

**AN ANALYSIS OF INDONESIAN ENGLISH LANGUAGE TEACHER'S  
STRATEGIES IN IMPLEMENTING DIFFERENTIATED INSTRUCTION**

**SKRIPSI**



by

Jhon Willis Lubis

Student Number: 81190078

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND HUMANITIES  
UNIVERSITAS KRISTEN DUTA WACANA**

**2024**

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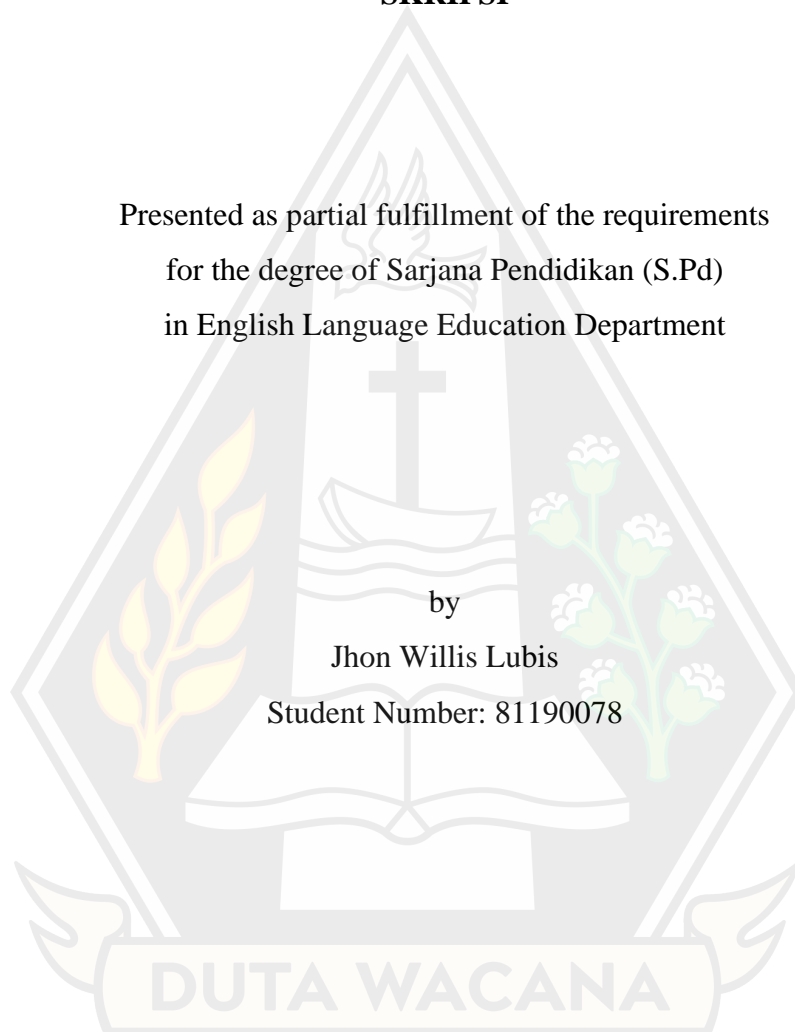
**SKRIPSI**

Presented as partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan (S.Pd)  
in English Language Education Department

by

Jhon Willis Lubis

Student Number: 81190078



**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND HUMANITIES  
UNIVERSITAS KRISTEN DUTA WACANA**

**2024**

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Program Studi : Pendidikan Bahasa Inggris  
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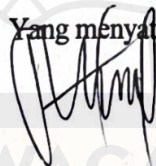
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Tanda tangan & nama terang pembimbing  
NIDN/NIDK 174E444

Yogyakarta, 13 Januari 2025

Yang menyalakan,



Jhon Klilis Lubis

Tanda tangan & nama terang pemilik karya/penulis  
NIM 81190078

## APPROVAL PAGE

The *Skripsi* written by

Name : Jhon Willis Lubis

NIM : 81190078

Title : An Analysis of Indonesian English Language Teacher's Strategies  
in Implementing Differentiated Instruction

Has been approved for the skripsi defence.

