ENGLISH TEACHERS' DIFFICULTIES ON THE IMPLEMENTATION OF DIFFERENTIATED LEARNING AT MTS NEGERI 1 BANJARNEGARA



AN UNDERGRADUATE THESIS

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Degree

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This thesis entitled "English Teacher Difficulties on the Implementation of Differentiated Learning at MTs Negeri 1 Banjarnegara", is my original work. With an exception on the resources that used in the quotation have been mentioned with applicable regulation. Every informations, ideas, and statements from several resources have been cited properly.

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		Fulfilled	Not Fulfilled
1	Plagiarism check result max 25% issued by the department	V	
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MOTTO

Bila yang disenangi tidak terjadi, senanglah pada apa yang telah terjadi. Kamu punya keinginan, Allah punya apa yang kamu butuhkan

Hidup selalu penuh dengan keinginan. Aku ingin begini, aku ingin begitu, ingin banyak sekali. Semua serba semua ingin dikabulkan

Tapi Allah tahu terkadang apa yang kita mau belum tentu baik kan?

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Bila nanti Allah tak peduli denganmu lagi, mau bergantung sama siapa lagi?



DEDICATION

Dedicated for myself

My parents

My sister and brother

All of eyes that saw and read this thesis



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ABSTRACT

English Teachers' Difficulties on the Implementation of Differentiated Learning at MTs Negeri 1 Banjarnegara

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Abstract

Differentiated Learning is a teaching approach to address diverse classroom in learning process. However, in its implementation, some obstacles are often encountered by teachers. This qualitative research and applied case study was conducted in MTs Negeri 1 Banjarnegara, specifically in an English subject classroom. Data collection techniques consisting of interviews, observations, and documentation were used during the research process. Data reduction, data display, and conclusion from Miles and Hubermann were used as data analysis. The subject of this research is English teachers in MTs Negeri 1 Banjarnegara, which consisting three teachers, one for each grade. The object of this research is the difficulties of Differentiated Learning implementation in the English classroom at MTs Negeri 1 Banjarnegara. Encountered issues are specified on several terms which are teachers' workload, limitation on the facilities, teachers' misunderstanding, less-motivated students, and the diversity of students' characteristics

Keywords: Differentiated Learning, Difficulties, English Teacher

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CHAPTER I INTRODUCTION

A. Background of Research

Teaching English is an important point in a country that does not use English as the first language or their mother tongue. Generally, English plays a major part in global communication nowadays, including economics, education, politics, and tourism. English language as a second language or L2 has a difficult position in the situation where it appears as L2 in a country, mostly because the terms that students spend most of their time reading textbooks without a real-life environment (Derakhshan & Shirmohammadli, 2015). These cases could worsen as the students do not understand the material, and their position is mostly seen as an "empty vessel" that needs to be filled with knowledge without understanding their capacity, needs, or characteristics (Wright, 2011).

The English learning process, which occurred in Indonesia in some cases, is categorised as teacher-centred learning. According to Utami et al. (2023), teachers are the only learning sources in this learning process. This means the learning process is done in one way, or teachers deliver the material while students receive the information. Due to these terms, teacher-centred learning will lower students' thinking skills and creativity, making them passive in learning (Chikita et al., 2023). Therefore, the teacher needs to involve students in the learning process as the learning turns into two-way learning to remove passivity. As the teacher implementing the learning in which students are involved or student-centred learning, their position is not titled "sources of learning" but the "guide of learning" process.

Teachers who take part in the learning process as guides for the students need to be more creative and innovative to make the students understand the learning successfully. Furthermore, by using correct strategies, teachers could reduce the difficulties in the learning process (Chen, 2007). Paying attention to learning strategy is very important as not every student in a classroom can learn English rapidly or is categorized as slow processing the teacher's information (Wold, 2006). Each student in addition, has different characteristics that make them

different from each other, giving the result that the class will be more variative and challenging for a teacher to deliver material while adapting the various characteristics of students. This adaptation means teachers need to understand their specific needs and monitor students' progress based on each individual (Master, 2010).

Based on the description above, Indonesia's educational curriculum nowadays, which is the Merdeka Belajar, implements a new term inside the learning process called Differentiated Learning, which is an adaptation to the one initiated by Carol Ann Tomlinson. Differentiated Learning could be defined as a concept or strategy in the learning process that focuses on a learning approach that fulfills each student's characteristics, learning style, and interests (Purnawanto, 2023). Differentiated Learning is student-centered, which means that teachers should be more focused on students' needs and characteristics inside the learning process. Tomlinson and Imbeau (2010) stated that teachers should be aware that they do not have to understand it as the term "totally" covering all of students' various needs, but maintaining them in common ways. However, Differentiated Learning which provides a lot of benefits for teachers to help them overcome problems, also appeared with its difficulties. Differentiated learning causes some difficulties in its practice. Understanding and adapting to students' characteristics means teachers require more management of classroom social modalities (Casey & Gable, 2011). This management includes correct material and activities based on students' style, the teacher's capacity to guide students during instruction into assessment, and matching students in a group work in which students with different aspects could ruin the instructions if placed with the other students who have a different style (Gaitas & Alves Martins, 2017). In conclusion, differentiated learning requires more knowledge and understanding from the teacher to maximize the learning process. Although this term has a lot of requirements for the teacher, if they could implement this strategy correctly, the learning process could be more effective.

As for this research, difficulties in implementing Differentiated Learning will be mainly focused on and explained. Based on the result of preliminary research conducted within MTs Negeri 1 Banjarnegara, which was conducted in three days, 20 & 22 January and 2 February 2024, specifically from an interview with an English teacher and observation within three different classes, 8A, 8B, and 8G, several points have been found. The implementation of Differentiated Learning in MTs Negeri 1 Banjarnegara, which covers 7th, 8th, and 9th grade, has some kind of difficulties the teachers face. For example, plotting that consisting students' characteristics conducted before learning did not manage well as the classes were too big to manage quickly. There are 10 classes for each grade, which causes teachers to do extra work to list and manage each student's characteristics in the learning process.

According to the issues of this research, several studies related to or connected, such as Febrianti et al. (2023) and Sakellariou et al. (2018), stated that there are problems that teachers face when implementing differentiated learning in higher education level. The problems consisted of the required time for mapping the students' characteristics, which was delivered in the diagnostic question. Secondly, the time requirements problem also occurred when the teacher delivered the material, which could have been shortened due to the mapping before the material was given. This means that teachers' time for delivering each material is being cut off since teacher needs to adapt to characteristics that were managed before. Neither research specifically focused on English learning will be explained in this research. Previous research from Pedersen & Liu 2003) stated that the aspect of student-centered learning which mainly focuses on differentiated learning, provides several difficulties for teachers. Student collaboration, which is done incorrectly, such as pairing highly motivated students with low-motivated students, will interrupt the process. Students-centred learning also does not prepare students for standardised text, which is not too effective for factual knowledge, although it develops problem-solving skills. In addition, it requires more time for implementation rather than teacher-centered instruction. Teachers also mentioned that it was less appropriate for special needs students and made

them flounder at some points, which could lead to unnecessary action. This research also did not specifically focus on English learning, which will be explained in the current research.

Based on the explanation and description above, there are specific differences in the research focus on English lessons that have not been discussed yet in previous studies especially in English study in Indonesia. Furthermore, this research is conducted with the theme of difficulties in its implementation, with the title" ENGLISH TEACHERS' DIFFICULTIES IN THE IMPLEMENTATION OF DIFFERENTIATED LEARNING AT MTS NEGERI 1 BANJARNEGARA."

B. Conceptual Definition

1. Differentiated Learning

The concept of Differentiated Learning could be known by its form which consisting two different words, different and learning. Different is defined as something that isn't similar to others and has a separate characteristic, while learning is the process of an individual gaining new knowledge (Mumpuniarti et al., 2023). Therefore, Differentiated Learning could be defined as the way to teach students which in its implementation refers to their different talents and learning styles. This teaching strategy is implemented to fulfil students' needs and emphasizes responsibility, tutoring, flexibility in group work, and interest (Morgan, 2014). According to Tomlinson, Differentiated Learning is far from what people think and assume it will make the classroom more chaotic. In addition, this term is also different from Individualized Instruction implemented in the 1970s, though it also tries to manage and cover individual characteristics (Tomlinson, 2001). Furthermore, Tomlinson states that Differentiated Learning turns teachers to be more proactively plan various ways to express learning and more qualitative than quantitative, which adjusts the nature of the assignment to match students' needs better rather than the amount of the assignment itself.

2. Difficulty in Teaching

According to the Oxford Dictionary, the definition of difficulty could be understood as something or a situation that could give/cause a problem. Meanwhile, teaching refers to an act to give knowledge. Gage (1963), cited in (Rajagopalan, 2019), explains teaching as an interpersonal influence that focuses on potential development that is possessed by another person, specifically known as learners. Concerning this research, difficulty in teaching means the situation faced by the teacher in implementing Differentiate Learning in the English learning process as one of the ways to develop students' potential.

C. Research Question

Based on the statement of the problem, this research is formulated in the following question, which is, "What are English teachers' difficulties in implementing Differentiate Learning/ Pembelajaran Berdiferensiasi at MTs Negeri 1 Banjarnegara?"

D. Objective and Significances of Research

1. Objective of Research

Based on the research question above, this research aims to describe the difficulties English teachers face in implementing differentiated learning in the teaching and learning process.

2. Significances of Research

- a. Theoretical Significances
 - 1) This research is expected to provide information about the difficulties in implementing Differentiated Learning and suggest solutions to that problem.
 - This research could be used as a reference for future research on a similar topic that focuses on Differentiate Learning in the *Merdeka Belajar* Curriculum.

b. Practical Significances

1) For Teachers

This research provides significance for the English teachers who implement differentiated learning in the classroom. It could give an insight into the difficulties, help them understand those problems, and evaluate the process to create a better and more effective output.

2) For Researcher

This research could be used as a reference by future researchers who aim within similar topics that engage in Differentiated Learning topics.

E. Relevant Studies

Research from Febrianti et al. (2023) focused on the difficulties that occurred during the implementation of Differentiated Learning, specifically in the biology classroom. The research is qualified as qualitative research, which uses a descriptive approach; documentation, observation, and interview are used as the data collection techniques. This research was conducted in SMAN 02 Pandeglang, Banten, using non-probability sampling and one biology teacher as its sample. Furthermore, the data is analysed using the Miles and Huberman model. As a result of this research, some problems were found in implementing different learning methods, which mainly focused on time requirements. Teachers feel that the time for delivering material mostly got shortened due to preparation in mapping the students' characteristics. In addition, most teachers miscommunicate with the other teachers as they have different views on the Differentiated Learning process. The difference between Febrianti's research is that the major focus is on biology class, and the writer's research is conducted in an English classroom with different aspects of the learning process.

Research by Sakellarou et al. (2018) also focused on the challenges teachers face in differentiated learning. This research is qualified as a mixed-method research study with a population of 306 kindergarten and primary school teachers chosen randomly with random sampling. The data is collected using a questionnaire that consisting demographic, multi-choice questions, Likert 5-level questions, open-ended questions, and hierarchy questions. The result of the

research itself is various problems and challenges teachers face, which are time-consuming for the supporting equipment for the activities. Teachers' experience and anxiety also consisted of challenges, as experienced teachers had fewer difficulties rather than fresh ones. Furthermore, the practical application also did not synchronise well with the theoretical framework that the teacher had set before in the learning process, as most teachers choose to follow their teaching style. Sakellarou mainly focused on the general learning process with no specific subject, which is different from the writer, who has a specific subject, which is English learning.

Another study by Fitra (2022) focused on implementing differentiated learning, specifically in the science (IPA) classroom. This research uses library research to analyse the progressivism aspect of the implementation of differentiated learning. Fitria's result shows that implementing Differentiated learning (Pembelajaran Berdiferensiasi) is relevant to John Dewey's statement that a learning process should be based on the student's needs and give access to them to improve their potential freely. This research did not specifically mention the challenges for teachers in adaptation; the IPA classroom is also different from the subject focus of current research, which is English learning.

TH. SAIFUDDIN ZU

CHAPTER II LITERATURE REVIEW

Differentiated Learning, which is implemented in the Merdeka curriculum, generally uses the same term from Carol Ann Tomlinson's Differentiated Learning/ Differentiated Instruction. This chapter will explain Tomlinson's Differentiated Learning, which is used or translated into *Pembelajaran Berdiferensiasi*.

A. Definition of Differentiated Learning

Differentiated learning can be understood as a concept in which the learning process focuses on students' needs. According to Master (2010), cited in Mills et al. (2014), Differentiated Learning refers to the way of teaching in which teachers, on their duty to give knowledge to students, should be based on the learning needs of each student. It also includes how teachers monitor the learning process in the theory-practice that has been given; all of them must address the student's needs. The philosophy of Differentiated Learning mentioned the value of understanding the students and the process to help them to achieve their goals by maximizing the understanding of "who they are". As a result of this learning approach, teachers will better understand the learning process and how to reach the goal in the wider learner's characteristics.

In the traditional learning process, every student is positioned in a homogenous situation, which is reading one book, assessment, and situation, despite having various characteristics that make them different. Therefore, the learning process was unlikely suitable for the students as they did not fit into the process. Differentiated Learning, which has the opposite approach to learning, technically integrates the multiple differences with multiple ways of teaching to cover the whole different styles (Haniya & Roberts-Lieb, 2017). Planning the course process must be done by considering the students' various needs that also including interest, readiness, and their experiences in learning later in a real situation, the flexibility of instruction should be used well to balance the differences and the process. Tomlinson explains that there are several

misunderstandings about Differentiated Learning which mainly occur in the learning. Differentiated Learning is a philosophy that is similar to the Master's explanation, not just a set of strategies. Furthermore, in general understanding of this approach, differentiated learning is not only mentioned as "instruction" only, but an effective implementation of this approach also includes learning environment, curriculum, assessment, and classroom management. The effective implementation of differentiated learning results from the classroom process itself from trial and error and requires rethinking (Tomlinson, 2010). Therefore, the subject used to tell or show "how to" differentiate effectively is not adequately done by the school leader or developers but by the whole class process itself.

B. Keypoints of Differentiated Learning

In a differentiated learning process, teachers proactively manage and execute various aspects covered within the process, product, and content of the learning, which is used to anticipate students' different interests (Tomlinson, 2001). In the implementation of Differentiated Learning, Tomlinson stated that some key points could help teachers in applying this approach within the classroom:

1. Learning Environment

Students' learning environment refers to the surrounding attributes that support the learning process which are technically the facilities provided by the school inside or outside the class. In addition, the learning environment also includes the atmosphere of the learning, which particularly points to how students interact and communicate with others, such as another student or their teacher. Communication is one of the most important ways for teachers to know exactly what their students' interests, learning styles, and readiness are. later, the teacher should give them proper learning that is suitable enough for students' interests and readiness. Hattie (2012) stated that in addition to having good communication with students, making students trust teachers is also important. It can be achieved by showing a good respect for their achievement, supporting their process, and making students more optimistic about their ability to build their good attitude towards the learning process.

2. Well-managed Curriculum

The curriculum is a core of the learning process that should be managed well. Within a good curriculum, there is a clear goal that referring the "finish line" that the teacher should achieve at the end of the learning process. The curriculum is also used to maximize student learning which is designed to help students learn as one. Tomlinson & Moon (2013) mentioned that a quality curriculum should be planned for students' engagement that is relevant to students to help attract their interest, desire, and curiosity. Furthermore, pointing to students' understanding of the material that they have learned and stressing them to use it and grasp the way to sense the world to connect the material and real life is also considered a quality attribute. In another attribute, the curriculum helps students sharpen their critical thinking skills in problem-solving and meaning grasp. Lastly, the curriculum has a clear goal: that teachers and students know well what they should do.

3. Continuous Assessment

Assessment in learning is important for teachers as it can help them to see the students' progress within the classroom and evaluate the learning process which could be referred to the method, media, material level, etc. An assessment is better to continuously be given to keep evaluating the process that can always emerge a new problem. Shortly, an assessment is just a diagnostic test for teachers to recognize or monitor students' knowledge, what they did not know, and the best way to help them overcome their problems. Generally, assessments are divided into three different categories, which are:

First is formative assessment. It is often administrated throughout a unit, which is aligned and emphasizes the learning goal that has been constructed before. Therefore, as the focus is on the lesson's learning goal, formative assessment helps the teacher arrange the progress of the steps whenever a unit is completed and provides feedback for students to help them plan their next steps (Leenknecht et al., 2021). Second, summative assessment. This

assessment is generally used at the end of the unit and is also highly aligned with the learning goal for the whole unit or key segment. Summative assessment refers to the final test of each unit used by the teacher to determine the level of mastery that has been achieved by students about the material within a unit that has been learned. Furthermore, in some cases, summative assessment is graded with additional feedback for the students to continue their learning. Lastly, pre-assessment. Pre-assessment could also be mentioned as a diagnostic test that the teacher generally performs at the beginning of a unit or before a material considered new for the students. Technically, pre-assessment is designed to analyze the readiness of students for the next learning and recall the prerequisite material that can be mentioned again in the next material (Tomlinson & Moon, 2013). In differentiated learning, pre-assessment is important to know about the characteristics of each student. Thus, by using a variety of assessments through learning, the teacher will acknowledge the students' characteristics within the learning process, including their interests, needs, and readiness. If teachers already have the data about those aspects, they can use it to modify the learning plan to be better focused and have targeted instruction that adapts to students' needs. Ultimately, assessment plays a major role in differentiated learning as a basis for planning for teaching and learning processes that shouldn't be underestimated.

4. Classroom Management and Class Routines

Good class management will show how good a teacher is when doing their job. Class management requires good leadership skills in the practice itself. The leadership of teachers implies the act of managing and leading the students to follow the classroom program. It refers to attracting students' attention to the process and making them obey every rule presented in the learning activity. Furthermore, in this case, teachers also have the skill to control good routine activities that have a goal to make learning more efficient and effective, which is helped by those routines. Class routines could be referred to as this example: putting learning resources in an

accessible place, giving clear instructions for every student, controlling the discussion so that the sound could not create a chaotic situation, explaining the post-activities after they finish their work, giving them a good example to ask for help to teacher and another student, and so many more.

To sum up, these key points explained by Tomlinson play a major role in helping teachers implement differentiated learning effectively. As mentioned above, several aspects connected with differentiated learning start with the classroom environment, which helps them to communicate, then assessment that is required for the learning plan that the teacher should prepare before learning to cover any characteristics that appear in each student. In addition, a well-managed curriculum and good management also help teachers provide a learning process that embraces every student's differences as they need every available support from the older one, the teachers.

C. Students' Various Needs

According to Tomlinson, the basic elements for differentiated learning or instruction (content, process, and product) are mainly based on needs that consisting aspects of:

1. Students' Readiness

Readiness could be defined as the current proximity of an individual (which in this case is the student) related to the student's knowledge, understanding, and skills. Readiness also refers to the condition that changes within the learning process due to the teaching (Sousa, 2011). To change, students need to sharpen those three aspects by doing a task that is considered to have a higher level according to their level, and the purpose is to level up their essential aspects through critical thinking and problem-solving skills (Wolfe, 2001).

2. Students' Interest

According to Csikszentmihalyi (2009), interest in learning is bound to the student's motivation to learn a subject that will enhance the learning process. Students' interests generally differ from each other as this aspect

mainly comes from personal experience, culture, sense of need, and the curiosity they have.

3. Learning Profile/ Background

A learning profile is a preference of students to receive, explore, and express their knowledge and understanding about a content. Learning profiles are generally shaped through learning styles where students are better able to work alone or in a group, quiet or accompanied by music, a bright room, or while moving (Dunn et al., 1992). Another element of the learning profile is intelligence preference; this element refers to the thinking pattern, whether it is verbal-linguistic or kinesthetic. Gender and culture also shape the student's learning profile as both elements have unique characteristics, such as ways to communicate or interact with each other (Gurian & Stevens, 2010).

D. Elements of Differentiated Learning

Differentiation in a learning process generally refers to teaching and learning practices that emphasize the student's various needs and balance them with the learning content (Tomlinson, 2010). It means that teachers need to know that students are different from each other in terms of background, learning experiences, culture, gender, interest, etc., and that each of these differences could lead to different impacts on students' learning styles and scaffolding nature. The teacher has to be more flexible with the learning plans and keep innovating to adapt to their needs to ensure each student masters at least an important part of the content. To simplify, teachers should ask themselves what the students need in this material and how to realize it. According to Tomlinson, there are cores of differentiated learning: Content, Process, and Product.

1. Differentiating Content

It is very general for students to process every idea they receive from learning content, whether they read or listen to it, create products while they are thinking, and try to realize an idea whenever they find an interesting one in the content material. Content is the thing that the teacher wants to deliver to the students, an input for the learning process that is managed and

delivered by the teacher to teach students new knowledge. According to Tomlinson (2001), in differentiating content, there are two available ways of adaptation: adapting what teachers teach and *how teachers give access*. Generally, holding on to the material that is being taught to students (not changing it) while changing the access to the material gives a benefit to the teacher. However, there are opportunities that teacher also needs to modify the material to match students' needs.

In content aspects, differentiating is based on the readiness level, learning profile, and interest of each individual; it can be considered to be a response to each of those terms or a combination of readiness, profile, and interest. Readiness-based differentiation in content is proposed to match the material and student's level of readiness, which applies to the capacity to grasp the meaning or information from the material. It is inappropriate to ask lowlevel students with little experience or understanding to learn higher-level material. For example, 5th grade students learn 9th-grade material, or a newbie non-native speaker reads a grade-level native book. In this case, the material must be appropriately challenging, complex, or paced to the students' level. Moreover, a material that is prepared and delivered by the teacher to the students is built based on the interest or the extent of the student's interest. Simply, the material must match what things students like, for example, a student who has an interest in historical literature or has a curiosity about past events should be helped by the teacher by providing books or websites that fulfill his interest. Lastly, ensuring the learning style of each student is also considered as the basis of differentiating content. Learning profile differentiation in content focuses on matching the material or content with the preferred way students learn, it can be explained if a student may have a better understanding if the teacher lets them read aloud or they have better focus if there is visual help that delivered among the text, and so on within learning process.

Within the content differentiation, teachers could use several strategies that Tomlinson considered useful to ensure the differentiation of learning sources accessed by the students :

- a. Concep-Based Teaching. Students will learn many new things in the learning process, such as vocabulary, rules, etc. Still, generally, most of them easily forget what they have learned as they did not fully understand the material before and keep giving more and more. Teachers could assist in overcoming this problem by emphasizing the concept and pattern of the material rather than memorizing, which takes a lot of time and requires low understanding (Williams et al., 2013). This way, students could retain ideas longer, connect subjects, and relate the ideas with the real world. In addition, by reducing the drill and practice, students could be more focused on understanding the essential information.
- Curriculum. The Compacting Curriculum was b. **Compacting** developed by Joe Renzulli and has a purpose to maximize the usage of time in learning for the teacher, the idea from Joe itself has three stages (Reis & Renzulli, 1992). In the early stage, the teacher identifies the candidates who are the students to assess their knowledge consisting of what they know and do nott within a certain topic. It can be done by formal (pre and post-test) or informal test (conversation) and the teacher will write down the mastery of each students that participate. In the next stage, the teacher notes the skill or mastery that students did not possess and tries to make them learn the undiscovered skill. They can use group work or any help that is needed. The teacher plans an investigation with participants while the other students will do general lessons and they will do an agreement with certain projects, goals, and timelines. Compacting Curriculum has benefits in that teacher demonstrate accountability for their students, develop awareness of learning profile, and raise the understanding of the advantages of alternate tasks.

- c. Varied Text and Resources. Using various materials, such as text that is combined with another additional text that has a wider variety, results in a higher percentage of the content being understood by the students as individuals. Teachers could innovate with these terms by collecting various reading sources like magazines, brochures, newsletters, etc. Furthermore, with internet sources, the material could be easier to access for the teacher to differentiate the learning process. Resources for material should be equally varied as the students' task, as many sources from the internet provide various challenges and complexity that could be used to match the material and student's various needs.
- d. Learning Contracts. Contracts combine people's shared goals with individual appropriateness and an independent work format (Anderson et al., 1998). In this case, students could demand some aspects from the teacher for certain to do something or responsibility as the exchange. Tomlinson stated that contracts help differentiated learning as the components of skill and content could vary with the student's needs.
- e. **Minilessons**. In the learning process, students grasp the material instantly or skip the process as they have mastered the content. However, some students who receive the material will be lost or confused with the input that has been given. To overcome the problem, the teacher could repeat the teaching process that focused on a certain group of students who were foggy with the material.
- f. **Support Systems**. Differentiating content could be done by the terms mentioned above, but the teacher could make it easier by providing various support systems that increase students' capacity. For example, there are audio or video recorders that can be used to help students understand the material more easily or create a slightly simple version to give to lower-level students. Older students could assist their juniors in the learning process with any necessary help. Next, students

could have difficulty reading a text or listening to an audio/teacher. In this case, providing a visual organizer could be useful to follow the text or audio (Kalmamatova et al., 2020). Furthermore, the teacher also prepares a highlighted version of the material to help students who have difficulty managing the whole chapter to expend energy and encourage students to understand the essential part of the material. Lastly, students could be provided with a flow chart, mind map, or key vocabulary related to the current learning material.

2. Differentiating Process

Students require time and opportunity to analyze, apply, or make sense whenever they acquire new ideas to receive or grasp their meaning; this is called a "process" in a learning situation (Tomlinson & Strickland, 2005). The process is considered an essential part of the instruction, and most students will be confused or lose themselves whenever they try to make sense of the material. In the learning process, process or sense-making activity is focused on the terms that students need to know and possibly to do after they study (Tomlinson, 2010). Furthermore, if students feel foggy about the process, they need an activity to help them clarify their ideas. Suwastini et al. (2021) stated that every classroom activity is important and includes the sense-making activity that is generally created to support the students in the learning progress from scratch into a higher level of understanding. Classroom activities that are interesting in students' perception will make them easily process the idea. Also, the activity should make them think critically (HOTS) and force them to use their skills to solve the ideas and problems (Kim et al., 2020). In differentiated learning, a process of understanding ideas also needs to be differentiated, the teacher will offer various ways to help students make sense of the essential information. A good differentiated process or activity will make students use essential skills and information to understand essential ideas with various peer support within the range of modes at varied degrees. Like the differentiating content, the process generally adapts to students' readiness,

learning profile, and interest. In readiness terms, classroom activity should be matched with the student's understanding of the material. The topic of activity also needs to provide an opportunity for students to choose the topic based on their interests to help them link with the goal of sense-making. In addition, the process also encouraged the students to grasp the idea easily through their preferred learning style.

Tomlinson also mentioned the strategies for differentiating processes that mostly achieve the goal for the teacher to match students' needs and the activity is formed in small group work or independently. Tomlinson stated that a whole class activity did not have the opportunity to match the process and needs. Although flexibility and a wider range of activities are mostly considered, the quality and focus are also important in choosing activity (Tomlinson, 2001). Several activities can used to differentiate processes that are flexible and quality: role-playing, Jigsaw, mind mapping, model making, etc. Besides the flexible and quality activities mentioned above, tasks or activities that have a level or tier of various difficulties are also essential for the differentiating process. The reason is the pattern of difficulty that grows higher will engage students' thinking skills or responses to the activity. The sense-making activity that matches the needs or specified goals of learning will result in an effective task and success in the differentiating process.

3. Differentiating Product

A product of the learning process is very essential for the students as it represents the level of students understanding of the material along with the application, products are also included within the curriculum as things that students could own (Tomlinson, 2010). Generally, students will be motivated because of the well-prepared product. Teachers should know that the product of learning is a long-term endeavor unlike a process that is shorter, it also noted that the product needs to help students individually and in groups to apply what they have learned within the learning process. Tomlinson & Strickland (2005) stated that a well-prepared product with high quality could be used to know how far students' understanding,

knowledge, and skill are. In a differentiated classroom, the product is more reliable than a written test for assessing students, although the teacher could combine both rather than remove the written test. As a result, students will achieve a wider range of application of the material as they know, apply, and demonstrate the material content.

To prepare and create a high-quality product, teachers should do it carefully, a good product must be created to make students think, apply, and expand their knowledge based on their understanding and skill. This is the part where the teacher should be aware first, as the teacher already knows about the students' characteristics and incorporates them with the product, the next step that the teacher should do is to determine the format of the product itself, such as writing, experiment, etc., based on the curriculum requirements. There are several formats that teachers could use as the basis for the product, for example, students could be lured to apply their ideas in skills, explore what they have not understood or new things, or relate with things that students have a love affair in a given time. However, it should be noted that the student's expectations to pursue the content, how it works, and the nature of the final product must be determined well by the teacher for learning evaluation.

A scaffolding where students use their understanding and pursue the quality that will allow them to succeed at the end of learning must be determined in how teachers should assist in supporting students in achieving a new level of progress. Teachers could manage differentiated product that has a goal to anticipate essential things that are applied to maintain students' sight and bridge it to the learning goal through brainstorming, synthesizing, consultation, etc. When the teachers are ready, they will deliver the product assignment, in which the instruction, progress, and demonstration match the students' characteristics (knowledge, skill, and understanding). The moment the teacher differentiates the products has happened in this stage only, as both teacher and students adapt the product based on students' readiness, profile, and interest. Alternatively, the teacher and students could make a

deal that students can ask for another way to do as long as the deal keeps the essence of the assignment's goal. The teacher may give helpful support by inviting students to give a brief talk about their ideas and their progress as students deliver their ideas, show excitement about their ideas, and build appreciation for the student's work.

In differentiating products, there are components that teachers should be aware to create effective products:

- a. Identify what students need to know and understand and their skills to do the assignment.
- b. Identify the packaging options for the product's format (required, hook, exploratory, or talent).
- c. Determine the expectation in quality of content, process, and product itself, which consists of information, planning, and parts.
- d. Determine the scaffolding that is necessary for achieving the goal of the products.
- e. Create a clear assignment so that students are able to do the task.
- f. Differentiate the assignment based on readiness, learning profile, and interest.

Differentiating products is not just for regular students, as various types of students also need to be aware by teachers. For example, for the students who have struggled in the learning process, the teacher could manage the type of format for the product assignment that did not focus on written form that help them express their ideas well. Furthermore, the teacher may use audio or video instruction which could be used by students to repeat the instruction with ease and add a small increment to allow them to complete it one by one. Lastly, give support for their work by changing their perspective that the assignment is manageable and structured by preparing a timeline for them. In addition, accessibility to the resources should be considered for students to help them get what they need easily.

The classroom does not only have struggling students, as the opposite of this type, some advanced learners also need to be aware. In differentiating products for advanced types, the teacher may also put advanced-level of material and resources for the students; if they need to do it earlier than the other students, try to permit them to have a headstart, which they also need more time to analyze. Mentor support also needs to be considered by the expert to make students feel stretched in the product quality. The teacher could collaborate with the students to expertly manage and develop the criteria.

4. Differentiating Affect

The effect is how students' emotions based on their past experiences and present reactions affect their learning (Tomlinson, 2010). The impact of this emotion will result in their motivation, communication, and building self-concept. The positive effect will lead students into academic growth, whereas the opposite negative effect will make the students struggle within the learning process. Commonly, students come to school carrying their affective needs to feel physically and mentally safe (emotion). This should be positioned as something that teachers need to be aware of as students need to feel that they are received in the group or recognized as an important thing within the activity.

According to Tomlinson in her book "Differentiation in Practice", there are ways that teachers could use to support students' affective needs. Generally, the main way is to support their psychological aspects, which can be done by showing respect and helping them be aware of the differences and similarities in the classroom (Tomlinson & Strickland, 2005). Furthermore, teachers also help students to perceive and examine themselves from various positions of view, teachers also make sure they are reflective-effective in peer relationships and decision-making. Tomlinson mentioned that one thing that should be noted is that the differentiating effect must be done proactively (in planning) and reactively (on the spot).

5. Differentiating Environment

The main point of a learning environment within a differentiated classroom is the flexibility provided for the students. The aspects of

flexibility in the learning process refer to the examination of space, time, and material, which are controlled by rules and procedural ways that make the environment flexible (Tomlinson & Strickland, 2005). A wise decision that could be made is not the teacher who makes the class flexible but a collaboration with the students that leads them to have responsibility and ownership of their classroom. In differentiating environments on space aspects, both sides collaborate in deciding how the activities work in various configurations, for example, they could decide to arrange space for doing a conversation, furniture for group/individual work, who shall move, etc. Flexibility of material is managed in the preferred ways of students in learning. It can be done by deciding what material should be present or not, the available access used, and the usage of material, lastly, in differentiating time, which is a main aspect of the learning process commodity, both teacher and student could arrange the best time to work in small or whole class, appropriate time to move around, or when they need the teacher's help and guidance.

