. The English teacher divided students based on her observation and students score result in the previous lesson.

The implementation of differentiated instruction consists of 3 steps: preparation, implementation, and evaluation. In the preparation, there are two important things: the teacher has to understand the students' differences, and the teacher has to create a lesson plan. In the implementation, there are five important things: teacher modifies content, process, and products; students participate in respectful work; teacher and students collaborate in learning; teacher and students work together flexibly; and teacher balances group & individual norms. Meanwhile, in the evaluation, the teacher did the learning evaluation.

B. Limitations of the Research

The research limitations of the thesis entitled “Differentiated Instruction in Teaching English at 7th Grade of MTs Ma’arif NU 1 Cilongok” are as follows:

1. The research only took one English teacher as the main respondent of the study.
2. The research only took students in 7th grade as the respondents of the study.

C. Suggestion

Based on the research results explained in chapter IV previously, it is important to conduct reflections for improvements in the school, the teacher as respondent, and also the researcher in the future. Therefore, the researcher provides the following suggestions:

1. Suggestion for the Teacher

After this research, it is expected that teacher will further enhance understanding in implementing the differentiated instruction. Also, teacher can create more fun and interesting activities for the learning process. Teacher more pay attention to the students’ characteristics. Provides various way in teaching material.

2. Suggestion for the School

With the result of this research, it is hoped that the school can do the diagnostic test to find the learning style of each student. So, the teacher can provide the best way of teaching in the classroom.

3. Suggestion for the Researcher

This research was not perfect. As we all know, Allah SWT is the only source of excellence. The researcher believed that the availability of this research will inspire and serve as a source for future investigations on the same topic.

REFERENCES

- Adinda, A. H., Siahaan, H. E., Raihani, I. F., Aprida, N., Fitri, N., & Suryanda, A. (2021). Summative Assessment and Formative Assessment of Online Learning. *Report of Biological Education*, 2(1), 1–10. <https://doi.org/10.37150/rebion.v2i1.1024>
- Agung, A. A. P., & Yuesti, A. (2019). *METODE PENELITIAN BISNIS KUANTITATIF DAN KUALITATIF* (1st ed.). CV. Noah Aletheia.
- Ahmadi, S. M. (2016). The Importance of Listening Comprehension in Language Learning. *International Journal of Research in English Education*, 1(1).
- Aisah, D. N., Munandar, K., Wadiono, G., & Jannah, S. R. (2023). Mewujudkan Merdeka Belajar Melalui Pembelajaran Berdiferensiasi. *Jurnal Teknologi Pendidikan*, 1(3), 9. <https://doi.org/10.47134/jtp.v1i3.85>
- Almujab, S. (2023). *PEMBELAJARAN BERDIFERENSIASI: PENDEKATAN EFEKTIF DALAM MENJAWAB KEBUTUHAN DIVERSITAS SISWA*. 8.
- Anderson, K. M. (2007). *Differentiating Instruction to Include All Students*. 51(3).
- Anggraeny, T. F., & Dewi, D. N. (2023). *AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING ENGLISH USING DIFFERENTIATED LEARNING*. 7(1).
- As Sabiq, A. H. (2018). IMPROVING STUDENTS' MOTIVATION AND READING SKILLS IN ELT THROUGH AUDIO VISUAL MEDIA. *Diksi*, 25(1). <https://doi.org/10.21831/diksi.v25i1.16007>
- Astuti, Y. F., Syafei, M., & Suryani, F. B. (2023). ENGLISH JUNIOR HIGH SCHOOL TEACHERS' AND STUDENTS' PERSPECTIVES OF DIFFERENTIATED INSTRUCTION PRACTICES IN KURIKULUM MERDEKA. *SIMPLE: International Journal of English Education*, 1(1), 30–34. <https://doi.org/10.24176/simple.v1i1.10614>
- Barlian, U. C., Yuni, A. S., Ramadhanty, R. R., & Suhaeni, Y. (2023). IMPLEMENTASI PEMBELAJARAN BERDIFERENSIASI DALAM KURIKULUM MERDEKA PADA MATA PELAJARAN BAHASA INGGRIS. *ARMADA: Jurnal Penelitian Multidisiplin*, 1(8), 815–822. <https://doi.org/10.55681/armada.v1i8.742>
- Broughton, D. G., Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. (2002). *Teaching English as a Foreign Language*. Routledge.
- Brown, H. D. (1994). *Teaching by Principles An Interactive Approach to language Pedagogy* (2nd ed.).

- Creswell, J. W. (2013). *Research Design_ Qualitative, Quantitative, and Mixed Method Approaches*. SAGE Publication.
- Derakhshan, A., & Shirmohammadli, M. (2015). The Difficulties of Teaching English Language: The Relationship between Research and Teaching. *International Journal of Linguistics*, 7(1), 102. <https://doi.org/10.5296/ijl.v7i1.6648>
- Fauzia, R., & Hadikusuma Ramadan, Z. (2023). Implementasi Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka. *Jurnal Educatio FKIP UNMA*, 9(3), 1608–1617. <https://doi.org/10.31949/educatio.v9i3.5323>
- Habibullah, M. (2012). *TECHNIQUES IN TEACHING READING COMPREHENSION*.
- Hignett, S., & McDermott, H. (2015). *Qualitative methodology for ergonomics*. CRC Press [Taylor & Francis Group].
- Himmah, F. I., & Nugraheni, N. (2023). Analisis Gaya Belajar Siswa untuk Pembelajaran Berdiferensiasi. *Jurnal Riset Pendidikan Dasar (JRPD)*, 4(1), 31. <https://doi.org/10.30595/jrpd.v4i1.16045>
- Hussain, S. (2017). Teaching Speaking Skills in Communication Classroom. *International Journal of Media, Journalism and Mass Communications*, 3(3). <https://doi.org/10.20431/2454-9479.0303003>
- Indrilla, N., & Ciptaningrum, D. S. (2018). AN APPROACH IN TEACHING WRITING SKILLS: DOES IT OFFER A NEW INSIGHT IN ENHANCING STUDENTS' WRITING ABILITY. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 124–133. <https://doi.org/10.24071/llt.v21i2.1036>
- Jailani, M. S., & Saksitha, D. A. (2024). TEHNIK ANALISIS DATA KUANTITATIF DAN KUALITATIF DALAM PENELITIAN ILMIAH. *Journal Genta Mulia*, 15(2).
- Kamila, Q. A. N., Asbari, M., & Darmayanti, E. (2024). *Merdeka Belajar: Memahami Konsep Pembelajaran Masa Kini*. 03(02).
- Leong, L.-M., School of Educational Studies, Universiti Sains Malaysia, Malaysia, Ahmadi, S. M., & University of Guilan, Rasht, Iran. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Maduwu, B. (2016). *PENTINGNYA PEMBELAJARAN BAHASA INGGRIS DI SEKOLAH*.