Yogyakarta, 19 November 2024

Advisor

  
Ignatius Tri Endarto, M.A.

NIDN: 0521039101

DU TA WACANA

## SKRIPSI DEFENCE APPROVAL PAGE

### AN ANALYSIS OF INDONESIAN ENGLISH LANGUAGE TEACHER'S STRATEGIES IN IMPLEMENTING DIFFERENTIATED INSTRUCTION

by

Jhon Willis Lubis

Student Number: 81190078

Defended before the, Board of Examiners

on 11 December, 2024

and Declared Acceptable

Chairperson : Adaninggar Septi Subekti, S.Pd., M.Sc.

Examiner I : Ignatius Tri Endarto, S.Pd., M.A.

Examiner II : Anesti Budi Ermerawati, S.Pd., M.Hum.



Yogyakarta, 10 January 2025

The Head of the English Language Education Department

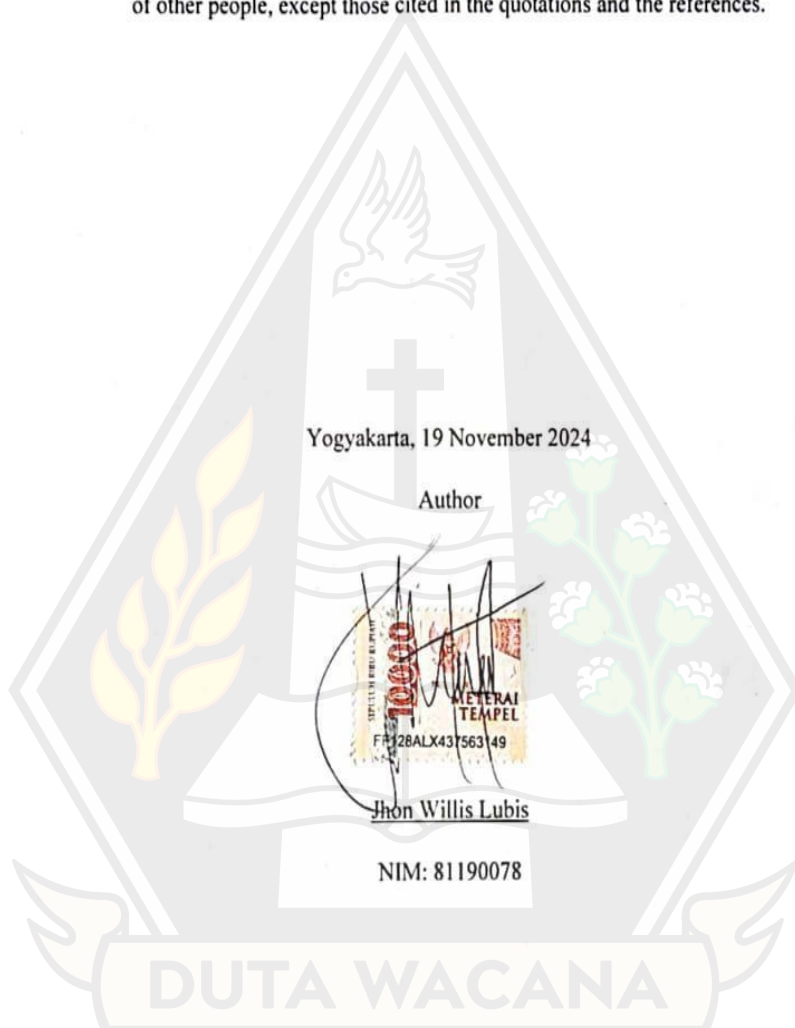


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NIDN: 0521039101

## STATEMENT OF ORIGINALITY

I honestly declare that this Skripsi does not contain the work or parts of the work of other people, except those cited in the quotations and the references.



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Finally, I will close this gratitude section with one of the Bible verses, namely Romans 12:12 with the content "rejoice in hope, be patient in trouble, and persevere in prayer!"



