#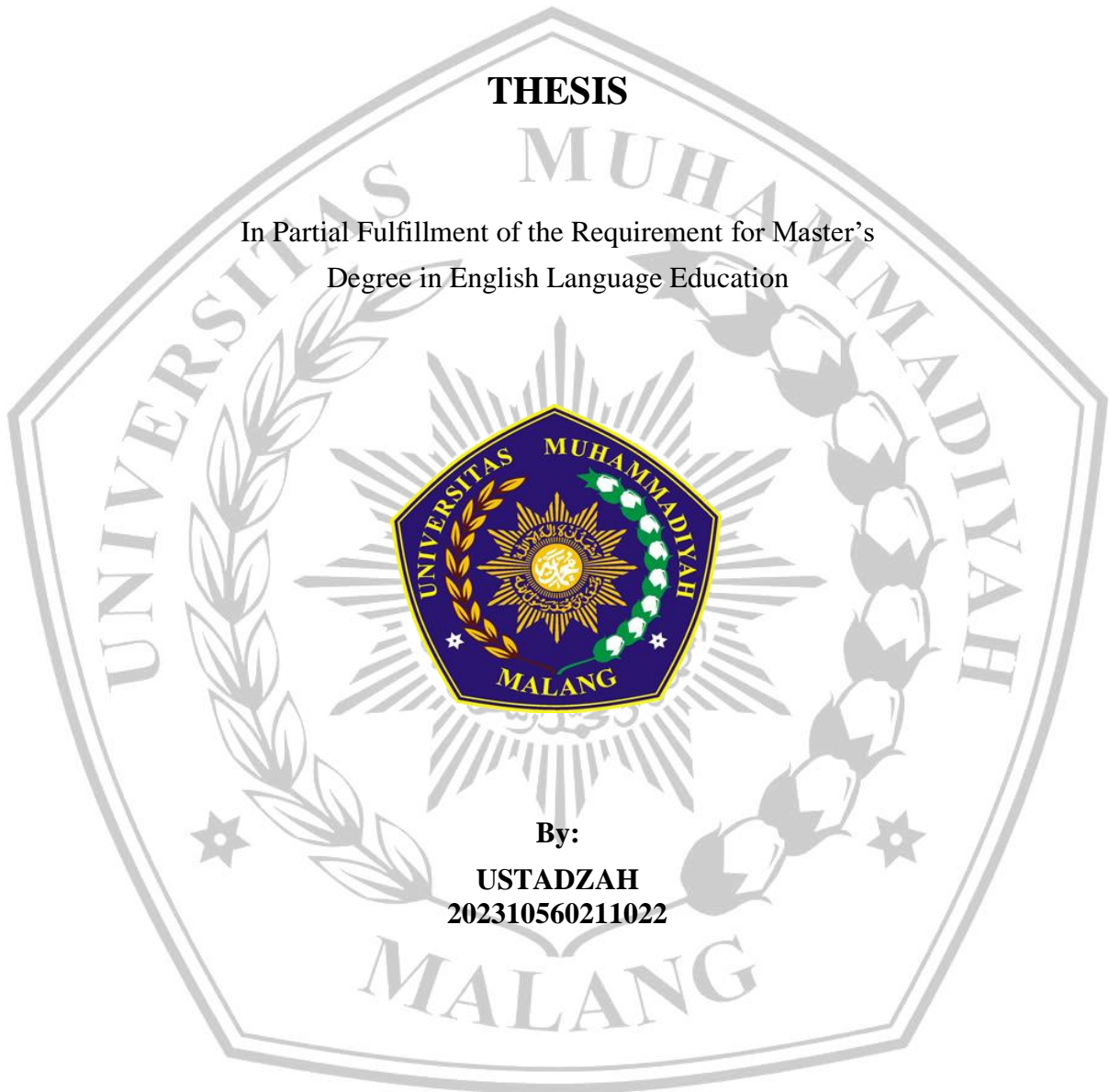 EFL TEACHERS' BARRIERS AND STRATEGIES IN IMPLEMENTING DIFFERENTIATED INSTRUCTION IN ENGLISH TEACHING AT JUNIOR HIGH SCHOOL IN UJUNGPANGKAH GRESIK

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education

By:

USTADZAH
202310560211022

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
2025

EFL TEACHERS' BARRIERS AND STRATEGIES IN IMPLEMENTING DIFFERENTIATED INSTRUCTION IN ENGLISH TEACHING AT JUNIOR HIGH SCHOOL IN UJUNGPANGKAH GRESIK
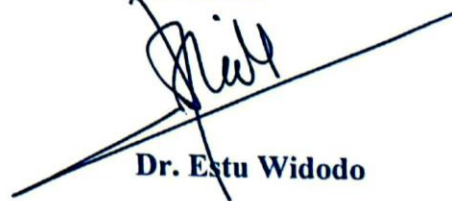
by

USTADZAH
202310560211022

Accepted on
Monday, 20th January 2025

Advisor I

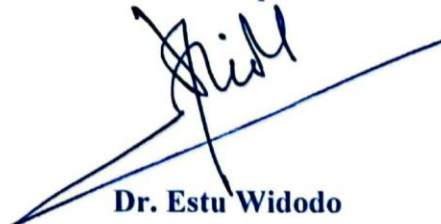**Assc. Prof. Dr. Hartono**

Advisor II

Dr. Estu Widodo

Director of the
Graduate Program

Prof. Latipun, Ph.D

Head of Department

Dr. Estu Widodo

T H E S I S

Written by:

USTADZAH
202310560211022

Defended in front of the examiners
on **Monday, 20th January 2025** and it was
decided that it fulfilled the requirements
to get the master's degree in English Education
at the Graduate Program of Universitas Muhammadiyah Malang

The Examiners:

Chief : Assc. Prof. Dr. Hartono

Secretary : Dr. Estu Widodo

1st Examiner : Assc. Prof. Dr. Masduki

2nd Examiner : Riski Lestiono, Ph.D

ACKNOWLEDGEMENTS

Bismillahirrohmaanirrohiim…..

