

THE IMPLEMENTATION OF DIFFERENTIATED LEARNING IN ENGLISH LANGUAGE TEACHING AT SMA NEGERI 3 PADANGPANJANG

THESIS



*Submitted to Fulfill One of The Requirements
for Obtaining a Bachelor's Degree in English Language Education*

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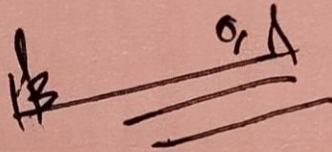
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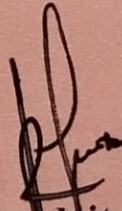
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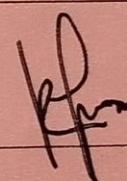
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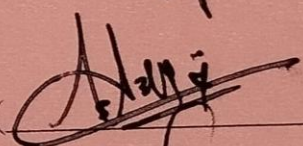
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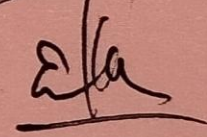
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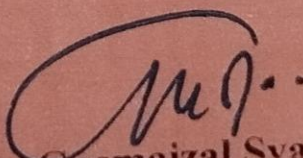
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DECLARATION

I hereby declare that this thesis has not been submitted yet, either in the same or different form. As the best of my knowledge, no other form or ideas have been written or published by others except those are different from this thesis and mentioned in the bibliography. I declare this submission is my own work and to the best of my knowledge and it contains no plagiarized material.

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ABSTRACT

Dwiaksa Wulan Sari, (2025). “The Implementation of Differentiated Learning in English Language Teaching at SMA Negerii 3 Padangpanjang”

This research is motivated by the diversity of interests, learning styles, and readiness levels of students at SMA Negeri 3 Padangpanjang, which requires teachers to apply flexible teaching strategies. The Merdeka Curriculum implemented in this school facilitates the application of differentiated learning, particularly in English subjects. Therefore, this study aims to describe how differentiated learning is implemented by English teachers and to identify the challenges they face, as well as formulate solutions to optimize its implementation.

This study employed a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation involving one English teacher as the research participant. Observations were conducted to directly examine the learning process in the classroom, while interviews were used to explore the teacher’s understanding, planning, implementation, assessment, and challenges encountered. Documentation was used to complement the data obtained from observations and interviews.

The findings indicate that the teacher implemented differentiated learning in the aspects of content, process, and product. Lesson planning was based on students’ learning styles (audio, audio-visual, and kinesthetic). The teacher provided options for assignments and forms of assessment that suited students’ needs and grouped them flexibly. However, in practice, teachers face challenges such as limited time, classroom management, and adjustments to the student-centered curriculum. Solutions applied by the teacher included developing efficient lesson plans, simplifying learning loads without reducing quality, and completing assessments at school. Support from the school also contributed to the successful implementation of differentiated learning at SMA Negeri 3 Padangpanjang.

Keywords: Differentiated learning, English



ABSTRAK

Dwiaksa Wulan Sari, (2025). “The implementation of Differentiated Learning in English Language Teaching at SMA Negeri 3 Padang Panjang”

Penelitian ini dilatarbelakangi oleh adanya keberagaman minat, gaya belajar, dan kesiapan siswa di SMA Negeri 3 Padang Panjang yang menuntut guru untuk menerapkan strategi pembelajaran yang fleksibel. Kurikulum Merdeka yang digunakan di sekolah ini memfasilitasi penerapan pembelajaran berdiferensiasi, khususnya pada mata pelajaran Bahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan bagaimana implementasi pembelajaran berdiferensiasi pada guru mata pelajaran Bahasa Inggris serta mengidentifikasi tantangan yang dihadapi guru, sekaligus merumuskan solusi untuk mengoptimalkan pelaksanaannya.

Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Data diperoleh melalui observasi, wawancara, dan dokumentasi terhadap satu orang guru Bahasa Inggris yang menjadi partisipan penelitian. Observasi dilakukan untuk mengamati langsung proses pembelajaran di kelas, sedangkan wawancara digunakan untuk menggali pemahaman guru, perencanaan, pelaksanaan, penilaian, serta kendala yang dihadapi. Dokumentasi digunakan untuk melengkapi data hasil observasi dan wawancara.