E. Grading System in Differentiated Learning

Differentiated Learning is not similar to the traditional learning process; it can be seen that each student works differently from one another; it should be taken carefully that the traditional grading system could not match this condition. This statement is because the traditional grading system does not give a communication aspect (Ornstein, 1994). Therefore, the grading system that is used traditionally is way better to not be used or at least, supported by another type. However, before making a change to the grading in differentiated learning, the most important thing that should be done is to explain the changes to both students and parents that in differentiated learning, students are themselves rather than others.

Both teachers and the school itself could manage a format for the grading by using traditional grading that combined with additional information. In this format, grading uses A/B/C and so on to explain how well the students perform in learning with an additional 1/2/3 to explain the grade level, whether they are

positioned above or below the grade-level criteria. Another option for teachers is to use both traditional and personal grades where they have criteria on their own and the whole class; for example, students may have a B for their self-performance and a C if they compare with the whole class. Gilman & McDermott (1994) mentioned that teachers need to share any information about the student's progress with the parents and students themselves. This statement aims to make sure everyone knows and understands the progress and grades of the students compared with the whole class and provides a general picture of the normed data within a larger group.

F. Teachers' Role and Strategies on Differentiated Learning

The teacher's role in differentiated learning is to be the organizer of the learning process rather than a keeper and dispenser of knowledge. The organizer aspect could be defined as how teachers "read" their students to create a learning process that could cover students' needs and lead them to an understanding (Tomlinson, 2001). In the learning process, teachers are the mentors who guide students in handling their responsibility for teaching and learning activities, creating various ways to access information, assess readiness, develop exploration routes, and provide a place where students can express their understanding.

Tomlinson mentions several key strategies where teachers could effectively develop differentiated learning:

- 1. Have a strong rationale based on students' readiness, interest, and learning profile to manage differentiated instruction by communicating with the students.
- 2. Apply differentiated learning at a comfortable pace and try to adjust it according to teachers' skills.
- 3. Manage activities based on differentiation on time-based on the student's knowledge.
- 4. Provide students with an anchor activity that they can use if they have an assignment to complete, such as a reading activity, writing, portfolio, or practice.

- 5. Create instructions where teachers could deliver them without confusion on directions for the whole class. It can be managed through alternative ways by using task cards, sharing with a few students as a messenger to others, and audio instructions.
- 6. Manage a smooth way for teachers to assign students into groups through lists, charts, or key tags and provide a plan that students can use if they can't reach the teacher whenever they find difficulties.
- 7. Use methods that could make students control their noises and minimize some stray movement.

G. Teachers' Difficulties in Implementing Differentiated Learning

In implementing a new learning model, teachers encounter some obstacles and challenges within the teaching and learning process. The problems that occurred in the implementation could have come from the misunderstanding about the learning model itself. Teachers also barely change their teaching style and keep to things that are comfortable and related to their characteristics (Sakellariou et al., 2018). In addition, there are several factors that deliver challenges for teacher in implementing differentiate learning:

Understanding. Differentiated learning has a primary goal where the teachers ensure to be more focussed on delivering road map or plan of action that has a possibility to deliver effective results on learning process. Due to this condition, the background of teachers in understanding the terms of differentiate learning is required to ensure the goal is achieved (Tomlinson & McTighe, 2007). Experiences also take an important role in building understanding, where senses in learning will be developed in the aspects of preparation in time, progress, and possible way of the journey for the learning process. At this rate, increasing teachers' knowledge and experiences in preparing and implementing Differentiated Learning is important where training programs are essential for the learning process in diverse classrooms. In line with this issue, Dixon et al. (2014) mention that teachers' knowledge built through training programs or any professional development is crucial to reduce the incoming challenges and needs to be engaged actively with the purpose of helping teachers reach the goal that has

been set. In addition, teachers' pedagogical role in adapting themselves to diverse classrooms and being flexible is essential to provide advantages for all of the education community (Ioannidou-Koutselini & Patsalidou, 2015). This requires teachers to implement more innovative strategies, practices, and enhancements in their teaching; in this case, Differentiated Learning could be adapted with those criteria where it promotes flexibility and adaptation in the classroom. Once again, knowledge from teachers is equally important as some of them have a lack of theoritical background or are inexperienced with the concept which later hinders them to adapt in Differentiated Learning.

Motivation and preferences. Teachers' motivation also plays an important role in implementing new learning models like differentiated learning; it helps teachers push themselves to do something to achieve goals. It can be considered that teachers are lazy to apply something out of their boundaries and prefer to follow their own way and also not fully aware of the implementation process (Yenmez & Özpınar, 2017). According to this issue, teachers need to move from their zone, specifically abandon their traditional approach to teaching students where they are positioned as an overall controller for students in the learning process (Sougari & Mavroudi, 2019). Kyriacou (1998), which is cited in Maphalala (2014), mentions that stressful working conditions that appeared because of the difficulty that came around could demotivate teachers and make it a burden rather than a solution or improvement for the teaching and learning process. The stressful conditions mostly came from teachers' performances in the teaching and learning process, which include their lowered satisfaction and commitment that they possessed towards the learning process. Another issue also occurred due to the requirement prepared by the schools that needs to be fulfilled or followed by teachers (Tomlinson, 2014). School programs that are too complex or difficult in the requirements aspect that teachers should fulfil could make them struggle if they are not set carefully. The same requirement also came from the curriculum of higher education; the requirements also became more difficult, as the kindergarten level could be more flexible rather than the high school level.

Time consumption. In their research, Tomlinson et al. (1998) mentioned that several terms lead teachers to have less positive views or barriers in implementing Differentiated Learning in the classroom. These reasons that most teachers possessed during the implementation are the time-consuming process which occurred in both preparation and practice in the learning process. In this step of the preparation, Tomlinson stated that teachers need to be carefully aware and completely analyze the various needs of students, including readiness, interest, and learning profile. However, the process is time-consuming due to the complexity of categorizing each student (Tomlinson & Strickland, 2005). In the pre-learning process, teachers must analyze numerous students' needs using various techniques. Furthermore, it has been proved that the time spent on preparation itself could reduce the time spent on another process of learning preparation. In line with this issue, Horne & Timmons (2009) mention that when the learning process is conducted, teachers also differentiate the learning process along with its aspects and criteria. Still, there are also challenges when teachers have to maintain their actions and keep up with students. The evaluation or assessment process also equally needs to be underlined where it is also required to match with students' various characteristics that the teacher has prepared for the learning process, even though the results of this process also will consume time used by the teacher (Glazzard, 2011).

Students aspect. The obstacles also did not occur because of teachers' fault. In this factor, the classroom condition where students are different from each other and have their own characteristics also contributes to creating a barrier to the implementation of differentiated learning. In a mixed-ability classroom, the differences in students are a strengths and weakness at the same time, where in this case, the higher or more complex diversity that occurs during the classroom process could lead to the preparation harder for the teacher (Suwastini et al., 2021). Therefore, the issue of students diversity was mentioned before is related to the time obstacle where students are a basis of preparation for the learning process that should be analyzed. Additionally, unprepared and undisciplined students could make the learning process more complicated for teachers to

manage and apply differentiated learning in the classroom (Aldossari, 2018). On this occasion, teachers need to be aware of the way students learn, how their interests, etc., and if teachers are already aware of those criteria, combined with disciplined and well-prepared students, could lead to the successful implementation of Differentiated Learning (Tomlinson & Allan, 2000). Another difficulty for students themselves could come from their view or behaviour towards the learning process. In this case, motivation also plays a role in keeping students to be attracted in the learning process. Maintaining students' motivation in the learning process is important because it could encourage students to proactively participate in classroom activities (As Sabiq, 2018). Differentiated Learning offers possibilities for increasing students' motivation in the learning process, but it could be useless if there are limitations on learning sources.

Implementation support. The teacher did not stand alone in the process of the implementation. As a part of the educational community, the teachers are also supported by the school itself. Tomlinson (2014) stated that changing school's condition and procedure in learning into different situation needs to be sense clearly from the community and requires a long preparation. In this cases, starting Differentiated Learning should be begin with smart small steps where observable situation could be handle in order to analyze every aspects of the implementation (Tomlinson, 2014). Furthermore, in supporting teachers in learning process, school could plan and adjust recent procedures thus adjusting a development for complexity in learning changes, ongoing assistance also important to do so. According to Dixon (2014), support for teachers is beneficial in reducing challenges that could occured during learning process, especially through building concept and support. In other element of support, students' various needs require various learning materials and resources to satisfy their diversity (Tomlinson, 2001). According to this issue, several learning materials and resources may not fit with certain characteristics and lead teachers to seek other alternate learning sources or materials. The problem that may occur from the task of looking for an alternative way is the limitation or accessibility of the material itself (Ojong, 2023). Therefore, to accommodate learning, teachers and schools should collaborate to provide suitable resources so that schools can comprehend facilities that teachers can freely use in the classroom. However, schools may not fulfil the requirement, which results in a lack of access to the material and could possibly demoralize teachers in implementing differentiated learning as they cannot feel confident or ready with the material.



CHAPTER III METHODOLOGY OF RESEARCH

A. Research Design

This research is applying a qualitative research approach. Qualitative research refers to research that allows the researcher to investigate a relationship, activity, or social case (Islam & Aldaihani, 2021). According to Maxwell (2013), qualitative research examines how specific circumstances shape events and meaning within society. Qualitative research occurs in a setting where human and their behavior occurs and is based on the assumptions for explaining research results, it is very different from quantitative research which mainly tries to prove a theory or hypothesis using numerical data analysis (Creswell & Creswell, 2018). Based on the explanation, the result of qualitative research is based on the subject's experiences and behavior within certain topics or cases.

In this research, research findings is provided through descriptive data. Furthermore, a case study research design used to analyze and describe the data. Tomaszewski et al. (2020) explain that case study design is an examination to understand particular circumstances from the complexity of certain cases. In the case study, the phenomenon is investigated in depth and considered a real-life context, which should represent the bound system in a place or time, the phenomenon itself could be an activity or individual (Creswell & Creswell, 2007). A case study is usually used for evaluation purposes to illustrate, extend a theory, or assist educators in analyzing their teaching practice (Tomaszewski et al., 2020). Therefore, this research applies a case study to investigate and describe the difficulties encountered by English teachers in implementing Differentiated Learning.

B. Research Setting

This research was conducted at MTs Negeri 1 Banjarnegara located in Jln. Raya Semampir No. 1 Banjarnegara, Semampir Village, Banjarnegara. This research aims to implement differentiated learning within the teaching and learning process that specifically English teachers apply in 7th, 8th, and 9th grade. The main reason MTs Negeri 1 Banjarnegara chose as the place to

conduct the research is the implementation of Differentiate Learning since 2022. Within the teaching and learning process conducted within this school, English teachers have different views on the implementation of Differentiated Learning where their style is different from each other as they have self-principles on viewing Differentiated Learning. Based on preliminary research, there are challenges and obstacles that teachers encountered during the implementation of Differentiated Learning that occurred three years ago.

C. Research Participants

The participants used in this research were chosen using the non-probability sampling method, specifically judgmental or purposive sampling. Purposive sampling is a non-random sampling technique that does not require an underlying theory (Nursiyono, 2017). Furthermore, total population purposive methods are used in this research. The total population method is defined as purposive sampling where all participants fit the criteria and is commonly used in small research (Etikan, 2016). Participants are completely chosen based on the quality of the participants themselves and involves an identification of selecting individuals that are proficient with the topic. The identification relies on their knowledge, experiences, willingness, and availability. The choice of purposive sampling is to focus on people within the relevant research's topic which is Differentiated Learning and specified on English teachers. Participants of this research are English teachers in 7th, 8th, and 9th grade. All of teacher has equality specifically where all of them have received Teacher Certification (*Sertifikasi Guru*) and stated that these teachers have an equal level on teaching experiences.

- 1. First teacher is Widi Widiyati, S.Pd. In this research, she will be mentioned with **Teacher 1**. She has used Differentiated Learning for 2 years since 2022 when this research conducted.
- 2. Second teacher is Agustina Dewi Merdekawati, S.Pd. Hereafter, she will be called with **Teacher 2**. She has also used Differentiated Learning in learning process since 2022, it means that the implementation also has reached 2 years old during research process.

3. Third teacher is Slamet Brotoseno, S.S, M,Pd. Further in this research, he will be referred to **Teacher 3**. He has implement Differentiated Learning since July 2024, making the implementation 3 months at the time this research was conducted.

D. Data Collection Techniques

Informations required within this research are collected using several techniques specifically observation, interview, and documentation. In this research, interviews are conducted as the main sources of the data that supported and revealed through observation and documentation.

1. Interview

In this research, an interview conducted using a semi-structured interview. The semi-structured interview offers flexibility for the researchers where they can establish follow-up questions for the participants' answers or responses (Rubin & Rubin, 2012). The interview used on English teachers at MTs Negeri 1 Banjarnegara as the participants along with the Curriculum Advisor for additional information. Therefore, there are subjects of the interview used for this research which are: (1) Teachers' understanding, (2) Teachers' motivation and preferences, (3) Time required for preparation and teaching, (4) Student aspects like motivation and number, (5) Support for preparation and implementation. The interview also conducted thrice, which first session conducted before observation session, and the other two after the observation session.

2. Observation

Besides the interview process to acquire data, non-participant observation is implemented to support the required data. Non-participant observation is a process of observation where the researcher is not involved or interacts directly with the research process, although researchers could also adjust themselves to specific requirements (Ciesielska et al., 2018). Observation is used to verify or clarify teachers' statements during interview session. The object that observed is English teachers and their implementation of

differentiated learning in classroom. Furthermore, the schedule for observation session are described below:

No	Class	Observation (October 2024)				
		First	Second	Third	Fourth	
1	7B	1st October	4 th October	8 th October	11 th October	
2	8D	7 th October	10 th October	14 th October	17 th October	
3	9F	3 rd October	4 th October	10 th October	11 th October	

Table III.1 Observation schedule

3. Documentation

Documentation also used in this research. Documentation refers to collecting data through private or public documents positioned as written evidence and sources that relate to the information (Creswell, 2009). The document is the learning module developed by an English teachers at MTs Negeri 1 Banjarnegara to gather information about the implementation of Differentiated Learning beside field data during observation process. Documents is used to know about synchronization between teachers' understanding and practical action in implementing Differentiated Learning on learning process.

E. Data Analysis

Data analysis in the qualitative research approach is defined as the representation of the material, whether it is written or visual, that is formed in statements referred into the implicit and explicit aspects to create a meaning on social meanings to discover and describe field issues (Mezmir, 2020). Bryman (2016) stated that data analysis using the qualitative approach generally appeared as generalizable statements, which resulted from comparing various issues. Therefore, the data analysis of this research uses Miles & Hubermann's model, which consists of data reduction, data display, and conclusion/interpretation.

1. Data Reduction

Data reduction is a process where researchers reduce the amount of unnecessary data by selecting and concentrating field data into specified amounts for the edit, summarizing, and display purposes (Mezmir, 2020). Teachers often struggle to provide all students access to specific learning activities that work best for them—and what works best for some students will not work for others. Differentiating instruction makes sense because it offers different paths to understanding content, processes, and products, considering what is appropriate given a student's profile of strengths, interests, and styles. This study focused on teacher efficacy to explain teacher willingness to differentiate instruction. We found that a greater number of professional development hours in the differentiation of instruction was positively associated with both teacher efficacy and the teacher's sense of efficacy beliefs. This study demonstrated that teacher efficacy is an important dimension in implementing the differentiation process regardless of what level or content area the teacher taught (elementary, middle, or high school). Implications and future directions for research are also discussed (Mezmir, 2020). Data reduction is beneficial for the researcher to summarize what they have in the field and make it more manageable to process. Miles and Hubermann (1994) explain that the data is reduced as the researcher chooses the research conceptual framework along with the instruments. In this research, the collected data are selected and divided into several categories based on the topic on difficulties on Differentiated Learning, and remove unnecessary elements of the data that did not related.

2. Data Display

The next step of analyzing data is displaying the data that has been reduced. Data display is presented in the form of words, sentences, tables, or anything the researcher could fully understand about the data. Data display draws attention to the features to make sense of the data, knitting the data together to conclude (Miles et al., 2014). Data display is very important in

presenting the whole concept of the data and its relation within, offering a process for thinking about and confirming the presented data (Caudle, 2004). The data display of this research contain information on Differentiated Learning or *Pembelajaran Berdiferensiasi*.

3. Data Interpretation/ Conclusion

The last step of analyzing the data according to Miles and Hubermann is concluding the data after reduction and display. This step involves drawing a meaningful conclusion statement about the data. Drawing meaningful statements means that the researcher draws relevant meaning and process based on the data analyzed (Miles & Huberman, 1994).

F. Data Triangulation

The data collection techniques mentioned above are combined using data triangulation. Data triangulation is used in order to show another result from differents perspectives where the result will complete or review other findings that have been acquired. Interviews as the basis of the research are supported by the documentation and observation results to reduce or minimize the misinformation or bias of the results. Furthermore, when the interview result did not show a result directly, documentation or observation could be used in order to clarify what the participant said and reveal the synchronization between field practice and theory/ perspective from participants. Moreover, the use of triangulation of data will increase the validity and authenticity of the data that has been gathered during the research process.

CHAPTER IV FINDINGS AND DISCUSSIONS

In this chapter, research findings along with the discussion will be presented to answer the research question that stated: "What are the English teachers' difficulties in implementation of Differentiated Learning at MTs Negeri 1 Banjarnegara?" The essential points of this chapter are to describe the problems and obstacles that occur during the Differentiated Learning implementation in English learning.

A. Teachers' Workload

Tomlinson mentioned that most teachers have a less positive view of Differentiated Learning on time differences (Tomlinson et al., 1998). The underlined elements that related with Tomlinson's statement is the implementation of Differentiated Learning provide a more time-consuming process. Based on the concept of Differentiated Learning itself, teachers need to face complexity in the concept implementation during the preparation stage, specifically this complexity is the way of classifying students and differing instruction (Horne & Timmons, 2009). This process itself, could lead teachers to have extra work and a lot of time for manage the issues. Therefore, the impact from differentiated learning occurred outside teaching process. The interview results below shows the answer of this aspects:

[Teacher 1] "There is a lot of time for teaching where it makes me to tired. Prepare anything for learning must be done outside the classroom right? That is the problem, as sometimes it collides with other things that must be done. Although it will used in every class, but there are always some colliding with the teaching preparation."

[Teacher 2] "Yes, it is. Moreover, the time for the English subject is only 3 hours in one week. So, let us say that Class A has a class of three hours straight in one week. We should apply maximum effort to the learning process. For example, when we want to discuss tomorrow, I have to inform the students about the grouping things they should have, so the students just do the act in the classroom in the next day. But of course, there is always something unexpected."

[Teacher 3] "Exactly it is. The amount of time that required for Differentiated Learning cannot be equally compared with the others, in my opinion. Working hours are also quite packed, sometimes there is not enough time to prepare lesson thoroughly."

Based on the statement from all English teachers at MTs Negeri 1 Banjarnegara, it can be seen that there is an impact on time preparation happened during learning preparation that was conducted outside the classroom. Teacher 1, 2, and 3 in this case, have several additional tasks that, on some occasions, collide with the teaching process where they must divide the time span of the process or even leave the students to do some activities by themselves. As a result, the learning progress could not be maximized as planned and the teacher could not give students proper guidance during the classroom learning. It is verified on the observation that teachers also has another agenda within teaching hours, where they have to leave classroom totally or partially attend class session. Furthermore, this condition lead teachers to use a simple task or method in learning process to shorten the time that required for teaching process or give a bit of time to explain the materials to students.

Preparing the learning based on the diversity of students requires more time along with the schematic to analyze and classify students correctly; even during the teaching and learning process itself, the teacher still needs to pay attention to it (Tomlinson & Strickland, 2005). According to the results from the interview process, preparing Differentiated Learning require more effort from the teachers to set a learning process, for example arranging instruction and categorizing students. This terms is not an easy task as teacher also needs to have different methods, strategies, or activities that could support students in learning (Tomlinson, 2001). Therefore, the complexity of preparing the learning process, as mentioned before, will hinder teachers from the time that is limited, teachers also need to be more actively remote and guide the students who are also different from each other, reducing the effectiveness of teaching process (Horne & Timmons, 2009). Although preparing learning

process is important for teacher in teaching and learning activities, field data shows teacher could not handle packed activity outside classroom.

For example, teacher has a lot of class that needs to be attended, where each classes have more than one meeting at a time. Based from the observation at MTs Negeri 1 Banjarnegara, after teachers complete one class session, they have to go to the next class immediately for another session. It reveals teacher has a short time for preparing learning session well, lead teachers to do their assignment outside worktime. However, unexpected events and agenda outside teaching activities also provides a problem for the teachers. English teachers at MTs Negeri 1 Banjarnegara do not only have one task in school, they also have responsibility to supervise another programs, such as extracurricular, clubs, and coach. Vice Principal of Curriculum stated that:

[VC] "Mr Seno is solely focused on teaching, while Mrs Dewi serves as the advisor for English Club, in addition being a homeroom teacher. Mrs Widi leads the Madrasah Literacy Movement, which has silent reading program, along with weekly and montly agenda. In some occassion, English teachers also asked to monitoring students who prepare for competition."

It can be seen that teachers, beside teaching activities has several additional things that needs to be managed outside classroom. Although it did not directly impact the learning process. Kyriacou (1998), which is cited in Maphalala (2014), mentions that stressful working conditions that appeared because of the difficulty that came around could demotivate teachers and make it a burden rather than a solution or improvement for the teaching and learning process. Another issue also occurred due to the requirement prepared by the schools that needs to be fulfilled or followed by teachers (Tomlinson, 2014). School programs that are too packed, complex, or difficult in the requirements aspect that teachers should fulfil could make them struggle if they are not set carefully.

B. Limitation of Suitable Learning Tools and Media

Implementation of Differentiated Learning in classroom process could be more complicated than classical or conventional method, especially in providing learning sources that could be accessed by students. Therefore, teachers need to have additional learning sources for students that could comprehend their characteristics, for example there are students that could learn easily through video, then teacher should have that type for covering students in learning. As a part of the educational community, the teachers are also supported by the school itself. Tomlinson (2014) stated that changing school's condition and procedure in learning into different situation needs to be sense clearly from the community and requires a long preparation. In this cases, starting Differentiated Learning should be begin with smart small steps where observable situation could be handle in order to analyze every aspects of the implementation (Tomlinson, 2014). Therefore, school should provides supporting elements for the implementation of Differentiated Learning. Related to this issues, teachers stated:

[Teacher 1] "Moreover, school itself did not full provides Merdeka Curriculum-based books where I usually used the one that recommended. Furthermore, as the books only can be borrowed temporary, students cannot freely use the books. There are also LCDs for watch something with students, but it is pretty hard to use."

[Teacher 2] "If we talk about English subject, the problem is the facilities. Let us take example on facility like LCD projector that is hard to borrow especially when we want to watch something. Because sometimes we have plan to use it but other teacher already use it before us."

[Teacher 3] "Learning sources are already provided and can be used by the students. LCD is available at school, but sometimes we have to take turns using it."

According to the results of the interview process, it reveals that limitations on teaching tools and media provides a difficulty on Differentiated Learning teaching process. As mentioned above, where students have preferences, means there are examples that some students may have a better understanding

of where they learn based on their needs or style, such as from video and audio, could catch a meaning more correctly from the textual sources, or more actively participate in the learning process throughout physical activities such as games (Master, 2010). With these differences in learning styles, each student must be carefully aware by the teacher to maximize the learning process and achieve the goal (Tomlinson, 2010). Based on this explanation, school and teachers need to prepare or facilitate learning process with suitable tools or media that could help the implementation better. For example, schools could supports the process by providing LCD projectors to help teachers manage students with visual material, or suitable texts for students that have textual style in learning something, or suitable audio speaker for helping and support audio-based students.

In the classroom session which is shown within observation process, teachers did not carry or provide any additional tools for learning. As mentioned on the interview result above, the use of supporting tools such as LCD Projectors is very limited. The underlined aspects that should be known in this case is teachers have to take turns on using LCDs in several occassions, and create a decision not to use it rather than arguing with another teachers. However, this issues did not related in several classes as there are three classes that already use digital board for learning process. This board could help teacher reduce issue on limited tools, but still only some classes that provided with this tools as for the others, they still need portable projectors or alternatives for learning activities. In the element of support, students' various needs require various learning materials and resources to satisfy their diversity (Tomlinson, 2001). According to this issue, several learning materials and resources may not fit with certain characteristics and lead teachers to seek other alternate learning sources or materials.



Picture IV.1 Example of Digital Class



Picture IV.2 Example of Regular Class

The problem that may occur from the task of looking for an alternative way is the limitation or accessibility of the material itself (Ojong, 2023). According to this issues, English teachers at MTs Negeri 1 Banjarnegara use smartphone to help them accomodate tools and media for supporting Differentiated Learning, they stated that:

[Teacher 1] "I also try to provide additional learning material besides books from school. It is not focused on one reference. I also allow students to use cellphone to help me deliver the material. But actually, school does not fully allow to use of cellphone during lessons. So I only use it when there is an assignment."

[Teacher 2] "Yes, it is, The madrasah itself has provided books and modules. I also browse other sources on the internet. I allow my students to use their phones, and usually, I ask them to search sometimes through it. But phones can only be used

occasionally. Most of the time they are collected and only allowed in certain situations. Instead taking too long for permission, I just use another workaround."

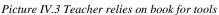
[Teacher 3] "That is the things that I recommend for the students. So, I ask students to access what things that could be used on learning process. Moreover, they could use their own tools to look up for materials besides the one that I bring into the class. However, cellphones are collected and we need to ask permission first."

In this case school partially provide a well-support where the facility is an essential element in implementation, and it needs to be paid close attention by the education environment which is the school itself (Maruf, 2023). Furthermore limitations on tools support could lead teachers to make more effort in providing learning sources or activity and challenging them to implement the concept of Differentiated Learning use (Zerai et al., 2023). According to the interview results, alternative ways that teacher mainly used is smartphone, but they stated that the use of cellphone is only allowed if there is permission from school. If students bring their phone to the school, it must be collected. As the results, teachers use another alternative that could be used to accomodate this situation. Related with this issue, Vice Principal of Curriculum gives a statement:

[VC] "Students are actually not allowed to bring phones to school. If they do, the phones must be handed over to the madrasah. If the phones are to be used during lessons, the teachers must confirm and get approval. Full usage is only allowed during semester exam as it is online-based."

Data from observation shows that those statement is correct where teachers did not use alternative learning tools for Differentiated Learning which used to accommodate previous issues on facility. Studens are majorly provided with simple tools to maintain the learning process, which is books. However, to provide a better input for them, teachers also use variation on learning process such as group discussion or games.







Picture IV.4 Alternative media



Picture IV.5 Teacher use manual text and their own voice

Limitation on supporting tools also hinder teachers to follow their plans that has been set in the learning module. For example teacher has a plan to provide an audio for students which contains material by using audio speaker or any additional tools. By using correct media, students also could hear it clearly and understand the material. However, the tools are unavailable during learning process and teachers use their own voice as an alternative for delivering audio which could lead into unclear instruction or mispronunciation from teachers.

C. Diversity of Students' Characteristic

Differentiated Learning offer additional task for teachers where they have to analyze and classifying students based on their characteristics, which means they have to know well their students. Generally, schools have more than a class, and each classes could have a lot of students and possibly they have different characteristics. Students is a major point of the Differentiated Learning where the learning process mostly based on students itself or

students- based learning which means that everything that occured during learning should be related with students (Master, 2010). However, students who are the most important thing in Differentiated Learning also carry a difficulty for the implementation itself where the diversity of students that must be awarded by teachers could deliver an obstacle for the learning process (Tomlinson & Allan, 2000).

In a mixed-ability classroom, the differences in students are a strengths and weakness at the same time, where in this case, the higher or more complex diversity that occurs during the classroom process could lead to the preparation harder for the teacher (Suwastini et al., 2021). Therefore, the issue of students diversity was mentioned before is related to the time obstacle where students are a basis of preparation for the learning process that should be analyzed. A high number of differences could provide a little problem for teachers where extra work must be done in analyzing and categorizing students (Tomlinson & Strickland, 2005). In this case, teachers have stated:

[Teacher 1] "It is quite difficult if we use everything as a reference. When it is time to introduce new material, such as greetings and numbers then, they show lack of understanding, they are marked. When they can't say good morning or cannot remember 1 to 10, their English level is below the criteria. Technically that is used by me to differentiate the class and groups."

[Teacher 2] "Students in Class A have kinetic, audio, and video learning styles, it is impossible to do 34 approaches on 34 students. So, we just implement it generally where we know at least "this one knows a lot", "this one still not understand", or "this one is average". That's how we categorized them."

[Teacher 3] "So, there are more than 300 students at least. The more students means there will be more differences that will occured, we felt a difficulty where there always a student that possess low understanding. In classroom, there are always students that ignored, as differentiation means there is no similar treatment, our consentration sometimes could not handle with it."

Students' diversity in characteristics is a complex thing where students in a class generally are not homogen as they have their own style and interests that differ from one to another. Characteristics of students also increase the criteria that need to be analyzed and grouped based on students, which also assess relevant activities and specific individual requirements (Huang & Yao (2020) cited in Ojong (2023)). According to the interview above, it could be explained that teachers encounter a lot of characteristics from students in learning process, where they know that all of these characteristic should be covered for the implementation of Differentiated Learning. However, as teacher said in the interview session, it is difficult to maintain such differences in learning process, and they try to minimize the major criteria that required for classroom activities.



Picture IV.6 Teaching Divides Students Based on Criteria

Differentiated Learning aspects that majorly focused on students' readiness, learning style, and background are reduced into readiness only. It means that students are divided and differentiated through their understanding and knowledge about the material as the main references for learning process. Technically, teachers will have a less complex preparation in learning and only need to set the rules on more general aspects (Plass et al., 2010). Based from the observation, it is confirmed that teacher reduce the criteria and more focused on readiness-based learning which in a line with their statements from interview session. Teacher's criteria are divided into four different

category which can be seen in the document below where there are different criterias on students' readiness on the material that will be given.

Diagnostic Assessment Rubric										
Date:	Class:	Chap								
Students	S/he can answer simple questions independently	S/he can answer simple questions with the help of the teacher	S/he can answer simple questions with the help of peers	S/he cannot provide any answer to the teacher's questions						
1										
2.										
3.										
4.										
5.										
6.										
7.										

Picture IV.7 Diagnostic test for students

It shows that teacher in order to minimize the difficulties in categorizing students on various aspects they put aside another elements, specifically on their background and interest. In Differentiatied Learning, whole process generally refers to teaching and learning practices that emphasize the student's various needs and balance those criteria with the learning process (Tomlinson, 2010). Therefore, teachers need to know that students are different from each other in terms of background, learning experiences, culture, gender, interest, etc., and each of these differences could lead to different impacts on students' learning styles and scaffolding nature.

Even it is a fact that characteristic diversity provides a lot of issues for teachers in classroom, successfull implementation of Differentiated Learning could be reached if teacher could aware with it (Tomlinson & Allan, 2000). However, the criteria that is being minimized by the teachers could leads into trouble as a student who has similar understanding do not means they also have similar interests with the others, which teachers need to ensure balance in group and individual goals (Tomlinson, 2014).

D. Less-Motivated Students

Students' motivation take a major part in learning process where motivation itself could affect their desire to do some activities, especially in learning something (As Sabiq, 2018). Forming unrelated groups in the classroom could create a chaotic environment where students has difficulty on understanding material through group work due to the different perspective (Aldossari, 2018). Another difficulty for students themselves could come from their view or behaviour towards the learning process. In this case, motivation also plays a role in keeping students to be attracted in the learning process. Maintaining students' motivation in the learning process is important because it could encourage students to proactively participate in classroom activities (As Sabiq, 2018).

[Teacher 1] "Students automatically are happy with learning as it is easier to learn English and realize it has various place for learning sources. But, it depends on how they feel about English where there are still some of them who has not perceive benefit from learning."

[Teacher 2] "Sometimes I have prepared the material, but students still shows no interest in learning English. When I make it more related for them, they did not allign with learning process. It makes me to use conventional method."

[Teacher 3] "We have prepare material for differentiation, it does not hinder much, but students have not interested in learning English, especially in their practice for reading. That is the problem."

In addition to the students aspects issue that related with the implementation of Differentiated Learning in English subject, there is an issue on students' motivation. In a line with this issue, teachers encounter such obstacle where students has a less-positive view on learning English where they feel English subjects as a less-important subject that is not attractive. Based from the result above, it could be inferred that students mostly did not interested in learning English. In this case, English teachers stated that students does not have view on advantages or benefit aspects that

they could get from learning English, and they also lack of motivation to learn outside classroom whether it is activity or re-study on home.