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**Figure 1. Qualitative Data Collection and Analysis**

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## **ABSTRACT**

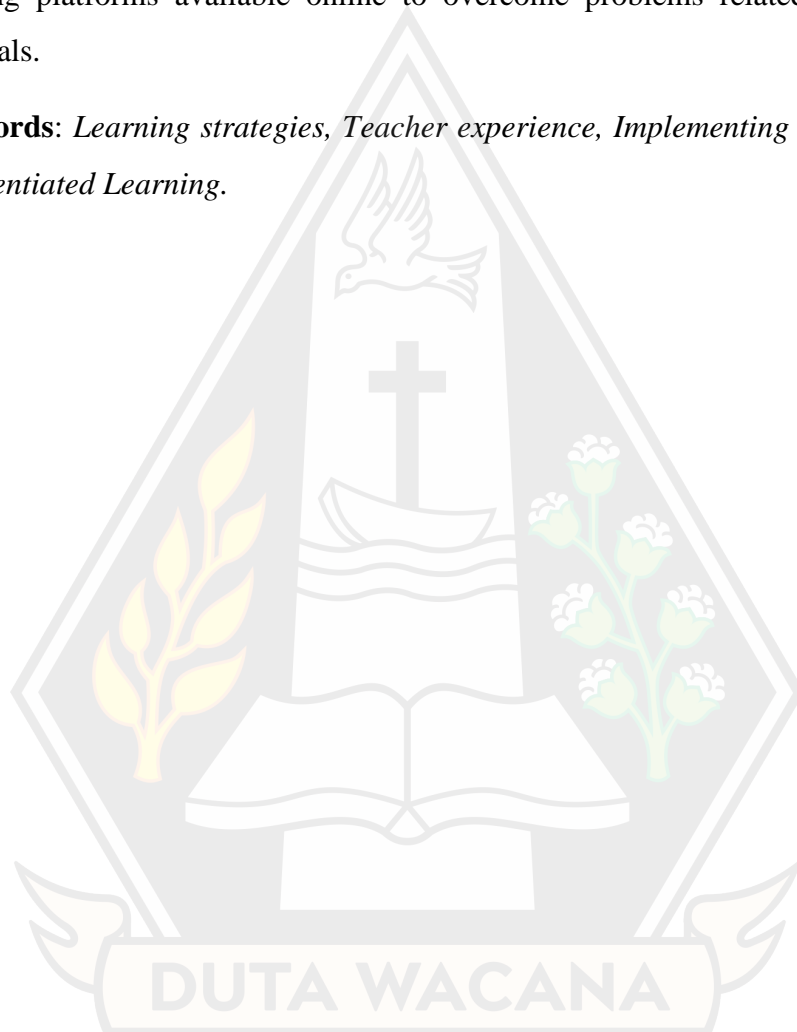
Lubis, J. W (2024) An analysis of Indonesian English Language teacher's strategies in implementing differentiated instruction (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Differentiated learning is one of learning that can pay attention to students, where in differentiated learning prioritizes content, process, product and learning environment. In learning English with differentiated learning, the teacher must be able to create interesting learning materials so that students have a high sense of interest in the learning, besides that the teacher makes the learning atmosphere comfortable. In this case, it requires learning techniques that can facilitate the teaching process in the classroom. This study aims to complement the shortcomings of students in learned, so that they can be improved by the teacher when taught. This study used a qualitative method with classroom observation instruments and also interviewed one of the English teachers at the school. The interviewed showed that it was true that the teacher used differentiated learning. When learning is differentiated, the teacher used a strategy when implementing it in learning, then the teacher also faced problems found when implemented learning, but the teacher can overcome the problems of differentiated learning. Based on the results of the implemented of differentiated learning, in this learning, first the teacher applied a strategy to differentiated learning by the teacher carried out an assessment of the needs and learning abilities of students, then the teacher applied different teaching methods to meet the learning needs of students; after that the teacher can differentiated the student's learning environment and accommodate the different learning needs of students. Second, in this learning, the teacher can had problems when implementing differentiated learning, there are three problems when implemented learning. At first there was a fairly large gap in English language skills between one student and another, then there were difficulties in increased student motivated and material that was sometimes boring for students, after that many materials were not developed and were not in accordance with the current



generation. Third, the teacher did something or a way to overcome the problems that occurred when the teacher implemented differentiated learning. In overcoming these problems, teachers assigned students to do peer tutoring/peer learning to overcome the very large gap in English language skills between one student and another. Furthermore, teachers can explore and utilize interactive media and learning platforms available online to overcome problems related to outdated materials.