Hasil penelitian menunjukkan bahwa guru mengimplementasikan pembelajaran berdiferensiasi pada aspek konten, proses, dan produk. Perencanaan pembelajaran didasarkan pada gaya belajar siswa (audio, audio visual, dan kinestetik). Guru memberikan pilihan tugas dan bentuk penilaian yang sesuai dengan kebutuhan siswa serta mengelompokkan mereka secara fleksibel. Namun, dalam praktiknya guru menghadapi tantangan seperti keterbatasan waktu, manajemen kelas, dan penyesuaian terhadap kurikulum yang berpusat pada siswa. Solusi yang diterapkan guru meliputi penyusunan perencanaan yang efisien, penyederhanaan beban pembelajaran tanpa mengurangi kualitas, serta penyelesaian penilaian di sekolah. Dukungan dari pihak sekolah turut membantu keberhasilan penerapan pembelajaran berdiferensiasi di SMA Negeri 3 Padang Panjang.

Kata kunci: Pembelajaran berdiferensiasi, Bahasa Inggris

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The researcher would also like to thank all parties who have contributed to the completion of this thesis but cannot be mentioned individually. May all the guidance, assistance, and support given be rewarded abundantly by Allah SWT. Aamiin ya Rabbal 'Alamiin. The researcher realizes that there are still limitations in knowledge, and therefore, errors and shortcomings in this thesis may occur. Constructive criticism and suggestions from all parties are highly expected to improve the quality of future work. It is also hoped that this thesis will be beneficial for the readers and all relevant parties. Aamiin.

Padangpanjang, August 2025

Researcher

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CHAPTER I INTRODUCTION

A. Background of the problem

Education is a conscious and planned effort to create a learning environment that encourages student engagement and aims to develop their potential. In education, the implementation of the curriculum is inseparable as a guideline that aims to facilitate the implementation of the educational process. Curriculum is a set of plans in learning related to the content, objectives, learning materials, and strategies used and used as a guideline for the implementation of learning activities to achieve educational goals that have been set by Law of the Republic of Indonesia, Number 20 of 2003. The curriculum has an important role in determining the success of the educational process, so a curriculum design that is appropriate and relevant to the needs of students is needed.

Technology has implemented a curriculum development policy through an independent curriculum as a step to improve the quality of education. The independent curriculum is one of the designs in learning that provides opportunities for students to create a calm, relaxed, fun, stress-free and stress-free learning atmosphere, this is done as an effort to be able to develop the natural potential that exists in students (Rahayu et al., 2022).

In accordance with the principles of the Independent Curriculum, SMA Negeri 3 Padangpanjang applies differentiated learning methods, especially in English subjects. This method offers a more varied and flexible approach, tailored to the interests and talents of each student. Thus, students' learning needs can be met optimally, allowing them to maximize their potential, especially in individual self-development. In addition, they will be able to develop the potential, abilities, skills, and experiences of students by optimizing the abilities that students already have and improving the abilities that students do not yet have (Ningtiyas et al., 2023).



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Learning is designed with a differentiated approach, known as differentiated learning. Differentiated learning is an approach that aims to accommodate the diversity of learners' needs, interests, and abilities in the learning process. Through this approach, teachers are expected to design flexible learning strategies, so that every student has an equal opportunity to achieve optimal learning outcomes. However, teachers' unpreparedness in implementing this approach causes the learning process to not run optimally and student learning outcomes are not achieved optimally.

In differentiated learning, teachers deliver material by considering the level of readiness, interest, and learning style of each student. Teachers also have the flexibility to adjust the content of the material, the learning process, the learning outcomes, and the environment in which students learn. Through this approach, it is hoped that the needs of each student can be met according to their individual conditions. The availability of adequate facilities is an important supporting factor in achieving learning goals.

Students at SMA Negeri 3 Padangpanjang certainly have a diversity of levels of English proficiency, students pose their own challenges for teachers. Some students are able to understand the material quickly, while others require a simpler approach or additional guidance. This condition shows the importance of implementing differentiated learning to optimize the potential of each student.