In the name of Allah, the Beneficent, the Merciful. All praises be to Allah, the Lord of the world who has given the Mercy and Blessing upon the writer in completing this undergraduate thesis. Peace and salutation be upon the prophet Muhammad SAW, his family, and his companion, and his adherence.

It is a pleasure to acknowledge the help and contribution to all of lecturers institutions, families, and friends who have contributed in different ways hence this "postgraduate thesis" is processed until it becomes a complete writing which will be presented to the Department of English Education in a partial fulfillment of the requirement for the master of M.Pd. (S-2) in English Language Education.

In this occasion, the writer would like to express her greatest appreciation, honor and gratitude to her:

1) Beloved husband : Wildanis Shoffan
2) Lovely Daughter : Naura Almahyra Shoffan
3) Parents : Muntaha, Khumairoh, Budiono, and Sukiyah
4) Brother and Sister in law : Ainur Robikhin and Alfa Laila

for their valuable supports and moral encouragement in motivating the writer to finish her study, and also her beloved big families whom the writer cannot mention one by one for their supports to the writer in writing this postgraduate thesis.

The writer also would like to express her deepest gratitude to her advisors, Assc. Prof. Dr. Hartono, M.Pd. and Dr. Estu Widodo, M.Hum. for their advices, guidance, corrections, and suggestions and who have been very patient to sacrifice their energy and time to assist the writer so that, the writer could finish this postgraduate thesis.

The Writer

TABLE OF CONTENTS

LETTER OF STATEMENTS

I, the undersigned:

Name : **USTADZAH**

NIM : **202310560211022**

Department : Master of English Education

Hereby, declare that:

1. The Thesis entitled **EFL TEACHERS' BARRIERS AND STRATEGIES IN IMPLEMENTING DIFFERENTIATED INSTRUCTION IN ENGLISH TEACHING AT JUNIOR HIGH SCHOOL IN UJUNGPANGKAH GRESIK** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other idea or citation except those which have been quoted and mentioned in the bibliography.

2. If this thesis as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.

3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 20th January 2025

The Writer

USTADZAH

EFL TEACHERS' BARRIERS AND STRATEGIES IN IMPLEMENTING DIFFERENTIATED INSTRUCTION IN ENGLISH TEACHING AT JUNIOR HIGH SCHOOL IN UJUNGPANGKAH GRESIK

Ustadzah
mbakustadzah@gmail.com
Assc. Prof. Dr. Hartono
Dr. Estu Widodo
Masters in English Education, Universitas Muhammadiyah Malang
Malang, East Java, Indonesia

ABSTRACT

The students' diversity and differences in recent years have significantly increased the requirement for teachers to take the initiative to design courses that are specific to the needs and desires of their students. The majority of teachers, however, are unaware that their students are varied and that they must include diversity into their instruction. The goal of the current study is to investigate the barriers faced by EFL teachers while attempting to apply differentiated instruction in the teaching of English as well as their strategies for overcoming these barriers. This current study is a qualitative study and utilizes a multi-case study design. It is done in two secondary schools in Ujungpangkah Gresik with three English teachers. The data are collected through classroom observation and interview. The findings showed that the barriers in implementing DI are limited resources, poor student behavior, limited time, and big class size. Meanwhile, the strategies to cope with the barriers are asssigning students into group or seating areas smoothly, making a plan for students to turn in work, using varied text and resource materials, adjusting learning contracts, and doing students' learning style test. By knowing the barriers and strategies in implementing DI, it is expected that EFL teachers can implement appropriate strategies to cope with barriers in implementing differentiated learning.

Keywords: Differentiated Instruction, Barrier, Strategy

EFL TEACHERS' BARRIERS AND STRATEGIES IN IMPLEMENTING DIFFERENTIATED INSTRUCTION IN ENGLISH TEACHING AT JUNIOR HIGH SCHOOL IN UJUNGPANGKAH GRESIK

Ustadzah
mbakustadzah@gmail.com
Assc. Prof. Dr. Hartono
Dr. Estu Widodo
Masters in English Education, Universitas Muhammadiyah Malang
Malang, East Java, Indonesia