Learning motivation has two internal factors that come from the inner self of students and external factors from the environment, for example, classroom, facilities, attention, etc (Dwinalida & Setiaji, 2020). Moreover, motivational factors difficulties in Differentiated Learning can be referred to external factors that affect students' inner self, in this case, providing suitable learning support for students to ensure students establish a purpose and bridge their knowledge, skills, and understanding (Sousa & Tomlinson, 2018). Based from the data that has been gathered throughout research session, it could be stated that the implementation of Differentiated Learning at MTs Negeri 1 Banjarnegara did not allign well with the theory that has been arranged by Carol Ann Tomlinson. The major misunderstanding in the implementation itself is underlined on the categorizing students' criteria where knowledge or readiness is used as the major point of differentiation without carefully saw another characteristics. Furthermore, the implementation still requires some evaluation and more support for a better learning output.

E. Teachers' Misunderstanding About Differentiated Learning

An important requirement for the successful implementation of Differentiated Learning is understanding from teacher itself about the concept that covers throughout preparation into learning evaluation (Tomlinson & McTighe, 2007). Less understanding of the concept of Differentiated Learning could lead to the implementation not being in the right way and not maximizing the progress of learning. Therefore, teachers' understanding and knowledge are important on it where they need to possess the knowledge, and the results of the interview show that all English teachers have received knowledge on Differentiated Learning through workshop and training that has been provided from the school. Related with this terms, Vice Principal stated that teachers have received In- House Training before learning process conducted:

[VP] "We held In House Training in the beginning. In June, we have this In-House Training about the Merdeka Curriculum which we invite an expert to give insight to the teachers. That is the official step that is conducted by the madrasah and programmed annually. In addition, teachers also attend workshops and share with the community in MGMP. House Training itself is conducted twice a year."

According to the results of interview above, MTs Negeri 1 Banjarnegara has conducted In House Training to deliver a better knowledge for teachers in preparing for Differentiated Learning. The implementation itself has been conducted since 2022/2023 independently and officially apply it on 2023/2024. It means there have been around six times In House Training related to *Merdeka* Curriculum and Differentiated Learning. In early stage, English teachers are asked about the concept of Differentiated Learning in order to look their understanding, the results are:

[Teacher 1] "Based on my understanding, sometimes I use tests although sometimes I do not when I attend the class. When it is time to introduce new material, such as greetings and numbers then, they show lack of understanding, they are marked. When they can't say good morning or cannot remember 1 to 10, their English level is below the criteria. Technically to differentiate the class and groups, although, in the implementation itself, I do not mix higher students with the less ones."

[Teacher 2] "The concept of differentiation is where we teach students based on the view that they have different characteristics. Therefore, we teach them with different approaches, but it also does not mean we have ideally done it. Take an example: students in Class A have kinetic, audio, and video learning styles, it is impossible to do 34 approaches on 34 students. So, we just implement it generally where we know at least "this one knows a lot", "this one still not understand", or "this one is average". That is how we categorized the students."

[Teacher 3] "I usually do some observation for students' early competence in the beginning, so I observe each student to know how far their understanding about the material that I will deliver in the classroom. Therefore, when the learning process is executed, I can categorize which one needs intensive treatment. That is the principle of Differentiated Learning that describes not all of them are equal."

According to the result of the interview, English teachers at MTs Negeri 1 Banjarnegara has a knowledge about the Differentiated Learning. Therefore, an understanding about Differentiated Learning is required by teachers in teaching to achieve the learning goals that have been set for the learning process, as the inability to teach is related to a lack of teachers' ability to understand concepts (Tomlinson, 2009). However, in order to achieve the successful implementation of Differentiated Learning inside learning process, there should be a synchronization between theoritical knowledge and practice (Tomlinson & McTighe, 2007). Although the basic understanding has been achieved by the teachers, observation results show the field practice did not correctly adapt. Based on the observation session, English teachers at MTs Negeri 1 Banjarnegara has conducted Differentiated Learning which in a line with their statements on interview. Differentiation aspects could be seen through several occassion, such as divide or mark students based on criteria that has been arranged before learning process. In this case, the criteria is specifically on their readiness as mentioned on the previous explanation about the diversity of students.



Picture IV.8 Differing Students for Grouping

As explained before, students' knowledge are the basis for learning process and teachers are too focused on that elements which used from the beginning into evaluation process where another elements such as learning style and interest only used as a supporting aspects. Moreover, Tomlinson (2010) explain that maximum output of Differentiated Learning could be achieved if teachers also aware with another characteristics of students

without setting aside related elements. For example, during observation session it shows that teacher using group discussion to make differentiation easier based on readiness, but randomize the criteria on their style and ask to learn from a text. The issue on this condition is there are possibilities that students may have better understanding to work alone rather than in pair/group or grasp meaning easier through audio or visual support. It is not optimal for differing process as unrelated grouping that is conducted within the classroom could lead to a chaotic situation where students could not comprehend group work due to different perspectives (Aldossari, 2018).

In a line with this issue, Master (2010) stated that Differentiated Learning mostly based on student itself, it means that learning process and every elements or aspects should be related with the students without exception as it is a crucial points that needs to be presented on classroom. Furthermore, in the observation session, teachers indeed apply additional criteria specifically on learning styles (audio, visual, motoric) besides readiness in differing classes.



Picture IV.9 Group Discussion

However, the usage is not allign well with the factual condition from students. During learning process, all students receive different approach on their knowledge, but similar aspects on their style in learning. For example, visuals or audio are provided for whole class even though there are different view from the students, which sometimes will not match their interest and reduce their input about the materials. Even though it provides a flexibility on

learning process, deliver a condition like this will not be optimal for students to understand the material as the way material received by students did not allign with their preferences (Tomlinson, 2010). This case is also found on another English teachers where homogen process is used for students with different learning preferences. Specifically, whole class receive same treatment on using mind map and learning through motoric activities such as games during learning process.



Picture IV.10 Creating mind map



Picture IV.11 Games in learning



Picture IV.12 Group discussion for whole class

Huang & Yao (2020) explain that relevant activities or assignment must be arranged well with students characteristic and their requirements. Homogen process that teacher provides for students has an advantage in in efficiency for learning process that has a lot of limitation on several elements, especially facility that sometimes could not be used in teaching process. Yet, this condition is not in a line with the concept of Differentiated Learning as students' diversity in characteristics is a complex thing where students in a class generally are not homogen as they have their own style and interests

that differ from one to another. Tomlinson (2014) stated that teachers need to ensure the balance between each criteria in order to provide a correct differentiation instructions that suitable and relevant with the requirements from students along process.

According to the process of Differentiated Learning that is delivered by the teachers in learning process, all of the steps are alligned well with the plan that has been set in learning module. However, Differentiated Learning elements or aspects did not mentioned well on the documents. Whole documents of learning modules are using a model that teachers always use in their teaching work. In this case, it could be seen that teachers always use an improvisation and adaptation during learning process where they only use documents as a general guidance for the whole process. However, Tomlinson stated that learning module should have the differentiation elements and mentioned clearly to make teachers feel more easier on manage learning process (Tomlinson, 2014).

Although preparation and implementation of Differentiated Learning at MTs Negeri 1 Banjarnegara has been conducted for a time and reach a good result, there are still aspects that need to be evaluated in order to optimizing the process of Differentiated Learning. In this case, school has to monitor teachers' action within classroom, Vice Principal of Curriculum stated:

[VC] "There are teams that are called PKB, which consisting headmasters and senior teachers. These teachers are positioned as supervisors for several teachers which has been arranged by letter. Specifically their job is to monitor teachers from creating RPP, lesson planning, and practice in classroom. If there are any difficulties that encountered by teachers, it will be noted and used as a material in next In-House Training."

It shows that teachers may need an additional training or understanding about the concept of Differentiated Learning. Providing support for teachers is a crucial element in implementing new concepts in the teaching and learning process, which is related to the understanding issue on the previous point (Dixon et al., 2014). Furthermore, teachers' actions also need to be

monitored and evaluated in order to give a better solution for any encountered issues or difficulties that may give teachers an unbreakable barrier within the learning process (Tomlinson, 2014; Shareefa, 2023). In order to successfully implement Differentiated Learning, the teacher requires support from the school itself for adapting the concept (Ojong, 2023). Misadaptation on occurs from teacher that feel tired when they use Differentiated Learning as it is a kind of method that too complex to adapted which in a line with statement from Glazzard (2011). Related on this issue, English teachers stated that:

[**Teacher 1**] "Tired of course. 7th Grade also has just implemented the changes. There are quite a lot of things to prepare, so it is a bit overwhelming."

[Teacher 2] "There is one from me. It is better for students than the conventional method. If we equally treat students before, it is different now where we know which one is and which one that needs treatment. So it is more adaptable to students' characteristics. But clearly, we also need to put in extra effort for preparation. Analyzing and categorizing, that's how it is."

[Teacher 3] "Actually, there is a difference. For the conventional method, let's say before the Differentiated Learning, the material maybe finished faster. However, when we adopt this Differentiated Learning, we need more time and we cannot equally treat the students' skills. Therefore, the material was not similar to another curriculum. So, more intensive management is needed."

Higher education levels require more difficult criteria to be fulfilled by the teachers during the learning process from the beginning into the evaluation process, where the high school could be more complex rather than kindergarten (Sakellariou et al., 2018). As a result of this condition, teacher mainly feels struggle to implement a new style of learning and equally sync with the criteria that have been prepared for the learning process and are less motivated to apply something outside of their boundaries (Yenmez & Özpınar, 2017). Based from data above it could be infer that complexity of Differentiated Learning cause teachers to confuse and overwhelmed by the

criteria or requirements that need to be fullfilled during teaching and learning activities. Furthermore, the complexity of administration that should be completed within Differentiated Learning leads to an less positive view from the teachers that have been enjoyed another less complex style of teaching if did not carefully realized (Tomlinson, 2014).



CHAPTER V CONCLUSION

A. Conclusion of Study

Based from the field data, school is in a trial of using Differentiated Learning where it is a new items that introduced within teaching and learning process in MTs Negeri 1 Banjarnegara. Even though the implementation has been conducted three years ago, the implementation still encounters several issues that challenge teachers in their activities. Furthermore, English teachers at MTs Negeri 1 Banjarnegara still require more adaptation and experiences on using the concept of Differentiated Learning in order to gain better results in the classroom.

According to the research of this study, English teachers encounter several difficulties during the implementation of differentiated learning at MTs Negeri 1 Banjarnegara. During the process, there are five issues related to English teachers' difficulties on implementing Differentiated Learning, which specifically cover their misunderstanding about the concept of Differentiated Learning, teachers' workload, unmotivated students, diversity of students' characteristic, and limited access to learning tools.

B. Suggestion

Based on the result of this research, there suggestions that given specifically to teachers and another researcher for further exploration and discussion. There are suggestions from researchers which are described below:

1. For Teachers

Firstly, the findings from this study reveal the difficulties that English teachers encounter during the implementation of Differentiated Learning in the learning process. Based on these problems, teachers and schools, which is a unity in the education environment, could be more aware of the difficulties and set a suitable preparation, also provide better evaluation and solutions for creating an effective learning process.

2. For Further Researches

The results of this study reveal the obstacles and issues related to the implementation of Differentiated Learning in English classrooms specifically. Furthermore, these results could be used or adopted as a source of information for future research that relates to this study. Based on this issue, there are suggestions for future research that analyze different types of adaptation of Differentiated Learning, especially on Content elements that are not presented in this study. Moreover, the comparative study also suggested where results from this study could be contrasted with another education environment and provide an analysis of its factors.

C. Limitation of Study

There are limitations that were conducted within this research, which were used to effectively hold this research. Limitations also applied to choosing a classroom for observation, which was conducted on two classes for each grade, each of which has ten classes, reducing the amount of time that was used for gathering information. Subjects were observed in the classroom also only used one theme for each class for maximum focus on one topic completely. Moreover, the amount of time used during observation is considered short, where there are possibilities for another session that implements Differentiated Learning clearly, which may show another result.

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A. Transcription for Interview Questions

1. Questions for Teachers

Widi Widiyati, S. Pd, M. Pd (Teacher 1/7th Grade)

Since when has the implementation of Differentiated Learning been conducted in in the 7th Grade English class?

Sebenarnya sih ini, ini kan program maksudnya yang dikatakan berdiferensiasi sendiri sejak Kurikulum Merdeka, tetapi sebelumnya itu kan mereka juga sudah berbeda- beda, biasanya saya tetap melakukan itu, tetap ada ketika ada anak yang kurang kemampuannya, karena kan memang dari dulu itu ada sekolah sejak... apalagi kelas 7 sejak SD ataupun MI-nya sama sekali ngga ada Bahasa Inggrisnya. Jadi memang ada yang Bahasa Inggrisnya dan ada yang tidak, jadi memang berbeda sekali. Sejak itu pun tetap menggunakan perbedaan- perbedaan itu jadi ketika di sini Kurikulum Merdeka ada berdiferensiasi, ya ada memang dilaksanakan.

Iya sebelum itu. Berbeda sekali apalagi di sini sekolah di kota, te<mark>ta</mark>pi sebelah sini kalau yang ja<mark>uh-jauh mereka Bahasa Inggrisnya sudah mampu. Ta</mark>pi kalau yang komplek sini <mark>k</mark>an kadang, yang dari desa-desa ini kadang malah ngga ada Bahasa Inggris di SD-nya.

Saya kan m<mark>as</mark>uk di sini sudah 2019, sejak mengajar di kelas 7 saya <mark>m</mark>enggunakan perbedaan itu kalau di kelas 7.

Could you define the concept of Differentiated Learning?

Menurut pemahaman saya gini, biasanya saya melakukan itu, tes awal itu. Saya pernah menggunakan kertas tes, tapi saya juga pernah tidak menggunakan kertas tes yaitu dengan misal ketika masuk kelas kan ketika itu ada pengenalan awal misalnya pengenalan awal tentang salam kemudian angka begitu, ketika mereka tidak mampu, oh berarti anak ini tidak mampu dia salam aja selamat pagi itu belum tahu, kemudian selamat siang apa kaya gitu. Kemudian angka misalnya kaya gitu angka sampai 10 tidak hafal berarti ini kategori anak yang di bawah masih dalam arti di bawah penguasaan Bahasa Inggrisnya, Bahasa Inggrisnya masih lemah. Itu seperti itu perbedannya, untuk membedakan kelas tersebut, untuk membedakan maksudnya kelompok anak kaya gitu. Ketika di pembelajaran si tidak mengelompokkan anak-anak yang tidak mampu dengan yang mampu itu ngga dikelompokkan. Itu titik awal untuk pemberian ketika perkembangan anak masing- masingnya.

Have you noticed any differences in the learning process after Differentiated Learning was implemented compared to the previous method?

Ada. Perbedaan itu ya ketika konvensional itu secara tetep saya pembelajarannya

tetep apa namanya ... konvensional dalam arti pembelajaran keseluruhan. Maksudnya untuk seluruh anak itu pembelajarannya dianggap sama dulu, nah ketika sudah mulai ada latihan- latihan, anak- anak yang kurang itu yang lebih saya dekati, maksudnya dibimbing gitu di anak yang kurang itu, dibimbing kemudian biasanya ditambah kosakata- kosakatanya. Harus misalnya ketika sudah hafal sekian berarti its okay temen- temennya, kemudian tinggal satunya kalau yang sudah bisa suruh bertanya jawab dengan temennya.

Lebih asik yang berdiferensiasi. Sulit, sulit ya nda sulit si. Ketika sulitnya itu gimana si ya, kalau klasikal kan memang susah ya maksudnya secara umum kaya gitu kalau semua orang pukul rata itu memang susah, kasihan memang anakanak, maksudnya kan tetap berbeda kaya gitu. Kalau gini ya sulitnya itu ketika anak- anak yang mampu, malah apa ya namanya? Kita ringan, cuman kesulitannya itu ketika harus tes bersama, kalau itu kan dalam pelaksanaan memang nilai masing- masing nah sulitnya itu ketika tes apa namanya secara umum kaya misalnya s<mark>emest</mark>eran kaya gitu, kan bera<mark>rti u</mark>ntuk seluruh anak yang berbeda, anak yang mampu dan tidak mampu tesnya sama gitu kan, palingpaling kaya gitu, paling- paling nanti nilainya di situ jadinya kecil karena memang ambil tengah, ambil tengah di antara titik tengah di <mark>an</mark>tara anak yang kurang dan an<mark>ak</mark> yang mampu. Otomatis anak yang kurang kan <mark>ni</mark>lainya rendah, lah anak yan<mark>g</mark> tinggi otomatis paling tinggi sekali kaya gitu, pa<mark>li</mark>ng kaya gitu. Memilih kes<mark>ul</mark>itannya ya kaya gitu, sebenarnya itu juga bukan <mark>k</mark>esulitan jadi anak- anak nilainya kecil karena takarannya sama kaya gitu <mark>ka</mark>n, otomatis kemampuan <mark>t</mark>akaran sama dengan sebe<mark>n</mark>arnya kemampuan yang be<mark>r</mark>beda. Kalau proses pem<mark>be</mark>lajaran lebih enak, lebih enaknya ya seperti itu ka<mark>la</mark>u ada yang mampu coba kamu percakapan di depan lah anak lainnya melihat, itu kan juga bisa dijadik<mark>an</mark> kaya "Oh kaya gitu". Kesulitannya kaya gitu, <mark>ka</mark>lo tes untuk bersama nanti jadinya nilainya ada yang rendah banget. Meskipun sebenarnya kalo Kurikulum <mark>M</mark>erdeka tidak ada cukup pelaksanaan harian y<mark>an</mark>g terkontrol ya tetapi kan kita t<mark>et</mark>ep melaksanakan tes itu, tes secara bersam<mark>a</mark> dan itu memang bukan kesalahan j<mark>uga</mark> si, tes bersama itu bukan sesuatu yang <mark>m</mark>elanggar.

Do you provide various themes for learning materials?

Ngga, semuanya materi sama dikirimkan ke anak- anak itu sama Cuma dalam perjalanannya ketika ada beberapa tahap anak yang terlambat di tahap pertama, berarti belum masuk ke tahap kedua tapi menyelesaikan dulu di tahap pertama gitu, sehingga di akhir pembelajaran tidak semua anak menyelesaikannya sama. Ada yang menjadikan mungkin ketika itu menjadi tugas.

Do you offer additional sources for students to explore the material?

Iya, ada tambahannya ada buku tambahan atau materi tambahan, tidak bersumber pada satu saja. Internet juga sering jadi opsi buat kita untuk mencari materi bersama siswa

Do you give students the opportunity to choose different learning products based on their needs?

Iya semuanya ada. Itu ada presentasi, kemudian hasilnya kayak tulis misalnya tulis, teksnya. Sama nanti kalau kelompok berarti dipresentasikan, kalau sendiri misalnya kalau dialog itu ya langsung misalnya berpasangan itu, cuman tidak seluruh anak presentasi semua. Misalnya kaya speaking kaya gitu itu ngga, jadi yang presentasi di depan itu beberapa kemudian yang lainnya di tempat duduk. Kalau kaya gitu kan satu pembelajaran habis deh, tapi semua anak melakukan cuman tidak semua presentasi di depan kelas.

Are there any difficulties in evaluating different learning products?

Iya ketika misalnya, ngg<mark>a si semuanya itu selama</mark> ketika speaking maka penilaiannya pada sa<mark>at sp</mark>eaking aja, kemudian ketik<mark>a ha</mark>sil akhirnya itu tulis, maka apa namanya, yang dinilai itu tulisannya. Sesuai itunya misalnya, "Oh kita mau hasil akhirny<mark>a</mark> itu apa". Sesuai skillnya.

Do students have a more positive view of English learning since the implementation of Differentiated Learning in the classroom?

Iya siswa o<mark>to</mark>matis lebih senang, terus merasa lebih mudah lagi <mark>ka</mark>ya gitu, oh ternyata b<mark>el</mark>ajar Bahasa Inggris itu banyak sumbernya. Cuman memang tergantung dari mereka anaknya apa yang dapat mereka rasakan. <mark>Te</mark>tap aja ada anak yang tidak memang mungkin belum merasakan manfaatnya sama sekali.

Ya, memberi motivasi mungkin, memberi motivasi kepada anak bahwa mungkin kamu pertama tidak ... kan bukan mata pelajaran yang paling menarik. Setidaknya ketika mampu menguasai Bahasa Inggris itu maka hidup kamu itu akan lebih mudah dan kenyatannya juga seperti itu, dalam kenyatannya ketika itu pandai pun masuk kerja ada wawancara, ada kemampuan Bahasa Inggris kan tetep seperti itu memberikan contoh- contoh dalam kehidupan. Mau tidak mau harus mau belajar.

Does the school facilitate and support teachers to ensure the successful implementation of Differentiated Learning?

Ada pelatihan- pelatihan online, kemudian pelatihan yang setiap semester itu ada, pengenalan Kurikulum Merdeka dan lain- lainnya. In house training kemudian ada yang online, pelatihan online.

Sudah, banyak kok yang itu di internet, yang di dinas juga ada, PMM kaya gitu. Yang maksudnya di dinas juga ada kan? PMM. Tinggal mau membaca atau tidak. Iya, tetep mereka tetap harus belajar, kami kan hanya memfasilitasi kaya gitu kan, sekolah itu hanya memfasilitasi untuk anak- anak begitu, untuk membedakan

setiap sesuai dengan kemampuan anak.

Masalah kaya LCD atau speaker ada dan bisa dipinjem, cuma kadang itu mau dipake kabelnya ga ada. Giliran sudah ada malah terlanjur dipinjem mapel lainnya. Si kalau kelas 7A dan 7B ngga sesulit itu karena mereka ada digital boardnya, tapi kelas lainnya kan kasihan belum ada.

Kalau sekolah itu ada tambahan ekstra, ekstra English Club. Kemudian kemarin juga ada, tapi cuman bukan fasilitas di sekolah, ada beberapa anak yang mengikuti apa namanya? les bahasa Inggris di luar. Ketika misalnya kami komunikasikan ke orang tua itu bisa rekomendasikan misalnya untuk les Bahasa Inggris di mana untuk tambahan anak saya itu biasanya kaya gitu. Kalau yang dari sekolah itu paling itu, ekstra English Club kaya gitu, tapi cuman anak ngga berminat, tapi sekolah memfasilitasi itu untuk anak- anak.

How many students do you teach? Does the number of students creates difficulties in implementing Differentiated Learning?

34 kali 10 jadi 3<mark>40</mark>, sekitar itu. Untuk selanjutnya bisa tanyaka<mark>n</mark> ke TU karena ini kan sudah beb<mark>er</mark>apa kemarin yang pindah, ada yang 33 kaya gitu.

Ngga si kan karena dibuat per kelas-kelas. Jadinya kan tetap dibuat kelompok kecil, kelas kelompok kecil kan cuman banyak...banyak jamnya saja. Kan tetap satu kelompoknya kan 30 kaya gitu maka itu ya berdasarkan per kelas- kelas tersebut ketika masuk kelas kelompoknya, dan pengelompokan itu tidak begitu di kelas dikelompokkan yang bisa dan tidak bisa itu ngga. Cuman ada "menitiki" memberi tanda "oh ini anak yang kurang mampu" yang harus didekati, ini ini ini nanti berkeliling lagi begitu aja.

Has the implementation of Differentiated Learning affected time required for the learning process?

Ngga si. Saya menyiapkan durasinya waktu sama, cuman ketika itu di itunya, di penanganan secara itunya... kemampuan anak menyerap kan juga terserah, berbeda ya setiap anak- anak kaya gitu ya. Tidak ada perbedaan untuk seluruhnya karena memang ini jamnya diatur harus begitu selesai, paling- paling nanti ujungnya ketika mereka belum mampu untuk PR untuk anak tersebut. Nanti harus diselesaikan di rumah, kalau mereka yang sudah selesai biasanya mereka yang belum baru berapa? Yuk bawa sini dulu kaya gitu kan? Tetep batas waktu itu harus mengumpulkan meskipun tidak selesai, nah akhirnya sisanya itu diselesaikan di rumah. Itu kaya gitu ketika langsung ada hal yang misalnya langsung harus controllingnya kaya gitu kan. Karena apa? Karena tidak selalu saat pertemuan ada tes kan? Ketika ada latihannya kaya gitu, batas waktunya sama cuman nanti dapetnya berapa atau salah kaya gitu, yang penting aktivitasnya selesai.

Karena memang setiap kelas kan juga berbeda, terus nek kalau sekarang lagi tidak terbatas harus materi selesai kaya gitu kan, sesuai kemampuan anak.

Meskipun kami juga punya materi- materi tersebut, tetapi materi- materi tersebut cuman lebih dalam dan tidak gitu saja. Jadi misalnya untuk anak- anak yang mampu itu kami bertugas dengan lebih dalam, tapi untuk anak- anak biasa, biasanya yang penting dasarnya kaya itu. Tidak begitu dalam anak yang mampu dan tidak mampu ada pengayaan kaya gitu ya, itu ditambah biasanya kami, saya itu nambah tugas ke anak ketika sudah mampu langsung mendeskripsikan buat seperti ini. Tapi kalau ini deskripsinya itu berbeda, yang penting sudah cukup mewakili begitu, untuk anak- anak yang belum, yang tidak ... yang dalam artian berbeda itu, yang berbeda kemampuannya.

Sebenarnya bukan pemotongan materi, perbedaan, hanya perbedaan kedalaman materi.

Are there any aspects on Differentiated Learning that discourage or demoralize you from using it?

Capek lah iya. Karena kelas 7 ya, kelas 7 baru perubahan. Apalagi anak anak yang tidak ada dan tidak mau mengulang kaya gitu. Tidak mau mengulang di rumah kaya gitu hanya di sekolah, otomatis kemampuannya berjalannya tidak cepet, maksudnya kadang jadinya lambat bocahe. Mereka itu sudah tidak mau. Terkadang saya ketika sudah; "Besok maju", misalnya satu- satu kaya gitu ya, beberapa anak kaya gitu, itu baru mereka mau berusaha maksimal.

Iya otomati<mark>s i</mark>ya. Otomatis tetep ada me<mark>to</mark>denya. Biasanya saya pali<mark>n</mark>g seneng itu Project-bas<mark>ed</mark> Learning.

Have you encounter any additional difficulties on the implementation of Differentiated Learning?

Ada, karena in<mark>i ya,</mark> banyak jam terkadang capek jadi m<mark>em</mark>persiapkan apa namanya ya, mem<mark>pe</mark>rsiapkan bahan ajar misalnya untuk <mark>p</mark>elatihan- pelatihan kaya gitu, itu kan di <mark>luar</mark> jam mengajar ya, nah itu lah y<mark>ang</mark> kadang tidak sempat pas kebetulan ada hal la<mark>in kaya</mark> gitu. Memang si satu terus nanti dipakai untuk semua kelas kaya gitu, tapi kan terkadang pas momen itu, pas momen harus mempersiapkan bahan ajarnya dan kebetulan si memang ketika ini sekolah kan belum memfasilitasi buku- buku, buku yang Kurikulum Merdeka. Paling ya nantinya pakainya itu, pakainya kurikulum di itu, pakai buku itu, pakai buku yang direkomendasikan oleh pemerintah. Sekolah juga memfasilitasi buku, cuman karena dipinjamkan, kan anak harus menulis, kan ngga boleh dioret- oret. Itu yang kadang membuat apa namanya, membuat lama waktu, juga harus mempersiapkan semuanya difotokopi, juga biaya lagi untuk sekolah kaya gitu kan? Maksudnya mengeluarkan biaya untuk media bahan ajar yang itu, kan akhire kendalanya itu. Saya jane kalau itu ketika itu milik anak, anak beli sendiri itu enak sekali kaya gitu. Maksudnya lebih mudah langsung cepet kaya gitu, ngga harus ibaratnya kaya nulis ulang, jadi ada satu menunjukan kelebihan dan juga akan membuat kekurangan. Kan dulu pas awalnya anak saya harus beli, enak memang harus beli, jadinya kan boleh ditulis, boleh dibawa pulang bawa sendiri punya sendiri, kalau sekolah harus beli itu satu tahun itu 1 jutaan ada, dan itu kan memang kalau di sini kayaknya belum bisa memberatkan untuk wali murid. Nah di situ kan berarti kami harus menyediakan sendiri kaya gitu, meskipun ketika mencari di internet lebih variatif, lebih asik, lebih menarik kaya gitu, tapi cuman kaya gitu waktunya ketika harus fotokopi dulu ke sana gitu, karena di sini kan ngga ada fotokopiannya kalau harus print begitu banyaknya untuk setiap anaknya, saya yang repot juga itu akan kesulitan kendalanya di situ. Kemudian ketika harus itu ada tambahan biaya sekolah itu ke sekolah, biasanya itu terkendalanya di pembiayaan, fotokopian kan sekarang ya mahal kalau semuanya seperti itu, membengkak juga. Biasanya kalau penyelesaiannya saya kalau gitu anak fotokopi sendiri, misalnya silahkan difotokopi bayarkan pakai uang kas nanti dibagi- bagi kaya gitu, tapi cuman hanya beberapa kali saja.

Biasanya untuk tugas- tugas kaya gitu misalnya, perkenalan ayo coba kalian video perkenalan kaya gitu, terus pakai apa namanya...nanti upload di IG kaya gitu. Kalau kaya keseluruhannya misalnya mencari di ini ngga, misalnya langsung semuanya menggunakan kaya gini ngga, cuman kadang kontrolnya anak, kontrolnya penggunaan hp anak itu susah. Biasanya saya pakai ketika ulangan apa namanya ya, kalau ulangan kaya gitu kan pakainya Gform ataupun pas ulangan apa gitu pakainya itu. Jadinya ketika ulangan dibawa kaya gitu, kalau ngga, ngga. Karena memang di sini kan tidak diizinkan membawa hp kecuali lagi diperlukan berdasarkan itu, nanti dititipkan ke guru mapelnya yang menyuruh itu. Paling kalau tugas- tugas itu kadang kerjakan di rumah, misalnya kaya pembuatan apa ya, kemarin kan ada ini baru perkenalan, jadi saya kan baru minta anak berdialog nanti kirim link. Kemarin sudah dibuat si membuat stiker, nanti kalau stiker nanti langsung print stiker, pakainya itu.

Agustina Dewi Merdekawati, S. Pd (Teacher 2/8th Grade)

Could you define the concept of Differentiated Learning?

Kalau Pembelajaran Berdiferensiasi, menurut saya berdiferensiasi disesuaikan kita mengajarnya sesuaikan dengan apa ya? Bahwa anak itu punya berbeda, jadi kita mengajarnya dengan yang itu memperlakukannya dengan cara yang berbeda- beda. Tapi si tidak ideal maksudnya si A umpamanya ini model pembelajarannya umpamanya kinetis atau audio video. Kita is impossible untuk menerapkan 34 siswa dengan 34 cara. Jadi general aja di awal, umpamanya saya cukup mengetahui bahwa; ini loh yang udah tahu, ini loh yang belum tahu, ini loh yang sedeng kaya gitu. Mengklasifikasikannya seperti itu.

Have you noticed any differences in the learning process after Differentiated Learning was implemented compared to the previous method?

Kalau saya si ada sedikit, ada sedikit. Maksudnya sudah cukup baik untuk yang ini loh untuk anak-anak yang sekarang itu daripada yang dulu yang konvensional itu, menurut saya lebih tetap baik. Ada kalau dulu kan kitakan menganggap bahwa anak- anak sama kaya gitu kemampuannya. Kalo sekarang kan beda, jadi kita kan lebih tahu mana anak yang menonjol, harus butuh perhatian. Jadi menyesuaikan dengan karakter anak begitu.

Do you provide various themes for learning materiasl?

Of course not, same. Sama untuk materinya tetap sama, di kelas pembelajarannya tetep klasikal. Jadi kalau umpamanya materinya tentang telling experience ya, di kelas itu hanya telling experience tapi dengan catatan untuk saya memberikan kaya apa ya, penjelasan lebih untuk anak- anak yang belum paham setelah refleksi. Kan tetap memberikan refleksi setelah evaluasi.

Do you offer additional sources for students to explore the material?

Iya of course iya dong. Oh, saya ngga jadi membolehkan umpamanya pake yang bawa hp pake hp boleh, tapi si biasanya kalo anak saya minta untuk mencari sesuatu pakai hp ya semuanya pakai hp seperti itu. Untuk yang tidak punya hp ada loh, umpamanya kaya ada anak pondok seperti itu, nanti ya saya pinjamkan atau boleh mencari hanya dari referensi dari buku.

Do you give students the opportunity to choose different learning products based on their needs?