- Mahajan, M., & Singh, M. K. S. (2017). Importance and Benefits of Learning Outcomes. *IOSR Journal of Humanities and Social Science*, 22(03), 65–67. <https://doi.org/10.9790/0837-2203056567>
- Mahfudz. (2023). PEMBELAJARAN BERDIFERENSIASI DAN PENERAPANNYA. *SENTRI: Jurnal Riset Ilmiah*, 2(2), 533–543.
- Ma'rufah, D. W., Muflihah, M., & Awaliyah, U. (2021). Need Analysis on Writing Skill: What Do The Students Really Need for Writing Course? *Tarling : Journal of Language Education*, 5(1), 51–70. <https://doi.org/10.24090/tarling.v5i1.4984>
- Moeller, A. K., & Catalano, T. (2015). Foreign Language Teaching and Learning. *Behavioral Sciences*.
- Napratilora, M., Lisa, H., & Bangsawan, I. (2020). *Using Whatsaap As A Learning Media In Teaching Reading*. 6(2).
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.
- Ningsih, T., Ma'rufah, D. W., Hermawan, R., Sholehuddin, M. S., & Fatimah, S. (2021). Shaping Students' Character through Edutainment Strategies. *Journal of Educational and Social Research*, 11(6), 173. <https://doi.org/10.36941/jesr-2021-0138>
- Oakhill, J., Cain, K., & Elbro, C. (2014). *Understanding and Teaching Reading Comprehension: A handbook*. Routledge.
- Purba, M., Purnamasari, N., Soetantyo, S., Suwarna, I. R., & Susanti, E. I. (2021). *PRINSIP PENGEMBANGAN PEMBELAJARAN BERDIFERENSIASI (DIFFERENTIATED INSTRUCTION)* (1st ed.).
- Purnawanto, A. T. (2023). PEMBELAJARAN BERDIFERENSIASI. *Jurnal Ilmiah Pedagogy*, 2(1).
- Purwowododo, A., & Zaini, M. (2023). *TEORI DAN PRAKTIK MODEL PEMBELAJARAN BERDIFERENSIASI IMPLEMENTASI KURIKULUM MERDEKA BELAJAR* (1st ed.). Penebar Media Pustaka.
- Rachmadhani, S. A. D., & Kamalia, P. U. (2023). *Analisis Strategi Pembelajaran Berdiferensiasi terhadap Hasil Belajar Peserta Didik: Systematic Literature Review*. 4(3).
- Rashid, Md. H., Ye, T., Hui, W., Li, W., & Shunting, W. (2021). Analyse and challenges of teaching writing among the English teachers. *Linguistics and Culture Review*, 6, 199–209. <https://doi.org/10.21744/lingcure.v6nS2.2004>

- Renukadevi, D. (2014). The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening. *International Journal of Education and Information Studies.*, 4(1).
- Setiadi, B. (2020). *Teaching English as a Foreign Language* (2nd ed.). Graha Ilmu.
- Setyani, V., Ningsih, W., & Pandiangan, A. P. B. (2024). *Strategi Guru Dalam Penerapan Pembelajaran Berdiferensiasi Pada Mata Pelajaran Bahasa Inggris Di SDI Mutiara Islam Al-Ittiba'*.
- Songbatumis, A. M. (2017). Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia. *Journal of Foreign Language Teaching and Learning*, 2(2). <https://doi.org/10.18196/ftl.2223>
- Subban, P. (2006). Differentiated instruction: A research basis. *International Education Journal*, 7(7), 935–947.
- Sugiyono. (2013). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (19th ed.). Penerbit Alfabeta.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (2001). *How to Differentiate Instruction "Mix Ability Classroom"* (2nd ed.). Association for Supervision and Curriculum Development (ASCD). <https://rutamaestra.santillana.com.co/wp-content/uploads/2020/01/Classrooms-2nd-Edition-By-Carol-Ann-Tomlinson.pdf>
- Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd edition). ASCD.
- Tomlinson, C. A., & McTighe, J. (2006). *Integrating Differentiated Instruction & Understanding by Design*. Association for Supervision and Curriculum Development (ASCD).
- Tricahyati, S., & Zaim, M. (2023). *English Teachers' Readiness in Implementing of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang*. 12(1).
- Wallen, C. J. (with Internet Archive). (1972). *Competency in teaching reading*. Chicago : Science Research Associates. http://archive.org/details/competencyinteac0000wall_z3t6



APPENDICES

PROF. K.H. SAIFUDDIN ZUHRI

Appendix 1 Instrumen Penelitian

INSTRUMEN PENELITIAN

**“DIFFERENTIATED INSTRUCTION IN TEACHING ENGLISH AT 7th
GRADE OF MTS MA'ARIF NU 1 CILONGOK”**

Nihayatul Arofah
NIM. 2141110404017

A. Pedoman Observasi

Observation Checklist Guideliness

Observer :
Class :
Day/date :
Time :
Topic :

Checklist observation for the principles in guiding differentiated instruction

No.	Aspects	Indicators	Yes	No	Description
1	The teacher focuses on the essentials	Teacher use complex activities rather than repeating work the students already do			
		Teacher use different learning activities			
		Teacher use meaningful and interesting activities			
2	The teacher attends to students' differences	Teacher serve students need based on their characteristics			
		Teacher accept each students differences, treat them at the same rights without discrimination			
		Teacher allow students to be an individual as they are			
3	Assessment and instruction are inseparable	Teacher view evaluation as the guidelines for tomorrow instructions (learning approaches)			

		Formative assessments can take many form (small group, whole-class talks, portfolio, homework, etc)			
4	The teacher modifies content, process, and products	Teacher adapt one or more content, process, and product, based on students characteristics			
		Teacher facilitate students in the classroom based on students characteristics (teaching style, learning style)			
		Teacher change curricular element when the condition is possible			
		The content relevant and contextualized for students			
		The content based on the students need, it is mean each students may have different content			
		The teacher use the same content with different teaching style based on the students characteristics (students learning style)			
		The activities (learning process) are interesting to the students			
		The activities contain students high thinking level			

		The activities make the students more active			
		The teacher allow students to choose how they present their understanding about material (presentation, visual project, written, etc)			
		The assignment should contains the students knowledge, understanding, and skills			
5	Students participate in respectful work	Teacher recognizes about students need to learn effectively and provides learning options			
		Teacher respects the level of readiness of each student			
		Teacher expect all students to grow and support their continuous growth			
		Teacher offers all students opportunities to explore the knowledge and their skills develop			
		Offer all students task that are visible and equally interesting, important, and engaging			
6	The teacher and students collaborate in learning	Teacher and students are partners, when the teacher is facilitate the time, materials, space, and activities, then the students have their own way in learning process			

7	The teacher balances group and individual norms	Teacher guide students in understanding the materials (teacher can not immediately give answer to the students, but students have to try to understand about the material by themselves)			
8	The teacher and students work together flexibly	Teacher and students work together in various way (individual/small group/large group)			
		Students use the same material			
		Students use the different material			
		Teacher use the variety of methods/teaching style			

