

**DIFFERENTIATED TEACHING AND LEARNING APPLIED IN
ENGLISH CLASSES OF PHASE F OF SENIOR HIGH SCHOOL**

THESIS

*Submitted as Partial Fulfillment of the Requirements
to Obtain Bachelor of Education (B.Ed.) in English Language Education*



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

لَهُ مُعَقَّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا
بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِنْ
دُونِهِ مِنْ وَّالٍ ﴿١١﴾

For each one are successive [angels] before and behind him who protect him by the decree of Allah. Indeed, Allah will not change the condition of a people until they change what is in themselves. And when Allah intends for a people ill, there is no repelling it. And there is not for them besides Him any patron. **Ar Ra'd verse 11**

DEDICATION

This humble work is dedicated to:

My beloved father and mother, who have always inspired me to study hard and pursue my dream no matter how hard it is,

My lovely sisters, Nisrina Umniati Salsabila, and Adila Mufida Rahmi who have shown their kind understanding and support,

My great aunt and uncle, Muzaiyanah and her husband,

Nuryadi, the ones with unlimited care and supports ,

My dear cousins, Agung Rahmat Maulana, Siti Naila Aqillah,

Siti Aulia, Fata Muyasar and Azhar Sya'ban

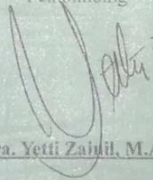
and those who supported me in the completion of this work.

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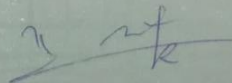
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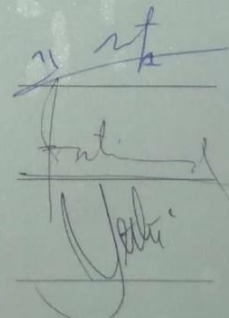
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ABSTRACT

Azhari, Z. (2023). *Differentiated Teaching and Learning Applied in English Classes of Phase F of Senior High School*. Skripsi. English Language and Literature Department Faculty of Languages and Arts, Universitas Negeri Padang.

This study aims to describe how teachers applied differentiated teaching and learning in English classes of phase F Senior High Schools based on the Merdeka curriculum and figure out the problems they commonly encountered in this type of instruction. The data was gathered by interviewing and observing English teachers who taught phase F grade XI of SMA Negeri 7 and SMA Negeri 10 Padang in the first semester of the 2023-2024 academic year representing English teachers of batch I and II *Sekolah Penggerak* in Padang who were selected by applying purposive sampling. First interview was conducted to investigate how teachers identified student's learning needs and observation was conducted to investigate how teachers applied differentiated teaching and learning in the classes. Another interview was conducted to find out and describe the problems commonly encountered in this type of instruction,

The results show that both teachers A and B identified students' learning needs (readiness) by applying initial formative assessments and taking the data provided by counselling teachers about students' interests and learning profiles. Both teachers adjusted their instruction with relatively similar content differentiation strategies due to the level of student readiness and language barriers. Each teacher applied various processes of differentiations in the types of activity, tasks, media and the level of assistance provided. However, teacher B showed more engagement in personal assistance, scaffolding and tiered tasks. Teacher A offered less consistent product alternatives while teacher B was more consistent and challenged student's creativity in working by utilizing technology. Accordingly, teacher A faced more obstacles than teacher B.

Key words: Differentiated learning, English class, phase F, Sekolah penggerak

ABSTRAK

Azhari, Z. (2023). *Differentiated Teaching and Learning Applied In English Classes of Phase F of Senior High School*. Skripsi. Departemen Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang

Penelitian ini bertujuan untuk mendeskripsikan bagaimana guru menerapkan pembelajaran berdiferensiasi di kelas bahasa Inggris fase F SMA berdasarkan kurikulum Merdeka dan permasalahan yang umum dihadapi guru dalam melaksanakan pembelajaran tersebut. Data dikumpulkan dengan melakukan interview dan mengobservasi guru-guru bahasa Inggris yang mengajar fase F kelas XI SMA Negeri 7 dan SMA Negeri 10 Padang pada semester ganjil tahun ajaran 2023-2024 mewakili guru-guru bahasa Inggris angkatan I dan II Sekolah Penggerak di Kota Padang yang dipilih dengan menerapkan purposive sampling. Untuk mengetahui bagaimana pembelajaran berdiferensiasi diterapkan, wawancara pertama dilakukan untuk menyelidiki bagaimana guru mengidentifikasi kebutuhan belajar siswa dan observasi dilakukan untuk menyelidiki bagaimana guru menerapkan pembelajaran berdiferensiasi di kelas. Wawancara berikutnya dilakukan untuk mengetahui dan menggambarkan masalah yang biasa dihadapi dalam pembelajaran tersebut.