Iya, tentunya iya, disesuaikan. Contohnya gini, kemarin yang terakhir adalah materinya menceritakan pengalaman, jadi saya memberikan beberapa pilihan anak boleh menceritakan pengalaman liburan, boleh menceritakan pengalaman tentang hari raya Idul Fitri, saya silahkan menyerahkan kepada anak- anak untuk memilih mana peristiwa yang menurut mereka itu paling excited.

Ada saya kasih voting kaya gitu, anak memilih sendiri. Tapi tetep ada batasannya biar kita juga tidak kesulitan.

Are there any difficulties on evaluating different learning products?

Tidak, karena kita sudah punya sebelum materi kan pasti kita juga udah bikin yang namanya rubrik penilaian itu kan jadi buat pegangan kita. Jadi ya, itu apa ya kita insyaallah ya ngga bingung gitu, umpamanya menulis ya, yang kita adalah writingnya sudah ada kontennya, berapa kesesuaian antara judul dan isi, kemudian penulisannya gitu, isi ceritanya seperti itu.

Do students have a more positive view of English learning since the implementation of Differentiated Learning in the classroom?

Iya, anak lebih excited. Karena apa, karena mereka contohnya saya minta mereka di teks imajinatif story umpamanya. Saya meminta mereka silahkan kamu secara berkelompok drama, kemudian pilihlah cerita yang menurut kalian paling bagus, boleh fable apa legends seperti itu. Dan hasilnya, karena mereka sudah memilih sesuai keinginan mereka, hasilnya ya maksimal, lebih maksimal.

Does the school facilitate and support teachers to ensure the successful implementation of Differentiated Learning?

Kemarin terakhir ada workshop dari madrasah... sebelum ini, pas liburan sebelum tahun ajaran baru. Refreshment kalau workshop iya sekarang sama waka kurikulum, maksudnya guru itu memang butuh refreshment maksudnya ya setiap minimal paling lama itu setiap semester. Berarti pelatihannya tetep biasanya ya enam bulan, berarti satu semester sekali.

Jadi dari madrasah ada buku paket, terus ada modul, kemudian saya mencari sumber yang lain. Jadi biar saya lihat umpanya di buku oh kurang lengkap, maka saya cari di modul ada ngga, kalau di modul ngga ada ya saya lengkapi yang ngga ada. Karena apa? eman- eman bukune wis gede mengko ora digawa ora kanggo gawe umpamane kan. Tapi nek caraku ya tetep, saya pribadi masih membutuhkan buku sumber yang lain tapi kan untungnya sekarang ada internet lah ya, maksudnya ora bingung nek siki ra ana. Penginnya kan setiap anak itu megang, nek buku paket Alhamdulillah megang, modul megang, tapi kadang ada materi tertentu yang gak bisa dipegang anak pada akhirnya ya saya share.

How many students do you teach? Does the number of students creates difficulties in implementing Differentiated Learning?

Saya kelas 8 semua. Semuanya dari kelas 8? Berarti sekitar 340 lah. Berarti dari kelas A sampai J, sepuluh kelas rata- rata ya 32 ada yang 34.

Kemarin waktu di workshop itu disampaikan kalau pertama kan dulu pas awal tes diagnostik, tapi kalau sekarang itu kan ngga. Gitu, kemarin beliau menyampaikan seperti hanya tes awal saja untuk mengetahui saja. Karena ya tadi kembali lagi, umpamane kon siji siji, kon ditesi ya waktune habis. Kita hanya memancing sedikit umpamanya kaya materi ini lah materi simple past tense umpamanya berkaitan dengan recount text. Jadi simple past tense "coba anak-anak sebutkan dong kata kerja", itu kan kadang kalau memang ada yang udah bisa pasti bisa menyebutkan kata kerja. Oh si A, si B sing bisa, kalau sing kiye isih madan bingung, kie sama sekali kata kerja ndi kata benda ndi, nah itu nanti dikelompokkan.

Has the implementation of Differentiated Learning affected time required for the learning process?

Iya dialami toh mas, apalagi kalau Bahasa Inggris itu kan sekarang di Kurikulum Merdeka kan hanya tiga jam pembelajaran dalam satu minggu. Jadi ibaratnya kalau kita satu minggu di kelas 8A langsung tiga jam, berarti kita harus di pertemuan itu benar- benar yang harus maksimal umpamanya mau diskusi, itu malamnya saya sudah menyampaikan ke anak, kelompok sudah dibagi, terusa bawa alatnya sudah, nanti tinggal ketika act-nya itu anak udah per kelompok. Minimal malamnya kan ada grup jadi saya sampaikan besok kita mau kerja kelompok apa apa apa, mau ngapain ngapain, yang harus dibawa ini yang dikerjakan ini kaya gitu biar anak mempersiapkan. Cuman tetap aja di situ walaupun kelompok itu dibagi, saya pakai itu ya tujuan berdiferensiasi jadi tau ketika perkelompokan saya bagi yang upper, yang down kaya gitu. Karena ketika umpamanya kaya model menghitung 123 bisa jadi pas hitungan itu sing upper upper kabeh, super superior kabeh. Tetep aku timingnya anak pakainya saya batasi diskusi berapa menit, nanti harus presentasi, selesai tidak selesai ya harus selesai. Kalau tidak nanti tiga jam tidak rampung.

Are there any aspects on Differentiated Learning that discourage or demoralize you from using it?

Saya sendiri apa ya, ya itu tetep tak lakoni sambil mencari yang lain. Maksudnya tetep dipakai sebagai acuan karena itu sudah kurikulum. Nanti kesulitan apa ya kadang saya sempet ngobrol sama temen, ngobrol umpamanya kaya yang kemarin ngisi di sini, ini si gimana ya sebagainya. Karena kelas kita di kelas itu kan cukup banyak kaya gitu, kan ngga setiap hari kita diskusi kan mas kalau biasanya ya kita apa gitu, model modele pake kartu atau apa macem-macem, variasi lah. Aku si sebetulnya seneng loh kalau diskusi itu, cuman kadang kalau anak yang minesnya adalah ketika tidak betul memperhatikan anak ada yang umpamanya tidak ikut diskusi, ketika ditanya ora mudeng "Tadi itu ngapain?", "Ngga tau".

Have you encounter any additional difficulties on the implementation of Differentiated Learning?

Kalau Bahasa Inggris itu berkaitan dengan facility, umpamanya kaya LCD itu masih kurang ya kalau mau nonton- nonton apa, guru juga cukup sering rebutan. Terus sak jane anak itu sometime kosakatanya kan gini, kepriwe carane anak kue bisa vocab-e akeh, bisa ngerti artine, kon gawa kamus siki langka kamus, kalau translate di translate di hp ya pada pinter- pinter banget tapi akhire bahasane kacau, kaya gitu. Belum menemukan formula yang tepat. Kadang juga si ya, si ini speak-up nya bagus, tapi written e masih kurang, iki writing e bagus tapi speaking si isih isin presentasine moni. Ya itu yang bisa integrated, skillnya tidak

integrated. Yang masih susah juga make English environment-nya itu. Jadi anak masih angel aja kalau gurunya pakai full English.

Aku kalau Kurikulum Merdeka itu kan lebih sebetulnya arahanya ke komunikasi, jadi siswa itu lebih komunikatif. Cuman to make that more communicative itu gimana caranya, ya pertama sometime tidak memperhatikan grammarnya dulu gitu berani ngomong. Kalau sekarang umpamanya mau menyusun teks pengalaman, nah pengalaman kan sudah lewat berarti materinya simple past, kalau materi simple past tidak diajarkan full anaknya susah. Kemarin saya pakai game jadi anak— anak suruh mencari kata kerja, mana nominal. Iya memang hapal ra gelem ya kudu diapalna ya mas, iki diartikan artine apa. Kadang wis ana "Bu liat hp", dikit- dikit hp.

Ya aslinya bagus si buat alternatif kita ya apalagi kalo mau nonton atau cari materi, hanya saja regulasi seperti ini pasti ada alasannya kan?. Siswa ketergantungan juga malah bisa aja merugikan kitanya. Kalau saya si mending pake alternatif aja, mumet dikit ga apa apa.

Slamet Brotoseno, S.S, M.Pd (Teacher 3/9th Grade)

Since when the implementation of Differentiated Learning conducted in learning process?

Jadi kelas <mark>9</mark> ini kan kita sudah di MTs ini sudah tiga tahun pelaksanaan Kurikulum <mark>M</mark>erdeka. Jadi sudah mulai yang sekarang kelas 9 itu sudah menggunakan Kurikulum Merdeka, sehingga untuk pemb<mark>el</mark>ajaran kita menerapkan berbagai macam penanganan itu seperti Pembelajaran Berdiferensiasi itu.

Kalau kita apa n<mark>am</mark>anya, menerapkan Kurikulum Merdeka, be<mark>ra</mark>rti Pembelajaran Berdiferensiasi itu s<mark>ud</mark>ah dilaksanakan mulai dari kelas 7. Kelas 7, kelas 8, dan kelas 9 itu prinsipnya sama, jadi sudah dilaksanakan selama tiga tahun terakhir ini untuk Pembelajaran Berdiferensiasi sudah diterapkan.

Could you define the concept of Differentiated Learning?

Untuk awal biasanya saya melakukan suatu apa ya istilahnya, observasi untuk melihat kemampuan awal siswa, jadi setiap siswa saya amati sudah sampai tingkatan mana kemampuan menguasai materi yang akan saya ajarkan. Sehingga nanti ketika di dalam pelaksanaan pembelajaran itu saya bisa memetakan ini siswa yang perlu penanganan yang lebih intensif, ini yang sudah bisa, itu prinsip dari berdiferensiasi, jadi tidak semuanya dianggap sama. Misalnya rata- rata di kelas A, kelas A ini anak- anaknya lebih aktif itu akan berbeda penanganannya ketika saya berada di kelas 9I yang mungkin kemampuan Bahasa Inggrisnya itu ngga sama. Jadi saya harus menerapkan perbedaan yang diberikan itu. Jadi di awal memang saya buat sebuah kaya seperti observasi awal untuk melihat

kemampuan anak- anak dalam menguasai materi.

Have you noticed any differences in the learning process after Differentiated Learning was implemented compared to the previous method?

Iya sebenarnya ada plus minusnya si. Artinya gini, untuk pembelajaran yang konvensional katakanlah sebelum menerapkan pembelajaran berdiferensiasi, itu kita mungkin secara materi itu lebih cepat terselesaikan. Tapi ketika kita harus menerapkan yang Pembelajaran Berdiferensiasi ini kan kita membutuhkan waktu yang lebih artinya tidak bisa kita memukul rata kemampuan siswa sehingga materi yang kita sampaikan mungkin tidak seperti ketika kita menggunakan kurikulum yang lalu. Sebenarnya si ada waktu itu ya memperhatikan karakteristik- karakteristik kemampuan siswa, artinya sekarang Pembelajaran Berdiferensiasi itu mungkin secara nilai positifnya anak- anak itu mendapatkan perlakuan yang lebih adil. Jadi karena mungkin, antara satu anak dengan anak yang lain kemampuannya berbeda, <mark>ma</mark>ka sepatutnya dia mendapatkan per<mark>lak</mark>uan yang berbeda, jadi tidak bisa di<mark>puk</mark>ul sama ratakan. Kalau menurut saya, untuk Pembelajaran Berdiferensi<mark>asi</mark> itu memang memerlukan w<mark>ak</mark>tu yang lebih lama.

Do you offer additional sources for students to explore the material?

Ya, jadi memang kalau di setiap kelas kadang-kadang berbeda. Misalnya di kelas A, materinya lebih apa namanya, sudah lebih banyak daripada kelas yang lain. Cuman kalau untuk di dalam kelasnya masih apa namanya, sama. Jadi perbedaanya antar kelas tidak antar siswa, itu yang memang masih saya terapkan di situ. Karena memang kadang-kadang karakternya di kelas satu dengan kelas yang lain itu berbeda, misal satu kelas itu cenderung sama memang ada sedikit satu dua tiga itu yang berbeda. Itupun sudah mulai saya apa namanya, berikan yang tidak sama dengan temen-temen yang lainnya. Misalnya memiliki kemampuan yang lebih itu tidak sama dengan yang memiliki kemampuan yang kurang.

Jadi temanya kadang- kadang y<mark>ang satu itu sudah</mark> lebih dulu, yang satunya harus dibahas lebih dalam lagi, jadi masih perlu pendalaman lagi. Ada beberapa kelas yang memang kemampuan siswanya masih kurang.

Do you give students the opportunity to choose different learning products based on their needs?

Itu malah justru saya sarankan. Jadi mereka saya sarankan untuk mengakses apa saja yang bisa dipakai untuk pembelajaran Bahasa Inggris terkait dengan materi yang saya berikan. Sehingga tidak harus apa yang saya berikan di kelas itu yang dipakai tetapi kita memberikan kesempatan kepada mereka untuk menggunakan media yang mereka miliki dan yang mereka mampu untuk mengambil informasi, mendapatkan informasi terkait dengan materi yang saya berikan.

Kalau sumber ajar sebenarnya banyak. Alhamdulillah si anak- anak yang ada di sini itu tidak terlalu tidak IT lah. Artinya dengan kemajuan teknologi mereka pun sudah bisa menghadapi ketika mencari sumber- sumber belajar. Tapi kita juga sudah menyediakan ya untuk model belajar, untuk pembelajaran berdiferensiasi di penyediaan sumber belajar tidak terlalu menjadi masalah. Yang menjadi masalah itu adalah motivasi siswa untuk belajar Bahasa Inggris.

Do you give different learning product and opportunity for students to choose it freely based on their needs?

Iya, jadi saya kasih kesempatan untuk mereka. Kalau sekarang kan anak- anak sudah apa namanya ya, untuk membuat sebuah model seperti tugas dengan katakanlah dengan audio video itu sudah bisa. Diharapkan mereka tidak hanya menggunakan media yang kuno itulah. Tugas kalau memang bisa dikerjakan menggunakan alat- alat yang sekarang itu sudah bisa digunakan untuk membuat bermacam- macam ya disilahkan saja, memang untuk variasi, untuk biar mereka bisa inovasi.

Mereka tak ber<mark>ik</mark>an kebebasan untuk menggunakan apa yang mereka bisa dan apa yang mer<mark>ek</mark>a sukai. Toh nanti kalau misalnya bisa dipublikasikan ke media sosial, itu kan bagus. Menulis sendiri, memberikan kebebasan kepada siswa untuk menggunakan atau memilih model- model apa yang mereka sukai.

Are there any difficulties on evaluating different learning products?

Kalau kesulitan si tetap ada. Kan mereka masih belajar, tapi untuk apa ya istilahnya, penggunaan peralatannya mereka sudah bisa. Yang menjadi permasalahannya kan penguasaan materinya, permasalahannya di situ ketika mereka saya suruh membuat katakanlah video untuk melakukan monolog misalnya, itu sebenarnya ini nya sudah bagus, cara mereka membuat sudah bagus cuman penyampaian materinya itu yang mungkin harus perlu diperbaiki di situ. Contoh misalnya anak saya suruh membuat video tentang bagaimana melakukan atau membuat sesuatu gitu ya, yang materinya tentang prosedur teks. Itu mereka sudah sangat sudah variatif gitu, ya itu permasalahannya hanya belum begitu sempurna cara menyampaikan dalam Bahasa Inggrisnya.

Do students have a more positive view of English learning since the implementation of Differentiated Learning in the classroom?

Ya lebih semangat lah. Mereka kan memilih apa yang mereka sukai, jadi tidak terpaksa di dalam apa namanya, membuat tugas misalnya itu mereka merasa senang dan tidak terpaksa. Lebih enjoy lah.

Does the school facilitate and support teachers to ensure the successful implementation of Differentiated Learning?

Untuk pelatihan untuk guru- guru, kita itu memang setiap tahun mengadakan. Jadi kaya latihan lah, latihan implementasi Kurikulum Merdeka, ada itu setiap tahun diadakan, dan biasanya di awal tahun pelajaran itu ada pelatihan untuk mengikuti aturan implementasi Kurikulum Merdeka. Salah satunya ya itu tadi, yaitu Pembelajaran Berdiferensiasi. Masih kita tetap lakukan, dan ini latihan itu masih akan tetap berjalan. Untuk yang diterapkan di sini menggunakan In House Training. Jadi guru- guru dikumpulkan di sekolah, didatangkan narasumber yang berkompeten di bidangnya. Sehingga ada pelatihan- pelatihan kecil seperti itu.

Masalah tools ya, ya... seperti apa? LCD ada tapi jumlahnya terbatas dan itu gantian jadi sebel, kadang mending ngga usah sekalian.

Hp kita bisa dibilang boleh bawa, tapi seringnya dikumpulin. Cok repot si kalau murid ketahuan pakai di dalam jam pelajaran. Kalo mau pakai ya harus ada kesepakatan dan perizinan

How many students do you teach? Does the number of students creates difficulties in implementing Differentiated Learning?

Untuk tahun p<mark>el</mark>ajaran ini, saya mengampu di kelas 9. Semua ke<mark>las</mark> 9 yang terdiri dari 10 rombongan belajar, itu sekitar 300 lebih siswa.

Jelas. Karena semakin banyak siswa itu makin banyak perbedaan, jadi kita ya mengalami kesulitan ketika banyak siswa itu yang masih minim pengetahuannya. Ya otomatis yang sebenarnya siswa yang sudah bisa mengikuti materi yang lebih jadi agak terabaikan, sebenarnya kita kan kepingin sama- sama. Artinya karena berdiferensiasi tidak menyamaratakan perlakuan. Ketika kita menghadapi permasalahan yang berupa jumlah siswa yang kurang mampu di dalam mengikuti pembelajaran, artinya konsentrasi kita itu lebih ke mereka, sementara yang ini jadi agak terabaikan, masalahnya seperti itu. Paling- paling kita cuman bisa memberikan motivasi kepada anak- anak yang sudah mapan untuk lebih mandiri.

Has the implementation of Differentiated Learning affected time required for the learning process?

Betul sekali, kalau menurut saya memang alokasi waktu yang diberikan untuk Pembelajaran Berdiferensiasi ini tidak sama dengan pembelajaran lainnya. Namun demikian, ini perlu ada semacam pengaturan. Mungkin dari segi materi kita tidak harus mengejar kuantitas tetapi kualitas, karena ketika Pembelajaran Berdiferensiasi ini membutuhkan waktu yang lebih banyak, maka materi yang harus disampaikan itu tidak sama banyaknya ketika kita menggunakan pendekatan pembelajaran yang konvensional. Kalau menurut saya, memang ya kendalanya seperti itu. Kemudian khusus untuk Bahasa Inggris, memang secara umum itu menjadi sebuah kesulitan bagi para guru yang memang kami jadi bukan bahasa wajib, sehingga menjadi bahasa asing yang kurang diminati untuk belajar padahal sebenarnya kalau program- program pemerintah membuat kegiatan pembelajaran Bahasa Inggris itu menjadi sesuatu yang menarik, dan ini kadang

anak- anak kurang mau belajar bahasa asing. Terutama minat untuk membaca untuk anak- anak apalagi yang bahasa asing itu sangat minim.

Are there any aspects on Differentiated Learning that discourage or demoralize you from using it?

Kalau prefer sebenarnya ya yang berdiferensiasi. Karena apa, menurut saya, saya akan lebih mudah memberikan materi ketika anak itu siap. Artinya apa, anak itu kemampuan untuk bisa memahami materi akan lebih mudah ketika mereka itu diperlakukan tidak sama rata, karena mereka memiliki kemampuan yang berbeda- beda. Berarti akan lebih efektif ketika si anak ini mendapatkan pembelajaran yang berdiferensiasi, karena kalau kita memakai apa namanya, yang konvensional kita kan tidak terlalu memperhatikan perbedaan jadi maksudnya ini materi tidak harus selesai, padahal ada mungkin beberapa anak yang kurang memahami sehingga kalau menggunakan berdiferensiasi, itu kita bisa membuat sebuah pemetaan untuk ini anak yang sudah memiliki kemampuan yang banyak tidak akan sama dengan yang diberikan materi yang kepada anak yang masih kurang.

Ya kalau motivasi tetep kita ngga ada istilahnya. Ya tetep kita berusaha meskipun dengan alokasi waktu yang terbatas, ya kita tetep bisa semaksimal mungkin untuk menerapkan Pembelajaran Berdiferensiasi. Meskipun memang mengorbankan materi yang harus kita sampaikan, karena memang kita membutuhkan waktu yang lama. Jadi tetep yang dilaksanakan sebaik mungkin.

Have you encounter any additional difficulties on the implementation of Differentiated Learning?

Saya sebenarny<mark>a kepingin untuk pembelajaran bahasa asing, Ba</mark>hasa Inggris itu meskipun bahasa yang tidak wajib, harapannya pada setiap mata pelajarannya itu berkaitan. Jadi penggunaan atau pemanfaatan pembelajaran Bahasa Inggris dapat digunakan secara menyeluruh. Jadi kaya Pembelajaran Berdiferensiasi di sini bisa terkikis dengan kegiatan yang didominasi oleh kegiatan- kegiatan yang bersifat mendukung.

Ya misalnya kan di sini kalau kaya ekstrakulikuler itu masih banyak didominasi olahraga, untuk kegiatan yang Bahasa Inggris masih kurang. Mungkin perlu diadakan semacam event yang rutin untuk memotivasi siswa belajar Bahasa Inggris. Saya kurang lihat lomba- lomba atau acara apa yang menggunakan Bahasa Inggris karena selama ini kita jarang sekali mengadakan. Sehingga memang ini Pembelajaran Berdiferensiasi ini bisa dirasakan oleh semua siswa. Intinya kalau menurut saya, Pembelajaran Berdiferensiasi itu memang harus dilakukan karena kemampuan siswa itu tidak sama, sehingga mereka mendapatkan perlakuan yang sama.

2. Questions for Vice Principal of Curriculum

Yuniyati, S.Pd.I, M.Pd (Vice Principal of Curriculum)

Since when MTs Negeri 1 Banjarnegara implement Differentiated Learning?

Sebenarnya Pembelajaran Berdiferensiasi itu sudah ada dari dulu ya, jadi mbahmbah kita, bu guru yang lalu itu sudah melakukan, cuma kita itu mengistilahkan bukan ya maksude pembelajaran yang baik bukan belum ada istilah Pembelajaran Berdiferensiasi. Tapi sebenarnya guru- guru semua itu sudah melaksanakan bahkan sebelum, jauh sebelum Kurikulum Merdeka ini, tapi kan Pembelajaran Berdiferensiasi itu ada ketika maksudnya istilahnya itu kan ada sejak menjadi, ramai menjadi harus diterapkan sejak IKM. Jadi nek misale ditanya ya sudah lalu, tapi kalau di IKM sendiri yo pasti sudah menerapkan, setiap guru pasti sudah.

Kita berarti kan 202<mark>2-2</mark>023 itu pertama kita melaksanakan mandiri, maksudnya belum ada SK dari Kemenag tapi kita sudah melaksanakan itu tahun pertamanya. Terus tahun 2023-2024 kita itu resmi mendapatkan SK bahwa MTs Negeri 1 Banjarnegara itu menjadi pelaksana Kurikulum Merdeka. Resmi menjadi tahun kedua setelah menerima SK, tapi kita sudah melakukan ini dulu jadi sekarang itu 7,8,9 sudah melaksanakan semua.

Did madrasah facilitate training program for supporting teachers in understanding Differentiated Learning?

Awal kita sebelum melaksanakan langsung kita buat IHT (In House Training), jadi sebelum kan itu Juli ya, pembelajaran itu Juli ya, bulan Juni kita sudah ada In House Training terkait dengan IKM ini, kita datangkan langsung pakarnya untuk menjelaskan kepada guru. Itu yang upaya resmi yang mana menjadi terpogram dari madtsansa itu hampir setiap tahun harus ada In House Training, lah materi sejak ada IKM maka kita langsung ada In House Training. Terus guruguru sendiri melakukan, mengikuti workshop, kemudian di MGMP juga kan mereka punya komunitas yang di MGMP juga mereka selalu membahas Kurikulum Merdeka. Terus Mts sendiri yang programnya sendiri yang untuk yang memakai dana dari madtsansa ya itu ada In House Training atau penguatan penguatan pelaksanaan itu.

Setiap tahun itu dua kali In House Training itu, terus yang diikuti guru bahkan setiap bulan itu ada pelatihan cuman mata diklatnya itu bermacam- macam. Tapi dari Kemenag kan ada namanya PINTAR, jadi PINTAR itu diklat online yang bisa diikuti siapa saja guru- guru di Kemenag dan itu bermacam- macam mata diklatnya.

Is there any monitoring program from school in order to controlling the progress of Differentiated Learning?

Kita ada namanya Tim PKB. Tim PKB itu yang tentu saja Kepala Madrasah, kemudian guru- guru senior, dan guru- guru senior itu menjadi supervisor untuk guru- guru berdasarkan surat tugas yang diembankan. Jadi kaya misalnya saya, nanti saya menjadi supervisor kepada 8 guru, jadi ada 8 supervisor dan masingmasing 8 ada yang tujuh kaya gitu lah ya. Itu nanti tugasnya adalah itu tadi, monitoring mulai dari RPP atau modul ajar, perencanaan pembelajaran sampai pelaksanaan di kelasnya. Nanti ada tindak lanjutnya apa kesusahan guru, nanti dari hasil supervisi itu kan ada kesimpulan ada catatan- catatan akan ditindak lanjuti untuk materi In House Training yang akan datang, gitu.

If there any chance that evaluation needed, what program that madrasah provide for the solution?

Ya itu yang tadi <mark>su</mark>dah saya jelaskan kan, dari supervisi kan ad<mark>a</mark> catatan- catatan nah bentuk du<mark>ku</mark>ngan maksudnya catatan itu akan menjadi sebu<mark>ah</mark> masalah kan? Nah solusiny<mark>a</mark> adalah kita salah satunya In House Training <mark>de</mark>ngan melihat kesulitan apa, berarti perlu materi ini yang didiklatkan kepada guru.

How well the diagnostic test is adapted in the implementation of Differentiated Learning within Merdeka Curriculum?

Sebenarnya sekarang istilahnya bukan asesmen diagnostik, kita pakainya adalah asesmen awal. Jadi asesmen awal dilaksanakan guru sebelum melaksanakan pembelajaran yang akan di ini. Jadi itu ngga serentak ya, jadi guru ketika masuk kelas dia melakukan asesmen awal, nah asesmen awak ini menjadi dasar apa strategi apa yang harus dilaksanakan supaya tujuan pembelajarannya tercapai dengan kondisi anak yang bermacam- macam. Itu hanya istilah, dulu pancen awal- awal IKM bilangnya tes diagnostik, tapi kemudian bergeser istilahnya menjadi asesmen awal. Jadi asesmen awal itu untuk guru melihat seberapa sih kesiapan anak- anak, kesiapan pembelajaran untuk menghadapi materi yang akan kita ajarkan.

Is there any additional assignment for teachers beside teaching?

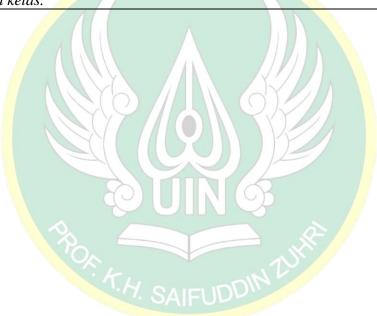
Mr Seno itu murni mengajar di kelas. Kalau Bu Dewi itu, dia jadi pembinga buat English Clubnya madrasah selain jadi wali kelas di kelas 8. Nah Bu Widi itu jadi pemimpin, maksudnya koordinator Gerakan Literasi Madrasah. Yang itu punya program membaca senyap di pagi hari selama 40 menit, juga beberapa program mingguan dan bulanan. Guru bahasa Inggris juga sering kami minta untuk jadi pendamping atau pelatih siswa siswi yang sedang persiapan untuk ikut lomba Bahasa Inggris.

Does the school allowed students to bring their own smartphone?

Siswa dan siswi di MTs Negeri 1 Banjarnegara itu peraturannya ngga boleh bawa hp. Kalau ada beberapa kesempatan seperti guru mapel membutuhkan, mereka harus dikumpulkan dulu. Jadi ponsel itu mau digunakan dalam pembelajaran, itu harus konfirmasi dan diizinkan. Penggunaan penuh itu kalau semisal ada ujian karena kita sudah berbasis online.

Is there any issues on facility that used for Differentiated Learning?

Kalau permasalahan fasilitas ini ya, contohnya? LCD kita ada, audio speaker kita juga ada, kita punya tapi jumlahnya memang terbatas. Terbatas ini bukan aksesnya ya tapi kadang guru itu bergantian atau malah tabrakan kalau mau memakai, alhasil ya agak susah. Oh ini, beberapa kelas juga sudah memakai papan tulis digital dan itu membantu banget kegiatan pembelajaran. Hanya saja, itu baru dua kelas.



B. Observation Notes

CLASS OBSERVATION GUIDE

Name: Widi Widiyati, S. Pd

Class: 7B

 $Time \hspace{0.2cm}: 1^{st}, 4^{th}, 8^{th}, and \hspace{0.1cm} 12^{th} \hspace{0.1cm} October \hspace{0.1cm} 2024$

No	Element	Indicators	Checklist	Note
1	General Issues	Content	V G3	Teacher did not deliver different materials for the students where all of them receive one type of material within process. But provide different content, such as visual, audio, and physical Teacher provides various way for students to look up for material. A simple group also used for better process. However, the differentiation did not applied well as whole class receive similar treatment.
		Product	√	Students could decide what kind of learning product that will be submitted as an assignment.

	I coming augment	Uses various media/ tools	X	Another tools or media did not provided. Alternative such as smartphone did not provided
2	Learning support issues	Providing suitable books	•	Reliable sources is provided. However, the usage is not maximized and teacher still relies on conventional approach.
3	Theoritical and practical synchronization	Delivering the concept based from what teacher know, which explained on the interview session and documents. along with the theory.	JODIN Z	Teacher could explain their understanding about Differentiated Learning. However, the practice itself did not alligned correctly with the interview result. As explained before, process differentiation did not well applied
4	Time issues	Teacher's has a good time management on giving material and task for students	X	Teacher could not giving a proper time for learning process. Especially for doing exercise, where the time is nearly equal for students, although they have different level of

				1 , 1
				understanding.
				However, time is
				provided properly in
				giving explanation.
				Learning process is not
				well prepared by the
		Teacher could		teacher as the time is
		manage the time		pretty short for
		for preparing		preparation and teacher
		learning	X	uses simple elements for
		elements such as		learning process.
		material, tools,		Another events such as
		media, etc		agenda beside teaching
			XX	also occured, lead
		7/6	1 Y	teacher to leave classes.
				Students are freely
		Uncontrollable		move around through
		students		learning process,
	128	students		leading classroom to be
	(0)	? 4	1	more crowded.
		T.H. SAIFL	JDDII	Teacher is overwhelmed
5	Difficulties on		The state of the s	by the diversity of
3	students elements			students' characteristic
		Highly diverse	,	and could not
		students	√	accomodate it in a right
				way. As a result, there
				are students that could
				not be covered.
		Unmotivated	✓	There are also students

		students	who had a less- positive view on English in general, which make them hard to learn no matter the method that is being used. This lead teacher to simply used
6	Difficulties on teachers' interest/preferences.	Teacher change the method on learning process due to several factors and choose another that more reliable.	In early meeting, Differentiation element could be seen through diagnostic test, etc. However, in the next meeting, conventional approach is used rather than Differentiated Learning.