ABSTRAK

Keragaman dan perbedaan siswa dalam beberapa tahun terakhir telah menciptakan kebutuhan yang signifikan bagi instruktur untuk lebih proaktif dalam mengembangkan pelajaran yang disesuaikan dengan tuntutan dan kebutuhan siswa. Namun, sebagian besar pendidik belum memiliki kesadaran bahwa siswa beragam sehingga mereka perlu membuat keragaman dalam pengajaran. Penelitian saat ini dilakukan untuk mengeksplorasi hambatan guru bahasa inggris dalam menerapkan Pembelajaran Terdiferensiasi dalam pengajaran Bahasa Inggris dan strategi mereka untuk mengatasi hambatan dalam menerapkan Pembelajaran Terdiferensiasi dalam pengajaran Bahasa Inggris. Penelitian saat ini adalah penelitian kualitatif dan menggunakan desain studi multi-kasus. Penelitian ini dilakukan di dua sekolah menengah di Ujungpangkah Gresik dengan tiga guru Bahasa Inggris. Data dikumpulkan melalui observasi kelas dan wawancara. Temuan menunjukkan bahwa hambatan dalam menerapkan DI adalah sumber daya yang terbatas, perilaku siswa yang buruk, waktu yang terbatas, dan ukuran kelas yang besar. Sementara itu, strategi untuk mengatasi hambatan tersebut adalah menugaskan siswa ke dalam kelompok atau area tempat duduk dengan lancar, membuat rencana bagi siswa untuk menyerahkan pekerjaan, menggunakan teks dan materi sumber yang bervariasi, menyesuaikan kontrak pembelajaran, dan melakukan tes gaya belajar siswa. Dengan mengetahui hambatan dan strategi dalam penerapan DI, diharapkan guru bahasa inggris dapat menerapkan strategi yang tepat untuk mengatasi hambatan dalam penerapan pembelajaran terdiferensiasi.

Kata Kunci: Pembelajaran Berdiferensiasi, Hambatan, Strategi

I. INTRODUCTION

This chapter focuses on the reasons for conducting the research. Therefore, this chapter describes the background of the study and the research questions.

1.1 Research Background

Junior high school English instruction is crucial for a number of reasons. Since more than half of the world's population speaks English, the Indonesian government feels that students should be able to learn the language so they can compete on a global scale. (Sasalia & Sari, 2020). The advancement of science, technology, art, and culture, as well as the development of international relations, are all facilitated by the use of English, an international language. Learning and being proficient in English will allow someone to get worldwide insight and understanding. Thus, it is crucial to teach English to junior high school students in order to prepare them for the more globalized information world of today.

According to research findings, teachers have a number of challenges when instructing English. Multi-ability classrooms are the biggest challenge in junior high school EFL instruction. Teachers must thus reconsider their educational approaches in order to facilitate equal learning for all students in today's multi-ability classrooms. (Gibbs, 2021). Nonetheless, a significant portion of teachers treat every student in the same way (Alsubaie, 2020). In multi-ability classes, EFL teachers find it challenging to choose the best teaching methods, resources, and media to meet the varied requirements of their students (Martins, 2017; Whitley et al., 2019). In order for kids to succeed and realize their full potential in the classroom, teachers must be sensitive to these differences and provide the right kind of support, direction, and relevant learning opportunities.

Effective teaching strategies that are centered on students' needs and interests have a positive effect on their learning outcomes during the teaching and learning process (Sutarto et al., 2020). Implementing various teaching strategies has a good effect on students' English language learning achievement (Ismail, 2019; Kotob & Arnouss, 2019; Sandra & Kurniawati, 2020). Students in English language lessons are different in terms of their backgrounds and cultures, as well as their interests,

needs, and developmental stages (de Graaf et al., 2019; Putri et al., 2020). There is nothing new about the notion that pupils learn in different ways (Gorghiu et al., 2015; Magableh & Abdullah, 2020). It is necessary to employ teaching strategies that can adapt to the diverse range of skills present in the classroom due to the wide range of student characteristics (Moosa & Shareefa, 2019).

Teachers now need to be more proactive in creating courses that are suited to the requirements and expectations of their students because of the diversity and differences of pupils in recent years (Tomlinson, 2017; Variacion et al., 2021). The majority of teachers, however, are unaware that their pupils are varied and that diversified instruction is necessary. In order to achieve effective learning and full integration in the learning environment, differentiated instruction (DI) requires that instructional activities be in harmony with the traits, interests, and attitudes of the students (Jacobs et al., 2019; Petrina 2007).

One of the teaching strategies that allow students to learn in different ways according to their unique peculiarities is differentiated instruction (Bondie et al., 2019; Tanjung & Ashadi, 2019). DI is the process of adapting curriculum components in the domains of content, process, and product to meet the requirements of students based on their interests, readiness levels, and learning profiles (Ismail, 2019; Kotob & Arnouss, 2019; Tomlinson, 2017). There are many benefits in applying DI approaches in learning, including (1) helping the teaching and learning process (2) increasing student motivation and learning outcomes (3) making the class atmosphere comfortable so that learning becomes enjoyable (4) making students independent (5) making teachers enthusiastic in delivering material (6) making students can determine their own way of learning, and (7) making learning activities more structured (Idamayanti, 2022). Furthermore, DI is a flexible approach that can be used with a range of teaching strategies, such as flipped learning, anchored instruction, tiered lessons, flexible and ability-based grouping activities, and authentic evaluation (Tomlinson, 2017; Kaur et al., 2019; Ramli & Nurahimah, 2020).

There are several previous studies that discussed about DI which will support this study. The first previous study was conducted by Aldossari in 2018. It aimed

to identify the most important challenges faced by the English teachers in applying the differentiated instruction at a senior high school in Saudi Arabia. The researcher used the theory of Campbell (2008). The second previous study was done by Sasi Andriani in 2023. The objective of this article is to examine the utilization of differentiated learning approach in teaching at a Junior High School located in the Singojuruh District, Banyuwangi, East Java. The researcher used the theory of Cassady (2004) to gain the data. The third previous study was conducted by Suwastini, et all in 2021. This study will elaborate the weakness the strategies used in implementing DI. This study was designed as library research by adopting the model from George (2008) into a conceptual review.