Checklist observation for the implementation of differentiated instruction

No.	Aspects	Indicators	Yes	No	Description
1	Preparation	Diagnostics Tests			
		Understanding Students Difference (Readiness, Interest, Learning Style)			
		Lesson plan			
2	Implementation	Differentiating Content			
		Differentiating Process			
		Differentiating Product			

3	Evaluation	Teacher giving feedback to the students assessment			
		Teacher doing improvement in the next meeting			



Appendix 2 Hasil Observasi

HASIL OBSERVASI

Observation Checklist Guideliness

Observer : Nihayatul Arofah

Class : 7th E

Day/date : Monday, January 13th 2025

Time : 10.10-11.30

Topic : Procedure Text (Food and Drink, Taste, Texture)

Checklist observation for the principles in guiding differentiated instruction

No.	Aspects	Indicators	Yes	No	Description
1	The teacher focuses on the essentials	Teacher use complex activities rather than repeating work the students already do	✓		Diskusi, berkelompok, presentasi
		Teacher use different learning activities	✓		Diskusi, tanya jawab, berkelompok
		Teacher use meaningful and interesting activities	✓		Mengaitkan materi dengan kehidupan nyata, diskusi kelompok, peserta didik terlihat aktif
2	The teacher attends to students' differences	Teacher serve students need based on their characteristics	✓		Video, gambar, penjelasan guru
		Teacher accept each students differences, treat them at the same rights without discrimination	✓		Memperlakukan peserta didik dengan adil, tidak pilih kasih
		Teacher allow students to be an individual as they are	✓		Memfasilitasi peserta didik yang belajar harus dengan video, suara, gambar, ataupun penjelasan langsung dari guru
3		Teacher view evaluation as the		✓	

	Assessment and instruction are inseparable	guidelines for tomorrow instructions (learning approaches)			
		Formative assessments can take many form (small group, whole-class talks, portfolio, homework, etc)	✓		Diskusi, berkelompok (berdasarkan pengamatan guru), lkpd
4	The teacher modifies content, process, and products	Teacher adapt one or more content, process, and product, based on students characteristics	✓		Guru mengadaptasi proses pembelajaran secara diferensiasi, memberikan pengarahan/bimbingan kepada kelompok yang belum paham, dan membiarkan kelompok yang mampu belajar secara mandiri
		Teacher facilitate students in the classroom based on students characteristics (teaching style, learning style)	✓		Memberikan penjelasan materi dengan video dan juga penjelasan secara langsung
		Teacher change curricular element when the condition is possible		✓	
		The content relevant and contextualized for students	✓		Materi yang diajarkan sesuai untuk peserta didik, yaitu macam-macam food and drink, rasa, dan tekstur
		The content based on the students need, it is mean each students may have different content		✓	
		The teacher use the same content with different teaching	✓		Satu materi sama, dengan cara penjelasan yang berbeda

		style based on the students characteristics (students learning style)			
		The activities (learning process) are interesting to the students	✓		Kegiatan diskusi kelompok, matching vocab, presentasi
		The activities contain students high thinking level	✓		Diskusi kelompok, lkpd
		The activities make the students more active	✓		Peserta didik aktif dalam bertanya juga menjawab
		The teacher allow students to choose how they present their understanding about material (presentation, visual project, written, etc)		✓	
		The assignment should contains the students knowledge, understanding, and skills	✓		Lkpd berisi materi food and drink
5	Students participate in respectful work	Teacher recognizes about students need to learn effectively and provides learning options	✓		Guru memfasilitasi kebutuhan peserta didik
		Teacher respects the level of readiness of each student	✓		Memahami kesiapan belajar masing-masing peserta didik
		Teacher expect all students to grow and support their continuous growth	✓		Guru mendukung perkembangan peserta didik dalam proses pembelajaran
		Teacher offers all students opportunities to explore the knowledge and their skills develop	✓		Membiarkan peserta didik untuk belajar aktif dan mandiri, kamus, berkelompok/tutor sebaya

		Offer all students task that are visible and equally interesting, important, and engaging	✓		Video, gambar animasi
6	The teacher and students collaborate in learning	Teacher and students are partners, when the teacher is facilitate the time, materials, space, and activites, then the students have their own way in learning process	✓		Guru berperan sebagai fasilitator, membantu peserta didik dalam memahami materi, namun tidak secara langsung memberikan isi-isi materi pembelajaran. Peserta didik diperintahkan mencari pengetahuannya, dengan guru berperan sebagai fasilitator di dalam kelas
7	The teacher balances group and individual norms	Teacher guide students in understanding the materials (teacher can not immadiately give answer to the students, but students have to try to understand about the material by themselves)	✓		Guru berperan sebagai fasilitator, membantu peserta didik dalam memahami materi, namun tidak secara langsung memberikan isi-isi materi pembelajaran. Peserta didik diperintahkan mencari pengetahuannya, dengan guru berperan sebagai fasilitator di dalam kelas
8	The teacher and students work together flexibly	Teacher and students work together in various way (individual/small group/large group)	✓		Guru dan peserta didik bekerja sama, bertanya jawab
		Students use the same material	✓		Materi food and drink, taste, and texture berkaitan dengan procedure text
		Students use the different material		✓	

		Teacher use the variety of methods/teaching style	✓		PBL
--	--	---	---	--	-----

Checklist observation for the implementation of differentiated instruction

No.	Aspects	Indicators	Yes	No	Description
1	Preparation	Diagnostics Tests	✓		Sekolah belum pernah melakukan diagnostik tes secara resmi dengan psikolog/guru BK, guru membagi kelompok di dalam kelas berdasarkan pengamatan pribadi, dan kesiapan peserta didik pada pembelajaran
		Understanding Students Difference (Readiness, Interest, Learning Style)	✓		Guru memahami kesiapan peserta didik dalam proses pembelajaran
		Lesson plan	✓		Guru menyiapkan modul ajar, materi, dan segala perencanaan pembelajaran
2	Implementati on	Differentiating Content		✓	
		Differentiating Process	✓		Guru memberikan bimbingan yang lebih kepada kelompok yang terlihat belum terlalu memahami materi dan hanya mengamati kepada kelompok yang paham materi agar belajar secara mandiri
		Differentiating Product		✓	
3	Evaluation	Teacher giving feedback to the students assessment	✓		Guru memberikan feedback/penjelasan mengenai lkpd yang telah dikerjakan

		Teacher doing improvement in the next meeting		✓	
--	--	---	--	---	--

Observation Checklist Guidelines

Observer : Nihayatul Arofah

Class : 7th E

Day/date : Tuesday, January 14th 2025

Time : 10.50-11.50

Topic : Procedure Text (Definition, Generic Structures, Language Features)