Hasil penelitian menunjukkan bahwa guru A dan B mengidentifikasi kebutuhan belajar siswa (Readiness) dengan menerapkan penilaian formatif awal dan memanfaatkan data yang ada pada guru BK terkait minat dan profil belajar siswa. Kedua guru menyesuaikan pembelajaran mereka dengan strategi diferensiasi konten yang relatif sama sesuai Tingkat kesiapan (Readiness) dan hambatan Bahasa yang dialami siswa. Setiap guru menerapkan berbagai diferensiasi proses dalam jenis kegiatan, tugas, media dan tingkat bantuan yang diberikan. Namun, guru B telah menunjukkan lebih banyak upaya dalam memberikan bantuan personal pada siswa, scaffolding, dan penugasan berjenjang. Guru A menawarkan alternatif produk yang kurang konsisten sedangkan guru B lebih konsisten dan menantang kreativitas siswa dalam bekerja dengan memanfaatkan teknologi. Terkait hal ini, guru A menghadapi lebih banyak masalah dalam pembelajaran dibandingkan dengan guru B.

Kata Kunci: Pembelajaran berdiferensiasi, kelas Bahasa Inggris, fase F, Sekolah penggerak.

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CHAPTER I

INTRODUCTION

A. Background of problem

English teaching and learning in Indonesia have developed due to the implementation of Merdeka Curriculum which was officially legitimated by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) in 2020. This curriculum contains a transformation of the educational paradigm based on the philosophy of education introduced by the National Education pioneer, Ki Hajar Dewantara inspired by a very strong, dynamic and prospective national spirit rooted in the national culture.

As the basic thought, Dewantara (2013) reminds us that student is a human being with the nature of the almighty God for all his strengths and weaknesses. He also reminds us that each student has different characteristics, learning styles, mental readiness, interests, talents and levels of competence. None of the students have anything precisely in common with other students. Even the twin students must have differences as the nature of the almighty.

Thus, teachers should not engage all students to learn the same material (content), in the same activities (process) and require them to submit the same tasks (products) to achieve the same targets despite their diversities. Students should be encouraged to take initiative for identifying their learning needs, formulating learning goals, identifying learning resources, implementing problem-solving strategies, reflecting upon the learning processes to challenge existing assumptions as well as increase learning abilities and those are what the self-determination and independence are all about.

Further, teachers are encouraged to implement the learning which is completely students oriented. They need to provide the rights of students, allow students to grow based on their respective natures and carry out teaching and learning activities in an orderly and peaceful manner without causing harm to children. As a leader of the education process, every teacher is required to behave according to the slogans: *ing ngarsa sung tuladha, ing madya mangun karsa, tutwuri handayani* meaning more or less “which is in front of exemplary, in the middle of guiding, motivating and behind of encouraging or providing moral support.”

Also, the educational process needs to enable an immature individual to learn by adjusting to the conditions of the community where they live as well as to the ways (the tone and rhythm) of people’s life in the times when they live. Teachers are required to use various resources such as reading texts, posters, comic scripts, articles, or pictures, video or audio about the cases, problems, issues, phenomena, or hypothesis commonly found in their local context. As most students are digitally native, they also show their interests in the use of technology in learning. Teachers need to engage them in the challenging activities using various online applications or social media to ensure that they have the 21st century skills leading to the industrial revolution 5.0.

The next thought inspires the role of teacher to liberate their students in the process of Education as part of a cultured human attitude. As a human being, the student has his own drives to do what he considers right, to initiate the learning, to be independent, not to be influenced by others, and relatively differs in desires

or eagerness. Dewantara (2013:3) claims that independent people are those who are completely independent physically and mentally, self-regulated and they do not rely on others. Thus, students should be given the freedom to string together their learning so that they get a liberating education process and a learning process that makes independence. This goes with the principle that education has to be aimed at liberating human as a part of wider community (Dewantara, 2013:3).