CLASS OBSERVATION GUIDE

Name: Agustina Dewi Merdekawati, S. Pd

Class: 8D

Class: 8D Time: 7 th , 10 th , 14 th , and 17 th October 2024					
No Element Indicators Checklist Note					
1	General Issues	Content	✓	Teacher did not deliver different materials for the students where all of them receive one type of material within process. But provide different content, such as visual,	

				audio, and physical
		Process	X	Teacher allow students to use smartphone to look up for material. A simple group also used for better process. In addition, there are also
				various form of task such as mind map or simple charts. However,
				whole class receive same treatment.
				Students could decide what kind of learning product that will be
		Product		submitted as an
		DUI	103	assignment. For example videos or written assignment.
		K.H. SAIFL	JDDIN Z	Smartphone did not provided for learning
2	Learning support issues	Uses various media/ tools	X	process as its mainly used on product assignment. Additional tool also could not be used due to the
				limitation from the facilities.
		Providing	✓	Reliable sources is

		suitable books		provided. However, the
				usage is not maximized
				and teacher mostly
				relies on students'
				discussion without using
				book or internet.
				Teacher could explain
		Delivering the		their understanding
		concept based		about Differentiated
		from what		Learning. Learning
	Theoritical and	teacher know,		process also in a line
3		which explained		with the statement that
3	practical	on the interview	X	teacher has delivered
	synchronization	session and	XX	within the interview
		documents		session, although the
		along with the		implementation could
		theory.		not reach maximum
		3001	9	result.
	700			Although in general
		\$ 4	1	teacher has a good time
		T.H. SAIFL	IDDIN :	management in
		Teacher's has a	A STATE OF THE STA	delivering explanation,
		good time		she did not equally set
4	Time issues	management on		the amount of time for
4	Time issues	giving material	X	students to do an
		and task for		exercise. Students must
		students		deliver the assignment
				within the time limit,
				without any additional
				time or else.
		l		

		Teacher could manage the time for preparing learning elements such as material, tools, media, etc	✓	Teacher has a better preparation in learning process. For example, teacher give an instruction outside learning process which make time longer for activities.
5	Difficulties on students elements	Uncontrollable students Highly diverse students	JODIN Z	Students also are freely move around through learning process, leading classroom to be more crowded as they walk around and ask each other. Teacher did not overwhelmed by the diversity of students' characteristic and could accomodate it in a right way. Because the classification that being used is more simple than others. However, it does not allign with theory.
		Unmotivated students	√	There are also students who had a less- positive view on English in

			general, which make them hard to learn no matter the method that is being used. This lead teacher to simply used conventional way which is more simple.
6	Difficulties on teachers' interest/preferences.	Teacher change the method on learning process due to several factors and choose another that more reliable.	Differentiated elements are implemented in the early meeting. However, the method is changing in the end of material where teacher focused on conventional method and use differentiation on Product.

CLASS OBSERVATION GUIDE

Name: Slamet Brotoseno, S.S, M. Pd

Class: 9H

Time : 3rd, 4th, 10th, and 11th October 2024

No	Element	Indicators	Checklist	Note
1	General Issues	Content	√	Teacher did not deliver different materials, but provides various content such as audio and visual.
		Process	x	Teacher did not provided any form of differentiation on the

				learning process All of
				learning process. All of
				them receive one type of
				treatment within
				process
				Differentiation on
				product is conducted
				within the assignment
		Product	✓	on material through
				choices that student
				could choose based on
				their knowedge.
				Smartphone did not
				provided within learning
				process and mainly used
				on creating product
		Uses various		assignment. Additional
		media/ tools	X	tool also could not be
			100	used due to the
	Learning support			limitation from the
2	issues		1	facilities, similar with
	135465	T.H. SAIFL	IDDIN	another teachers.
			The second secon	Reliable sources is
				provided. Teacher uses
		Providing		the book all through the
		suitable books	✓	
		Sultable DOOKS		learning process, start
				from material to
				assignment.
2	Theoritical and	Delivering the		Teacher could explain
3	practical	concept based	X	their understanding
<u> </u>			l	

	synchronization	from what		about Differentiated
		teacher know,		Learning. However, in
		which explained		learning practice the
		on the interview		concept of
		session and		differentiation did not
		documents		implemented as teacher
		along with the		use similar process
		theory		element.
		theory		element.
4	Time issues			Although in general
				teacher has a good time
				management in
		Teacher's has a	j	delivering explanation,
		good time		she did not equally set
		management on	XX	the amount of time for
		giving material	X	students to do an
		and task for		exercise. Students must
		students		deliver the assignment
		801118	1 GB	within the time limit,
				without any additional
	P			time or else.
		· Ku	TUZ	
		Teacher could	JDD	Teacher has a better
		manage the time	The state of the s	preparation in learning
		for preparing		process. For example,
		learning	✓	teacher give an
		elements such as		instruction outside
		material, tools,		learning process which
				make time longer for
		media, etc		activities.
5	Difficulties on	Uncontrollable	√	Students also are freely
	students elements	students		move around through
	students elements	students		move around unough

	PRO.	Highly diverse students Unmotivated students	JODIN Z	learning process, leading classroom to be more crowded as they walk around and ask each other. Teacher did not overwhelmed by the diversity of students' characteristic and could accomodate it in a right way. Because the classification that being used is more simple than others. However, it does not allign with theory. There are also students who had a less- positive view on English in general, which make them hard to learn no matter the method that is being used. This lead teacher to simply used conventional way which is more simple.
6	Difficulties on teachers' interest/ preferences.	Teacher change the method on learning process due to several	✓	Differentiated elements are implemented in the early meeting. However, the method is changing

factors and	in the end of material
choose another	where teacher focused
that more	on conventional method
reliable.	and use differentiation
	on Product.



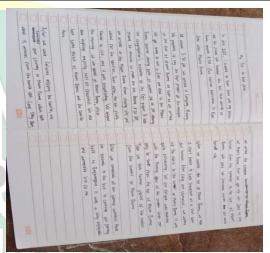


Product Differentiation













Process Differentiation









UIN OF THE SAIFUDDIN ZUHR

MODUL AJAR CHAPTER 1 : ABOUT ME

INFORMASI UMUM

I. IDENTITAS MODUL

Nama Penyusun : Widi Widayati, S.Pd Satuan Pendidikan : MTs Negeri 1 Banjarnegara

Kelas / Fase : VII (Tujuh) - D Mata Pelajaran : Bahasa Inggris Prediksi Alokasi Waktu : 3x40 Menit JP Tahun Penyusunan : 2024

II. KOMPETENSI AWAL

- Guru memperkenalkan diri kepada peserta didik. Guru bisa menggunakan Bahasa Inggris atau Bahasa Indonesia. Bila menggunakan Bahasa Inggris, setelah memperkenalkan diri, guru mengajak peserta didik untuk mengidentiikasi apa yang telah dikatakan guru dalam perkenalannya.
- Guru menjelaskan bahwa untuk memulai pembelajaran Bahasa Inggris di SMP adalah dengan belajar perkenalan. Guru dan peserta didik akan saling berkenalan satu sama lain. Bahasa Indonesia dapat digunakan untuk memberi penjelasan jika diperkirakan peserta didik akan kesulitan memahami penjelasan dalam Bahasa inggris.

III. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yag maha Esa, bergotong royong, bernalar kritis, kreatif,

IV. SARANA DAN PRASARANA

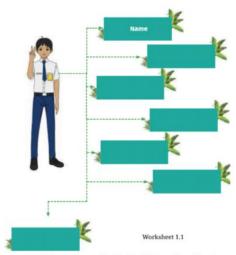
- 1. Buku Teks 7. Handout materi
- 2. Laptop/Komputer PC 5. Papan tulis/White Board 8. Infokus/Proyektor/Pointer
- 3. Akses Internet 6. Lembar kerja 9. Referensi lain yang mendukung

V. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

VI. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan Project Based Learning (PBL) terintegrasi pembelajaran berdiferensiasi berbasis Social Emotional Learning (SEL).



- Guru meminta peserta didik untuk mengidentiikasi hal-hal yang biasa dikatakan saat memperkenalkan diri. Bahasa Indonesia bisa digunakan bila peserta didik belum memiliki kosa kata jawaban dalam Bahasa Inggris.
- Guru meminta peserta didik untuk menulis respon mereka di bagan. Jawaban tidak terbatas seperti yang dicantumkan pada contoh jawaban. Guru dapat mengembangkan poin lainnya.
- Guru memperdengarkan Audio 1.1 tentang seorang anak laki-laki yang sedang memperkenalkan dirinya. Bila tidak tersedia alat pemutar audio, guru dapat memperdengarkan audio langsung kepada peserta didik dengan membacakan transkripnya

SECTION 2 - LISTENING

Listen to Audio 1.1. A boy is introducing himself.



KOMPONEN INTI

I. TUJUAN PEMBELAJARAN

- · Introduce themselves and others;
- · Talk about hobbies:
- · Describe people's physical and personality traits, and
- · Describe their daily activities.

II. PEMAHAMAN BERMAKNA

Unit 1

- 1. Introducing myself
- 2. Greetings & saying goodbye

Unit 2

- 1. Introducing others
- 2. Describing hobbies

Unit 3

- Describing people
- 2. Describing daily activities

III. PERTANYAAN PEMANTIK

Can you talk about yourself?

IV. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1

GALANG FROM KALIMANTAN

Kegiatan Pendahuluan (10 Menit)

- Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.
- Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan
- Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembejaran
- Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
- Guru mempersiapan segara peralatan yang akan digunakan dalam proses pembelajaran.
- Apersepsi guru dapat memulai pembelajaran dengan bertanya mengenai pengalaman pelajar saat belajar bahasa inggris di SD dahulu.
- Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari

Kegiatan Inti (90 Menit)

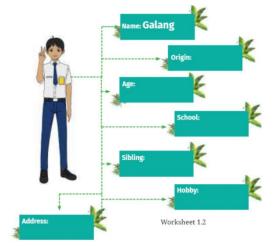
SECTION 1 - SAY WHAT YOU KNOW

Guru mengarahkan Peserta didik untuk membuka Worksheet 1.1.



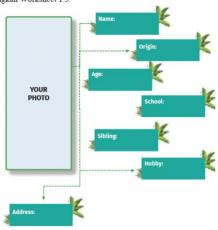
Comic strip 1.1 Galang's introduction

- Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks. Bila guru membacakan transkrip kepada peserta didik, kecepatan membaca disesuaikan dengan kemampuan peserta didik.
- Guru membicarakan isi audio dan isi teks. Beberapa pertanyaan alternatif yang dapat disampaikan kepada peserta didik
 - a. Siapa yang memperkenalkan diri?
 - b. Dari mana dia berasal?
 - c. Apakah dia dari Bali? d. Apakah dia tinggal di Bali?
 - e. Apakah dia berumur 13 tahun?
 - f. Apa yang dia suka?
 - g. Apakah dia memiliki saudara?
- Guru meminta peserta didik untuk menyimak Audio 1.1 dan membaca teks tentang Galang lagi.
- Guru membantu peserta didik berlatih melafalkan perkenalan Galang
- Ketika peserta didik dianggap sudah bisa mengucapkan dengan baik, guru mengucapkan secara keseluruhan, yang diikuti oleh peserta didik.
- Guru menampilkan Worksheet 1.2. Guru bersama peserta didik menuliskan informasi yang ada pada rekaman audio dan menuliskannya pada Worksheet 1.2 (nama, asal, alamat, usia, hobi, sekolah, dan jumlah saudara kandung)



SECTION 3 - YOUR TURN: SPEAKING

Guru menayangkan Worksheet 1.3.





Comic strip 1.2 Part 1 Galang and Andre are introducing themselves to each other



Comic strip 1.2 Part 2 Galang and Andre are introducing themselves to each other.

- Rekaman percakapan dapat diputar beberapa kali. Bisa dilakukan bertahap: Part 1 lalu Part 2.
- Guru memandu peserta didik membicarakan isi percakapan.
- Guru menampilkan Worksheet 1.7, kemudian meminta peserta didik melengkapi Worksheet 1.7.

- Guru meminta peserta didik untuk menulis identitas mereka pada Worksheet 1.3.
- Guru meminta peserta didik untuk menulis perkenalan diri mereka pada Worksheet 1.4 mengikuti contoh transkrip Audio 1.1.

Contoh Jawaban Worksheet 1.4

Hello.

My name's Monita. I'm 13 years old. I'm from Manado. I go to SMP Merdeka. I live on Jalan Paduka. I have a sister and a brother. I love drawing manga.

- Guru membantu peserta didik untuk berlatih menuliskan kalimat perkenalan diri mereka pada Worksheet 1.5. Pada kegiatan ini, guru dapat berkeliling kelas dan membantu peserta didik untuk berlatih di tempat masing-masing.
 - Practice introducing yourself.



Worksheet 1.5

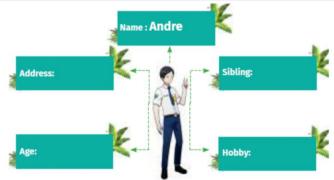
- Introduce yourself to the class.



Worksheet 1.6

SECTION 4 - LISTENING

 Guru menampilkan transkrip percakapan Audio 1.2 dan memperdengarkan rekaman Audio 1.2.



Worksheet 1.7

SECTION 5 – LANGUAGE FOCUS

- Guru menampilkan tabel pertanyaan dan jawaban ketika berkenalan.
- Guru mengajak peserta didik melafalkan pertanyaan dan jawaban ketika berkenalan.
- Guru berkeliling memastikan peserta didik berlatih dengan teman sebangkunya.
- Guru mengingatkan bahwa setelah berlatih, mereka akan melakukan survei.
- Guru meminta peserta didik melakukan latihan tanya jawab dengan teman sebangku menggunakan identitas masingmasing.
- Guru berkeliling mengecek latihan peserta didik dan memberi bantuan ketika diperlukan.
 Bila tidak memungkinkan dengan teman sebangku, peserta didik dapat melakukannya dengan salah satu temannya di dalam kelas.
- Guru meminta peserta didik berkeliling untuk saling memperkenalkan diri dengan menggunakan ungkapan dalam pertanyaan dan jawaban tentang perkenalan.



 Guru meminta peserta didik menyimpan hasil survei dengan baik karena akan digunakan pada kegiatan selanjutnya.

Table 1.1

	Questions	Responses						
Name	What's your name?	My name's I'm						
Origin	Where are you from? Where do you come from?	I'm from I come from						
Address	Where do you live?	I live on Jalan						
Age	How old are you?	I'm years old.						
Hobby	What's your hobby? What do you like doing in your free time?	My hobby is I like						
Siblings	How many siblings do you have? How many brothers and sisters do you have?	I have siblings. I have brothers. I have sisters. I'm an only child.						

Guru meminta peserta didik menyapa dan mengenalkan teman sekelas ke teman lainnya.

SECTION 6 - LISTENING

Guru menampilkan dan memperdengarkan rekaman Audio 1.3. (Guru dapat memutarkan rekaman beberapa kali)





: Monita likes playing mobile games, too.
: And, I also love drawing manga.
: Cool: I love manga but I can't draw.
: You know, we can play mobile games together.
: The more, the merrier.
: Right! By the way, I've got to find my seat. See you later, guys. Monita Galang Andre

Kegiatan Inti (90 Menit)

SECTION 1 - SAY WHAT YOU KNOW

Guru meminta peserta didik untuk mengamati Picture 1.1 pada Buku peserta didik.



 Guru meminta peserta didik membaca kata-kata dalam bubbles, kemudian menunjuk kegiatan yang sesuai pada Picture 1.1

> Cycling Fishing

Reading Mobile gaming Jogging

Listening Playing Badminton

SECTION 2 - LISTENING

 Guru memperdengarkan Audio 1.4 Part 1 mengenai beberapa orang membicarakan tentang hobinya. Bila tidak tersedia alat pemutar audio, guru membacakan transkrip kepada peserta didik





Comic strip 1.7 Talking about hobbies

· Guru memperdengarkan rekaman Audio 1.4 Part 2 dan meminta peserta didik untuk menyimak dialog dua orang lainnya untuk mengerjakan Worksheet 1.12





Worksheet 1.12

- Guru memandu peserta didik berbicara tentang isi percakapan
- Guru memutar rekaman kembali. Guru dan peserta didik mengidentiikasi cara Andre memperkenalkan Monita kepada Galang.

SECTION 7 - YOUR TURN: SPEAKING

- · Guru menampilkan ungkapan menyapa orang yang sudah dikenal dan memperkenalkan orang lain.
- Guru menjelaskan ungkapan memberi salam
- Guru menjelaskan ungkapan dalam mengenalkan orang lain.
- Guru memandu peserta didik berlatih melafalkan ungkapanungkapan pada Table 1.2.

Table 1.2

Greetings	Introducing Someone	Partings
Hi. Hello. Good morning. Good afternoon. Good evening. How are you? Fine, thanks. I'm OK.	This is She's from He's from She likes He loves Nice to meet you. Nice to meet you, too.	Bye. Good bye. See you later.

- Guru menginformasikan bahwa ungkapan ini akan digunakan untuk kegiatan memperkenalkan teman di kelas.
- Guru meminta peserta didik menyapa dan mengenalkan teman sekelas ke teman lainnya.

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa

PERTEMUAN KE-2

I LOVE FISHING

Kegiatan Pendahuluan (10 Menit)

- Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik
- Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan
- Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembejaran
- Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
- Guru mempersiapan segara peralatan yang akan digunakan dalam proses pembelajaran.
- Apersepsi guru dapat memulai pembelajaran dengan bertanya mengenai pengalaman pelajar saat belajar bahasa inggris di SD dahulu.
- Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari

SECTION 3 - LISTENING

Guru memperdengarkan Audio 1.5 dan menampilkan percakapan pendek antara Galang dan Andre tentang hobi mereka.



Audio 1.5 Part 1 Script:

Frequency

Andre: Hi, Galang. What's up?

Galang: Hi! I'm about to go to the river for fishing.

Andre: Do you go fishing very often?

Galang: Yes, it's my hobby. I go fishing once a week



Audio 1.5 Part 2 Script:

Andre : You have a lot to bring. What do you need for fishing?

Galang: I need a fishing rod, a bucket, and a fishnet.

Andre: Hmm. fishing sounds interesting.

Galang: Do you want to join me? Andre: Well, not today, I guess.



Audio 1.5 Part 3 Script:

Andre's hobby

Galang: So, what's your hobby?

Andre: I like mobile gaming.

Galang: How often do you play mobile gaming?

Andre: Only on weekends.

Galang: Nice!

- Guru menyampaikan bahwa percakapan ini bisa didengarkan secara bertahap dari Part 1 sampai dengan Part 4
- Bila peserta didik dianggap mampu, maka percakapan bisa dilakukan tanpa jeda di setiap bagiannya. Guru dapat memperkenalkan memberikan contoh ungkapan tamahan yang menunjukkan
- frequency, seperti always, often, once a week, every weekend, dan lain sebagainya
- Guru meminta peserta didik menuliskan jawaban pada kotak yang disediakan pada Worksheet 1.13.
- Peserta didik menjodohkan gambar (alat-alat yang digunakan untuk melakukan hobi) dengan jenis hobi pada Worksheet 1.14

SECTION 4 - READING

Guru menampilkan gambar Galang, Monita, Andre, Sinta, dan Ibu Posma yang berisi deskripsi singkat tentang gambar tersebut.



Galang loves fishing. He goes fishing once a week He brings his fishing rod, a bucket, and a fishing net.



Monita likes reading. She reads novels. She has more than twenty novels. Her favorite novel is Lasker Pelangi, She reads novels twice a week.



Andre likes mobile gaming. He plays every weekend. He needs a smartphone and internet connection for mobile gaming.



Ibu Posma and Sinta love playing badminton. They usually play badminton on Sunday morning. They need rackets and a shuttlecock to play badminton. Their favorite badminton player

- Guru mengingatkan peserta didik untuk memperhatikan cara pengucapan (pronounciation) serta membahas perbedaan karakter untuk membedakan penggunaan He dan She serta efeknya pada kata kerja yang menyertainya. Misalnya He loves ... dan She likes ...
- Guru membantu peserta didik berlatih membaca deskripsi pada gambar.
- Guru meminta peserta didik mengisi Worksheet 1.15 sesuai dengan teks dan gambar sebelumnya.
- Guru memperlihatkan Worksheet 1.16 yang berisi pertanyaan pemahaman. Peserta didik dapat mengisi Worksheet 1.16 mengacu pada Worksheet 1.13 dan teks sebelumnya.

Name	Hobby	Frequency	Tools Needed		

 Guru meminta peserta didik untuk memperhatikan dan membaca teks singkat tentang hobi Pak Edo.

Pak Edo's Hobby

Pak Edo's hobby is cycling. He goes cycling every morning. Pak Edo always wears a helmet, a t-shirt, shorts, and shoes when he goes cycling. He never forgets to bring his bottle.

Pak Edo sometimes goes cycling with his wife and children. They ride their bicycles together on weekends. Their favorite place for cycling is the park. They like cycling at the park because the air is very fresh.

Pak Edo likes cycling because it can make him healthy. Cycling makes immune cells more active. Cycling is also good for the environment because it does not release pollution.

MIMING AND GUESSING A HOBBY

- Guru meminta peserta didik untuk memikirkan salah satu hobi.
- Guru meminta peserta didik untuk memperagakan hobi m e r e k a tersebut.
- Guru meminta peserta didik yang lain untuk menebak hobi yang sedang diperagakan oleh salah satu peserta didik.

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-3

MY FRIENDS AND I

Kegiatan Pendahuluan (10 Menit)

- Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.
- Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan
- Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembejaran
- Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
- Guru mempersiapan segara peralatan yang akan digunakan dalam proses pembelajaran.
- Apersepsi guru dapat memulai pembelajaran dengan bertanya mengenai pengalaman pelajar saat belajar bahasa inggris di SD dahulu.
- Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari

Kegiatan Inti (90 Menit)

SECTION 1 - SAY WHAT YOU KNOW

Guru menunjukkan Picture 1.2 .

SECTION 5 - LANGUAGE FOCUS

 Guru meminta peserta didik untuk memperhatikan dan membaca deskripsi singkat tentang hobi Galang.



- Guru meminta peserta didik untuk memperhatikan kata ganti yang merujuk kepada Galang.
- Guru meminta peserta didik untuk memperhatikan dan membaca penjelasan Ibu Ida dalam komik strip 1.8.



- Guru dapat menambahkan penjelasan tentang penggunaan nama dan kata gantinya dalam suatu kalimat
- Guru meminta peserta didik melengkapi kata ganti pada tabel.
- Guru meminta peserta didik untuk melengkapi kalimat rumpang dengan kata ganti yang sesuai.

SECTION 6 - YOUR TURN: READING



Picture 1.2 Galang and his friends

"Who do you see in the picture?"
"Can you identify Galang's friends in the picture?"
"Who are they?"
"Can you see (names of characters)?"
"Let's identify Galang's friends based on their physical features."
"Who has curly hair?"

- Dalam kegiatan ini, peserta didik boleh menjawab dengan Bahasa Inggris sederhana atau dalam Bahasa Indonesia.
- Guru juga dapat meminta peserta didik untuk menggunakan kamus untuk mencari padanan kata yang tepat.

SECTION 2 - WRITING

- Guru mengingatkan peserta didik kembali tentang kosakata yang telah digunakan untuk membuat deskripsi orang di Section 1, 2 dan 3.
- Guru meminta peserta didik untuk membuat daftar kata- kata lain yang berhubungan dengan deskripsi seseorang.
- Guru menunjukkan Worksheet 1.20 dan meminta peserta didik menuliskan kata-kata yang ditemukan ke dalam tabel.

Physical Features							
Short							
Tall							
	1 0 0						

Personality Traits							
Friendly		Honest					
Cheerful							

 Guru meminta peserta didik untuk mendeskripsikan Galang dan teman-temannya dengan menggunakan kata-kata dalam Part a. Peserta didik juga dapat memperhatikan gambar untuk melihat hobby mereka.



- Peserta didik diperbolehkan menggunakan kata yang terdapat dalam Clouds di Part b.
 Sebelum mengerjakan, guru dapat membahas makna kosakata yang terdapat dalam Clouds di Part b.
- Guru membimbing peserta didik untuk membaca dan mengisi jawaban untuk setiap bagian dari teks dengan menggunakan petunjuk yang ada dalam Picture 1.3.
- Bila dianggap mampu, peserta didik dapat mengerjakan setiap bagian dari teks ini secara keseluruhan. Bila diperlukan, guru dan peserta didik membahas setiap bagian secara bertahar.
- Guru membahas masing-masing jawaban untuk bagian kosong pada teks dengan membandingkan teks dengan gambar yang tersedia.
- Setelah membahas jawaban untuk Worksheet 1.22, Guru membimbing peserta didik untuk memberi label pada Picture 1.3.

SECTION 4 - READING

- Guru meminta peserta didik untuk membaca teks yang berjudul Made, the Basketball Player.
- Guru meminta peserta didik untuk mengisi Worksheet 1.24 dengan informasi yang tepat sesuai dengan teks yang berjudul 'Made, the Basketball Player'.

Regular Activities	Facts
Example: 1. He always wears a cap wherever he goes. 2 3 4 5	Example: 1. He is 14 years old. 2 3 4 5

Worksheet 1.24

Guru membahas jawaban bersama peserta didik.

SECTION 5 – LANGUAGE FOCUS

- Guru meminta peserta didik untuk mengisi Worksheet 1.25 dengan informasi yang tepat sesuai dengan penjelasan pada Section 5.a.
- Guru membahas jawaban bersama peserta didik.
- Guru meminta peserta didik untuk mengamati struktur paragraph dari teks berjudul 'Made, the basketball Player'.

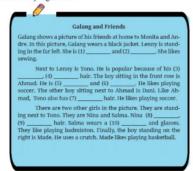
SECTION 3 - READING AND VIEWING

• Guru menunjukkan Picture 1.3.



Picture 1.3 Galang and Friends.

- Guru memberikan informasi umum mengenai Picture 1.3, misalnya menanyakan jumlah orang yang ada dalam gambar atau menanyakan apakah ada anak laki-laki dan perempuan dalam gambar.
- Kemudian, guru mengajak peserta didik untuk memfokuskan pengamatan pada karakter isik masing-masing tokoh. Peserta didik dapat diarahkan untuk menggunakan kata-kata dalam claud.
- Guru kembali mengingatkan tentang kosakata yang sudah digunakan pada saat berdiskusi di Section 1
- Guru meminta peserta didik mengerjakan Worksheet 1.22 dengan mengisi bagian kosong pada teks dengan kosakata yang sesuai.



Worksheet 1.22

Table 1.3					
Structure	Text				
Identification: a general orientation to the topic.	Made is Galang's friend. He is 14 years old.				
Description: Feature 1: Personality trait Extra information	He is very friendly. He has a lot of friends.				
Feature 2: Physical trait Extra information	Made has short, black hair. He always wears a cap wherever he goes.				
Feature 3: Physical trait Extra information	Made is special. He uses a crutch and sometimes uses a wheelchair.				

SECTION 6 - YOUR TURN: WRITING

 Section 6 merupakan latihan menulis bagi peserta didik. Kegiatan dapat dilakukan dalam satu pertemuan atau lebih. Peserta didik diberikan latihan secara bertahap hingga dapat menuliskan sebuah paragraph deskriptif yang berterima.

Feature 4: Regular activities		He likes playing basketball. He plays for the basketball team, Kalimantan Wheelchair Basketball. He practices basketball once a week every Saturday.				
Commer	nt	His teammates are proud of him. Together, they make a very good basketball team.				

- Guru dapat memberikan instruksi secara bertahap sesuai dengan tahapan kegiatan menulis di Section 6.
- Guru meminta peserta didik untuk memikirkan seorang teman, kemudian menuliskan katakata yang mendesrkripsikan teman tersebut.
- Guru meminta peserta didik untuk membuat kerangka teks dari hasil pemikiran mereka.
- Guru meminta peserta didik untuk menuliskan paragraf yang mendeskripsikan teman tersebut.

SECTION 7 - FUN TIME: GUESS WHO!

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.

- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

V. ASESMEN / PENILAIAN

1. Asesmen Diagnostik:

Mengetahui kondisi awal mental para peserta didik

2. Asesmen Formatif:

Diskusi : melatih kemampuan peserta didik dalam berkolaborasi dengan kelompoknya, melatih berbicara dan berani mengungkapakan pendapat, memunculkan ide-idenya, bekerja sama dalam tim

Presentasi: melatih kemampuan peserta didik dalam melatih berbicara di depan umum, berani mengajukan pertanyaan terhadap pemaparan hasil praktikum milik kelompok lain, memaksimalkan kerja kelompok

Unjuk kerja : menilai keterampilan proses yang dimiliki setiap anak, dan perkembangannya

3. Asesmen Sumatif

Dilaksanakan diakhir pembelajaran untuk mengukur tingkat capaian pemahaman sains peserta didk untuk menentukan langkah selajutnya.

- Guru melakukan pengamatan selama diskusi berlangsung. Hasil pengamatan berupa jawaban siswa dan partisipasi siswa dalam diskusi dapat dicatat dalam jurnal untuk ditinjau kembali
- Guru memeriksa kelengkapan lembar pengamatan siswa
- · Asesmen ini dibuat Individu, kelompok, peforma dan tertulis- formatif dan sumatif

Students Name :	

FOCUS	Very Good (4)	Good (3)	Fair (2)	Poor (1)
Genre				
Text structure				
Accuracy				
Vocabulary				
Mechanics				
TOTAL				
Overall comments				

Nilai total 12 = 100 points

1. PENILAIAN SIKAP (CIVIC DISPOSITION)

Indikator sikap didasarkan pada hasil pengamatan terhadap siswa, baik pengamatan langsung maupun pengamatan tidak langsung. Pengamatan langsung dilakukan guru dalam setiap pertemuan terhadap siswa dalam menjalani kegiatan pembelajaran. Sedangkan

Penilaian keterampilan dilakukan juga berdasar pengamatan guru terutama terhadap keterampilan siswa dalam menjalani kegiatan pembelajaran disekolah. Penilaian didasarkan pada keterampilan-keterampilan sesuai contoh indikator di bawah ini atau indikator lain yang relevan dapat ditentukan masing-masing guru.

Indikator keterampilan antara lain adalah kemampuan menyampaikan hasil diskusi kelompok secara tegas dan lugas; kemampuan mengomunikasikan ide dan gagasan dengan terarah dan sistematis; kemampuan merespons pertanyaan yang pada sesi diskusi; atau lainnya. Adapun pelaksanan penilaian keterampilan dilakukan di setiap akhir pertemuan yang menuntut adanya penilaian keterampilan, dengan menggunakan empat tingkat penilaian, yakni Baik Sekali (A=4), Baik (B=3), Sedang (C=2), serta Kurang (D=1).

TABEL PEDOMAN PENILAIAN ASPEK KETERAMPILAN

Nama Peserta Didik :

NT -		Pertemuan dan Nilai (A, B, C, D)							
No	Indikator		2	3	4	5	dst	Rata-rata	
1	Mampu menyampaikan hasil diskusi kelompok secara tegas dan lugas								
2	Mampu mengomunikasikan ide dan gagasan dengan terarah dan sistematis								
3	Mampu merespons pertanyaan yang pada sesidiskusi								
ist									
	Nilai Akhir								

3. PENILAIAN PENGETAHUAN (CIVIC KNOWLEDGE)

Penilaian pengetahuan dilakukan untuk mengukur keberhasilan siswa dalam memahami materi yang dipelajari dalam setiap pertemuan, seperti yang tersebut dalam bagian uji kompetensi. Guru dapat menilai dari setiap aktivitas dalam pembelajaran. Guru dapat menilai kemampuan siswa dalam menjawab pertanyaan atau menganalisa persoalan. Guru dapat memberi skor pada setiap tugas dan keaktifan siswa dalam menjawab dan berpartisipasi dalam kegiatan pembelajaran. Penilaian dilakukan secara kuantitatif dengan rentang 0–100.

VI. PENGAYAAN DAN REMEDIAL

NEIGHBORHOOD WALK

- Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir. Peserta didik dapat menggunakan teknologi alat perekam pada telepon pintar bila memungkinkan.
- Guru meminta pesetta didik untuk melakukan 'Greet the people around you', kepada guru, teman, penjaga sekolah, penjaga kantin, dan lain-lain.
- Peserta didik menyapa orang-orang yang dikenalnya di lingkungan sekolah atau rumah secara spontan menggunakan Bahasa Inggris. Orang-orang tersebut memiliki usia yang beragam: yang sebaya, lebih tua, dan lebih muda. Orang-orang yang disapa tidak perlu merespon dengan Bahasa Inggris.

pengamatan tidak langsung didasarkan pada laporan menyangkut sikap siswa sehari-hari baik di rumah, sekolah, maupun masyarakat yang telah terkonfirmasi.

Indikator sikap dapat mengacu pada empat ranah kecerdasan, yakni kecerdasan spiritual-kultural (olah hati/SQ), kecerdasan intelektual (olah pikir/IQ), kecerdasan fisikal-mental (olah raga/AQ), serta kecerdasan emosi-sosial(olah rasa dan karsa/EQ).

Jujur, rajin beribadah, dan menjauhi larangan agama merupakan indikator sikap spiritual. Partisipasi dan ketekunan belajar menjadi indikator sikap intelektual. Bersih, disiplin, dan tanggung jawab adalah indikator sikap mental. Sedangkan ramah, antusias, dan kolaborasi termasuk indikator sikapemosi-sosial.

Pelaksanan penilaian sikap dalam dua kategori. Kategori pertama penilaian sikap adalah yang dilakukan setiap akhir pertemuan yang berarti sebanyak 36 kali dalam satu semester. Adapun kategori kedua yang dilakukan secara berkala per semester berdasarkan hasil pengamatan langsung maupun tidak langsung yang telah terverifikasi terlebih dahulu.