Although differentiated learning has often been discussed in educational theory, its application in the field, especially in English subjects at SMA 3 Padangpanjang, still needs further research. It is important to know the extent to which this learning is applied and what are the challenges teachers face in implementing this Differentiated Learning.

Based on the description above, this study aims to examine the "The Implementation of Differentiated Learning in English Language Teaching at SMA Negeri 3 Padangpanjang", as well as identify what are the challenges faced by teachers in its implementation.



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B. Identification of the problem

Based on the background that has been explained, the problems that can be identified related to the implementation of differentiated learning include low understanding in designing learning strategies, teacher unpreparedness, diversity of student characteristics, and limited resources owned by teachers.

C. Limitation of the problem

This research focuses on the Implementation of Differentiated Learning in English Subject at SMA Negeri 3 Padangpanjang.

D. Research Question

Based on the limitations of the above problems, the researcher formulated the problem, as follows:

1. How does the teacher implement differentiated learning in English subject at SMA Negeri 3 Padangpanjang?
2. What are the main challenges faced by the teacher in implementing differentiated learning in the English subject?

E. Purpose of the research

Based on the specific problems that have been formulated above, the objectives of this study are as follows:

1. To find out how the implementation of differentiated learning in English subject at SMA Negeri 3 Padangpanjang.
2. To identify the main challenges faced by teachers in implementing differentiated learning in English subject.

F. Significance of the research

The findings of this research are expected to contribute to several areas:

1. For researchers, this research is expected to provide insight and knowledge for researchers regarding the implementation of differentiated learning.



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2. For teachers, this research is expected to be a guideline for teachers in implementing differentiated learning in English lessons.
3. For students, this research is expected to support student learning with differentiated learning in English Lessons.
4. For future researchers, this research is expected to be a reference material for reference in the preparation of further research on differentiated learning in English teachers.

G. Definition of Key Term

1. English Subject Teacher

An English subject teacher is a professional educator who is responsible for teaching English language skills to students from a variety of backgrounds. Their main duties include teaching grammar, vocabulary, pronunciation, as well as the development of speaking, listening, reading, and writing skills in English.

2. Differentiated Learning

Differentiated learning is a teaching approach designed to meet the diverse learning needs of learners. This approach takes into account the differences in each student's interests, abilities, learning speed, and learning style. Differentiated Learning is how teachers view learning from various perspectives, starting from paying attention to learning profiles that require teachers to devote attention and taking actions to meet the needs of students, seeing students' learning readiness that can be seen in responding to their learning based on differences, and looking at learning interests. The concept of differentiated instruction is a good and ideal concept, but it becomes a challenge for teachers to be creative. Through this learning, students' potential is developed according to their needs, characteristics, and level of achievement. However, to achieve learning that aligns with this concept, teachers must strive to become reliable facilitators, which requires effort and hard work. (Purnawanto, 2023)



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3. Differentiated Learning in English Subjects

The implementation of differentiated learning is the implementation or application of a learning process that serves the learning needs of students in accordance with their readiness, interests and learning preferences so as to produce significant, meaningful learning and be able to make better changes that have a large or small impact. Differentiated Learning in English Subjects is a teaching approach that aims to accommodate the diversity of students' needs, abilities, and interests. In the context of English, this learning is designed to ensure each student can develop according to their potential through strategies that are flexible and focused on individual needs. This approach includes content, process, and product differentiation.

a. Content

It refers to the learning content itself. This can be differentiated in several ways. First, students have different levels of mastery or knowledge of a subject. Second, students' learning styles also vary. Incorporating this knowledge and understanding into teaching will certainly help a teacher develop various content and materials that can reach every student. (Purnawanto, 2023)

b. Process

This process refers to how a teacher can provide appropriate instruction to each student during the learning process. In addition, ongoing assessment throughout the lesson will also help the teacher understand whether each student has learned to the best of their ability or not. (Purnawanto, 2023)

c. Product

This aspect involves the methods used by the teacher to determine each student's level of mastery of the material or subject matter. To assess this mastery, a teacher can conduct tests, ask students to write reports on topics based on the lesson materials, and so on. (Purnawanto, 2023)