**Keywords:** *Learning strategies, Teacher experience, Implementing learning, and Differentiated Learning.*



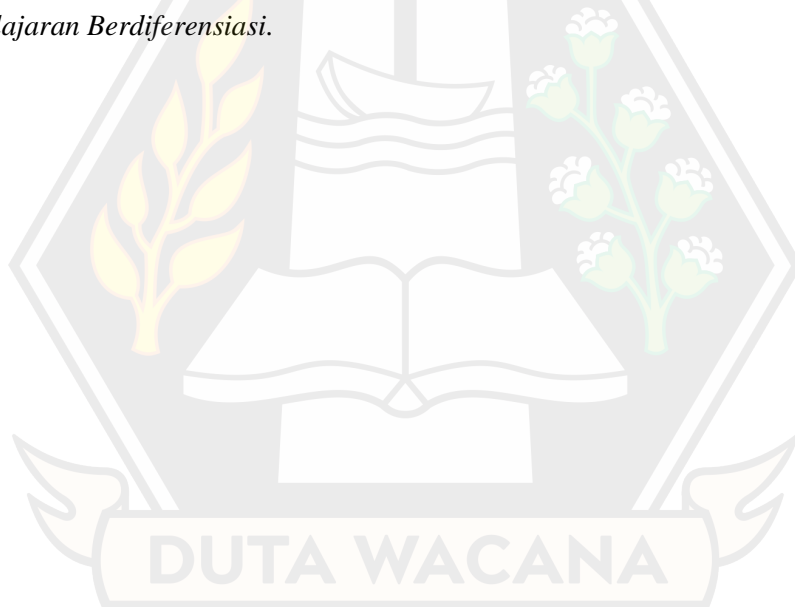
## INTISARI

Lubis, J. W (2024) An analysis of Indonesian English Language teacher's Strategies in implementing differentiated instruction (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Pembelajaran berdiferensiasi adalah salah satu pembelajaran yang dapat memperhatikan murid, dimana pada pembelajaran berdiferensiasi tersebut mengutamakan konten, proses, produk kemudian lingkungan belajar. Pada pembelajaran bahasa Inggris dengan pembelajaran berdiferensiasi ini guru harus mampu menciptakan materi pembelajaran yang menarik agar siswa memiliki rasa *interested* yang tinggi terhadap pembelajaran tersebut, disamping itu guru membuat lingkungan pembelajaran tersebut menjadi nyaman. Dalam hal ini, membutuhkan teknik pembelajaran yang dapat memfasilitasi proses mengajar didalam kelas. Penelitian ini bertujuan untuk melengkapi kekurangan-kekurangan yang dimiliki siswa dalam pembelajaran, sehingga dapat ditingkatkan oleh guru pada saat mengajar. Penelitian ini menggunakan metode kualitatif dengan instrumen observasi kelas dan juga wawancara salah satu guru Bahasa Inggris yang berada disekolah tersebut. Pada wawancara menunjukkan bahwa memang benar guru menggunakan pembelajaran terdiferensiasi. Saat pembelajaran terdiferensiasi, guru menggunakan strategi saat menerapkannya dalam pembelajaran, kemudian guru juga menghadapi masalah yang ditemukan saat melaksanakan pembelajaran, tetapi guru dapat mengatasi masalah pembelajaran terdiferensiasi. Berdasarkan hasil pelaksanaan pembelajaran terdiferensiasi, dalam pembelajaran ini, pertama guru menerapkan strategi pada pembelajaran terdiferensiasi dengan cara guru melaksanakan penilaian terhadap kebutuhan dan kemampuan belajar siswa, kemudian guru menerapkan metode mengajar yang berbeda untuk memenuhi kebutuhan belajar siswa; setelah itu guru dapat membedakan lingkungan belajar siswa dan mengakomodasi kebutuhan belajar siswa yang berbeda. Kedua, dalam pembelajaran ini, guru dapat memiliki masalah saat melaksanakan pembelajaran terdiferensiasi, ada tiga masalah saat melaksanakan pembelajaran. Pada awalnya