Checklist observation for the principles in guiding differentiated instruction

No.	Aspects	Indicators	Yes	No	Description
1	The teacher focuses on the essentials	Teacher use complex activities rather than repeating work the students already do	✓		Diskusi, tanya jawab, berkelompok
		Teacher use different learning activities	✓		Diskusi, tanya jawab, berkelompok
		Teacher use meaningful and interesting activities	✓		Diskusi, berkelompok, menonton video
2	The teacher attends to students' differences	Teacher serve students need based on their characteristics	✓		Video, penjelasan secara langsung oleh guru
		Teacher accept each students differences, treat them at the same rights without discrimination	✓		Guru terlihat adil dalam memperlakukan peserta didik, tidak membeda-bedakan
		Teacher allow students to be an individual as they are	✓		Guru memfasilitasi peserta didik untuk belajar dengan video, penjelasan guru secara langsung, tutor sebaya
3	Assessment and	Teacher view evaluation as the guidelines for		✓	

	instruction are inseparable	tomorrow instructions (learning approaches)			
		Formative assessments can take many form (small group, whole-class talks, portfolio, homework, etc)	✓		Berkelompok, diskusi
4	The teacher modifies content, process, and products	Teacher adapt one or more content, process, and product, based on students characteristics	✓		Dalam proses pembelajaran, guru memberikan bimbingan dan arahan kepada kelompok yang belum terlalu paham materi dan hanya mengamati kelompok yang sudah memahami materi (diferensiasi proses); memberikan projek untuk membuat procedure text dalam bentuk video, poster, presentasi, dan lain-lain, peserta didik berhak memilih (diferensiasi produk)
		Teacher facilitate students in the classroom based on students characteristics (teaching style, learning style)	✓		Memberikan penjelasan materi dengan video dan juga penjelasan secara langsung
		Teacher change curricular element when the condition is possible		✓	
		The content relevant and contextualized for students	✓		Materi mengenai procedure text, berisi penjelasan definisi, struktur, kebahasaan
		The content based on the students need, it is mean each students		✓	

		may have different content			
		The teacher use the same content with different teaching style based on the students characteristics (students learning style)	✓		Materi yang digunakan sama
		The activities (learning process) are interesting to the students	✓		Diskusi, tanya jawab, berkelompok, presentasi
		The activities contain students high thinking level	✓		Diskusi kelompok, lkpd
		The activities make the students more active	✓		Peserta didik terlihat aktif dalam bertanya jawab, berdiskusi
		The teacher allow students to choose how they present their understanding about material (presentation, visual project, written, etc)	✓		Guru memperbolehkan peserta didik untuk memilih bagaimana cara mengerjakan proyeknya, bisa berupa video, poster, power point
		The assignment should contains the students knowledge, understanding, and skills	✓		Diakhir pembelajaran peserta didik diberikan projek untuk membuat procedure text, skill writing, kreatifitas
5	Students participate in respectful work	Teacher recognizes about students need to learn effectively and provides learning options	✓		Guru memfasilitasi peserta didik untuk belajar dengan video, penjelasan langsung dari guru, tutor sebaya
		Teacher respects the level of readiness of each student	✓		Guru menghargai perbedaan setiap peserta didik
		Teacher expect all students to grow and support their continuous growth	✓		Guru mendukung perkembangan peserta didik dalam proses pembelajaran
		Teacher offers all students	✓		Membiarkan peserta didik untuk belajar

		opportunities to explore the knowledge and their skills develop			aktif dan mandiri, kamus, berkelompok/tutor sebaya
		Offer all students task that are visible and equally interesting, important, and engaging	✓		Berdiskusi mengenai video procedure text
6	The teacher and students collaborate in learning	Teacher and students are partners, when the teacher is facilitate the time, materials, space, and activites, then the students have their own way in learning process	✓		Guru berperan sebagai fasilitator, membantu peserta didik dalam memahami materi, namun tidak secara langsung memberikan isi-isi materi pembelajaran. Peserta didik diperintahkan mencari pengetahuannya, dengan guru berperan sebagai fasilitator di dalam kelas
7	The teacher balances group and individual norms	Teacher guide students in understanding the materials (teacher can not immadiately give answer to the students, but students have to try to understand about the material by themselves)	✓		Guru berperan sebagai fasilitator, membantu peserta didik dalam memahami materi, namun tidak secara langsung memberikan isi-isi materi pembelajaran. Peserta didik diperintahkan mencari pengetahuannya, dengan guru berperan sebagai fasilitator di dalam kelas
8	The teacher and students work together flexibly	Teacher and students work together in various way (individual/small group/large group)	✓		Berkelompok dengan teman
		Students use the same material	✓		Materi procedure text

		Students use the different material		✓	
		Teacher use the variety of methods/teaching style	✓		PJBL

Checklist observation for the implementation of differentiated instruction

No.	Aspects	Indicators	Yes	No	Description
1	Preparation	Diagnostics Tests	✓		Kelompok peserta didik sama dengan pertemuan sebelumnya
		Understanding Students Difference (Readiness, Interest, Learning Style)	✓		Guru memahami kesiapan peserta didik dalam proses pembelajaran
		Lesson plan	✓		Guru menyiapkan modul ajar, materi, dan segala perencanaan pembelajaran
2	Implementati on	Differentiating Content		✓	
		Differentiating Process	✓		Guru memberikan bimbingan yang lebih kepada kelompok yang terlihat belum terlalu memahami materi dan hanya mengamati kepada kelompok yang paham materi agar belajar secara mandiri
		Differentiating Product	✓		Guru memberikan projek untuk membuat procedure text, peserta didik dibebaskan untuk membuatnya dalam bentuk video, poster, power point, dan lain-lain

3	Evaluation	Teacher giving feedback to the students assessment	✓		Guru memberikan feedback/penjelasan mengenai lkpd yang telah dikerjakan
		Teacher doing improvement in the next meeting		✓	

Observation Checklist Guidelines

Observer : Nihayatul Arofah

Class : 7th B

Day/date : Wednesday, January 15th 2025

Time : 07.30-08.40

Topic : Procedure Text (Definition, Generic Structures, Language Features)

Checklist observation for the principles in guiding differentiated instruction

No.	Aspects	Indicators	Yes	No	Description
1	The teacher focuses on the essentials	Teacher use complex activities rather than repeating work the students already do	✓		Diskusi, berkelompok, tanya jawab
		Teacher use different learning activities	✓		Diskusi, tanya jawab, berkelompok
		Teacher use meaningful and interesting activities	✓		Mengaitkan materi dengan keseharian (menjelaskan cara membuat makanan/minuman yang biasa dibuat sehari-hari), diskusi, berkelompok
2	The teacher attends to students' differences	Teacher serve students need based on their characteristics	✓		Video, penjelasan langsung dari guru, tutor sebaya
		Teacher accept each students differences, treat them at the	✓		Memperlakukan peserta didik dengan perlakuan yang sama

		same rights without discrimination			
		Teacher allow students to be an individual as they are	✓		Memfasilitasi pembelajaran dengan video, penjelasan langsung dari guru
3	Assessment and instruction are inseparable	Teacher view evaluation as the guidelines for tomorrow instructions (learning approaches)		✓	
		Formative assessments can take many form (small group, whole-class talks, portfolio, homework, etc)	✓		Berkelompok
4	The teacher modifies content, process, and products	Teacher adapt one or more content, process, and product, based on students characteristics	✓		Memberikan bimbingan dan arahan kepada kelompok yang belum mahir dan mengamati kelompok yang sudah mahir (diferensiasi proses); memberikan kebebasan pada peserta didik untuk membuat procedure text, bisa dalam bentuk video, poster, power point, dan lain lain (diferensiasi produk)
		Teacher facilitate students in the classroom based on students characteristics (teaching style, learning style)	✓		Memfasilitasi peserta didik untuk belajar dengan video, penjelasan langsung dari guru
		Teacher change curricular element when the condition is possible		✓	