However, This study will be different with the previous studies in the terms of theory and research design. Aldosari (2018) used the theory of Campbell (2008) and Andriani (2023) used the theory of Cassady (2004), while this study will use the theory of Tomlinson (2017) on his 3rd edition book. Since it is the 3rd edition, the researcher considers that the theory is newer than which were used in the previous studies. In addition, The design of this study will be multicase study that will be conducted in two different schools, while Aldosari (2018) and Andriani (2023) conducted their study only at one school. It will also be different from the previous study done by Suswatini (2021) whose study was designed as library research. This study adopted the concept of differentiated instruction from Tomlinson (1999 and 2001). Even the theory used will be the same, but this current study will use the newer theory from Tomlinson in 2017.

1.2 Research Questions

Based on the background of the research and the reason for choosing the topic, the problem of this research is stated by two questions below:

1　What are the EFL teachers' barriers in implementing the differentiated Instruction in the teaching of English?

2　What are the EFL teachers' strategies to overcome the barriers in implementing the differentiated Instruction in the teaching of English?

II. LITERATURE REVIEW

This section reviews the literature related to the English teaching in junior high school, the differentiated instruction, the barriers in implementing differentiated instruction, and the strategies to cope with the barriers. In addition, the previous studies are also discussed in this chapter.

2.1 English Teaching Learning in Junior High School

As a developing country, Indonesia works to ensure that the next generation is proficient in English. In every Indonesian school, English is taught as the first foreign language. Developing students' communication abilities in English, including speaking, listening, reading, and writing, is the primary goal of teaching English as a foreign language in junior high school. English as a foreign language is taught as part of Indonesia's educational curriculum in order to accomplish this goal. While English is utilized as a local or supplemental subject in elementary school, it is one of the required subjects to be studied from junior and senior high school through university. In elementary school, English has been studied for six years.

Learning English is a process that students go through in order to acquire knowledge, and it demonstrates that it is a crucial component that they cannot ignore. Being able to communicate in English in an engaging and eloquent way is essential to teaching the language to non-native speakers. Teaching English as a foreign language is defined by Fachrurazy (2011) as a language that a person learns and speaks after their first and second languages. The person lives in a society where the language is not utilized on a regular basis. According to Terrell and Brown (1981), learning English is the process of acquiring information about a subject or skill through teaching, experience, or learning. It implies that learning English is the process by which behavior is formed or altered by teachers or practice.

In general, junior high school English teaching may look like any other type of teaching, but it presents some difficulties of its own. These difficulties might take many different shapes. One of the issues with teaching English is a severe lack of training. There are reports of a serious lack of qualified English teachers

in certain nations (Nunan, 2003; Salahuddin, Khan, & Rahman, 2013; Nurkamto, 2003). Accordingly, instructors may find themselves teaching English to students in particular or without enough English instruction in general; this is a common occurrence in underdeveloped or rural areas (Garton, Copland, & Burns, 2011, p. 740). Teachers may find it difficult to successfully use teaching strategies if they get only rudimentary training in pedagogical theory and practice (Bulter, 2005; Littlewood, 2007).

Emery (2012) lists a few problems that arise from inadequate preparation for teaching, including teachers' poor language skills, their incapacity to handle difficulties that arise in the classroom due to a lack of training, and the hiring of teachers whose subject is not English. These difficulties arise in rural regions due to a lack of appropriate and high-quality teaching and learning resources (Mishra, 2015). Furthermore, because these factors might undermine instructors' confidence, the English teaching process is sometimes difficult when it comes to the teachers' training, qualifications, and degree of language ability (Emery, 2012). Insufficiently trained teachers may attempt to successfully implement instructional strategies (Littlewood, 2007). One of the most difficult issues in junior high school English instruction is multi-ability classes. Given that student diversity is neither new nor necessary, it is crucial for English instructors to use DI as a means of meeting the demands of diverse classrooms that are still ambiguous and poorly understood (Whitley et al., 2019).

It is challenging to implement effective teaching strategies because teachers must consider how to maintain students' desire and excitement for learning and using English in addition to how to impart four language skills (Ansari, 2012).

2.2 Approaches in English Teaching

According to Rodgers (1999), a technique is procedural, whereas an approach is axiomatic. Multiple approaches may be used within a single approach. The teaching approach, according to Wikipedia (2019), is made up of the ideas and strategies instructors employ to help students learn. These tactics are influenced by the learner's characteristics as well as the subject matter to be taught. For a teaching method to be effective and suitable it must be related to the

learner's characteristics and the kind of learning it is intended to promote. There are recommendations for designing and choosing instructional strategies that include both the topic content and the learning styles of the students. The current tendency in schools is to promote a great deal of creativity. It is well recognized that human progress is a result of thinking. Creativity is boosted by this logic and unique idea.

The two main categories of teaching methods are student-centered and teacher-centered. Teachers are the primary authority figure in the Teacher-Centered Approach to Learning concept. With the ultimate purpose of testing and assessment, students are seen as "empty vessels" whose main function is to passively absorb information (via lectures and direct teaching). Teachers' main responsibility is to provide knowledge and information to their students. Teaching and assessment are seen as two distinct processes in this concept. Tests and evaluations that are objectively assessed are used to gauge student learning. Although teachers are the model's authoritative figure, both teachers and students actively participate in the learning process in the student-centered approach to learning. The main responsibility of the instructor is to guide and support students' learning and general content understanding. Group projects, student portfolios, and participation in class are examples of both official and informal evaluation methods used to gauge student learning. Assessments and instruction are intertwined. Throughout instructor instruction, student learning is continually assessed. Class involvement, demonstration, recitation, memory, or mixtures of these are examples of common teaching strategies.