terdapat kesenjangan kemampuan berbahasa Inggris yang cukup besar antara siswa yang satu dengan siswa yang lain, kemudian terdapat kesulitan dalam meningkatkan motivasi siswa dan materi yang terkadang membosankan bagi siswa, setelah itu banyak materi yang tidak dikembangkan dan tidak sesuai dengan generasi saat ini. Ketiga, guru melakukan sesuatu atau cara untuk mengatasi permasalahan yang terjadi ketika guru menerapkan pembelajaran berdiferensiasi. Dalam mengatasi permasalahan tersebut, guru menugaskan siswa untuk melakukan peer tutoring/peer learning untuk mengatasi kesenjangan kemampuan berbahasa Inggris yang sangat besar antara siswa yang satu dengan siswa yang lain, selanjutnya, guru dapat mengeksplor dan memanfaatkan media interaktif serta platform pembelajaran yang tersedia secara daring untuk mengatasi permasalahan terkait materi yang sudah ketinggalan zaman.

**Kata Kunci:** *Strategi pembelajaran, Pengalaman guru, Penerapan pembelajaran, dan Pembelajaran Berdiferensiasi.*



## CHAPTER I

### INTRODUCTION

This chapter will present four parts. There is research background, research questions, research objectives, and research benefits.

#### A. Research Background

Learning differentiation is the process of changing how it fits into each student. As a solution, each student must have their own needs and desires, from here the teacher can find out in advance what the criteria of each student are (Robinson et al., 2014). After the teacher has done that, it is likely that the teacher has drawn conclusions about how this student can receive learning with this method (Altintas, 2015). Learning here is also slightly different, at first the approach is first to find out the criteria of each student, then after he gets it, the teacher can draw conclusions because each student must have a different way of learning (Valcke & Suprayogi, 2016). In this case, teacher can improve how their students can remain enthusiastic and approach this new learning system (Järvenoja & Järvelä, 2005). That's why teacher is important in helping students to control their emotions through motivation In Indonesia, precisely in Yogyakarta, there is one school that used this learning method to improve the skills and skills of its students. Because students will be held accountable for what they learn, researchers are interested in how they build learning and seek to raise the degree of discipline in student learning. Most of the research on differentiated learning was conducted at the primary and secondary education levels. There is a need to research the application of differentiated learning at the higher education level, especially in diverse classroom contexts and in more specific courses (Aguhayon, Tingson, & Pentang, 2023). Technology is increasingly being used in education, but little research has examined how technology can support the implementation of differentiated learning in the classroom. This is important considering the many digital learning tools that support adaptive learning (Aguhayon, Tingson, & Pentang, 2023)

The main strategy used by English Language Teaching in Indonesia to provide a different way of learning is to assess what is needed and in accordance with students' skills (Bal, 2016). This research involves teacher because it has a great influence on their learning style, especially in learning English, which in general teacher who learn are always glued to the guidebook. Now the teacher will practice more English, especially with different learning at this time, teacher will be asked to be more creative (Robinson et al., 2014). Each teacher must also have a different style and way of learning, almost the same as each student. From here, the teacher will provide different learning models that may be used in English Language Teaching, where later there will be several instruments used when learning and teaching. In learning English we also have to be creative in teaching, a lot of boring learning that makes students feel lazy and weak (Robinson et al., 2014). Giving assignments to students in class is a challenge for them during learning, so their interest in learning becomes more (Bal, 2016). Getting students to work in groups is also one way for students to be active in class.