Penilaian menggunakan empat tingkat, yakni Baik Sekali (A=4), Baik(B=3), Sedang (C=2), serta Kurang (D=1). Untuk penilaian sikap di setiap akhir pertemuan dilakukan dengan merangkum seluruh aspek sikap, dan dapat menggunakan format sebagai berikut:

TABEL PENILAIAN SIKAP

No	N	Pertemuan dan Nilai (A=4, B=3, C=2, D=1)								
No	Nama	1	2	3	4			12	Jumlah	Rata rata
1		4	3	3	2			3	39	3.25/B
2		3	4	4	4			4	46	3.8/A
3										
4										
5										
dst		2	4	3	2	***		4	35	2.9/B

Adapun penilaian sikap secara berkala per semester dapat dilakukan dengan format sebagai berikut:

TABEL PENILAIAN SIKAP BERKALA

No Nama		Spiritual Intelektual		Fisikal Mental	l Emosi Rata- l Sosial rata		Catatan
1		A	В	В	С	В	
2		В	A	A	A	A	
3							
4							
5							
dst		A	A	В	A	A	

Nilai sikap pada akhir semester = (Nilai rata-rata per pertemuan + Nilai berkala rata-rata).

2. PENILAIAN KETERAMPILAN (CIVIC SKILLS)

 Peserta didik bisa saling membantu merekam kegiatannya menggunakan alat perekam pada telepon pintar bila memungkinkan.

WRITE ONCE MORE

- Section Enrichment merupakan latihan pengayaan. Peserta didik diberikan latihan secara bertahap hingga dapat menuliskan sebuah paragraf deskriptif yang berterima.
- Guru dapat memberikan instruksi secara bertahap sebagaimana tahapan kegiatan di Section
- Sebagai variasi, guru dapat menggunakan latihan ini sebagai latihan berbicara. Peserta didik dapat diminta untuk membuat video pendek untuk deskripsi lisannya.

VII.REFLEKSI GURU DAN PESERTA DIDIK REFLEKSI GURU

3 Hal yang di butuhkan untuk memperbaiki pengajaran saya

4 Bantuan/dukungan yang di butuhkan untuk pengajaran saya

5 Strategi yang akan saya gunakan pada bab berikutnya

berikutnya

Note:

REFLEKSI PESERTA DIDIK

Mr., Mrs., Ms., or Miss are addresses that people can use in formal situations in English.
 These addresses are followed by complete names or last names, for example, Mr. Puji



KEMENTERIAN AGAMA REPUBLIK INDONESIA KANTOR KEMENTERIAN AGAMA KABUPATEN BANJARNEGARA MADRASAH TSANAWIYAH NEGERI 1 BANJARNEGARA Alamat : Jalan Raya Semampir No. 01 Telp. (0286) 591655 Banjarnegara 53418

KEGIATAN PEMBELAJARAN

Nama Penyusun	:	Agustina Dewi M, S.Pd	Alokasi Waktu	:	3 x 40 JP
Satuan Pendidikan	:	MTs Negeri 1 Banjarnegara	Tahun Penyusunan	:	2023
Kelas / Semester	:	VIII/Ganjil	Fase	:	D
Mata Pelajaran	:	Bahasa Inggris	Elemen Mapel		Menyimak-Berbicara

Pendahuluan (10 Menit)

- Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, kerapihan posisi, dan tempat duduk peserta didik. Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran
- 2.
- 4. 5.
- berlangstur posisi uduk peserta dukik dali mengindisikan kelas agai proses pembelajarah berlangsung menyenangkan.
 Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
 Guru mempersiapan segala peralatan yang akan digunakan pembelajaran
 Guru melakukn apersepsi dapat mengajak peserta didik mengingat objek-objek mengesankan yang pernah mereka lihat dan dan menanyakan hal-hal penting yang mereka ingat dari objek yang menarik

Kegiatan Inti (90 Menit)

Section 1 - Say What You Know Instruksi pada Buku Siswa Can you name the game? When does the game usually happen? What do you think about that game?

- What do you think about that game?
 Have you ever participated in that game?
 Instruksi untuk guru
 Guru mengarahkan peserta didik untuk melihat Picture 1.1.

- Bahasa guru
 "Let's have a look at Picture 1.1."
 Guru meminta peserta didik untuk mengidentiikasi hal-hal yang berkaitan dengan gambar tersebut.
 Bahasa muru

- gambar tersebut.
 Bahasa guru
 "What is the name of the game?"
 "When do the games happen?"
 Guru dapat menggali kemampuan berpikir kritis peserta didik melalui beberapa
 pertanyaan. Guru dapat menggali kemampuan berpikir kritis peserta didik melalui beberapa
 pertanyaan. Guru dapat mengjak peserta didik untuk mengingat pengalaman mereka.
 Bahasa guru
 "Have you ever played the games in the pictures?"
 Dalam kegiatan ini, peserta didik dapat menjawab dengan bahasa Inggris atau bahasa
 Indonesia. Kemudian, guru dapat memberikan bantuan/bimbingan untuk
 mengembangkan kemampuan peserta didik menggunakan Bahasa Inggris secara
 bertahan.

"You can use Indonesian if you have disculties in using English.

Section 2 – Listening

Instruksi pada Buku Siswa

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

 Instruksi untuk guru
- Guru mengalak peserta didik untuk mengamati beberapa gambar permainan yang bibasa dilombakan pada perayaan Hari Kemerdekaan Republik Indonesia worksheet Pada Worksheet 1.1.
- Bahasa guru
 "Let's have a look at the following pictures."
 "What pictures are they?"
 Guru meminta peserta didik untuk memberi nama permainan yang sesuai pada setiap gambar tersebut.
 Bahasa guru
- Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks dan meminta peserta didik untuk menyimak strategi ayah Galang ketika berhasil memenangkan lomba panjat pinang.
 Bila guru membacakan transkrip kepada peserta didik, kecepatan membaca disesuaikan dengan kemampuan peserta didik.

- disesuaikan dengan kemampuan peserta didik.

 Bahasa guru

 Now, listen again the audio 1.2. You may read the dialog (comic) to check the words you hear. Please, pay attention to the strategy used by Galang's father." To check your understanding, please work on Worksheets 1.3 and Worksheets 1.4.

 Guru menampilkan Worksheet 1.3 dan Worksheet 1.4. Kemudian, guru meminta peserta didik untuk mengerjakan kedua worksheet tersebut.

 Setelah selesai mengerjakan, peserta didik mengumpulkan worksheet dan guru menyampaikan hasilnya secara bergantian. Kemudian, guru dan peserta didik bersama-sama mendiskusikan hasilnya secara bergantian. Kemudian, guru dan peserta didik nadapat menjelaskan permainan panjat pinang di hari perayaan kemerdekan Indonesia dalam Bahasa Indonesia. Guru juga dapat menyampaikan nilai-nilai yang terkandung dalam permainan ini. Salah satunya adalah gotong royong dan kerja sama tim.

tim.

Section 4 - Language Focus

Recounting means talking about past experiences. Most of the time we include details of what happened in the past when recounting. At school, teachers also ask students to recount their past experiences. For example, they ask the students to recount their last holiday experiences or their activities on the last Independence Day.

To recount these past experiences, we need to use Past Simple verbs. The Past Simple verbs are usually formed by adding 'd', 'ed', or 'ied' to the base verb. Look at the following

- examples:

 celebrate + d → celebrated

 participate + d → participated

 try + [change the 'y' to 'i'] + ed → tried

 We call these regular verbs.

Many other verbs, however, are **irregular**. These irregular verbs do not really follow any rules. They need to be learned. See the following examples:

• win → won

• make → made

• hold → held

Instrukci and Buku Siene

Instruksi pada Buku Siswa

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

Instruksi untuk guru

Company

- Guru mengajak peserta didik untuk melihat kembali teks dialog pada Section 2 dan Section 3.
- Bahasa guru
- "Now, let's have a look once again at sections 2 and 3."
- "Now, let's have a look once again at sections 2 and 3." Guru meminta peserta didik untuk mengidentifikasi dan mengklasiikasikan kata kerja pada dialog tersebut. Pada bagian ini, guru dapat meminta peserta didik untuk bekerja dalam kelompok yang terdiri atas 4 orang atau disesuaikan dengan konteks kelas.

- dalam kelompun am.
 Bahasa guru

 Let's ind the verbs."

 "Let's group the verbs into irregular and regular."

 "Write your result in the table."

 Sebagai kegiatan lanjutan, guru dapat meminta peserta didik/ kelompok
 mempresentasikan hasil temuannya. Kemudian, guru dapat memimpin diskusi kelas
 dan selanjutnya dapat mengukur tingkat ketercapaian pemahaman peserta didik.

 Section 5 Fun Time: Bingo

Instruksi pada Buku Siswa

Preparation: Make a group of four.

Each group prepares a blank paper.
Each group draws a grid with nine boxes on the paper.

- Step to play the game:
 1. Create a list of regular and irregular verbs on the board.
 - Each member of the group mentions a past form verb (regular or irregular).
 One student from each group writes the words on the board.

- "There are many games held in celebrating Independence day."
 "The followings are the common games that are held in that day."
 "Can you give the name to the games below?" "Please, give the name to every game on Worksheet 1.1."

Guru mengajak peserta didik untuk membandingkan jawaban mereka dengan teman

Instruksi pada Buku Siswa

Listen to Audio 1.1. Galang and his father are talking about the independence day

Histruksi untuk guru
 Guru memperdengarkan Audio 1.1 tentang percakapan Galang dengan ayahnya. Bila tidak tersedia alat pemutar audio, guru dapat membacakan transkripnya untuk

peserta didik. Bahasa guru

- Banasa guru

 "Listen to the audio. In the audio you will hear Galang and his father talking about his father's experiences joining Independence day celebration." "Please listen carefully, lull read the dialogue for you (fwice)."

 Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks. Bila guru membacakan transkrip kepada peserta didik, kecepatan membaca disesuaikan dengan kemampuan peserta didik. Bahasa guru

Bahasa guru
"Now, listen again carefully and read the text."

Instruksi pada Buku Siswa

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

Instruksi untuk guru

- Guru mengajak peserta didik untuk mendengarkan dan menyimak kembali Audio 1.1.
- Bahasa guru

 "Lef's listen again to the dialog. You will hear some information about the games played in Independence day. Then, try to complete Worksheet 1.2."

 Guru membicarakan isi audio dan isi teks. Beberapa pertanyaan alternatif yang dapat ditanyakan kepada peserta didik adalah:

 a. Siapa yang berbicara pada dialog tersebut?

 Bahasa guru

 "Who are the speakers in the dialog?"

 b. Lomba apa yang Galang juarai?

 Bahasa guru

 "What game did Galang win?"

 C. Lomba apa saja yang pernah diikuti oleh ayah Galang?

 Bahasa guru

 "What game did Galang's father ever join?"

 "What game did Galang's father join at that time?"

 d. Lomba apa yang dijuarai oleh ayah Galang?

 Bahasa guru

 "What game did Galang's father join at that time?"

 d. Lomba apa yang dijuarai oleh ayah Galang?

 Bahasa guru

 "What game did Galang's father) win at that time?"
- "What game did he (Galang's father) win at that time?"
 Guru menampilkan Worksheet 1.2 dan meminta peserta didik untuk mengerjakannya.

"Circle the events mentioned in the dialogue between Pak Rahmansyah and Galang."

Section 3 - Listening

Instruksi pada Buku Siswa

Listen to Audio 1.2. Galang's father is talking about his past experience participating in

truksi untuk guru
Guru memperdengarkan Audio 1.2 tentang pengalaman ayah Galang mengikuti lomba
panjat pinang. Bila tidak tersedia alat pemutar audio, guru dapat memperdengarkan
audio langsung kepada peserta didik dengan membacakan transkripnya.

Tisten to the Audio 1.2. In the audio you will hear Galang and his father talking about his father's experiences participating in Panjat pinang in the Independence Day

- celebration.*

 Instruksi pada Buku Siswa

 Listen again to Audio 1.2. Identify and arrange the strategy to win the Panjat Pinang by giving numbers 1 to 5. Number one has been done for you.

 Based on Audio 1.2, give a check (√) for the correct statements below.

Instruksi untuk guru

- Complete the box with the verbs.
 - a. Every group chooses nine words from the board. b. Every group writes the nine words in the grid. Say BINGO.

- /BINGO.

 Every group takes turns to say a verb to the class.

 Each group should check if they have the verb or not. If the verb is on the box, cross the verb.

 When the crosses make a line (vertical, horizontal, or diagonal), say BINGO!
- ttruksi untuk guru
 Guru meminta peserta didik membuat kelompok yang terdiri atas 4 orang. Kemudian
 meminta masing-masing kelompok menyediakan 1 lembar kertas kemudian membuat
 9 kotak pada selembar kertas yang sudah mereka siapkan.
- Notal pada selembar kertas yang sudah mereka siapkan.

 Guru meminta masing-masing anggota kelompok untuk menyiapkan 1 kata kerja dalam bentuk lampau baik regular atau inregular. Kemudian, perwakilan kelompok diminta menuliskan kata kerja tersebut ke papan tulis.

 Guru meminta masing-masing kelompok mengambil 9 kata kerja secara acak dan menuliskannya pada kotak yang sudah mereka buat sebelumnya

 Guru meminta masing-masing perwakilan kelompok secara bergiliran menyebutkan 1 kata kerja di papan tulis dengan suara lantang.

 Guru meminta kepada kelompok yang lain untuk menyimak kata kerja yang dibacakan dan memberikan tanda silang pada kata kerja yang mereka tuliskan di kertas jika kata tersebut disebutkan oleh kelompok yang lain.

 Guru meminta kelompok yang lebih dulu mendapatkan hasil kata yang disilang membentuk garis lurus (horisontal, vertikal, diagonal) menyebutkan kata "BINGO".

 Kelompok yang lebih dulu berhasil dinobatkan sebagai juara.

 Jika memungkinkan, guru dapat mengadopsi permainan ini dan menyajikannya dalam format digital dan interaktif.

 Section 6 Speaking

 Struksi pada Buku Siswa

Instruksi pada Buku Siswa
 We ask and give information about activities or events in the past. Learn how to ask and respond to the questions using the expressions in Comic Strip 1.3.

- Instruksi untuk guru

Instruksi untuk guru

Guru meminta peserta didik untuk membaca dan mempelajari ungkapan-ungkapan yang digunakan dalam menanyakan pengalaman seseorang.

Pada bagian ini, guru dapat mencontohkan terlebih dahulu cara mengucapkan ungkapan tersebut, kemudian peserta didik melatinnya dengan membaca nyaring.

Sebagai kegiatan lanjutan, guru juga dapat meminta peserta didiknya untuk berlatih secara berpasangan. Bahasa guru

"Practice with your friend using the expressions in comic strip 1.3."

Instruksi pada Buku Siswa

Work in pairs. Practice asking the questions and respond based on your own experiences.

- Wolk in personal per

pengalaman pribadi yang dialami.

Bahasa guru

Practice with your desk mate by using the expressions in comic strip 1.3 and respond the questions based on your own experiences.

Section 7 - Your Turn: Speaking

- Instruksi pada Buku Siswa
 Steps

 1. Make a group of four. Each group will have one deck of clue cards.

 2. In each group, shule the clue cards and each member shall take one card.

 3. Look at the card and make a question based on the clue on the card

 Take turns and ask questions based on the expressions in Section 6.

 Write your Friends answers on Worksheet 1.6.
 Instruksi untuk guru

 Guru meminta peserta didik untuk membuat kelompok yang terdiri atas 4 orang.
 Kepada masing-masing kelompok diberikan 4 buah kartu berisi petunjuk yang akan digunakan peserta didik untuk menjawab pertanyaan dari penanya.

 Guru meminta masing-masing anggota kelompok mengambil satu kartu dan meminta peserta didik untuk saling bertanya menggunakan ungkapan yang ada di Section 6 dan menjawab pertanyaan tersebut berdasarkan petunjuk dari kartu vang mereka miliki.
- nenjawab pertanyaan tersebut berdasarkan petunjuk dari kartu yang mereka miliki.

eminta peserta didik untuk menuliskan hasil jawaban dari temannya pada

Section 8 - Enrichmen

Interview two students from other classes. Ask about their participation in the Independence Day celebration. Use the questions you learned in this chapter. Videotape the interview or simply write the answers in your notebook.

Instruksi untuk guru

Keglatan in merunakan bendari.

- struksi untuk guru

 Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir.

 Peserta didik dapat menggunakan teknologi alat perekam pada telepon pintar bila memungkinkan.

 Guru meminta peserta didik untuk melakukan wawancara kepada dua orang peserta didik dari kelas lain.

 Peserta didik bisa saling membantu merekam kegiatannya menggunakan alat perekam
- pada telepon pintar bila memungkinkan. Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
 Refleksi pencapalan siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbalkan.
 Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
 Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa

Mengetahui Kepala Madrasah

Banjarnegara, 17 Juli 2023 Guru Mata Pelaiaror

Eko Widodo, S.Pd, M.Si NIP 19750201 200604 1 012

KEMENTERIAN AGAMA REPUBLIK INDONESIA KANTOR KEMENTERIAN AGAMA KABUPATEN BANJARNEGARA MADRASAH TSANAWIYAH NEGERI 1 BANJARNEGARA

Alamat : Jalan Raya Semampir No. 01 Telp. (0286) 591655 Banjarnegara 53418

KEGIATAN PEMBELAIARAN

Nama Penyusun	:	Agustina Dewi M ,S.Pd	Alokasi Waktu	:	3 x 40 JP
Satuan Pendidikan	:	MTs N 1 Banjarnegara	Tahun Penyusunan	:	2023
Kelas / Semester	:	VIII/Ganjil	Fase	:	D
Mata Pelajaran	:	Bahasa Inggris	Elemen Mapel	:	Menyimak-Berbicara

an (10 Me

- Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik memeriksa kehadiran, kerapihan pakaian, kerapihan posisi, dan tempat duduk peserta didik. Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran berlangsung menyenangkan.

 Guru menyampalikan tuljuan yang ingin dicapai dalam proses pembelajaran Guru mempersiapan segala peralatan yang akan digunakan pembelajaran

 Section 1 Say What You Know

 Inti Instruksi nada Buku Siswa

(90 Menit)

Instruksi pada Buku Siswa



Instruksi untuk guru

serta didik untuk melihat Picture 1.2

Guru mengarahkan peserta didik untuk melihat Picture 1.2.

Bahasa guru
"Let's have a look at the Picture 1.2."
Guru meminta peserta didik untuk mengidentiikasi hal-hal yang berkaitan dengan
Picture 1.2 tersebut. Bahasa guru

banasa guru "Which events have you participated in?" "What do you remember about those events?" Kemudian, guru dapat mengajak peserta didik untuk mengingat pengalaman mereka.

Remudian, guru uapas managamen Bahasa guru Bahasa guru di you remember most on Independence day? Why?"
Instruksi pada Buku Siswa
1. Which events have you participated in?
2. Tell your friends about your participation in the events.

Section 2 - Listening

Section 2 - Listening

Instruksi pada Buku Siswa

Listen to Audio 1.3. Galang and his friends are talking about their activities in celebrating Independence Day.

Instruksi untuk guru

Guru memperdengarkan Audio 1.3 yang berisikan percakapan antara Galang dan teman-temannya tentang kegiatan perayaan Hari Kemerdakaan di sekolah mereka. Bila tidak tersedia alat pemutar audio, guru dapat memperdengarkan audio langsung kepada peserta didik dengan membacakan transkripnya.

Rahasa ouru

Bahasa guru

Bahasa guru

"Listen to the Audio 1.3. In the audio you will hear Galang and his friends talking about the independence day celebration at school."

Dalam percakapan ini ditemukan ungkapan 'came first' dan 'came second'. Guru dapat menjelaskan bahwa ungkapan tersebut bermakna sama dengan juara pertama (came irst) dan juara kedua (came second). Ungkapan tersebut biasa ditujukan untuk menerangkan urutan siapa yang lebih cepat dalam suatu perlombaan.

Instruksip ada Buku Siswa

Listen again to Audio 1.3 and read the sentences below. Circle (T) if they are true or (F)

if they are false based on the dialogue. Number one has been done for you.

Instruksi untuk guru

Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks dan
meminta peserta didik untuk menyimak perlombaan apa saja yang diikuti oleh Galang
dan teman-teman. Bila guru membacadan transkrip kepada peserta didik, kecepatan paca disesuaikan dengan kemampuan peserta didik.

Bahasa guru

"Now, listen again and read the text."

- "Now, usten again and read the text." "Pay attention to the games or events Galang and his friends take part in." Guru menyajikan Worksheet 1.7. Guru meminta peserta didik untuk membaca dengan
- Guru menyajikan worksines 17. wan teliti setiap pernyataan.
 Dalam kegiatan ini, guru dapat menyesuaikan dengan keadaan kelas. Jika tidak memungkinkan untuk kegiatan individu, maka guru dapat meminta peserta didik untuk bekerja secara berpasangan dengan teman sebangku.

 Section 3 Reading

- Section 3 keading

 Instruksi pada Buku Siswa
 The following are pictures of the parade to celebrate Independence Day. Match the pictures with the name of the parade.

 Instruksi untuk guru
 Guru meminta peserta didik untuk mengamati gambar beberapa pawai pada Workshee 1.8. Kemudian, peserta didik diminta untuk memasangkan gambar dengan bata Hrase vang tepat.
- Worksneet I.B. Kemuolan, peserta dinik diminta untuk memasangkan gambar dengan kata/frase yang tepat.

 Pada bagian ini, guru dapat mengelaborasi lebih pengetahuan dan keterampilan recounting mereka melalui pertanyaan-pertanyaan yang behubungan dengan topik bahasam.

Bahasa guru

banasa guru "How about in your hometown or school?" "Did your school or your home town hold a parade? "What parade did you ever watch?"

"What parade did you ever join? Instruksi pada Buku Siswa

Read Andre's story about his experiences in watching a parade.

 Instruksi untuk guru

- truksi untuk guru
 Guru meminta peserta didik untuk membaca teks tentang cerita masa kecil Andre
 ketika dia menonton pawai.
 Guru membantu peserta didik untuk lebih memahami isi teks terutama tentang katakata yang masih asing bagi peserta didik dengan memberikan kesempatan untuk

berdiskusi.

Bahasa guru

"Let's read Andre's experience in watching a parade."

"Does anyone know the meaning of 'attractive?"

"Boes anyone know the meaning of 'attractive?"

Instruksi pada Buku Siswa.

Work in pairs. Write people's activities in the parade based on Andre's story. You may

Work in pairs. Write people's activities in the parade based on Andre's story. You may add the bubble.

struksi untuk guru
Guru meminta peserta didik untuk mengerjakan Worksheet 1.9 secara berpasangan.
Pada Worksheet 1.9 ini, peserta didik diminta untuk mengdentiikasi minimal 4 kegiatan yang peserta pawai lakukan pada acara tersebut. Kemudian, menuliskan hasil identiikasinya dalam bentuk mindmag seperti ditampilikan di Buku Siswa. Jika dibutuhkan, peserta didik dapat menambahkan bubble sendiri.

Bahasa guru Please open Worksheet 1.9.

"In pairs, you have to identify at least 4 activities done by people in the parade based on

- Instruksi untuk guru

 Guru memita peserta didik untuk mengerjakan Worksheet 1.10.

 Kegiatan ini ditujukan untuk memberikan peserta didik pemahaman yang lebih mendalam terhadap isi bacaan.

 Section 4 Viewing

Instruksi pada Buku Sist

- Instruksi untuk guru
- ı serta didik untuk membaca teks tentang pawai yang diselenggarakan

The following are the photos of SMP Merdeka's School Parade. Match the picture with

- The following are the photos of SMP Merdeka's School Parade. Match the picture with a suitable paragraph.

 Instruksi untuk guru
 Pada Worksheet 1.11, guru mengajak peserta didik untuk mengamati dan mengidentifikasi gambar rangkaian kegiatan pawai SMP Merdeka.
 Guru meminta peserta didik untuk menjodohkan gambar dengan paragraf yang sesuai anda baték di basinana.

- Identify what happened in each picture. Use questions in the box to help you. Number one has been done for you.

 Who was in the picture?
- What did they do?
- Where were they?

What objects were there?

- What objects were there:

 Instruksi untuk guru

 Peserta didik diminta untuk menuliskan sebanyak mungkin kosakata yang mereka ketahui terkait gambar pada Worksheet 1.12. Untuk membantu identiikasi, peserta didik dapat menggunakan bantuan pertanyaan yang disediakan.

 Pada kegiatan di Worksheet 1.12 ini, guru dapat membuat kegiatan ini menjadi kegiatan individu, berpasangan atau berkelompok disesualkan dengan tingkat kemampuan peserta didik. Diharapkan agar semua peserta didik mendapat kosemnatan untuk berkontribusi.

Resemption peletra discher and peletra discher

text. Instruksi untuk guru

Instruksi untuk guru

- Guru meminta peserta didik untuk mengerjakan Part d.

Section 5 – Language Focus
Instruksi pada Buku Siswa
When we are telling a story about our past experiences or past events, we often use so words, such as irst, next, ofter school, inally.

They are called **time connectives**. They are used to connect one past event to another. These time connectives can help the readers or listeners understand a set of related events in a story. They tell when a story starts, when some new events happen, and when the

story ends.

Instruksi untuk guru

Setelah menyelesaikan pembahasan bagian language focus ini, guru meminta peserta didik
Setelah menyelesaikan pembahasan bagian language focus ini, guru meminta peserta didik
Setelah menyelesaikan pembahasan bagian language focus ini, guru meminta peserta didik memberikan highlight atau garis bawah pada kata yang dianggap time connectors.

Section 6 – Fun Time: Picture the Past

- Preparation

 Make a group of four

 Prepare a piece of paper in each group

 Draw four boxes.

Each group member takes turns to draw a picture of their past action in the boxes.

- Pass the paper to another group.

 Have the group write a sentence under each picture to make a sequence of

- 3. Have the group write a sentence under each picture to make a sequence of experiences.
 4. Return the paper to the group.
 5. Show the pictures and read the sentences to the class.

 Instruksi untuk guru

 Pada kegiatan ini, peserta didik diminta untuk membentuk kelompok yang terdiri atas 4 orang. Setiap anggota kelompok diminta untuk menyiapkan 1 lembar kertas, kemudian mereka diminta untuk membuat sebuah gambar yang menunjukkan suatu kegiatan yang mereka lakukan di masa lalu. Kemudian menyerahkan gambarnya kepada teman kelompok di sampingnya.

 Guru meminta masing-masing anggota kelompok yang menerima gambar dari teman sebelahnya untuk menuliskan 1 kalimat lampau yang menejelaskan aktitas dari gambar tersebut. Setelah selesai mereka kembali menggeser kertas bergambar tersebut kepada teman yang lain dan mereka melakukan hal yang sama.

 Ketika semua anggota kelompok sudah menuliskan kalimat mereka pada masing-

masing kertas, guru meminta peserta didik untuk membandingkan gambar dengan tulisan yang dibuat oleh temannya tersebut dan berdiskusi kalimat mana yang sesuai Section 7 – Your Turn: Reading

Instruksi pada Buku Siswa

Read Monita's Blog below and answer the question

Instruksi pada Buku Siswa

Read Monita's Blog below and answer the questions.

Instruksi untuk guru

Section Your Turn ini adalah bagian dari asesmen.

Guru meminta peserta didik untuk membaca blog Monita yang menceritakan pengalamannya mengikuti pawai yang diadakan oleh sekolah.

Bahasa guru

Let's read Monita's story about her experiences in joining a parade."

Guru meminta peserta didik untuk mengidentiikasi time connectors pada teks tersebut dan memberikan highlight pada kata yang dimaksud.

Bahasa guru

"Identify and highlight the time connectors in the text."

Instruksi pada Buku Siswa

Answer the following questions based on the text.

Answer the following questions based on the text.

Instruksi untuk guru

Guru meminta peserta didik untuk menjawab beberapa pertanyaan terkait teks Bahasa guru

hasa didik untuk menjawab beberapa pertanyaan terkait teks Bahasa guru

"Please answer the following questions based on the text.

Instruksi pada Buku Siswa

Complete the table by inding the time connectives in the text. After inding it, write the sentence that follows it. Number 1 has been done for you.

sentence that tonows a land to the first part of Let's have read the text once again and identify the time connectors.

Let's have read the text once again and identify the time connectors."
"Complete Worksheet 1.15 below."

Section 8 - Enrichment

Instruksi pada Buku Siswa

Find a video of a unique parade celebrating another country's independence day. Retell the activities in that parade. Don't forget to use time connectives that you have learned in this unit to retell the story. You may post it on your social media.

- struksi untuk guru
 Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir.
 Peserta didik dapat menggunakan teknologi alat perekam pada telepon pintar bila menungkinkan.
 Guru meminta peserta didik untuk mencari hal unik pada perayaan kemerdekaan dan merekannya. Peserta didik diminta untuk menceritakannya dengan menggunakan time connectors yang sesuai dan memasang cerita tersebut di laman sosial media mereka

- Siswa dan guru menyimpulkan pembelajaran hari Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.

 Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

 Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

Mengetahui Kepala Madrasah

Banjarnegara, 17 Juli 2023 Guru Mata Pelajaran

Eko Widodo, S.Pd, M.Si NIP. 19750201 200604 1 012

Agustina Dewi M S Pd

Guru meminta peserta didik membaca teks cerita Monita tentang perayaan hari kemerdekaan di sekolahnya.

Bahasa guru "Students, please read Monitas story about the independence day celebration in SMP

Merdeka."

2. Guru membantu peserta didik jika peserta didik kesulitan memahami teks dengan

out i membarit peser a unit, ina pes memberikan penjelasan lebih lanjut. Bahasa guru "How do you ind the story?" "Do you understand it?" "Is there any question?" "Which part that is still diicult for you?"

C. Instruksi pada Buku Siswa

Choose the best answer has been done for you. r for the following questions based on the text. Number one

D. Instruksi untuk guru

Setelah membaca teks, guru meminta peserta didik untuk menjawab beberapa pertanyaan terkait teks yang dibaca.

"After reading the text, please answer the questions related to the text.

Section 3 - Language Focus

tion 3 - Language rocus Instruksi pada Buku Siswa As we have already learned, a recount text tells about a series of past events. The structure of the recount text is available in Table 1.3.

B. Instruksi untuk guru

Guru menjelaskan tentang struktur recount text berdasarkan tabel 1.3.

Bahasa guru "Let's learn about recount text. Let's see table 1.3."

 C. Instruksi pada Buku Siswa
 Now, look at the text in Section 2. Can you ill in the table with the structure of the recount text?

D. Instruksi untuk guru
 1. Setelah memandu peserta didik dalam mempelajari struktur, guru meminta peserta didik untuk melihat kembali teks pada Section 2.

Bahasa guru
"Let's have a look once again to the text in section 2."
"Based on the recount text structure we've learned previously, ill in the table with the

text in section 2."
"As we can see, Monita's story has a structure. The goal of this activity is to help you understand the structure of the text."
Pada bagian ini, guru dapat membantu mengingatkan struktur teks kepada peserta

tion 4 - Writing
Instruksi pada Buku Siswa
We need to follow the text structure to write a good text. The following worksheets are made based on the structure of the recount text. They can guide you in learning how to write a good recount.

1. Study the following picture and answer the questions to help you to write the orientation of the text.

a. Who were the sack race participants?

b. Where did the sack race take place?

c. When did the sack race take place?

B. Instruksi untuk guru

- Guru meminta peserta didik untuk mengamati Picture 1.5 pada Section 4.
 Guru dapat membantu peserta didik memahami gambar-gambar tersebut dengan membuka kegitant tanya jawab untuk mengelaborasi pemahaman mereka.

KEMENTERIAN AGAMA REPUBLIK INDONESIA KEMEN JERIAN AGAMA KEPUBLIK INDONESIA KANTOR KEMENTERIAN AGAMA KABUPATEN BANJARNEGARA MADRASAH TSANAWIYAH NEGERI 1 BANJARNEGARA Alamat : Jalan Raya Semampir No. 01 Telp. (0286) 591655 Banjarnegara 5341

KEGIATAN PEMBELAJARAN

Nama Penyusun	:	Agustina Dewi M , S,Pd	Alokasi Waktu	:	3 x 40 JP
Satuan Pendidikan	:	MTs N 1 Banjarnegara	Tahun Penyusunan	:	2023
Kelas / Semester	:	VIII/Ganjil	Fase	:	D
Mata Pelajaran		Bahasa Inggris	Elemen Mapel		Menyimak-Berbicara

Pertemuan Ke-3 dahuluan (10 Menit)

- Pendahluban (10 Ment)
 Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik,
 memeriksa kehadiran, kerapihan pakalan, kerapihan posisi, dan tempat duduk peserta didik.
 Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran
 berlangsung menyenangkan.
 Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
 Guru mempersiapan segala peralatan yang akan digunakan pembelajaran
 Guru melakuka persepsi dapat mengajak peserta didik mengingat objek-objek mengesankan yang
 pernah mereka lihat dan dan menanyakan hal-hal penting yang mereka ingat dari objek yang
 menarik. menarik

Kegiatan Inti A. Instruksi pada Buku Siswa (90 Menit) Let's talk about these picture. Inti (90 Menit)



- Answer the following questions based on the picture above.