It is clear from the explanations above that a teaching approach is a method or technique a teacher uses to impart information to their pupils in the classroom. This is crucial because it affects how well students follow the teaching and learning process. To put it another way, the teacher's primary tool in the classroom is their teaching strategy.

2.3 Differentiated Instruction

Carol Tomlinson introduced the term "differentiated instruction" in the late 1990s. She explains that, at its most basic level, differentiation is when

instruction "shakes up" what happens in the classroom so that students have multiple options for taking in information, understanding concepts, and expressing what they learn.

Differentiated instruction (DI) is defined as a student-centered approach to education in order to address the various requirements of students in multi-ability classes (Dixon et al., 2014; Gaitas & Martins, 2017; Whitley et al., 2019). The foundation of DI is the idea that students are unique and have varying learning styles (Fogarty & Pete, 2011; Tomlinson, 1995). By using DI, teachers acknowledge that students have different backgrounds, experiences, language, culture, learning styles, and areas of interest. DI emphasizes that not every student will benefit from a single teaching approach, particularly if the approach is not tailored to the learner's preferred method of learning (Levine, 2002). In order to satisfy the needs and promote each child's development, DI encourages teachers to change up the learning activities, material requirements, assessment methods, and classroom setting (Thousand, Villa, & Nevin, 2007).

Differentiated instruction is a teaching philosophy that is founded on the idea that students learn best when their teachers take into account the variations in their readiness levels, interests, and learning profiles (Tomlinson 2005), a prominent authority in this area. One of the main goals of differentiated education is to maximize each student's learning potential (Tomlinson, 2001a, 2001b, 2004, 2005). Furthermore, she emphasizes that there are other approaches to differentiation and that instructors will discover a more successful method that meets the requirements of varied students if they are open to implementing this idea in their classrooms (Tomlinson, 1999, 2005).

According to Tomlinson (1999), differentiation is a novel approach to teaching and learning rather than merely an instructional method or a formula for instruction. Differentiating teaching involves taking into account the varying backgrounds, learning profiles, languages, interests, and readiness levels of each learner (Hall, 2002). According to differentiated teaching, learning is a social and collaborative process, and both the instructor and the student have some of the responsibility for what occurs in the classroom (Tomlinson, 2004).

Differentiating teaching implies that the teachers anticipates the variations in students, including preparedness, interests, and learning profiles, according to renowned differentiation expert Carol Ann Tomlinson in the 1997 film Creating Multiple Paths for Learning. Because the tasks may be overly demanding or dull because they are not hard enough, this leads to the creation of several learning pathways that allow students to study as much and as deeply as possible without experiencing undue worry. But, she warns, differentiated training is not the same as customized instruction. On other days, students could have two or three learning alternatives, but never twenty-one or thirty-five. Differentiation can be accurately described as classroom practice with a balanced emphasis on individual students and course content. (Tomlinson & Imbeau, 2010). The diversity that students bring to the classroom makes the necessity for a balanced emphasis clear. Students vary as learners in a variety of ways, including background experience, culture, language, gender, interests, readiness to learn, learning modes, learning speed, learning support systems, self-awareness, confidence, and independence (p. 13). Above all, these variations will "significantly impact students' learning and the type of scaffolding they will require at different stages of the learning process."

DI is the process of adapting curriculum components in the domains of content, process, and product to meet the requirements of students based on their interests, readiness levels, and learning profiles (Ismail, 2019; Kotob & Arnouss, 2019; Tomlinson, 2010).

2.3.1 Differentiating Content

When teachers differentiate instruction based on content, they change up the resources that students use. According to Mitchell and Hobson (2005), this might involve exercises like flip books, reading companions, books on tape, note-taking organizers, various texts and supplemental resources, highlighted texts, or think-pair-share. On a spectrum of complexity, material may be differentiated from tangible to abstract activities and from providing few to numerous instructions. Instructors align the content's beginning point with the student's degree of preparation. Children should progress as rapidly and profoundly as

possible throughout the continuum (Association for Supervision and Curriculum Development, 1997).

A learning-center strategy will be used to present a variety of educational resources to the students. A classroom with a variety of resources or exercises meant to educate, reinforce, or expand on a certain idea or ability makes up this method (Theisen, 2002). Students will be able to select from a variety of learning centers, including a biographical center, historical event center, movie center, entertainment center, interview center, and travel center. Every center has a section with a tale that kids may read and hear. As part of the learning center activities, students are asked to take notes on the key points and pertinent information from the reading or listening material. Following that, students will be divided into three-person groups to discuss their main points. Once more, students will have to select a different learning center based on their interests. If they first selected a learning center with a reading passage, they will now have to switch to one with a listening passage. This means they will have to select a new learning center that offers them a different input experience. Students will also need to take notes on the passage's key points in their new learning center. They will be placed in fresh groups and given the opportunity to share their thoughts once again. Following their visits to two distinct learning centers, we will ask the students to select the one with which they are most comfortable. Students will be encouraged to select the new learning center based on their interests and preferred learning styles when we ask them to select one more learning center at the end. In other words, each student's final learning center will be the one with which they are most comfortable. This learning experience will conclude with the application of the ticket-out approach. The last passage that students work on requires them to listen for the main idea, listen for particular details, compare notes, debate the main points of the passage content, and write a mini-summary of the passage in two to four words.