In addition, ELT Indonesia uses formative assessments to evaluate students' progress and adjust their teaching strategies (Robinson et al., 2014). Teacher can use quizzes, exit tickets, or other assessments to gather feedback from students about their understanding in the material. Based on this feedback, teacher can tailor their learning to address areas where students may be struggling or provide additional support for students who need it (Robinson et al., 2014). In doing English learning is currently a challenge for a teacher. Where teacher today are asked to be more creative for or when teaching. Understanding learning here is also one of the windows of skills to find answers to questions. When we read text, we are automatically engaged as well as in the learning process. Based on the background of this research, researcher will involve an English teacher from one of the schools in Yogyakarta to be the object of the researcher getting answers to the research questions later. Researcher can find information about learning differentiation anywhere. Many schools at the moment as well as teacher struggle to make this differentiation of learning a success. There is one teacher that researcher would interview to explore and get answers to the research questions. Because the



instruments that researchers used to interview participants must employ qualitative-based methods, and because the people who will respond to the findings of their research will be interviewed, researchers opt for qualitative methods. Only few schools still distinguish learning in the classroom, from the results got the researcher can compare with the old school learning system. This research uses qualitative methods because the data to be sought is not from the general public or just anyone, but from teacher where the school where the teacher has used learning differentiation. That's why the researcher uses qualitative where he will make observations first as well.

In conclusion, ELT Indonesia uses various strategies to implement differentiated learning in their classrooms. Learning that focuses on the approach, recognition and fulfillment of the individual needs of each student. The goal is to create an in-depth learning environment by paying attention to differences in interests, learning styles and abilities of students.

#### **B. Research Question**

1. What were the strategies that the teacher used when implementing differentiated instruction?
2. What problems did the teacher experience when implementing differentiated instruction?
3. What did the teacher do to deal with those problems?

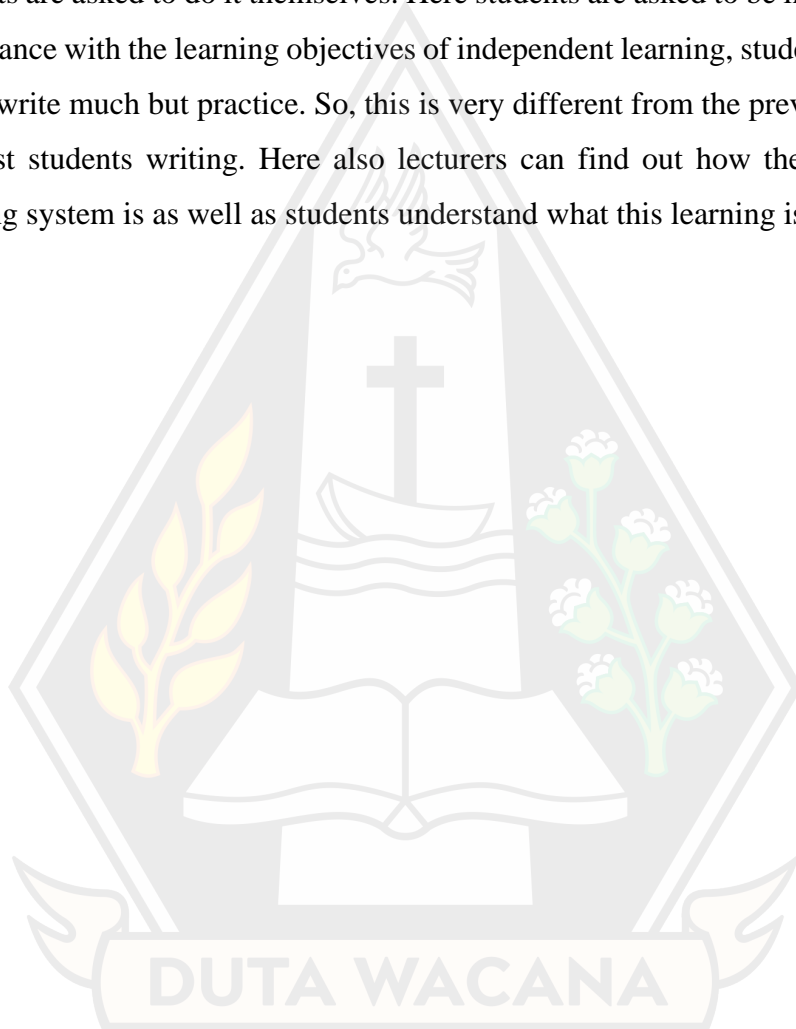
#### **C. Research Objectives**

This research has three objectives, namely:

1. To identify the strategies that teacher used when implementing differentiated instruction.
2. To find out the teacher's problems in implementing differentiated instruction.
3. To know what the teacher did to deal with those problems.