		The content relevant and contextualized for students	✓		Materi procedure text mengenai definisi, struktur, kebahasaan
		The content based on the students need, it is mean each students may have different content		✓	
		The teacher use the same content with different teaching style based on the students characteristics (students learning style)	✓		Materi procedure text
		The activities (learning process) are interesting to the students	✓		Diskusi, tanya jawab, berkelompok, tutor sebaya
		The activities contain students high thinking level	✓		Diskusi kelompok, lkpd
		The activites make the students more active	✓		Peserta didik terlihat aktif dalam diskusi kelompok
		The teacher allow students to choose how they present their understanding about material (presentation, visual project, written, etc)	✓		Guru membebaskan peserta didik untuk memilih dalam membuat procedure text bisa berupa video, poster, power point, dan lain-lain
		The assignment should contains the students knowledge, understanding, and skills	✓		Tugas membuat procedure text, berisi materi yang telah dipelajari dan skill writing
5	Students participate in respectful work	Teacher recognizes about students need to learn effectively and provides learning options	✓		Guru memfasilitasi peserta didik untuk belajar dengan video, penjelasan langsung dari guru, tutor sebaya
		Teacher respects the level of readiness of each student	✓		Guru menghargai perbedaan setiap peserta didik

		Teacher expect all students to grow and support their continuous growth	✓		Guru mendukung perkembangan peserta didik dalam proses pembelajaran
		Teacher offers all students opportunities to explore the knowledge and their skills develop	✓		Membiarkan peserta didik untuk belajar aktif dan mandiri, kamus, berkelompok/tutor sebaya
		Offer all students task that are visible and equally interesting, important, and engaging	✓		Berdiskusi mengenai video procedure text
6	The teacher and students collaborate in learning	Teacher and students are partners, when the teacher is facilitate the time, materials, space, and activites, then the students have their own way in learning process	✓		Guru berperan sebagai fasilitator, membantu peserta didik dalam memahami materi, namun tidak secara langsung memberikan isi-isi materi pembelajaran. Peserta didik diperintahkan mencari pengetahuannya, dengan guru berperan sebagai fasilitator di dalam kelas
7	The teacher balances group and individual norms	Teacher guide students in understanding the materials (teacher can not immadiately give answer to the students, but students have to try to understand about the material by themselves)	✓		Guru berperan sebagai fasilitator, membantu peserta didik dalam memahami materi, namun tidak secara langsung memberikan isi-isi materi pembelajaran. Peserta didik diperintahkan mencari pengetahuannya, dengan guru berperan sebagai fasilitator di dalam kelas
8		Teacher and students work together in	✓		Berkelompok dengan teman

	The teacher and students work together flexibly	various way (individual/small group/large group)			
		Students use the same material	✓		Materi procedure text mengenai definisi, struktur, dan kebahasaan
		Students use the different material		✓	
		Teacher use the variety of methods/teaching style	✓		PJBL

Checklist observation for the implementation of differentiated instruction

No.	Aspects	Indicators	Yes	No	Description
1	Preparation	Diagnostics Tests	✓		Sekolah belum pernah melakukan diagnostik tes secara resmi dengan psikolog/guru BK, guru membagi kelompok di dalam kelas berdasarkan pengamatan pribadi, dan kesiapan peserta didik pada pembelajaran
		Understanding Students Difference (Readiness, Interest, Learning Style)	✓		Guru memahami kesiapan peserta didik dalam proses pembelajaran
		Lesson plan	✓		Guru menyiapkan modul ajar, materi, dan segala perencanaan pembelajaran
2	Implementati on	Differentiating Content		✓	
		Differentiating Process	✓		Guru memberikan bimbingan yang lebih kepada kelompok yang terlihat belum terlalu memahami materi dan hanya mengamati kepada kelompok yang paham materi agar belajar secara mandiri

		Differentiating Product	✓		Guru memberikan projek untuk membuat procedure text, peserta didik dibebaskan untuk membuatnya dalam bentuk video, poster, power point, dan lain-lain
3	Evaluation	Teacher giving feedback to the students assessment	✓		Guru memberikan feedback/penjelasan mengenai lkpd yang telah dikerjakan
		Teacher doing improvement in the next meeting		✓	



Appendix 3 Instrumen Interview

**INSTRUMEN INTERVIEW
GURU BAHASA INGGRIS KELAS 7
MTS MA'ARIF NU 1 CILONGOK**

Interviewer : Nihayatul Arofah

Source : Eka Sakti Susilowati, S. Pd (English Teacher 7th Grade)

No.	Questions	Coding	Answers
1	Apa itu pembelajaran berdiferensiasi menurut anda?	The teacher focuses on the essentials	
2	Apakah anda menggunakan kegiatan pembelajaran yang berbeda-beda setiap pertemuannya?		
3	Apakah anda menciptakan kegiatan pembelajaran yang menarik dan bermakna?		
4	Apakah anda melakukan tes diagnostik?		
5	Apakah anda memfasilitasi setiap kebutuhan masing-masing peserta didik?		
6	Apakah anda menerima setiap karaktersitik peserta didik dan memperlakukannya dengan hak yang sama tanpa membeda-bedakan?		The teacher attends to students' differences
7	Apakah anda membolehkan setiap peserta didik untuk belajar sesuai dengan caranya masing-masing?		
8	Apakah anda melakukan evaluasi sebagai pedoman pembelajaran selanjutnya?	Assessment and instruction are inseparable	
9	Bagaimana cara anda melakukan penilaian formatif untuk peserta didik?		