 1. Have you ever participated in/watched the events in the picture?

 2. Do you have any memorable moments/events in the Indeprelebration?
- u share the story of your memorable moment/event in the Independence

B. Instruksi untuk guru

- Guru mengajak peserta didik untuk mengamati Picture 1.4. Guru meminta peserta didik untuk menjawab beberapa pertanyaan terkait Picture 1.4 dan mendiskusikan hasilnya.

1.4 dan mentassawan
Bahasa guru
"Let's take a look at Picture 1.4."
"Let's discuss the picture"
"What can you say about the picture?"
Do you have any memorable moments/events in the Independence Day celebration?"
"Could you share the story of your memorable moment/event in the Independence Day celebration?"
"Dalam kegiatan ini, peserta didik boleh menjawab dengan bahasa Inggris atau bahasa Indonesia.

bahasa Indonesia.

Bahasa guru
"You can use Indonesian if you have diiculties in using English.

Section 2 - Reading

Instruksi pada Buku Siswa

1. Read Monita's story about the independence day celebration in SMP Merdeka.

B. Instruksi untuk guru

untuk mengelaborasi ide orientation dan mengembangkan ide melalui beberapa pertanyaan pemandu. Bahasa guru "Who was involved in the sack race?"

"Where and when did it take place?

C. Instruksi pada Buku Siswa

• Write a suitable orientation based on your answer in Part a.

D. Instruksi untuk guru

- truksi untuk guru Peserta didik diminta untuk menuliskan 2 atau 3 kalimat berdasarkan jawaban mereka pada bagian a. Guru dapat sambil membantu memeriksa tulisan peserta didik. Guru meminta peserta didik untuk mengembangkan dan menuliskan bagian

E. Instruksi pada Buku Siswa

Rearrange the pictures of a sack race by giving numbers 1 to 5.

F. Instruksi untuk guru

- Guru meminta peserta didik untuk mengamati 5 buah gambar yang diberikan.

 Guru dapat membantu peserta didik menahami gambargambar tersebut dengan membuka kegitatan tanya jawab untuk mengelaborasi pemahaman mereka. Bahasa guru

Bahasa guru "Let's take a look to the following pictures." "What do you see in the pictures?" "Let's rearrange the pictures into correct order"

Instruksi pada Buku Siswa
 Write the sentences based on the correct sequence of a sack race. Number one has been done for you.

- H. Instruksi untuk guru
 1. Guru meminta peserta didik untuk membuka Worksheet 1.21 dan mengerjakannya.
 2. Guru meminta peserta didik untuk menuliskan kalimat yang sesuai dengan bantuan gambar yang sudah disusun sebelumnya pada Worksheet 1.21.

 **Total Para **To

each picture." Section 5 - Your Turn: Writing

Section 5 - Your Turn: Writing
A. Instruksj pada Buku Siswa
1. Planning and Brainstorming
Think about the Independence Day celebration in your school/town. What was the game that you participated in? How was the game run? Who was the winner? How did you feel about participating in that game?

B. Instruksi untuk guru

truksi untuk guru
Guru meminta peserta didik untuk merencanakan konsep tulisan mereka dengan
mengisi peta pikiran (mindmap) yang disediakan.

Bahasa guru
We celebrate Independence day every year. I believe you have joined or seen the
Independence Day celebration in your school/town. Can you share your experience?
What was the game that you participated in? How was the game run? Who was the
winner? How did you feel about participating in that game?

C. Instruksi pada Buku Siswa
 Outlining and Drafting
 Make an outline of your story using the following structure.

D. Instruksi untuk guru

Guru meminta peserta didik untuk mengembangkan ide tulisan mereka sesuai dengan peta pikiran di Part a.

"Let's start develop the story. Think about the Indonesian's independence test. To help

you, please refer and write your answer on Worksheet 1.23."

Peserta didik diberikan keleluasaan kreatiitas dalam mendesain tampilan dan isi dari teks tersebut

E. Instruksi pada Buku Siswa

Writing and Editing Write your recount based on the outline you have made previously

Section 6 - Fun Time

A. Instruksi pada Buku Siswa Let's have fun. Here are the rules of the game

- Work in a group of four.

 Each member prepares 10 names of famous tourist sites around Indonesia. Start with the nearest ones in your area.

 Do the 'Guessing Game' in the group by asking '10 Yes or No Questions'. The examples are 'Is it in Bandung?', 'Is it the name of a mountain?', or 'Can we swim
- One person holds his chosen famous tourist site.
- The other three-person ask questions and guess. The winner is the one who can guess correctly and fast.
- When one question has been guessed then there is a change of role. A new person asks the question.

B. Instruksi untuk guru

- Pada kegiatan ini, peserta didik diminta untuk membentuk kelompok yang terdiri atas 4 orang.
- Setiap anggota kelompok diminta untuk menyiapkan 10 nama tempat wisata di Indonesia yang mereka ketahui, dimulai dengan tempat wisata yang terdekat
- dengan lokasi tempat tinggal mereka.

 3. Masing-masing anggota kelompok mencoba menebak tempat wisata yang dimaksud dengan menyampaikan beberapa pertanyaan 'Yes / No Questions'. Bahasa guru

"Is it in Banduna?

- "Is it the name of the mountain?"
 "Can we swim there?"
- Setiap anggota kelompok memegang 1 tempat wisata favoritnya, sedangkan 3 anggota yang lain berusaha menebaknya.

 Anggota kelompok yang berhasil menebak paling cepat menjadi pemenangnya.

 Anggota yang berhasil menebak berganti peran menjadi yang ditanya.
- Bahasa guru
 "Let's have fun. Study the rules first. Then let's play once you understand."

Section 7 - Enrichment: Creating a Comic

A. Instruksi pada Buku Siswa
 Work in a group of four. Create a comic telling about the independence day events at your school. You can create digital comics. You can create your comic using ONE of the

- two options:

 1. You can draw manually. Then, you can color them using colored pencils or markers.
- 2. You can draw your comic using a digital application. Share your comic with the

B. Instruksi untuk guru

- Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir. Peserta didik dapat menggunakan teknologi seperti telepon pintar bila memungkinkan.
- 2. Guru meminta peserta didik untuk mencari situasi nyata di lingkungan sekolah tentang perayaan Hari Kemerdekaan.

 3. Dari situasi nyata tersebut, peserta didik diminta untuk membuat komik baik
- dalam bentuk digital maupun manual sesuai dengan kemampuan dan ketersediaan alat yang dimiliki peserta didik. Peserta didik dapat memanfaatkan aplikasi apa saja untuk membuat komik tersebut. Bahasa guru

You have learned about how to write a recount text. Now, it is the time for us to write your ideas in the form of digital comics."

- Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir. Peserta didik dapat menggunakan teknologi seperti telepon pintar bila memungkinkan.
- Guru meminta peserta didik untuk mencari situasi nyata di lingkungan sekolah
- Guru meminta peserta didik untuk mencari situasi nyata di lingkungan sekolah tentang perayaan Hari Kemerdekaan.

 Dari situasi nyata tersebut, peserta didik diminta untuk membuat komik baik dalam bentuk digital maupun manual sesuai dengan kemampuan dan ketersediaan alat yang dimiliki peserta didik. Peserta didik dapat memanfaatkan aplikasi apa saja untuk membuat komik tersebut. Bahasa guru

Viou have learned about how to write a recount text. Now, it is the time for us to write your ideas in the form of digital comics."

- Siswa dan guru menyimpulkan pembelajaran hari ini.
 Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
 Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
 Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dangan berdes. dan diakhiri dengan berdoa.

Mengetahui Kepala Madrasah

Banjarnegara, 17 Juli 2023 Guru Mata Pelajaran

Eko Widodo, S.Pd, M. Si NIP. 19750201 200604 1 012

Agustina Dewi M , S.Pd





MODUL AJARKURIKULUM MERDEKA CHAPTER 2 TAKING TRIPS

INFORMASI UMUM

A. IDENTITAS UMUM MODUL

Nama Penyusun : Slamet Brotoseno, SS. M Pd

Satuan Pendidikan : SMP/MTs Kelas / Fase : IX (Sembilan) / D Mata Pelajaran : Bahasa Inggris

Prediksi Alokasi Waktu : 8 Pertemuan atau setara 24JP (3 x 40 menit)

Tahun Penyusunan : 2024

B. KOMPETENSI AWAL

Capaian Pembelajaran

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keniginan/perasaan. Pemahamam mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen Menyimak - Berbicara

Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

Elemen Membaca - Memirsa

- Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

Elemen Menulis - Mempresentasikan

Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunakan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Mereka juga menyertakan informasi dasar dan detail, dan memvariasikan konstruksi kalimat mereka dalam tulisan mereka. Peserta didik mengungkapkan ide-ide dalam bentuk sekarang, masa depan, dan masa lalu. Mereka menggunakan penanda waktu, kata keterangan frekuensi dan konjungsi umum untuk menghubungkan ide. Upaya mereka untuk mengeja kata-kata baru didasarkan pada hubungan bunyi-huruf Bahasa Inggris yang diketahui dan mereka menggunakan tanda baca dan kapitalisasi dengan konsisten.

C. PROFIL PELAJAR PANCASILA

(1) Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia, (2) berkebinekaan global, (3) bergotong royong, (4) kreatif, (5) bernalar kritis, dan (6) mandiri.

D. SARANA DAN PRASARANA

Gawai, laptop/komputer, akses internet, buku teks, papan tulis/white board, lembar kerja, handout materi, infokus/proyektor/pointer dan referensi yang mendukung.

E. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar

F. MODEL PEMBELAJARAN

Model pembelajaran tatap muka

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

Upon completion of Chapter 2, the students should be able to:

- 1. talk about personal experiences;
- 2. identify a series of past events; and
- 3. write personal experiences in the past.

B. PEMAHAMAN BERMAKNA

Unit 1. Going to National Park

- Function: Talk about past experience.
- Language features:
- Verbs: Past-tense form: negative, interrogative, short answers.
 When did you go to the nationalpark?
- · Listening: Listen to dialogues for specific information about going to a national park.
- Speaking: Say specific informations based on the situation given.

Unit 2. What an Experience

- Function:Identify parts of a recount
- Language features
- Clauses: order of the events/activities.
- Once we got there, we were takenstraight to the hotel.
- Reading:Read recount texts for specificinformation about holidayexperiences.
- Viewing: View photos with captions forspecific information

Unit 3. My Underwater Adventure

- Function: Write a recount text.
- Language features: Past continuous and past simple While I was swimming, when I saw the sea turtles.
 - The use of when and while to combine the sentences written in past continuous and past simple.
- Reading: Read recount texts for specific information about experiences.
- Writing:
 - 1. Write sentences based on recounttexts.
- 2. Write a recount text.
- 3. Write a short poem.

C. PERTANYAAN PEMANTIK

What did you see in the nature?

D. KEGIATAN PEMBELAJARAN

Kegiatan PembelajaranUnit 1. Going to National Park Kegiatan Pendahuluan Guru mengulas kembali materi di Chapter 1. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar.

Bila belum memungkinkan guru dapat menggunakan BahasaIndonesia.

Bahasa guru

"Good morning, everyone. Welcome to our English class. In Chapter Iwe learned about animals."

 Guru menjelaskan tujuan Chapter 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya dalam Chapter ini.

Bahasa guru

"Today you will learn about experience. The title of this chapter is 'Taking trips'. What comes into your mind when you first hear the word 'trip'?"

Kegiatan Inti



Section 1 - Say What You Know

- Pada bagian ini guru menggali pengetahuan peserta didik mengenai tempat wisata yaitu sebuah taman nasional. Guru membangun konteks untuk mengantarkan peserta didik kepada materi inti.
- Peserta didik diminta melihat gambar taman nasional. Guru lalu bertanya pada peserta didik apakah mereka pernah pergi mengunjungi taman nasional atau tempat yang mirip dengan taman nasional (misalnya kebun raya).

Bahasa Guru

"Alright, Students. Please take a look at this picture. Is it familiar toyou? What place is it? Have you visited a national park before? Whatcan you see inside a national park?"



 Pada bagian ini guru meminta peserta didik untuk mendengarkan Audio 2.1 dan melengkapi dialog yang rumpang. Audio 2.1 Script

Galang : The trip to Lestari National Park yesterday was

fun, wasn't it?

Monita : Yes it was. I learned a lot of new plants there.

Galang : Did you take photos?

Monita : Of course. I took some photos, especially the rare

1000

Galang : By the way, after Ibu Ida gave me the botanical

garden's map, the first place that I $\boldsymbol{visited}$ was the

orchid house.

Monita : No kidding! I did not notice that place. What did

you see there?

Galang : There were a lot of orchids. The most interesting

orchid that I saw was the black orchid.

Monita : Oh, I wish I had not missed that place.

Galang : The flower was very beautiful. It was blooming

when I saw the flower.

Monita : Really? I heard that we can only see the black

colored part when the flower blooms.

Galang : That's right. I was lucky to see it yesterday.

 Peserta didik menjawab pertanyaan pada Worksheet 2.1 dengan memilih jawaban yang tepat sesuai dengan dialog pada Audio 2.1.

Jawaban Worksheet 2.1

- 1. a. national park
- 2. c. took photos of the rare plants.
- 3. d. a map.
- 4. c. Galang
- 5. c. beautiful.



- Peserta didik akan mempelajari kata-kata yang berkaitan dengan kunjungan wisata ke sebuah taman nasional.
- Peserta didik diperkenankan untuk berdiskusi dengan teman atau dengan mencari makna kata di dalam kamus.
- Setelah memahami kata-kata tersebut, guru meminta peserta didik untuk memasangkan kata dengan Comic Strip 2.2.

Jawaban Worksheet 2.2

Walk	Observe	See
See	Take notes	Get into

 Pada Worksheet 2.2, peserta didik diminta mengubah kata dalam kurung menjadi bentuk lampau.

Jawaban Worksheet 2.3

Went
 Took notes
 Saw
 got into

Observed

Section 4 - Language Focus

- Pada bagian ini peserta didik akan mempelajari penggunaan kalimat tanya dan negatif dalam past tense.
- Setelah memahami penjelasan di atas, peserta didik diminta membuat pertanyaan dari kata yang telah disediakan.
- Guru meminta peserta didik untuk membuat kalimat negatif.

Jawaban Worksheet 2.5

- 1. She didn't go to the national park.
- 2. They didn't go by car.
- 3. She didn't take note about the flowers.
- 4. He didn't bring a clipboard.
- 5. It didn't rain at the national park.
- 6. He didn't write a report about the excursion



 Pada bagian ini, peserta didik diminta mendengarkan dialog bagian 1 antara Monita dan Andre.

Audio 2.2 Script

Monita

Andre

Monita : Andre, you did not join the trip to Lestari National

Park, did you?

Andre : No. I had a stomach ache

Monita : Oh, I'm sorry to hear that. So, how is your condition

now? I'm ok there?

Andre : I'm ok now. Thanks. So, what plants did you see

: I saw a lot of plants there. At the first area or the dedication area, I saw a tree with a unique name.

People call it Tampar Hantu.

Andre : First area? How many areas did you visit?

Monita : I visited four from six areas.

Andre : You said dedication area? What is that?

Monita: That is the area where important people planted some trees there. Andre: I see, What about the

some trees there. Andre: I see. What about

second area did you visit?

Monita : I visited the limited plants area.

Monita : I saw some endangered trees in Kalimantan. I saw

pohon ulin there. People sometimes call it knyu besi.

: What did you see there?

 Setelah mendengar dialog tersebut, peserta didik diminta menentukan apakah pernyataan yang ada benar atau salah.

Jawaban Worksheet 2.6

1. True 4. True 2. False 5. True

3. False

 Peserta didik diminta mendengarkan Audio 2.3 sambil melengkapi dialog yang rumpang dengan kata yang sudah disediakan.

Audio 2.2 Script

Monita : The third area I visited yesterday was my favorite.

Andre : Why was that your favorite place?

Monita	: Because it's the flowers' area. I saw rose, jasmine,
	and also lotus.
Andre	: Did you see any orchids there?
Monita	: No, I did not. There's a special area only for the
	orchids.
Andre	: Why didn't you visit the orchids' area?
Monita	: I did not notice it on the map.
Andre	: That's too bad. What about the last area did you
	visit?
Monita	: I visited the fruits' area. I picked and ate some
	fruits there.
Andre	: Cool.
Monita	: I ate durians and also wanyi.
Andre	: Wanyi? What's that?
Monita	: The shape of the fruit was just like mango but the
	flesh was white. It tasted sweet and sour.
Andre	: Well, your experience sounds interesting. I hope I
	can visit Lestari National Park one day

 Setelah melengkapi dialog, peserta didik diminta melengkapi tabel dengan informasi yang sesuai dengan yang ada pada dialog.

Jawaban Worksheet 2.8

First area	Monita saw a tree with a unique name.
Second area	Monita saw some endangered trees in Kalimantan.
Third area	Monita saw rose, jasmine, and also lotus.
Fourth area	Monita picked and ate some fruits there.





Pada bagian ini, para peserta didik akan bermain whisper game

- Guru menyiapkan sebuah recount text singkat (jumlah kalimat bisa disesuaikan).
- Peserta didik dibagi menjadi beberapa kelompok berdasarkan jumlah recount text yang disiapkan.
- Guru meminta setiap kelompok berbaris. Guru membisikkankalimat pertama pada peserta didik yang berdiri di paling belakang.
- Peserta didik tersebut akan membisikkan kalimat pertama pada orang di depannya.
- Peserta didik kedua akan melakukan hal yang sama begitu juga peserta didik ketiga dan sampai peserta didik yang berdiri di paling depan mendengar bisikan kalimat.
- Peserta didik yang terakhir/yang berdiri di paling depan akan menuliskan kalimat yang dibisikkan tadi.
- Guru lalu membisikkan kalimat kedua, ketiga, sampai kalimat terakhir seperti halnya pada kalimat pertama.
- Tim pemenang adalah yang bisa menuliskan seluruh kalimat recount text dengan benar.

Catatan:

- Apabila memungkinkan, peserta didik yang paling belakang, tengah,dan depan bisa bergantian untuk setiap kalimat (jangan selalupeserta didik yang sama urutannya dalam kelomook tersebut).
- Apabila ada peserta didik yang merasa kurang nyaman saatmembisikkan kalimat, peserta didik tersebut dapat menggunakankertas yang digulung saat membisikkan kalimat kepada rekan didepannya.



- Pada bagian ini peserta didik diminta mengamati laporan peserta didik saat mengunjungi taman nasional.
- Setelah itu, peserta didik diminta membuat kalimat tanya yang tepat untuk setiap jawaban yang tersedia. Nomor 1 dapat dijadikan sebagai contoh.

Jawaban Worksheet 2.9

- @aku_ika when did you go to Lestari National Park?
 @ray_imut What did the students bring to write some notes about the plants?
- 2. @nji_unyu What did students do at Lestari National Park? @mahmud9 What did you draw at National Park?
- 3. @pipit cantik What tree did you see there?
- 4. @hendra oke What pictures did you take in limited plants area?
- 5. @iyen_ceunah What flowers did you see in the flower area?
- Setelah membuat pertanyaan, guru meminta peserta didik mengamati peta Lestari National Park.
- Guru Bersama siswa menutup kegiatan dengan doa dan salam.

Kegiatan PembelajaranUnit 2. What an Experience

Kegiatan Pendahuluan

 Guru mengulas kembali materi di Chapter 1. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar.

Bila belum memungkinkan guru dapat menggunakan BahasaIndonesia. Bahasa guru

"Good morning, everyone. Welcome to our English class. In Chapter 1we learned about animals."

 Guru menjelaskan tujuan Chapter 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya dalam Chapter ini.
 Bahasa guru

"Today you will learn about experience. The title of this chapter is 'Taking trips'. What comes into your mind when you first hear the word 'trip'?"

Kegiatan Inti



ection 1 - Say What You Know

- Guru mengulas kembali apa yang sudah dipelajari di Unit Sebelumnya
- Guru mengaktivasi pengetahuan dasar peserta didik dengan menanyakan beberapa pertanyaan. Kegiatan ini bisa dilaksanakan secara bersama-sama dengan seluruh kelas. Bahasa guru

"Okay, class. In the previous unit, we learned about underwater activities."

"Today, we are going to learn some beautiful places around Indonesia."

"First, what can you tell about the pictures?"



"Okay, class. Let's read the comic strips below. I'd like some of you to actout the dialog."

- Guru meminta peserta didik untuk memperhatikan Picture 2.5 dan caption yang ada di bawahnya. Guru menjelaskan bahwa Picture 2.5 seolah-olah adalah tampilan sebuah media sosial milik Galang.
- Guru meminta peserta didik untuk memperhatikan informasi yang tersaji di bagian caption (informasi 5W+1H).

Bahasa guru

"Now take a look at the pictures of Galang enjoying his holiday. I'd like you to take a look at the photos and read the captions below them."

- Guru meminta peserta didik untuk mewawancara teman sekelasnya tentang pengalaman mengunjungi taman nasional. Pertanyaan dan jawaban di nomor 1 dapat diadikan contoh.
- Guru meminta peserta didik untuk menyampaikan secara lisan pengalamannya. Bahasa guru

"Look at the map of Lestari National Park."

"Interview a classmate about an excursion at Lestari National Parkfollowing the map. Make a question list before you interview your friend."

"Number one has been done for you as an example."

Contoh Jawaban Worksheet 2.10

1. Question: Where did you gather with your friends before the

excursion trip?

Answer: We gathered at Lestari National Park gate. It is number 1 on the map.

- 2. Question: What did you see in the dedication area?
- Answer: I saw some trees.
- Question: Where did you see the flowers?
 Answer: I saw the flowers in the flowers area.
- Question: What did you do in the fruit area?
 Answer: I ate some fruits there.



Section 8 - Enrichment: Show and Tell

- Ini adalah bagian pengayaan bagi kelas yang siap melakukannya.
- Peserta didik diminta untuk membawa foto saat mereka melakukan karya wisata atau liburan.
- Peserta didik diminta untuk mempresentasikan pengalaman saat melakukan karya wisata tersebut.
- Teman-teman sekelasnya dapat memberikan pertanyaan terkait pengalaman yang dikisahkan.
- Peserta didik yang mempresentasikan pengalamannya diminta untuk menjawab pertanyaan-pertanyaan dari teman-temannya tersebut.
 Bahasa guru
 - "Bring a picture of you on an excursion or a school activity or a holiday."
 - "Present to the class about the excursion/school activity/holiday.
 - "Your friends may ask questions You should answer the questions."

Kegiatan Penutup

 Menyimpulkan pembelajaran bahwa Dengan meminta siswa untukmengungkapkan pendapatnya terkait dengan materi pembelajaran yang telah dilaksanakan.

"There is also a short text about Galang's experience. Read it and answer the auestions below the text."

Jawaban Worksheet 2.12

- 1. Trip to Karimunjawa.
- 2. Galang and other winners.
- 3. April 21st to April 22nd.
- 4. Karimunjawa.
- 5. He won a competition.
- He enjoyed the sunset and went snorekelling and swimming with sharks.
- 7. He felt happy.

Bahasa guru



Section 3 - Reading

- Kegiatan ini bertujuan untuk memberikan pemahaman awal pada
- peserta didik tentang penggunaan klausa waktu.
- 2. Guru meminta peserta didik untuk memperhatikan dan menirukan pelafalan katakata yang ada di dalam Word Box. Bila perlu, guru dapat memberikan 1 atau 2 kalimat contoh penggunaan kata-kata tersebut dalam kalimat.

"Before we read the text, I'd like you to pay attention to the words andphrases in the Word Box. I'd like you to repeat after me."

"Now, let's read the complete version of the text and try to answerthe questions that follow."



Section 4 - Language Focus

 Guru memberikan penjelasan mengenai connector dan bagaimana penggunaannya di dalam kalimat. Posisi connector dalam sebuah kalimat bisa diletakkan pada awal kalimat ataupun tengah kalimat.



Section 5 - Reading

- Di bagian ini, peserta didik berlatih memahami urutan kejadian dengan menggunakan kata hubung dan klausa. Guru menjelaskan hubungan agenda kegiatan dengan teks yang perlu dipelajari.
- Minta peserta didik melengkapi bagian kosong yang ada di teks dengan menggunakan agenda kegiatan sebagai acuan.

Hidden paradiset: surga yang tersembunyi
Wishin walking distancet dalam jarak dekat/dapat
ditempuh dengan jalan kaki
Underwater creatures hewan bawah laut
Landscapet lanskap, pemandangan
To hikee mendaki
Peake puncak
To realizet menyadari
Treasuret harta karun, kekayaan

Bahasa Guru:

"For the next section, you have an itinerary. Study the itinerary and tryto complete the text using the itinerary provided. Pay attention to theverbs you are going to use. All the events happened in the past. We aregoing to discuss when you are finished completing the text."

 Setelah peserta didik melengkapi teks, mintalah peserta didik untuk mengerjakan soal pemahaman teks berbentuk pilihan ganda.

Bahasa guru

"After we discuss the completed text, try to answer the comprehension questions in Worksheet 2.19."



Section 6 - Your Turn: Reading

 Pada bagian ini, peserta didik diharapkan telah memahami penggunaan klausa yang berhubungan dengan waktu. Minta peserta didik untuk mencoba mengerjakan seluruh bagian di Section 6 ini secara mandiri.

Bahasa guru

"Now we have another story about the beauty of Indonesia."

"We have learned time clauses and learned how to read an itinerary. Ithelps to understand which activity happened first before another activity."

"This time, I'd like you to do all the activities by yourself. We are going todiscuss them when you are finished."





Section 7 - Fun Time: Bingo Game

Instruksi pada Buku Siswa

a. Copy the following 4 X 4 squares in your books.

Bahasa guru

"Good morning, everyone. Welcome to our English class. In Chapter Iwe learned about animals."

 Guru menjelaskan tujuan Chapter 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya dalam Chapter ini.

Bahasa guru

"Today you will learn about experience. The title of this chapter is 'Taking trips'. What comes into your mind when you first hear the word 'trip'?"

Kegiatan Inti



Section 1 – Say What You Know

- Guru mengaktivasi pengetahuan awal peserta didik mengenai salah satu olahraga air dengan cara menunjukan Picture 2.8.
- Guru dapat mengajak peserta didik mengaitkan tema pada unit ini dengan tema pada unit-unit sebelumnya, terutama Unit 2.
- Guru meminta peserta didik menuliskan tiga kosakata yang berkaitan dengan gambar.
- Guru memberikan sejumlah pertanyaan tindak lanjut kepada peserta didik.
 Bahasa guru
 - "Okay, students. Please take a look at these two pictures."
 - "What comes into your mind when you first see these pictures?"
 - "Now, write at least three things that you can tell from the pictures. If you've finished, let me know what words you wrote."



- Melanjutkan materi dari Unit 2, peserta didik dihadapkan kembali kepada jenis teks recount dengan judul yang berbeda. Guru tidak perlu lagi membahas definisi teks recount.
- Guru memulai aktivitas membaca dengan meminta peserta didik menjodohkan kata dan gambar. Kosakata pada bagian 2a ini akan muncul pada teks selanjutnya. Bahasa guru
 - "In this part, you will read Monita's trip to Bunaken National MarinePark. Before you read, please take a look at the following pictures.
 - These are the things that Monita needs for her trip. Please match thewords on your left hand side with the pictures on your right handside."
- Peserta didik diminta mengamati gambar dan diminta memprediksi pengalaman Monita berdasarkan gambar tersebut. Tujuan dari latihan ini adalah untuk mengajak peserta didik memprediksi (predicting) kegiatan pada recount personal Monita. Di samping itu, beberapa jawaban merupakan kalimat yang menggunakan when dan while yang kemudian akan menjadi fokus pada bagian selanjutnya pada unit ini.

b. Make four lines:

c. Copy the following words into the squares randomly

titinerary

decided

departed

tour

hiked

trekking

premises

hill

reward

none

embark

departed

departed

explored

premises

one

explored

premises

hill

picked up

d. Listen to your teacher. Your teacher will say the words randomly.

Cross out the words that you hear. When you have crossed fourwords in a row (horizontally, vertically, or diagonally), write the following letters on the lines: B, I, N, G, O.

e. When you have the complete letters, shout: BINGO.



Instruksi pada Buku Siswa

- a. Read a review about some famous places in Indonesia. You mightwant to check on: https://traveltriangle.com/blog/beautiful-places-in-indonesia/
- b. On a scale of 1 5 stars, rate the place(s) based on the review.
- c. Write your review whether you agree or disagree with the writers. Post your review on the wall.
- d. Your teacher will give each of you five star-shaped stickers.
- e. Go around and read your friends' reviews. If you think that thereviews make you want to go to the places, post the sticker.

Kegiatan Penutup

- Menyimpulkan pembelajaran bahwa Dengan meminta siswa untuk mengungkapkan pendapatnya terkait dengan materi pembelajaran yang telah dilaksanakan.
- Guru Bersama siswa menutup kegiatan dengan doa dan salam.

Kegiatan PembelajaranUnit 3. My Underwater Adventure

Kegiatan Pendahuluan

 Guru mengulas kembali materi di Chapter 1. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar.
 Bila belum memungkinkan guru dapat menggunakan BahasaIndonesia.

- Peserta didik menuliskan kalimat yang relevan di bawah masing-masing gambar pada kolom yang disediakan dengan bantuan guru.
- Guru dapat memberikan keleluasaan kepada peserta didik untuk menggunakan imajinasinya. Pada tahap ini, jawaban peserta didik tidak harus sempurna dan akurat sesuai contoh.
- Peserta didik setidaknya dapat menangkap jalan cerita untuk teks yang akan mereka baca pada bagian selanjutnya. Contoh pada nomor 1, jika jawaban siswa "Monita went to Bunaken for a snorkeling trip." Pun dapat diterima.

Contoh Bahasa Guru:

- "Now I want you to look at the following pictures. Then, predict what Monita experienced during a snorkeling trip. Number one has been done for you. There, you can see in the picture that Monita is receiving a message, so the relevant sentence from the text for this picture might be: Monita and friends were offered a free snorkeling trip to Bunaken National Marine Park."
- Guru mengajak peserta didik membaca teks mengenai pengalaman Monita di Bunaken.
- Guru tidak perlu meminta peserta didik menerjemahkan kata per kata dari tiap kalimat.
 Guru dapat mengarahkan peserta didik untuk melihat Word Box bila ada kata yang kurang familiar.
- Dalam kegiatan ini, guru dapat menggunakan teknik mengajar membaca predicting (memprediksi isi cerita), inferencing (menyimpulkan isi cerita, per kalimat atau per paragraf), atau visualizing (memvisualisasikan isi cerita atau bagian tertentu.
- Guru dapat mengajak peserta didik membaca terlebih dahulu soal latihan pada Worksheet 2.24 sebelum membaca teks.
- Setelah selesai membaca, peserta didik diminta untuk menuliskan jawaban untuk sejumlah pertanyaan terkait dengan teks. Nomor 1 adalah contoh jawaban. Nomor 10 merupakan soal open-ended atau HOTS sehingga peserta didik memiliki kebebasan untuk menuliskan jawabannya.

Bahasa guru

"Let's move on to Section 2 part c. Let's read Monita's personal recount. What is the title of this text? Yes, the title of the text is 'Myfirst snorkeling experience'. Do you think Monita has tried snorkeling before? You're right. From the title, we learn that she hasn't tried itbefore. It's her first time. So, let's find out what she did during hersnorkeling trip!"



- Guru menjelaskan penggunaan Past Continuous dan Past Simple serta penggunaan kata penghubung while dan when yang biasa digunakan ketika kita menceritakan atau menuliskan pengalaman yang telah lampau.
- Guru dan peserta didik dapat fokus pada satu contoh untuk memahami konsep pada Section language focus ini.
- Guru dapat menerangkan dengan bahasa Indonesia jika tidak memungkinkan dalam Bahasa Inggris. Peserta didik diajak mengamati pola bahasa tanpa harus membedah rumus bahasa seperti subjek, predikat, dan lain-lain.
- Guru bisa memberi clue bahwa Past Continuous menggunakan kata kerja berakhiran ing sedangkan Past Simple berakhiran -ed. Action dengan Past Continuous lebih diludilakukan sebelum action dengan Past Simple. While digunakan untuk action yang menggunakan Past Continuous (kata kerja+ing) sedangkan when digunakan sebelum action dengan Past Simple (berakhiran -ed atau berupa irregular verb) Bahasa guru

"Okay students, let's study how to tell about two events happening atthe same time in the past. To talk about this, we need to combine twotenses. Please take a look at the

- Pada Worksheet 2.25, peserta didik diminta mengidentifikasi actions yang lebih dulu dilakukan
- Tanpa diberitahu, peserta didik diharapkan mampu mengidentifikasi dan menggarisbawahi kata kerja berakhiran -ing (Past Continuous) dimulai sebelum action dalam Past Simple. Peserta didik diperbolehkan melihat irregular verbs pada kamus
- Pada bagian Comment, peserta didik dapat diminta untuk mengindentifikasi pendapat dan perasaan Monita sehingga peserta didik paham cara menulis bagian comment ini.