2.3.2 Differentiating Process

According to Pham (2012), adjusting the procedure in a differentiated classroom entails arranging instruction from simple to complex comprehension

levels and utilizing a variety of activities, approaches, and instructional tactics. These facilitate students' understanding of meaning and participation in the learning process. In light of this, educators are eager to use pair work to enhance the educational experiences that students experienced in the learning centers. Based on the various learning styles identified in the administered inventory, we will match students according to these factors. Additionally, students will be paired based on their favorite learning center (grouping by learners' interest) as additional factor. Each couple will get a set of slips of paper from the teacher that includes key sentences summarizing the content of the text from their chosen learning center. Following that, the partners must finish the slips of paper by writing comments about their experiences participating in the learning centers and providing a synopsis of the material they either read or heard. After that, each team will talk about whether or not their main points are included in the summary they put together for the prior task. Each duo will present their finished summaries to the class orally.

We can do formative assessments of our students' learning and needs thanks to the above-mentioned activities. By doing this, we will be able to better assess our pupils' reading and speaking proficiency as well as their summarizing abilities. As a result, educators will modify their instruction to meet the requirements of our students. The goal of this stage of education is to assist students advance their learning toward summarizing by helping them expand on their existing information, satisfy their needs, and enhance their language abilities (Levy, 2008). Adding more complexity to the learning activities, encouraging students to think creatively, and expanding the range of methods students may learn are all examples of process modifications (Heacox, 2012). The method might be differentiated by creating a choice menu (like the one below), which is a differentiated approach that gives students opportunities to try new items, practice skills, and interact with a range of resources while they learn (Theisen, 2002, p. 4).

It might be difficult for instructors to imagine exactly how differentiation by process would operate because it involves pupils working on many tasks

simultaneously. It is crucial to remember that not all learning requires the presence of instructors. It can be quite beneficial for the other students to work alone or in groups in study laboratories or learning centers while the teacher meets with individual students or small groups (Forsten, Grant, & Hollas, 2002).

2.3.3 Differentiating Product

Product differentiation allows students to select from a variety of assignment possibilities. Every student has a different end goal in mind, but they all work with the same material and methodology. In order to demonstrate their progress throughout time, the students create a variety of culminating learning experiences (Association for Supervision and Curriculum Development, 1997). For instance, students may create a calendar, audiotape, charade, or board game as a cumulative project (Kingore, 2004). The only things limiting differentiation by product are a teacher's creativity and time limits. However, it is crucial to provide the following guidelines in order to properly describe what is anticipated for each assignment: Demonstrate your comprehension and proficiency of X by following these steps in this format and with this degree of quality. To make these standards extremely obvious, teachers frequently employ a rubric (Mitchell & Hobson, 2005).

Students will be permitted to complete several types of tasks. Students' learning and their ability to apply newly acquired information and abilities to real-world scenarios will be reflected in their assignments (Pham, 2012). Students will be encouraged to create a piece of work that summarizes the material from a spoken or written source in a variety of ways in order to differentiate the final output. Their finished products will represent the learning styles and skills of the students, align with their learning strengths, and inspire them to take on difficult assignments. The products produced by students will incorporate creativity, diversity, and applied learning (Heacox, 2012; Levy, 2008; Thiesen, 2002).

2.4 Barriers in Implementing Differentiated Instruction

Tomlinson (2017) exposed several challenges faced by the teacher in implementing differentiated instruction in teaching English, which are:

2.4.1   Limited Resources

The most frequent obstacle for all teacher participants was limited resources. The instructors' ability to create instructional resources including booklets, cue cards, handouts, and activity assignments to improve DI implementation was hampered by having to oversee a photocopying budget. Second, some students did not bring the required supplies to class, and teachers were unable to give other students the tools they needed due to financial limitations. Given that information and communication technology are an essential component of classroom instruction, teachers have particularly struggled with the "bring your own device" policy. Teachers stated that many students either did not own a device or did not bring it to class, which hindered the efficiency of crucial DI instructional instruction; even though the school mandated that all students have their own computer. Third, the instructors said that the classroom setting hindered DI performance and recommended that more specialized furniture (such as adjustable tables and ergonomic chairs) be included to classes. According to Tomlinson (2014), the classroom atmosphere is seen as a crucial DI guiding factor. A secure and encouraging classroom atmosphere that promotes individualized learning and raises student involvement can be achieved by rearranging the teaching area. For instance, May proposed that fidget-chair bands might be beneficial for kids with attention deficit hyperactivity disorder.

2.4.2   Poor Student Behavior

The implementation of DI was hampered by poor student behavior. This supports the findings of studies by Wan (2016) and de Jager (2017), who agree that instructors' ability to properly apply DI is hampered by class discipline and inadequate classroom management. Some typical problematic behaviors in the classroom are listed by Kowalski (2003). Inappropriate use of cellphones and laptops, tardiness, side chats, ignoring deadlines, grade grubbing, making noises, bullying or taunting peers, excessive hand-raising, and talking at inappropriate times are all ways to be disruptive and draw attention from others. Problem behaviors like these can hinder student learning and make it challenging for a classroom to run efficiently. The amount of students in Amy's class that had

behavioral problems was more of a concern for the eleven-year veteran teacher than her inability to control classroom activity. She believed that teaching a "particularly behavioral heavy class that can hamper just getting it (DI) up and running" was the obstacle to successful DI. However, Casey, a 12-year veteran of the classroom, cited mixed-ability classes as the source of her behavioral issues because "you might end up with a naughty class." "It is clear that they are not making it easy for you," she said. "You want to do something, and you know just because of these three over here, it is not going to work," remarked Bonny, a teacher with more than 15 years of experience. The amount of years our instructors have been teaching seems to have no bearing on how they see classroom behavior management. Avramidis et al. (2000) and Gaitas and Alves Martins (2017) have also obtained similar results.