10	Apakah anda mengajarkan materi sesuai dengan karakteristik peserta didik?		
11	Apakah cara anda menyampaikan materi sesuai dengan karakteristik peserta didik?		
12	Apakah anda melakukan asesmen sesuai dengan karakteristik peserta didik?		
13	Apakah anda pernah melakukan pembelajaran yang tidak sesuai dengan kurikulum?		
14	Apakah materi yang dipilih sesuai dan kontekstual dengan peserta didik?		
15	Apakah setiap peserta didik memperoleh materi yang sama/berbeda?		
16	Apabila setiap peserta didik memperoleh materi yang sama, apakah anda menyampaikan materi dengan cara yang berbeda-beda?		
17	Apakah kegiatan pembelajaran yang dilaksanakan membuat peserta didik berpikir kritis?	The teacher modifies content, process, and products	
18	Apakah kegiatan pembelajaran membuat peserta didik lebih aktif di dalam kelas?		
19	Apakah anda memperbolehkan peserta didik untuk mempresentasikan hasil pekerjaannya dengan caranya masing-masing? (presentasi, tertulis/portofolio/video)		
20	Apakah anda memberikan tugas yang mengandung pengetahuan dan		

	skill/kemampuan peserta didik?		
21	Apakah anda memperhatikan kesiapan belajar setiap peserta didik?	Students participate in respectful work	
22	Bagaimana perkembangan belajar peserta didik?		
23	Apakah anda memberikan kesempatan lebih besar kepada peserta didik untuk memperluas pengetahuan dan kemampuan mereka?		
24	Apakah anda menganggap peserta didik sebagai partner dalam pembelajaran dan memberikan ruang kepada peserta didik untuk dapat belajar sesuai dengan cara mereka sendiri?	The teacher and students collaborate in learning	
25	Bagaimana cara anda membimbing peserta didik dalam proses pemahaman mereka?	The teacher balances group and individual norms	
26	Apakah anda dan peserta didik bekerja sama dalam proses pembelajaran?	The teacher and students work together flexibly	

Appendix 4 Transkrip Interview

**TRANSKRIP INTERVIEW
GURU BAHASA INGGRIS KELAS 7
MTS MA'ARIF NU 1 CILONGOK**

Interviewer : Nihayatul Arofah

Source : Eka Sakti Susilowati, S. Pd (English Teacher 7th Grade)

No.	Questions	Coding	Answers
1	Apa itu pembelajaran berdiferensiasi menurut anda?	The teacher focuses on the essentials	Kalo menurut miss eka, sepengetahuan miss eka, kalo diferensiasi berarti kita melakukan pembelajaran dengan mode pembelajaran menyesuaikan kemampuan siswa dan kemampuan dan gaya belajar siswa, seperti itu. Namun dari kami di madrasah belum pernah mengkategorikan gaya belajar siswa, jadi untuk pembelajaran diferensiasi berdasarkan pengamatan dari bapak dan ibu guru dan hasil nilai pembelajaran sebelumnya, itu seperti itu
2	Apakah anda menggunakan kegiatan pembelajaran yang berbeda-beda setiap pertemuannya?		Untuk pribadi saya sendiri, untuk pembelajaran bahasa inggris berarti untuk mode pembelajarannya kita sesuaikan dengan materi yang atau capaian pembelajaran yang mau dicapai, misalkan kalo mau speaking berarti kadang pakai role-play seperti itu, kalo untuk reading kita biasanya ada pembagian teks seperti itu yang berbeda bisa bentuknya diferensiasi sesuai dengan temanya, kalo misalkan untuk writing biasanya kita ada yang menggunakan kalo sekarang sudah banyak yang bisa menggunakan canva seperti

			itu ada yang pake canva ada yang manual, untuk listening sendiri kita biasanya hanya menggunakan peralatan salon seperti itu nanti disetelkan lagu ataupun dialog bahasa inggris seperti itu
3	Apakah anda menciptakan kegiatan pembelajaran yang menarik dan bermakna?		Untuk di MTs sendiri karena keterbatasan penggunaan LCD karena cuma 4 seperti itu otomatis bergantian tapi untuk pembelajaran menarik dari bapak ibu guru disini otomatis menggunakan games atau tepuk dan sebagainya untuk brainstorming atau ice breaking dipembelajaran itu seperti itu
4	Apakah anda melakukan tes diagnostik?		Belum. Di MTs ini belum pernah dilaksanakan tes diagnostik untuk mengetahui gaya belajar siswa. Sebenarnya rubriknya sudah ada sudah dibuat, tapi dari guru BK belum sempat melakukan tes tersebut.
5	Apakah anda memfasilitasi setiap kebutuhan masing-masing peserta didik?	The teacher attends to students' differences	Iya, untuk gaya belajar yang belum kita ketahui biasanya kita menggunakan itu seperti yang tadi disampaikan, misalkan contohnya writing berarti ada yang sudah pandai menggunakan canva atau capcut dan sebagainya otomatis dia menggunakan itu, kalo yang belum bisa atau mungkin belum punya berarti secara manual itu seperti itu
6	Apakah anda menerima setiap karaktersitik peserta didik dan memperlakukannya dengan hak yang sama tanpa membeda-bedakan?		Ya itu pasti, sebagai guru harus bisa bersikap adil
7	Apakah anda membolehkan setiap		Pada materi-materi tertentu miss membolehkan mereka

	peserta didik untuk belajar sesuai dengan caranya masing-masing?		belajar ada yang dengan video, gambar, atau mungkin hanya bacaan saja, namun ada materi-materi tertentu yang tidak menggunakan diferensiasi
8	Apakah anda melakukan evaluasi sebagai pedoman pembelajaran selanjutnya?		Ya, evaluasi kan memang digunakan sebagai pengukur, hari ini kekurangan pembelajarannya dimana nah itu nantinya jadi perbaikan untuk pertemuan pembelajaran selanjutnya seperti itu
9	Bagaimana cara anda melakukan penilaian formatif untuk peserta didik?	Assessment and instruction are inseparable	Ya kalau, ada momen disaat materi menggunakan google-form seperti itu ada materi yang secara langsung dibagikan soal dikerjakan lkpd seperti itu ada, untuk penilaian sikap otomatis saat pembelajaran berlangsung walaupun tidak setiap pembelajaran tapi ada momen-momen tertentu yang sikap dinilai itu seperti itu, misalkan ada materi yang diskusi otomatis ada nilai sikap, jadi tiap kelompok memiliki nilai sikap yang berbeda, kan ada yang kadang diam saja cuma numpang nama kaya gitu
10	Apakah anda mengajarkan materi sesuai dengan karakteristik peserta didik?		Materi yang diajarkan itu sama semuanya karena memang berdasarkan kesepakatan di forum MGMP itu seperti itu
11	Apakah cara anda menyampaikan materi sesuai dengan karakteristik peserta didik?		Ya kadang pada materi tertentu dalam pembelajaran miss eka pake lcd untuk menayangkan video, atau gambar, atau saat listening itu pake audio itu setel lagu atau dialog itu seperti itu