#### **D. Research Benefits**

Hopefully, this research will be useful for teacher, students, lecturers and other researchers, not only for teacher to help students in starting to teach students in new ways that are demanded. Using this learning system is really very creative, creative to make students active in learning, no student is passive in current learning because students are asked to do it themselves. Here students are asked to be independent in accordance with the learning objectives of independent learning, students are asked not to write much but practice. So, this is very different from the previous learning of most students writing. Here also lecturers can find out how the independent learning system is as well as students understand what this learning is like.



## CHAPTER V

### CONCLUSION

This chapter will explain the summary, implications and contribution, limitations, and future studies.

#### A. Summary

This study highlights the practices of English teachers in Indonesia who implement differentiated learning in their classrooms. Observations indicate that these educators tailor their instruction to address individual student weaknesses. To gain deeper insights into the application of differentiated learning, interviews were conducted to explore how teachers adjust their methods based on students' current learning needs. The findings confirm that teachers indeed employ differentiated strategies. During the implementation of differentiated learning, teachers utilize various instructional approaches and encounter challenges. However, they found ways to effectively address these issues. Initially, teachers assess students' learning needs and abilities, allowing them to adopt diverse teaching methods that cater to varying student requirements. This enables them to create differentiated learning environments that accommodate individual learning preferences. Despite the benefits, teachers face several challenges in implementing differentiated learning. One significant issue is the considerable disparity in English language skills among students. Additionally, they struggle with motivating students and often encounter outdated or unengaging materials that do not resonate with today's learners. To tackle these challenges, teachers adopt specific strategies. For example, they facilitate peer tutoring to bridge the skill gap between students. Furthermore, they explore interactive media and utilize online learning platforms to provide more engaging and relevant materials. Through these approaches, teachers successfully navigate the complexities of differentiated learning while fostering a supportive educational environment.

## **B. Implications and Contributions**

The implications of this study can be seen from its findings. Through the results of observations and interviews, it is seen that this differentiated learning has a positive impact on students in the classroom, making changes in learning methods. First, teacher can identify strategies in differentiated learning where teacher apply these strategies when learning. Second, teacher can find out the problems that occur when implementing the learning. Third, when teacher have identified the obstacles, teacher can find out what efforts must be made by their teacher. Through the three things above, teacher can apply differentiated learning in the classroom by using this system, which is truly very creative, creative in making students active in learning, no students are passive in the ongoing learning because students are asked to work on it themselves or in groups. In addition to implications, this study also has a contribution to this study. In Tomlinson et al., (2003) discusses the basic principles of learning and how teachers can adapt their teaching to meet the needs of diverse students, then in the classroom the teacher conducts learning where the teacher differentiates the learning methods given to each student..

## **C. Limitations**

The researcher realizes that this study is not perfect and still has some limitations, such as this researcher only involves teacher who only teach English as participants. This is because the English teachers in the school is not much and the teacher the researcher can contact is also the mentor during the internship. The number of participants in this study is not balanced, where the number of participants in this study is only one person. This is due to the lack of time in collecting data so that only one teacher is allowed by the Lecturer. Another limitation is that the researcher knows and realizes that he is a beginner, he is stiff and not skilled in interviews so there are several things that are not optimal in the interview.

## **D. Future Studies**

Based on the findings and limitations, this study has several suggestions for further research. First, further research can conduct research on the same topic but using different instruments. Further research can continue to analyze the strategies of

English teacher in Indonesia in implementing differentiated learning but using mixed methods to obtain results from many participants. Second, further research can conduct research using more than 1 participant to obtain comparisons. Finally, related to differentiated learning, further research can conduct research by paying attention to learning materials that are not related to the current situation.





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