2.4.3   Limited Time

Time and effort to plan and create the learning process were the teacher's biggest obstacles when adopting differentiated instruction. The instructor initially assessed the requirements and learning preferences of the children during the preparation phase. The instructor must modify and create lesson plans during the learning process to accommodate the requirements of the students in the classroom, beginning with media, models, and instructional strategies that are suitable for the subject matter being covered.

2.5   Strategies to Cope with the Barriers in Implementing DI

Tomlinson (2017) addressed some strategies to cope with some barriers which may be faced by the teachers in implementing the differentiated instruction.

2.5.1   Designing Curriculum Compacting

Joe Renzulli created this method at the University of Connecticut with the express purpose of assisting advanced students in making the most of their study time (Rezis & Renzulli, 1992). There are three steps in the compacting process.

The teacher selects students who are candidates for compacting in Stage 1 and evaluates their knowledge and ignorance of a given chapter or topic. Either the teachers may choose to "compact" a student or the students may request

compacting. Either before or early in the study, an initial evaluation is conducted. Assessment can be casual, like a teacher and student having a concentrated discussion on the material being studied, or formal, like a written post-test. After this evaluation, the instructor records the knowledge and abilities that each student has reasonably acquired (i.e., knowing at least 70–75 percent of the material). By "buying time" for studying more difficult and engaging topics, students who are compacting are excused from whole-class instruction and activities in subject areas they already understand.

Stage 2 involves the teacher noting any knowledge or abilities that the student did not show mastery of and then outlining a strategy to ensure that the student learns them. In the third and final step of the compacting process, the student may be required to join other students for specific study sessions, do homework that helps them practice abilities they are lacking, or show that they have mastered those skills by producing a product.

While others are working on the main lessons, the teacher and student collaborate to create an inquiry or study for the student to participate in at the start of Stage 3. Together, the instructor and student decide on the project's parameters, objectives, timelines, methods for finishing the assignments, assessment standards, and any other components that are required. Reinvesting leisure time in the same topic from which he was compressed is not required on the student.

This strategy can be used to overcome the limited time barrier because this strategy is designed to maximize the use of time in the teaching learning process.

2.5.2 Applying Concept-Based Teaching

In many courses, students "cover" a lot of information, including names, dates, regulations, vocabulary items, and facts. Unfortunately, as kids go on to another subject or class, they also lose a lot of what they "learn." Since they never truly comprehended or recognized the meaning of what they learnt, a large portion of this "memory loss" happens. You may assist your pupils better comprehend and recognize the value of a subject by highlighting its main ideas

and principles rather of having them sift through a sea of details. The fundamental units of meaning are called concepts.

Students can utilize that time to examine patterns in the animal kingdom, discuss characteristics, use traits to identify and categorize species, and learn how to predict traits from environments or vice versa, rather than spending a month learning animal categories or studying penguins. The idea of "patterns" serves as the foundation for how scientists see and categorize objects. Students who are skilled at identifying and forecasting patterns and applying those patterns to consider different aspects of life are better able to: (1) comprehend rather than memorize; (2) retain information and facts longer because they are more meaningful; (3) connect concepts and aspects of a single subject; (4) relate concepts to their own lives; and (5) create networks of meaning for handling future knowledge.

Because it emphasizes concepts and principles over facts, differentiated education is incredibly effective. In order to develop transferable learning power, teachers who differentiate their teaching place more emphasis on important and meaningful understandings than on drill and rehearsal of facts, which tend to provide little meaning or power for future learning.

The idea of extinction is studied by one primary school teacher using a differentiated unit. Her class examines two fundamental ideas: It is possible for extinction to result from either (1) natural environmental changes or (2) human-induced environmental changes. One team looks at the changes that would have led to the extinction of dinosaurs, using them as an example. Another group looks for parallels and divergences in the patterns of extinction between the demise of dinosaurs and the current state of rain forests. Strong scientific ideas, concrete instances, and the necessity of making assumptions and deductions are encountered by both groups. In contrast, one group undertakes an examination that is more transformative, abstract, and multiple, while the other group analyzes this material in a more fundamental, concrete, and single-faceted manner. The instructor actively aligns the assignments and materials' "equalizer buttons" with the present learning requirements of each group. One of the best ways to start

thinking about differentiation is to be certain of the main ideas and concepts you teach. Additionally, it generally increases the relevance and effectiveness of your instruction.

2.5.3 Assigning students into groups or seating areas smoothly

Calling out students' names to direct them to different sitting places or to place them in certain groups is cumbersome and confusing. Listing names by color or group on an overhead transparency that also shows where the colors or groups should report will seem more seamless. Additionally, wall charts are effective, particularly for groups that will be in place for a fair amount of time. You may easily and flexibly "move" young pupils to a learning center or area of the room by using pegboards and key tags with their names on them.

This is an appropiate strategy to face the barrier in the poor student behavior especially in grade grubbing, making noises, bullying or teasing peers, and talking when it's not an appropriate time.