Those concepts backing up the implementation of Merdeka curriculum have led all teachers to a new paradigm of teaching and learning called differentiated instruction. This type of instruction requires English teachers to design and teach the lessons by considering students' learning needs which include the students' readiness, interests and profiles. *The students' readiness* deals with the students' capacity at the time the students are about to learn the new lesson. This is based on the consideration of whether the students are ready with the foundational concepts or transformational ones or whether they are just able to process the simple and concrete ideas rather than the complex and abstract ones. Some students are ready with the open learning stages but some others still need the structured ones etc. *Students' interest*, on the other hand, has something to do with either individual tendency to certain items, topics and fields over a certain long period or with the situational tendency which is based on the teacher's instruction. Finally, *the student's profile* includes the learning style, cultural impacts, learning environment preferred or the multiple intelligence preferred.

The implementation of differentiated instruction is expected to result in positive impacts on schools, classrooms, teachers and most particularly on students. Theoretically, if the teacher engages all students to learn the same content, perform the same process and result in the same products of learning, they will be very hard to achieve their learning goals. On the contrary, if the teacher applies differentiated instruction, a learning process that is in favor of students and suits the students' learning needs is created, so that learning objectives can be achieved optimally.

In line with this, the new curriculum requires English teaching and learning conducted in three pairs of elements which were previously called skills. Those pairs of elements are *listening-speaking*, *reading-viewing* and *writing-presenting*. Based on the analysis of students' learning needs, teachers are expected to engage the students either in groups or in individual activities which encourage the students to understand the concepts as well as gain knowledge and language skills in accordance with those learning needs identified. In this case, they may differentiate the level of readability of the content or they may vary the themes. Teachers may also differ in the teaching assistance given to the students or they may modify different activities, techniques, methods and strategies to accommodate the student's learning readiness (capacity), the students' interests and learning profiles (learning styles, learning environment and cultural preference as well as the multiple intelligence preference). Also, it is very important to apply flexible grouping which enable the students to have individual accountability (being responsible for their own learning and their peers'

learning). These learning processes will be commonly end up with the choices of products to demonstrate their understandings which can be chosen based on their own capacities, interests and learning profiles.

This type of teaching and learning has captivated the author's high curiosity and attention as he never experienced this typical learning when he was a high school student. Also, differentiated teaching and learning have become so important to study because the new Curriculum requires more and more schools to implement it, particularly those *Sekolah Penggerak*. So, differentiated teaching and learning is currently a trend as it is mandated to be applied due to the new curriculum to meet students' learning needs.

Regarding the benefits of differentiated instruction in empowering the students, the schools which have passed the selection to be the *Sekolah Penggerak* are required to carry out this type of instruction due to the guidance of Merdeka curriculum started from the first semester 2021-2022. There are 36 secondary schools in West Sumatera registered as the *sekolah penggerak* consisting of 11 secondary schools registered at the first stage in 2021, 15 schools won the selection at the second stage in 2022 and 10 schools were appointed in 2023. Among those schools, 5 secondary schools in Padang (SMAN 2, SMA N 7, SMAN 3, SMAN 9 and SMAN 15) were registered at the first stage, and for the second stage, Padang was included. Under the specific guidance, workshop and supervision of the Ministry of Education, those schools have applied new curriculum and certainly have implemented the differentiated instruction much earlier than the other schools. However, how the English teachers apply

differentiated instruction in the real context and whether or not such teaching and learning accommodate the student's learning needs have not been figured out.

In addition, as the curriculum demands for implementing differentiated teaching and learning is obviously new, teachers are certainly adapting and learning continuously how to apply this type of instruction. Although teachers of each *Sekolah Penggerak* of Batch 1 and 2 were given trainings and coaching regularly on the official implementation of the *Merdeka* curriculum including the implementation of differentiated teaching and learning from the government as regulated in the *Kepmendikbudristek* No. 1177 in 2020, some teachers may have a good understanding of applying differentiated teaching and learning and apply it well, some others may understand the concepts but fail to implement it properly, and the rest may not understand it yet so they completely fail to apply it well. Therefore, this research is aimed at finding out and describing how differentiated teaching and learning is implemented in Phase F of English classes and what common problems experienced by the teachers in applying this type of instruction.