12	Apakah anda melakukan asesmen sesuai dengan karakteristik peserta didik?		Untuk lkpd sendiri ada materi tertentu yang semuanya sama, tapi ada materi tertentu yang dibedakan jenisnya, misalkan ada materi descriptive text ada yang menggunakan gambar ada yang menggunakan teks itu seperti itu
13	Apakah anda pernah melakukan pembelajaran yang tidak sesuai dengan kurikulum?	The teacher modifies content, process, and products	Untuk seperti itu kita kan ada MGMP, MGMP yang secara keseluruhan di kabupaten dan ada MGMP di madrasah sendiri, untuk disini kan ada 3 otomatis kita juga mengadakan kesepakatan misalkan untuk kelas 8 ada 2 guru Bahasa Inggris otomatis kita kesepakatan disitu, kalo yang cuma 1 lah itu berdasarkan hasil kesepakatan MGMP di kabupaten itu seperti itu
14	Apakah materi yang dipilih sesuai dan kontekstual dengan peserta didik?		Ya, untuk materi di MGMP kabupaten itukan sudah ada, ada pelatihannya seperti itu, jadi kalo diferensiasipun dipakai untuk materi-materi tertentu yang memang dapat digunakan diferensiasi, tapi untuk materi-materi yang lainnya ada yang menggunakan model pembelajaran yang lain
15	Apakah setiap peserta didik memperoleh materi yang sama/berbeda?		Ya betul
16	Apabila setiap peserta didik memperoleh materi yang sama, apakah anda menyampaikan materi dengan cara yang berbeda-beda?		Ya, materi yang digunakan itu sama cuma ada momen-momen yang cara penyampaianya itu berbeda itu seperti itu
17	Apakah kegiatan pembelajaran yang dilaksanakan membuat		Ya kegiatan proses pembelajaran kan memang seharusnya mengandung hots, bapak ibu guru ya selalu

	peserta didik berpikir kritis?		berusaha apa membuat kegiatan yang seperti itu
18	Apakah kegiatan pembelajaran membuat peserta didik lebih aktif di dalam kelas?		Ya, mungkin dapat dilihat sendiri ya untuk siswa otomatis sesuai dengan karakter dan kepribadiannya masing-masing ada yang aktif ada yang cuek seperti itu, tapi untuk mengikuti pembelajaran dan mengerjakan lkpd itu insyaallah semua mengerjakan cuma gaya tampak dan respon siswa kan berbeda, kaya gitu
19	Apakah anda memperbolehkan peserta didik untuk mempresentasikan hasil pekerjaannya dengan caranya masing-masing? (presentasi, tertulis/portofolio/video)		Ya, menyesuaikan materi seperti yang tadi sudah pernah disampaikan
20	Apakah anda memberikan tugas yang mengandung pengetahuan dan skill/kemampuan peserta didik?		Tugas yang diberikan itukan berdasarkan pada skill dan materi yang sudah/sedang dipelajari
21	Apakah anda memperhatikan kesiapan belajar setiap peserta didik?	Students participate in respectful work	Ya dalam proses pembelajaran bapak ibu guru pasti memperhatikan itu, makanya kalo diawal itukan ada yang namanya pertanyaan pemantik, itukan bisa digunakan untuk mengetahui hal itu, siswa yang bisa menjawab itukan berarti kesiapan belajarnya terlihat, terus kalo yang masih terlihat bingung berarti nantinya kan butuh bimbingan yang lebih itu seperti itu
22	Bagaimana perkembangan belajar peserta didik?		Ya, menurut miss eka, sebenarnya akhirnya agak kalo penggunaan hp otomatis mungkin jadi kita lebih tau mana yang memiliki

			kemampuan lebih dan yang engga itu seperti itu, tapi untuk akhirnya jadi kita kan bisa memaksimalkan kemampuan siswa, yang sudah pandai kaya gitu bisa lebih kita tingkatkan kemampuannya dengan adanya pembelajaran diferensiasi
23	Apakah anda memberikan kesempatan lebih besar kepada peserta didik untuk memperluas pengetahuan dan kemampuan mereka?		Ya pasti, itukan siswa punya hak untuk mengeksplor pengetahuannya, sebagai guru miss eka ya sangat sangat mempersilahkan
24	Apakah anda menganggap peserta didik sebagai partner dalam pembelajaran dan memberikan ruang kepada peserta didik untuk dapat belajar sesuai dengan cara mereka sendiri?	The teacher and students collaborate in learning	Ya guru dan siswa itukan memang partner di dalam kelas, mereka mencari ilmu dan bapak ibu guru kan berperan memfasilitasi
25	Bagaimana cara anda membimbing peserta didik dalam proses pemahaman mereka?	The teacher balances group and individual norms	Untuk cara memahami siswa yang berbeda-beda itu dengan yang paling mudah itu dengan kalo saat materi speaking itu terlihat sekali sekali, antara kemampuan yang pandai dengan yang tidak kalo speaking kan terlihat, kalo untuk bentuknya writing seperti itu kadang kan bisa bekerja sama dengan teman itu seperti itu, kalo untuk materi reading juga itu sudah terlihat mana yang menonjol dalam pembelajaran Bahasa Inggris dan yang tidak, jadi kembali lagi ke tujuan pembelajarannya
26	Apakah anda dan peserta didik bekerja sama dalam proses pembelajaran?	The teacher and students work together flexibly	Ya seperti yang sudah dikatakan kalo guru dan siswa itukan partner dalam proses pembelajaran

Appendix 5 Research Documentation

RESEARCH DOCUMENTATION

Class Observation



First Observation



Second Observation



Third Observation

English Teacher Interview



PROF. K.H. SAIFUDDIN ZUHRI

Appendix 6 Letter Research Approval

LETTER RESEARCH APPROVAL



LEMBAGA PENDIDIKAN MA'ARIF NU PCNU KAB. BANYUMAS
MTs MA'ARIF NU 1 CILONGOK
Alamat: Jl. Masjid No. 1 Kauman Cilongok ☎ 53162 ☎ (0281) 655331
NSM : 121233020029NPSN : 20363415
Email: manusaci.mts@gmail.com

SURAT KETERANGAN

Nomor : 056/LPM/33.08./MTs.-08/A/1/2025

Yang bertanda tangan di bawah ini :

Nama : MAKHMUD FAUJI, S.Pd. Ind.
NIP : -
Jabatan : Kepala Madrasah
Unit Kerja : MTs Ma'arif NU 1 Cilongok
Alamat : Jl. Masjid No. 1 Kauman Cilongok Kode Pos 53162

Berdasarkan Surat Permohonan Ijin Riset Individu dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Nomor : B.m.4460/Un.19/D.FTIK/PP.05.3/09/2024, dengan ini menerangkan bahwa :

Nama : NIHAYATUL AROFAH
NIM : 214110404017
Semester : 7 (Tujuh)
Jurusan / Prodi : Tadris Bahasa Inggris
Tahun Akademik : 2024 / 2025

Benar-benar telah melakukan Riset Individu di MTs Ma'arif NU 1 Cilongok pada tanggal 13 Januari 2025 s/d 22 Januari 2025 dengan objek " Differentiated Instruction in Teaching English at 7th Grade of MTs Ma'arif NU 1 Cilongok". Selama melakukan Observasi di MTs Ma'arif NU 1 Cilongok bersikap baik.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Cilongok, 22 Januari 2025