"Let's move on to part b. Here, we have Monita's recount that we haveread before. Let's take a look at the features and the examples one byone."



Section 5 - Writing

- Pada bagian ini peserta didik membaca contoh potongan teks recount lainnya melalui bantuan gambar. Teks lengkap tidak disediakan. Bagian ini adalah jembatan menuju
- Gambar-gambar pada bagian a mewakili bagian Record of Events dari pengalaman Andre di Pulau Putri di Kepulauan Seribu Jakarta.
- Diharapkan peserta didik dapat mengidentifikasi pengalaman Andre dengan melihat gambar, membaca kalimat rumpang, dan menemukan padanan kata yang tepat pada kotak yang tersedia.
- Peserta didik diberi informasi jika semua kosa kata berbentuk lampau dan satu kata bisa digunakan untuk mengisi beberapa kalimat rumpang
- Jika memungkinkan, peserta didik tidak diberi tahu arti dari kosa kata opsinya oleh guru, tetapi dapat melihat kamus untuk mengetahui arti atau bentuk *present* dari kosa kata opsi pada kotak yang tersedia.

Bahasa guru

"Below are pictures of Andre and his team while taking 2-day trip to Thousand Islands Jakarta. They stayed and went snorkeling on PutriIsland.

"Each picture has a list of descriptions of what Andre and his teamdid during the trip. I want you to complete the descriptions using thewords in the box.

"Remember, one word may be used more than once. Number one hasbeen done for you. You may look the word up in your dictionary if youneed to.

Pada bagian 5b, peserta didik diminta melengkapi tabel teks recount mengenai pengalaman Andre. Bagian yang harus dilengkapi peserta didik adalah bagian Record of Events yang berisi tiga paragraf.

Masing-masing paragraf diambil dari tiga rangkaian kegiatan Andresesuai gambar di atas (Day 1 morning, Day 1 afternoon, dan Day 2morning).

Peserta didik melengkapi bagian Record of Events dengan menggunakan frase pada kegiatan bagian 5a serta dilengkapi dengan penggunaan while dan when bila memungkinan. Contoh sudah disediakan pada paragraf Event 1 namun peserta didik diharapkan dapat melanjutkannya sesuai kreativitasnya dan mengacu pada gambar dan frase pada Worksheet 2.28 di atas.

Bahasa guru

"Complete the following worksheet to be specific on the Record of Events paragraphs using the information in the Worksheet 2.28. Useyour creativity to continue the story." "Take a look at the example. Please add while and when when youretell Andre's

- Peserta didik diharapkan dapat dengan mudah menentukan bahwa jika terdapat kata while maka kata kerja di depannya berakhiran -ing, sedangkan ketika terdapat kata when maka kata kerja selanjutnya berakhiran -ed atau berupa irregular verb.
 - "On this part, all you have to do is to underline the sentence containingthe first action that is the action which happened before the other Number one has been done fo
- Pada Worksheet 2.26, peserta didik melengkapi kata kerja pada kalimat dengan menggunakan Past Continuous dan Past Simpl

Bahasa guru

"On this part, all you have to do is to underline the sentence containing the first action that is the action which happened before the other. Number one has been done

Jawaban Worksheet 2.26

1. Were driving: stopped by.

4. Fell asleep: were traveling.

2. Was talking; arrived.

5. Went: was browsing 6. Were standing; anno



Section 4 - Writing

- Pada bagian ini peserta didik mengidentifikasi bagian-bagian dari teks recount.
- Pada Worksheet 2.27 peserta didik diminta menjodohkan struktur umum atau fitur teks *recount* dengan deskripsinya yang paling tepat. Peserta didik diminta menebak terlebih dahulu tanpa dibantu menerjemahkan kata satu per satu.
- Guru dapat membimbing peserta didik menemukan kata kunci pada deskripsi dan menebak kira-kira deskripsi tersebut ada di bagian mana.
- Pada bagian kiri tabel, fitur teks recount sudah disusun berurutan, dimulai dari judul, paragraf satu hingga paragraf terakhir. Bahasa guru

"Now, let's learn about recount text. When we want to retell anexperience or an event that happened in the past, we write a recounttext.

"Take a look at this table. On your left side, those are the features ofa recount text. On your right side, those are the descriptions for eachfeature."

- Setelah peserta didik mengidentifikasi fitur atau bagian teks recount, mereka mengamati contoh pada bagian 4b.
- Peserta didik diberitahu bahwa teks tentang pengalaman Monita pada Section 2 dituangkan kedalam tabel bagian 4b. Setiap paragraf mewakili masing-masing fitur teks recount.
- Untuk bagian Orientation, guru dapat bertanya kepada peserta didik tentang 5W-Questions dan peserta didik diharapkan dapat menemukan jawabannya dalam paragraf
- Peserta didik diberitahu, jika jumlah paragraf pada bagian Records of Events disesuaikan dengan rentetan peristiwa yang ingin disampaikan dalam teks recount. Dalam recount Monita, Records of Events ada tiga sehingga ditulis dalam tiga paragraf: Perjalanan ke pulau Bunaken dan persiapan snorkeling, pengalaman ketika snorkeling, dan makan siang setelah snorkeling.



- Pada bagian ini peserta didik diminta untuk membuat teks recount berdasarkan pengalaman mengisi waktu luang/liburan ke alam terbuka bersama keluarga.
- Peserta didik dapat menentukan topik yang akan mereka tuliskan dengan mengingat pengalaman mereka melalui foto. Mereka juga dapat mencari informasi tambahan mengenai tempat yang pernah mereka kunjungi melalui internet.
- Peserta didik diminta menyusun naskah teks dengan bantuan pertanyaan dan templat yang disediakan sebelum menuangkan teks/paragraf yang utuh pada tempat yang disediakan.
- Pada bagian proofreading, peserta didik diajak membiasakan diri untuk melakukan kolaborasi memeriksa tulisan teman sekelasnya dan memberikan komentar bila ada yang masih memerlukan perbaikan/revisi.
- Hasil tulisan peserta didik pada semua Worksheet di Section 6 dapat diterima selama masih sesuai dengan topik pembelajaran yang diberikan, menyesuaikan penilaian guru/teman sekelas peserta didik.



🏩 Section 7 – Fun Time: Haiku

- Peserta didik diperkenalkan kepada Haiku, seni membuat puisi dari Jepang. Puisi ini memiliki tiga baris, dengan aturan 5-7-5 suku kata untuk setiap barisnya. Tema yang digunakan adalah alam
- Peserta didik diberitahu untuk tidak khawatir jika sulit menemukan frase yang berjumlah 5-7-5 suku kata. Jika tidak memungkinkan mengikuti aturan Haiku, yang perlu dibuat adalah tiga baris puisi bertemakan alam
- Guru dapat membimbing peserta didik membuat puisi sesuai tahapan dan templat yang
- Hasil tulisan peserta didik pada Worksheet di Section 7 dapat diterima selama masih sesuai dengan topik pembelajaran yang diberikan, menyesuaikan penilaian guru/teman sekelas peserta didik.

Bahasa guru

"Have you ever heard about Haiku? Haiku is a poem. It consists of three lines with 5-

"Write a short poem about a memorable experience of yours in nature Let's look at the example and follow the steps below.



Section 8 - Enrichment

- Bagian ini merupakan merupakan pengayaan yakni bersifat opsional. Jika waktu masih tersedia, maka peserta didik dapat melanjutkan ke proyek berikut.
- Pada bagian ini, peserta didik diminta menuangkan teks recount yang mereka buat pada Section 6 ke dalam salah satu dari tiga proyek di bawah.
- Peserta didik dapat memajang teks recount pada majalah dinding, blog, atau pun
- Diharapkan peserta didik dapat membuat salah satu dari tiga proyek berikut sesuai

 Inti dari kegiatan ini adalah agar karya peserta didik dibaca dan dihargai oleh teman sekelas, satu sekolah, atau umum.

Kegiatan Penutup

 Menyimpulkan pembelajaran bahwa Dengan meminta siswa untuk mengungkapkan pendapatnya terkait dengan materi pembelajaran yang telah dilaksanakan.
 Guru Bersama siswa menutup kegiatan dengan doa dan salam.

E. ASESMEN/ PENILAIAN

Rubrikpenilaian yang dapat digunakan di kelas terdapat padabagian akhir Chapter. Rubrik ini dapat disesuaikan dengan kondisi dankebutuhan peserta didik di sekolah masingmasing.

Marking Rubric for Speaking

Criteria	5-Excellent	4-Good	3-Fair	2-Poor	1–Bad
Grammar	Shows an excellentdeg ree of control of simple grammatical forms.	Shows a gooddegree of control ofsimple grammatical forms.	Shows sufficientco ntrol of simplegram matical forms.	Shows poorcontrol of simplegram matical forms.	Shows only limitedcontr of of a fewgrammat ical forms.
Vocabulary	Uses a wide rangeof well- chosenvoca bulary.	Uses a good rangeof relatively wellchosenv ocabulary.	Uses an adequateran ge ofvocabular y.	Uses basicvocabu lary withsome words clearlylacki ng.	Uses vocabularyt hat doesn't matchthe task.
Pronunciatio n	Pronunciatio nisexcellent; highlyintelli gible.	Pronunciati- onis good; mostlyintelli gible.	Pronunciati- onis sufficient;re asonablyinte lligible.	Pronunciati- onis okay; oftenunintell igible	Pronunciati- on islacking; hard tounderstan d.
Fluency	Maintains simpleexcha nges;with few to nohesitation s.	Maintains simpleexcha nges; fewhesitatio ns.	Maintains simpleexcha nges despitesome difficulty;so me hesitations.	Has considerable difficultyma intainingsim ple exchanges;h esitant with somesentenc es leftuncompl eted.	Has considerable difficultyma intaining simpleexcha nges; hesitantand strained exceptfor memorizedp hrases.

Date:	Class:	Chapter/Unit:

31.			
32.			
33.			
34.			
35.			
Comment:			

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

Marking Rubric for Oral Presentation

Criteria	4–Excellent	3-Good	2–Fair	1–Needs improvement
Display	Display is carefully andcreatively organizedusing appropriateimag es and illustrations;inf ormation is complete.	Display is organized;som e information iscomplete; some imagesand illustrations areincluded.	Display is cluttered;som e informationm ay be incomplete orunclear.	Display is cluttered;requir ed information ismissing.
Organizatio n			Student presents someinformat ion in order.	Student presentsinform ation out of orderand unclear.
Eye contact	Student maintainsdirect and consistenteye contact with entireaudience.	Student makes eyecontact with audience.	Student makes minimaleye contact withaudience.	Student makes no eyecontact with audience.
Enthusiasm	Shows strongenthusias m about thetopic being presented.	Shows someenthusiast ic feelingsabout the topic	Shows little feelingsabout the topic beingpresente d.	Shows no interest in thetopic being presented.

Students	Grammar	Vocabulary	Pronunciation	Fluency	Score/20 points
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

	beingpresented		

Date:	Class:			hapter	/Unit:
Students	Display	Eye contact	Pronunciation	Enthusiasm	Score/16 points
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					

27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
Comment:				

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

Name:

Peer-Assessment (Oral Presentation) Date:

Peer Presenting:		_ Topic:	
Check (√) howthe presenter didin this task	Almost always	Sometimes 2	Never 1
The presenterspoke about thetopic in a detailand showed thatshe/he had a clearunderstanding ofthe topic.			
The presentermade eye contactand tried to engagewith audience.			
The presenterspoke clearly andloudly enough foreveryone to hear.			
The presenterused appropriatepictures ormaterials topresent.			

Gene	eric structure: Recount				
1.	The first part of the text contains an orientation; background information about what, when, where, who, and why.	1	2	3	4
2.	The middle part contains records of eventschronologically.	1	2	3	4
3.	The last part contains a comment to evaluate the significance of the event	1	2	3	4
Cont	ent				
4.	The text uses vocabularies relevant to the idea ofthe text.	1	2	3	4
Com	munication				
5.	The text uses past tense and time connectives(connectors).	1	2	3	4
Writ	ten features				
6.	The text uses good sentence construction and conjunction.	1	2	3	4
7.	The text uses good spelling and punctuation.	1	2	3	4
8.	The text has good grammar accuracy (i.e. tenses, subject-verb agreement).	1	2	3	4
	Total Score = $\frac{Sum\ of\ score}{32}$				
Note	s:				

The presenterspoke at anappropriate pacefor the audience tounderstand.		
Score:/15 p	ooints	

https://www.twinkl.co.id/resource/speaking-and-listening-peer-assessment-and-feedbackau-l-2550132

	Self-Assessment (Oral Presentation)
Name:	Date:
Tonice	

1 opic			
Check (√) howthe presenter didin this task	Almost always	Sometimes 2	Never 1
I stayed on topic.			
I made eye contact with my audience			
I spoke loudly and clearly.			
I used appropriate pictures or materials to present.			
I answered the questions from the audience.			

Score: _/15 points

Adapted from:

 $\underline{https://www.twinkl.co.id/resource/speaking-and-listening-peer-assessment-and-feedbackau-1-2550132}$

Marking Rubric for Writing

4	Student text meets the criterion as described in the rubric, at thehighest level.
3	Student text shows strong evidence of a criterion as described in therubric, but not at the top standard.
2	Student text shows evidence of a criterion as described in therubric, but it is weak
1	Student text shows little or no evidence of a criterion as described n the rubric.

Student's name:	Class:	

Teacher Reflection Sheet

	hapter/Unit:	
- did very we∎!	2-I did OK!	3 - I must do better!
Pedagogical Skills	Rating	Notes
Lesson Preparation is alway up to date	s	
Create a learner-centered learning environment		
Activities are age and developmentally-appropria	te	
Activities promote further curiosity		
Use variety of resources to introduce themes/topics		
Provide a massive amount of English exposure	of	
Lesson structure	Rating	Notes
The learning objective is cle	ar	
Inform the learning intention/objective		
Inform the success criteria of the lesson	of	
Provide hook activity (brainstorming)		
Provide relevant assessmen	t	

Engagement with learners and learning atmosphere	Rating	Notes
Use the appropriate tone of voice		
Always friendly, caring, and positive		
Always friendly, caring, and positive		
Interact on learners' level		
Focus on positive behavior		
Encourage learners' talents and strengths		
What else went well?		
What could have made this lesson even more effective?		

Adapted from https://www.twinkl.co.id/resource and https://www.liveworksheets.com/er1346466cm

F. REFLEKSI

Refleksi Guru

Untuk membantu peserta didik melakukan refleksi, besarkemungkinan perlu dilakukan latihan secara eksplisit bagaimanamelakukan refleksi pembelajaran dan mengisi lembar

Hal ini dapat dilakukan pada awal semester (bersamaan denganpengenalan *classroom language*). Contoh latihan eksplisit adalahdengan mengajak peserta didik mendiskusikan pertanyaan refleksiuntuk mengukur apa yang mereka pahami mengenai bal tercabu hal tersebut.

Peserta didik diharapkan dapat terbiasa melakukan refleksipembelajaran setidaknya sekali dalam sepekan. Hal ini agar dapatmembantu mereka menjadi lebih mengetahui

Think about your learning, then ill out the following sheet. LEARNING REFLECTION Name: Chapter: 2Date: Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pembelajaran pengayaan untuk perluasan atau pendalaman materi. What I liked doing most: Remedial Apabila ada peserta didik yang belum mencapai kompetensi yang ditargetkan, maka peserta didik dapat mengulang latihan atau kegiatan di bagian yang masih belum dikuasiasi dengan baik. Oleh karena itu, kegiatan remedial dapat disesuaikan dengan			
3. Refleksi dapat dilakukan pada setiap akhir pertemuan atau punpada setiap akhir bab, baik secara lisan maupun tulisan. 4. Ketika melakukan refleksi secara lisan, guru dapat bertanya kepadapeserta didik dengan pertanyaan berikut: What did you do? Whatdid you learn? How did you learn? Bahasa guru: "Let's think about what we did. So, let me ask you some questions. First, what did you do? Please ratise your hand and share your experience. Do you want to try? Okay, go ahead." 5. Sekaitan dengan refleksi secara tulisan, guru dapat memberikankesempatan kepada peserta untuk mengisi lembar refleksi belajar. Target dari pengisian lembar refleksi in adalah agar pesertadidik mengetahui seberapa baik mereka dalam belajar dammengidentifikasi apa yang mereka harus lakukan selanjutnya. Bahasa guru: "We are coming to the end of the lesson. I'd like to give you sometime to think about your learning. So, please now fill out the following sheet. If you don't understand, please feel free to ask me any questions." Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai Capain Pembelajaran (CP) Pengayaan dapat ditagihkan, sesuai kesepakatan dengan peserta didik. Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pembelajaran pengayaan untuk perluasan atau pendalaman materi. Remedial Apabila ada peserta didik yang belum mencapai kompetensi yang ditargetkan, maka peserta didik dapat mengulang tahian atau kegiatan di bagian yang masih belum dikusaisi dengan baik Oleh karena itu, kegiatan remedial dapat disesuaikan dengan		identify a series of nast events	
4. Ketika melakukan refleksi secara lisan, guru dapat bertanya kepadapeserta didik dengar pertanyaan berikut. What did you do? Whatdid you learn? How did you learn? Bahasa guru: "Let's think about what we did. So, let me ask you some questions. First, what did you do? Please raise your hand and share your experience. Do you want to ny? Okay, go ahead." 5. Sekaitan dengan refleksi secara tulisan, guru dapat memberikankesempatan kepada peserta untuk mengisis lembar refleksi belajar. Target dari pengisisal nelmbar refleksis adalah agar pesertadidik mengetahui seberapa baik mereka dalam belajar danmengidentifikasi apa yang mereka harus lakukan selanjutnya. "We are coming to the end of the lesson. I'd like to give you sometime to think about your learning. So, please now fill out the following sheet. LEARNING REFLECTION Refleksi Peserta Didik Think about your learning, then ill out the following sheet. LEARNING REFLECTION Name: Chapter: 2Date: What I didn't like or found difficult: What I didn't like or found difficult: Chapter: 2Date: What I didn't like or found difficult:	3. Refleksi dapat dilakukan pada setiap akhir pertemuan atau punpada setiap akhir bab,	•	
Bahasa guru: "Let's think about what we did. So, let me ask you some questions. First, what did you do? Please ratise your hand and share your experience. Do you want to try? Okay, go ahead." 5. Sekaitan dengan refleksi secara tulisan, guru dapat memberikankesempatan kepada peserta untuk mengisi lembar refleksi belajar. Target dari pengisian lembar refleksi belajar. Target dari pengisian lembar refleksi im adalah agar pesertadidik mengetahui seberapa baik mereka dalam belajar dammengidentifikasi apa yang mereka harus lakukan selanjutnya. Bahasa guru: "We are coming to the end of the lesson. I'd like to give you sometime to think about your learning. So, please now fill out the followingsheet. If you don't understand, please feel free to ask me any questions." Refleksi Peserta Didik Think about your learning, then ill out the following sheet. LEARNING REFLECTION Name: Chapter: 2Date: Chapter: 3Date: Chapter: 3Date: Chapter: 3Date: Chapter: 4Date: Chapter: 4Date: Chapter: 4Date: Chapter: 4Date: Chapter: 5Date: Chapter: 5Date	4. Ketika melakukan refleksi secara lisan, guru dapat bertanya kepadapeserta didik dengan		
Do you want to try? Okay, go ahead." 5. Sekaitan dengan refleksi secara tuliisan, guru dapat memberikankesempatan kepada peserta untuk mengisi lembar refleksi belajar. Target dari pengisian lembar refleksi mi adalah agar pesertadidik mengetahui seberapa baik mereka dalam belajar danmengidentifikasi apa yang mereka harus lakukan selanjutnya. "We are coming to the end of the lesson. I'd like to give you sometime to think about your learning. So, please now fill out the followingsheet. If you don't understand, please feel free to ask me any questions." Refleksi Peserta Didik Think about your learning, then ill out the following sheet. LEARNING REFLECTION Name: Chapter: 2Date: What I liked doing most: What I didn't like or found difficult: What I didn't like or found difficult: My Parent's Signature My Par	Bahasa guru: "Let's think about what we did. So, let me ask you some questions. First, what did you	If you ticked ⁽¹⁾ or ⁽²⁾ you need to revise these parts.	
peserta untuk mengisi lembar refleksi belajar. Target dari pengisian lembar refleksi mi adalah agar pesertadidik mengetahui seberapa baik mereka dalam belajar danmengidentifikasi apa yang mereka harus lakukan selanjutnya. Bahasa guru: "We are coming to the end of the lesson. I'd like to give you sometime to think about your learning. So, please now fill out the followingsheet. If you don't understand, please feel free to ask me any questions." Refleksi Peserta Didik Think about your learning, then ill out the following sheet. LEARNING REFLECTION Name: Chapter: 2Date: What I liked doing most: What I didn't like or found difficult: Remedial Apabila ada peserta didik yang belum mencapai kompetensi yang diargetkan, maka peserta didik dapat mengulang latihan atau kegiatan di bagian yang masih belum dikuasiasi dengan baik. Oleh karena itu, kegiatan remedial dapat disesuaikan dengan		I shared with my family: My Pa	rent's Signature
Target dari pengisian lembar refleksi ini adalah agar pesertadidik mengetahui seberapa baik mereka dalam belajar danmengidentifikasi apa yang mereka harus lakukan selanjutnya. Bahasa guru: "We are coming to the end of the lesson. I'd like to give you sometime to think about your learning. So, please now fill out the followingsheet. If you don't understand, please feel free to ask me any questions." Refleksi Peserta Didik Think about your learning, then ill out the following sheet. LEARNING REFLECTION Name: Chapter: 2Date: What I liked doing most: What I didn't like or found difficult: Remedial Apabila ada peserta didik yang belum mencapai kompetensi yang ditargetkan, maka peserta didik dapat mengulang latihan atau kegiatan dengan yang masih belum dikuasiasi dengan baik. Oleh karena itu, kegiatan remedial dapat disesuaikan dengan			
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	What I didn't like or found difficult:	peserta didik dapat mengulang latihan atau kegiatan di bagian	yang masih belum
How I worked:	T-I	kebutuhan dan kondisi peserta didik di masing-masing sekola	

Diagnostic Assessment Rubric

make sentences using past simple tense talk about personal experiences

· with commitment

• without much

commitment

NOW I CAN

· with difficulty

· without difficulty

How I worked: • on my own

teacher

• with the help of the

• with the help of the other student

Date:	Class:	Chap	oter/Unit:	
Students	S/he can answer simple questions independently	S/he can answer simple questions with the help of the teacher	S/he can answer simple questions with the help of peers	S/he cannot provide any answer to the teacher's questions
1				
2.				
3.				
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17.				



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI PROF. K.H. SAIFUDDIN ZUHRI UPT MA'HAD AL-JAMI'AH J. Jand. A. Yasi No. 45A Purwikarto, Jawa Tengah 53126, Telp 5281-635624, 628250] www.sinseisu.ac.kl

SERTIFIKAT Nomor: Un.17/UPT.MAJ/136/11/2022

Diberikan oleh UPT Ma'had Al-Jami'ah UIN Prof. K.H. Saifuddin Zuhri kepada:

MUHAMMAD ABDUL ROZAQ HIDAYAT

(NIM: 214110404016)

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

Tulis	: 94	
Tartil	90	
Imla"	95	
Praktek	: 75	
Tahfidz	: 98	





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

SURAT KETERANGAN SEMINAR PROPOSAL SKRIPSI

No. B- 2859.Un.19/FTIK.TBI/PP.00.9/7/2024

Yang bertanda tangan dibawah ini, Koordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto menerangkan bahwa proposal skripsi berjudul :

"English Teachers' Difficulties on the Implementation of Differentiate Learning (Pembelajaran Berdiferensiasi) at MTs Negeri 1 Banjarnegara"

Sebagaimana disusun oleh:

Nama : Muhammad Abdul Rozaq Hidayat NIM : 214110404016

NIM : 214110404016 Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 14 Juni 2024

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 4 Juli 2024 Koordinator Prodi Tadris Bahasa Inggris

vesi Wijwanti Ma rutah, M.Pd 199212152018012003



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

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SURAT KETERANGAN No. B-1662/Un.19/WD1.FTIK/PP.05.3/4/2025

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

Nama : Muhammad Abdul Rozaq Hidayat

NIM : 214110404016

Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan LULUS pada :

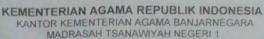
Hari/Tanggal : Senin, 14 April 2025

Nilai : 87 / (A)

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 16 April 2025 Wakii Dekan Bidang Akademik,

> Prof. Dr. Suparjo, M.A. NIP. 19730717 199903 1 001



#I Raya Semampir No. 01 Telp. (0286) 591655 Banjarnegara 53418
Email. mtsnsatubanjamegara@yahoo.co.id. mtsnbanjarnegara@kemenag.go.id.

SURAT KETERANGAN

Nomor 1086 /MTs.11.04.11/PP.00.5/06/2024

Yang bertanda tangan di bawah ini:

Nama : Eko Widodo, S.Pd., M.Si
NIP : 197502012006041012
Pangkat/Gol.Ruang : Pembina TK.I/IV.b

Jabatan : Kepala Madrasah Tsanawiyah Negeri 1 Banjarnegara

Dengan ini menerangkan kepada :

Nama Muhammad Abdul Rozaq Hidayat

NIM 214110404016

Semester 6 (enam)

Jurusan/Prodi : Fakultas Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa

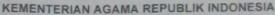
Inggris

Adalah Mahasiswa Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto dan yang bersangkutan benar-benar telah melaksankan penelitian pada tanggal 20 & 22 Januari 2024 di MTs Negeri 1 Banjarnegara untuk kepentingan penyusunan skripsi yang berjudul "English Teachers Difficulties On The Implementation Of Differentiate Learning (pembelajaran berdiffrensiasi) MTs Negeri 1 Banjarnegara".

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya

Banjarnegara, 7 Juni 2024

Eko Widodo, S.Pd., M.Si. NIR. 187502012006041012



KANTOR KEMENTERIAN AGAMA BANJARNEGARA MADRASAH TSANAWIYAH NEGERI 1

Ji Raya Semampir No. 01 Telp. (0288.) 591655 Banjarnegara 53418
Email: mbanjarnegara@kemeneg.go.id
mtsnbanjarnegara@kemeneg.go.id

SURAT KETERANGAN Nomer: 1953 /MTs:11.04.11/PP:00.5/12 /2024

Yang bertanda tangan di bawah ini:

Drs. H. Yatiman, M.Pd.I Nama

: 196710071999031002

Pangkat/Gol.Ruang : Pembina TK.I/IV.b

: Kepala Madrasah Tsanawiyah Negeri 1 Banjarnegara Jabatan

Dengan ini menerangkan kepada:

: Muhammad Abdul Rozaq Hidayat

: 214110404016 NIM

Semester : 7 (tujuh)

: Fakultas Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Jurusan/Prodi

Inggris

Adalah Mahasiswa Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto dan yang bersangkutan benar-benar telah melaksankan Riset pada tanggal 2 September s.d 28 Oktober 2024, di MTs Negeri 1 Banjarnegara untuk kepentingan penyusunan skripsi yang berjudul "English Teachers' Difficulties on the Implementation of Differentiated Learning at MTs Negeri 1 Banjarnegara".

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Banjarnegara, 2 Desember 2024

man, M.Pd.I. 10071999031002



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

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REKOMENDASI SEMINAR PROPOSAL SKRIPSI

Dengan ini kami Dosen Pembimbing Skripsi dari mahasiswa:

lama : Muhammad Abdul Rozaq Hidayat

NIM : 214110404016

Semester : 6 (Enam)

Jurusan/Prodi : Tadris/ Tadris Bahasa Inggris

Tahun Akademik 2023/2024

Judul Proposal Skripsi : English Teachers' Difficulties on the

Implementation of Differentiate Learning (Pembelajaran Berdiferensiasi) at MTs Negeri 1

Banjarnegara

Menerangkan bahwa proposal skripsi mahasiswa tersebut telah siap untuk diseminarkan apabila yang bersangkutan telah melengkapi berbagai persyaratan akademik yang telah ditentukan

Demikian rekomendasi seminar proposal skripsi ini dibuat dan dipergunakan sebagaimana mestinya.

Mengetahui, Koordinator Prodi

Des Wijayanti Ma'rufah, M. Pd NIP. 19921215 201801 2 003 Purwokerto, 07 Juni 2024

Dosen Pembimbing

Irra Wahiniyati, M. Pd

NIP. 19881130 20198 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO

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REKOMENDASI MUNAQOSYAH

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini, Dosen Pembimbing skripsi dari mahasiswa:

Nama : Muhammad Abdul Rozaq Hidayat

NIM : 214110404016

Semester: 8

Jurusan/Prodi : Tadris/Tadris Bahasa Inggris

Angkatan Tahun : 2021

Judul Skripsi : English Teacher Difficulties on the Implementation of Differentiated

Learning at MTs Negeri 1 Banjarnegara

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 : 21 April 2025

Mengetahui,

Ketua Jurusan

Dr. Maria Ulpah, M.Si.

NIP. 198011152005012004

Dosen Rembimbing

Irra Wahidiyati, M.Pd

NIP. 198811302019082001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0281) 636524 Faksimili (0281) 636553
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BLANGKO BIMBINGAN MUNAQOSYAH

Muhammad Abdul Rozaq Hidayat

12. Raby, 19 Maret 2025 Overall Veriew 13. Senin, 21 April 2025 Theris approval

214110404016

Nama Judul

Fakultas Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Irra Wahidiyati, M. Pd

English Teachers' Difficulties on the Implementation of Differentiated Learning at MTs Negeri 1 Banjamegara

No	Hari / Tanggal		Tanda T	Tanda Tangan	
		Materi Bimbingan	Pembimbing	Mahasiswa	
1.	Dabu, 13 Maret 2024	Background of research		8	
	Camis, 21 Wavet 2024			8	
	Carris. 28 Mover 2024				
4.	Selasa. 02 April 2024	Objective and Egnificances	10	1	
5,	Senin 1 03 Juni 2024	Boll II dan Bab III	Pa	Ø.	
6.	1 Camis , 06 Juni 2024	Troposal validation		8	
7.	Dumait, 23 Agritus 2029	Instrument and field preparation	(/-	de	

	KEMENTERIAN A GAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO FAKULTAS TARBIYAH DAN ILMU KEGURUAN Jalial Jaherai A. Yani, No. 40A Purvokerto 53126 Telepon (0201) 635624 Fakuri (0281) 636553 www.dirasatu.ae.ld	
(Camis, 12 Sept 2024)	Interview findings	Ma
	Observation findings and discussion t document	
	Research discussion revision	V
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Biography



Nama : Muhammad Abdul Rozaq Hidayat

Tempat lahir : Banjarnegara

Tanggal lahir : 15 March 2003

Alamat : Blambangan 01/02, Bawang, Banjarnegara

Motto : No super, no hero, no give up

Hobi : Playing video games

Riwayat pendidikan :

1. TK Pertiwi Blambangan (2007 - 2009)

2. SD Negeri 1 Blambangan (2009 - 2015)

3. MTs Negeri 1 Banjarnegara (2015 - 2018)

4. MA Negeri 1 Banjarnegara (2018 - 2021)

5. UIN Prof. K. H. Saifuddin Zuhri Purwokerto (2021 - 2025)

Riwayat organisasi :

- 1. Student President of OSIM MA Negeri 1 Banjarnegara (2018 2019)
- 2. Coordinator of *Bina Rumah Tangga Masjid* (BRTM) Division, Rohis MA
 Negeri 1 Banjarnegara (2018 2020)
- 3. Coordinator of *Juru Adat* (Judat) Division, Dewan Ambalan MA Negeri 1 Banjarnegara (2019 - 2020)
- 4. Coordinator of Media Division (CreaTV), Pondok Pesantren Modern El-Fira 3 Purwokerto (2021 - 2023)
- Coordinator of Advokasi, Komunikasi, dan Media (Advokom) Division of English Students' Association, UIN Prof. K. H. Saifuddin Zuhri Purwokerto (2022 – 2023)