B. Identification of Problem

Having noticed that differentiated teaching and learning requires teachers to identify the students' learning needs (readiness, interest and learning profiles) before designing the lessons accordingly, some teachers may have done it quite well and some others may find difficulties to implement it. In addition, teachers may have different ways in applying the strategies of differentiation for content, process, and products based on the students learning needs diversity identified

due to their understanding levels toward the concept of differentiated instruction. This obviously results various differentiated instruction practices which need to be described and analyzed based on the related literature review. Also, the common problems that the teachers experience in applying differentiated teaching and learning may also vary. Thus, such problems and obstacles also need to be described and analyzed.

C. Limitation of the Problem

Having identified the problems to investigate, it is necessary to emphasize that the main focus of the research is limited to the ways how teachers identify the students' learning needs as well as the strategies of differentiation implemented by the teachers on content, process and product they provide in the teaching and learning process started from whilst-activity up to the post-Activity due to the students' learning needs. This entails an analysis to find out whether the implementation of this typical instruction has met the characteristics and criteria of differentiated teaching suggested by some experts in the related literature review. The second focus of analysis lies on the common problems experienced by the teachers while applying differentiated teaching and learning.

D. Formulation of the Problem

The problems identified are formulated into the following research questions:

1. How is the differentiated teaching and learning applied in English classes of phase F of Senior High School?

2. What common problems do the teachers experience in applying differentiated teaching and learning?

E. Purpose of the Research

This research is conducted for the following purposes:

1. To find out how teachers apply the differentiated teaching and learning in their English classes of phase F as the implementation of the Merdeka curriculum
2. To know and describe the common problems experienced by the teachers in applying differentiated teaching and learning together with the ways how they cope with them.

F. Significance of the Research

1. Theoretically

Theoretically, this research was conducted based on the theories and practices of differentiated instruction suggested mostly by Tomlinson (2001) who states that the teacher should differentiate Instruction in mixed-ability classrooms. Teachers should adjust their teaching and learning process to the students' learning needs which include readiness, interest and learning profiles. The students should be taught in accordance with their capacity at the time they are about to learn the new lesson, their preference and tendency toward certain fields or interests and their learning styles together with their learning preference, Then, teachers are required to apply different strategies on the content, process and products of learning in accordance with the result of the learning needs analysis.

Therefore, theoretically this research is expected to be a valuable reference for the readers, particularly teachers, to gain knowledge about how to do differentiated instruction starting from the very beginning stage. The research is also expected to develop the researcher's knowledge and valuably contribute to the improvement of the quality of education in West Sumatera.

2. Practically

Practically, the results of this research are expected to be useful for *first*, the teachers as they are expected to be aware of their students' learning needs: readiness, interest and learning profiles before designing the lessons. In responding to the students' learning needs for diversity, a teacher needs to vary the content, process and product of learning. As this research reflects the description of how to do such differentiation, teachers can be obviously benefit and well informed about the strategies of differentiating the content, process and product due to the learning needs identified. Also, from the various problems-solving shared by the teachers related to the implementation of differentiated teaching and learning, teachers can get important insights for the improvement of their own teaching and learning.

The second is for the students. The practice of differentiated teaching and learning due to the students' learning needs most likely affects the students' progress and achievement. Such teaching helps the students to achieve their learning goals as their capacity, interest and learning profiles as they are accommodated through the teaching and learning provided accordingly. If the students are helped to learn better, they can most likely

improve their achievement and gain knowledge. *Third*, this research gives valuable information to the headmaster and supervisor which can be taken into account to conduct training courses to familiarize the English language teachers with the differentiated teaching and learning and effective ways for involving the students in such teaching and learning. In addition, they can be inspired to work with teachers to provide better differentiated instruction for better students' achievements.

G. Definition of Key Terms

The following key terms are defined to avoid misunderstanding on this study:

Differentiated learning	: The process of gaining knowledge and skills which is adjusted to meet each student's individual interests, needs and strengths.
Differentiated Teaching and learning	: A process or philosophy for effective teaching by providing a variety of ways to understand new information for all students in its diverse classroom community, including ways to: acquire content; processing, building, or reasoning ideas; and developing learning products and assessment measures so that all students in a classroom of diverse abilities can learn effectively.
Learning needs	: students' readiness, interest and profile
Problems	: a belief or opinion often held by many people and based on how things seem
Obstacles	: Something that blocks so certain action is prevented or becomes more difficult