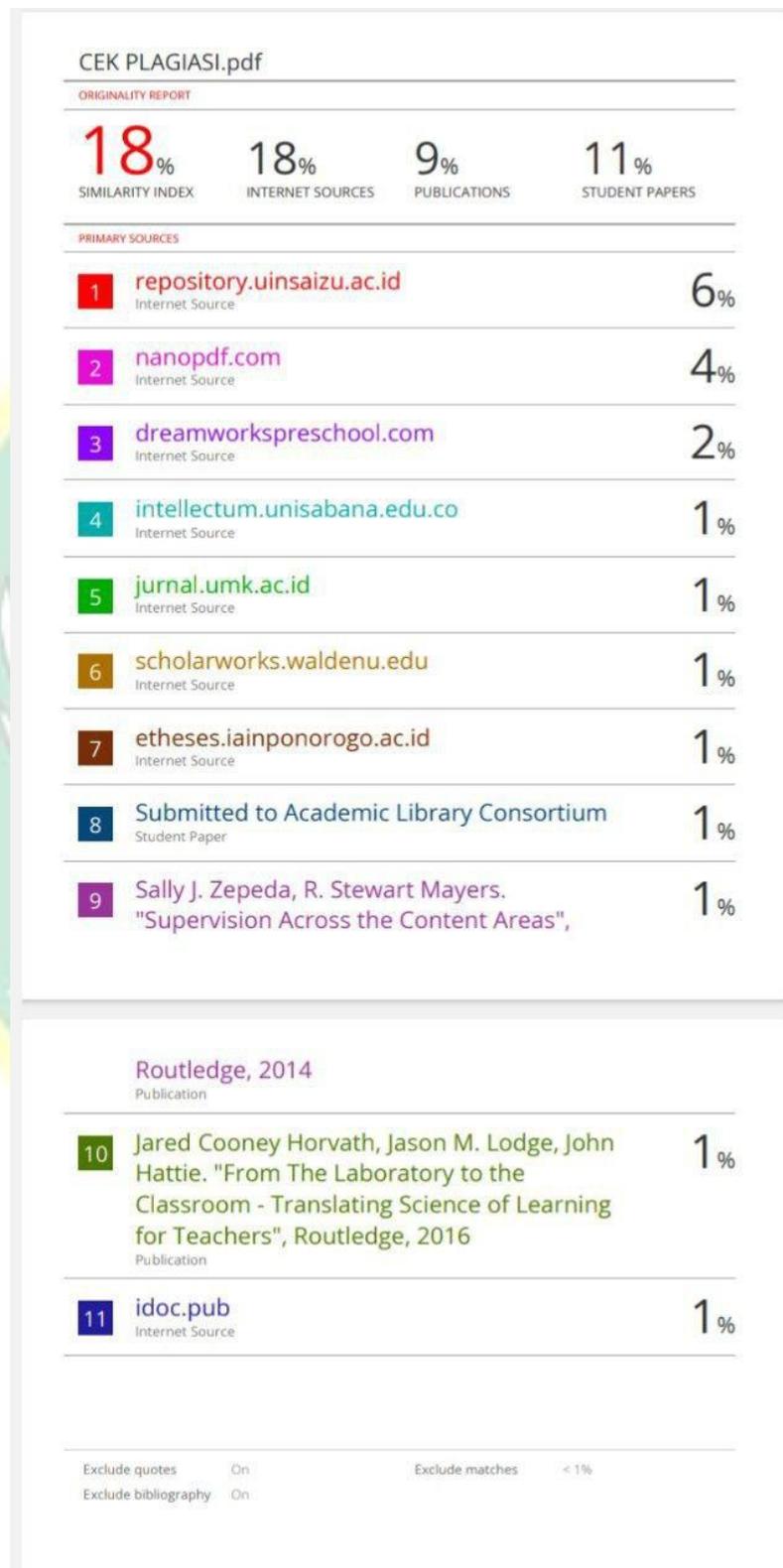


Kepala Madrasah,

MAKHMUD FAUJI, S.Pd. Ind.
NIP. -

Appendix 7 Plagiarism Check Result

PLAGIARISM CHECK RESULT



Appendix 8 Munaqasah Recommendation

MUNAQASAH RECOMMENDATION



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

REKOMENDASI MUNAQOSYAH

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini, Dosen Pembimbing Skripsi dari mahasiswa :

Nama : Nihayatul Arofah
NIM : 214110404017
Semester : 8 (Delapan)
Jurusan/Prodi : Tadris Bahasa Inggris
Angkatan Tahun : 2021
Judul Skripsi : Differentiated Instruction in Teaching English at 7th grade of MTs Ma'arif NU 1 Cilongok, Banyumas

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Dibuat di : Purwokerto
Tanggal : Senin, 17 Februari 2025

Mengetahui,
Koordinator Prodi TBI

Desi Wijayanti Ma'rufah, M. Pd.
NIP. 199212152018012003

Dosen Pembimbing

Desi Wijayanti Ma'rufah, M. Pd.
NIP. 199212152018012003

Appendix 9 Thesis Supervision Form

THESIS SUPERVISION FORM



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
 Telepon (0281) 635624 Faksimili (0281) 636553
 www.uinsaizu.ac.id

BLANGKO BIMBINGAN SKRIPSI

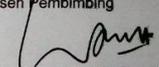
Nama : Nihayatul Arofah
 No. Induk : 214110404017
 Fakultas/Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan/Jurusan Tadris Bahasa Inggris
 Pembimbing : Desi Wijayanti Ma'rufah, M.Pd.
 Nama Judul : Differentiated Instruction in Teaching English at 7th grade of MTs Ma'arif NU 1 Cilongok, Banyumas

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	Selasa / 17 sept 2024	Revisi latar belakang bab 1	W	Dis
2.	Selasa / 01 okt 2024	Revisi bab 2 & 3	W	Dis
3.	Selasa / 08 okt 2024	Revisi bab 3	W	Dis
4.	senin / 23 des 2024	Susunan Instrumen Penelitian	W	Dis
5.	senin / 30 des 2024	Indikator Instrumen Penelitian	W	Dis
6.	kamis / 30 jan 2025	susunan bab 4	W	Dis
7.	senin / 13 feb 2025	susunan bab 4	W	Dis
8.	rabu / 15 feb 2025	penyajian data	W	Dis



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
 Telepon (0281) 635624 Faksimili (0281) 636553
 www.uinsaizu.ac.id

9.	Jum'at / 7 feb 2025	penyajian data	W	Dis
10.	senin / 10 feb 2025	susunan bab 5	W	Dis
11.	rabu / 12 feb 2025	susunan lampiran	W	Dis
12.	Jum'at / 14 feb 2025	susunan lampiran	W	Dis

Dibuat di : Purwokerto
 Pada tanggal: 17 Februari 2025
 Dosen Pembimbing

 Desi Wijayanti Ma'rufah, M.Pd.
 NIP. 199212152018012003

Appendix 10 Curriculum Vitae

CURRICULUM VITAE

A. Profile

Name : Nihayatul Arofah
Student Number : 214110404017
Place/Date of Birth : Banyumas, 11 Februari 2003
Address : Langgongsari RT 02 RW 04, Cilongok, Banyumas

B. Formal Education

1. MI Ma'arif NU 1 Langgongsari 2015
2. MTs Ma'arif NU 1 Cilongok 2018
3. MA Ma'arif NU Cilongok 2021
4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto 2025

C. Organization Experiences

1. HMJ TBI UIN Prof. K.H. Saifuddin Zuhri Purwokerto
2. HMPS TBI UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Purwokerto, 17 February 2025



Nihayatul Arofah
S.N. 21411040417