2.5.4 Making a plan for students to turn in work

In a differentiated classroom, there are instances when numerous activities are underway at once, and different students may submit several assignments in a brief period of time. Every pupil bringing their completed work to you is distracting. There are two ways to get rid of the distraction. First, assign a student to serve as the "expert of the day" to review a piece of work she thinks she has accomplished to make sure it is both complete and of high quality. If the "expert" agrees that the work is prepared for submission, have the "expert" sign the document and instruct the student to put it in a file or box marked with the job name or a suitable symbol in a designated area of the room. The student must keep working on the assignment if the "expert" believes it is unfinished or of poor quality.

This is an appropiate strategy to face the barrier in the poor student behavior especially in disregard for deadlines, and excessive hand-raising.

2.5.5 Using Varied Text and Resource Materials

For certain students in a class, grade-level books are frequently much too easy, while for others, they are too difficult. Your chances of providing each

student with content that speaks to them personally are increased when you use a diversity of books and combine them with a wide range of additional supplemental materials. Building a classroom library from discarded texts of different levels (or asking that textbook funds be used to purchase three classroom sets of different books instead of one copy of a single text for everyone) and gathering magazines, newsletters, brochures, and other print materials are two ways to create useful differentiation resources.

It is now much simpler for teachers to differentiate their lessons according to the needs of their students thanks to the vast selection of resources made available online. When starting a complicated subject, advanced learners will often employ advanced resources, although they may occasionally find it useful to learn about a topic in a less complex source's more straightforward presentation. Similarly, looking at diagrams or images in a more complex source might occasionally help struggling learners understand a concept better.

Students should employ resources according to the demands of their tasks. A lot of computer programs get harder and more complicated with time. Some kids may require manipulative to grasp concepts in science or math, while others can go straight from reading or explanation to abstract application of the same topic without the requirement for manipulative. While some movies clearly convey important concepts, others go deeper and cover more ground than may be appropriate for those who are less familiar with the subject. Reading concepts in their original tongue before switching to English would be very beneficial for students studying English while pursuing other curricula. The secret is to align the resource materials' degrees of complexity, abstractness, depth, breadth, and other attributes with the learning requirements of the students. Remember that you may utilize text and other materials to respond to a student's interests, present learning profile, and learner readiness.

This is an appropiate strategy to face the limited resources barrier because this strategy may enrich learning sources from various sides.

2.5.6 Adjusting Learning Contracts

There are several types of learning contracts that exist between educators

and learners. One gives students some latitude on how they spend class time in return for their productive and accountable work. Because the components of a contract may change depending on the requirements of a student, they are useful for managing differentiated classrooms. Contracts can include both "skills" and "content" components.

For instance, every student in a fourth-grade class uses contracts. Jake's stipulates that he has to finish his next two spelling lists, master two levels of the computer program on division by one digit, and work on the characterization assignment from a chosen novel during contract time in the next week. Jake is comfortable with spelling, as seen by his slightly above-grade level spelling lists. Additional computer time might help him go more comfortably because his arithmetic work is below grade level. Jake's choice of book may be influenced by his hobbies, and the assignment, which involves comparing himself to the main character, is meant to assist him in considering the fundamental techniques a writer use to develop characters.

Additionally, Jenny has developed a contract that covers computer work, spelling, and a novel. She spells many years above grade level, therefore instead of using a spelling list; she employs an advanced vocabulary method. Jenny will practice dividing by three digits using the computer software. Additionally, she will choose a book that she like, examine the protagonist, and use characterization attributes to develop a character that is opposite or mirror image.

Both students are given the opportunity to create a weekly schedule, choose which assignments will be completed in school and which at home, and go through the material at a pace and level that suits them best. Both take responsibility for their time and self-management, and they both know that if they don't follow their contract, their teacher will give them tasks. Two pals who have somewhat different contracts than Jake and Jenny sit at the same table as them.

Contracts mix an independent work format, individual suitability, and a feeling of common purpose. Depending on requirements and development, they also allow the instructor time for conferences and individual or small-group work

sessions.

This is an appropiate strategy to face the barrier in the poor student behavior especially in lateness, inappropriate cellphone and laptop usage, side conversations, making noises, and bullying or teasing peers.

2.6 Previous Study

There are several previous studies that will support this current study: The first is a study entitled *The Challenges of Using the Differentiated Instruction Strategy: A Case Study in Saudi Arabia* conducted by Ali Tared Aldossari in 2018. This study determined the primary obstacles that English instructors encountered when implementing the differentiated teaching approach in accordance with Campbell's (2008) theory. This study was carried out in the Kingdom of Saudi Arabia's Eastern Province at the senior high school level. In order to do this, the researcher created a 47-paragraph questionnaire with five axes. 275 English instructors in Dammam city were given it once its validity and stability were confirmed; the findings show that, on average, the difficulty of implementing the differentiated instruction technique was medium. Student-related problems were placed first, then school-related challenges, differentiated teaching challenges, teacher-related issues, and study course-related obstacles. This research suggests hosting workshops for teachers to train them in differentiated instruction activities and establishing a school climate that encourages the implementation of a differentiated instruction technique.

The second previous study is entitled *A Case Study of Implementing Differentiated Instruction in Social Studies Teaching at A Junior High School in Banyuwangi* conducted by Sasi Andriani in 2023. This research's goal was to investigate a case study on the application of a differentiated learning strategy in the classroom at a junior high school in Banyuwangi, East Java's Singojuruh District. This research examined the data using Cassady's (2004) hypothesis. As a research approach based on an interpretative paradigm, the author used a case study. Thirty seventh-grade students participated in this study. The administrator of the school asked them to participate in a demonstration of differentiated teaching with one of the Banyuwangi Regency teacher facilitators. Pre-

observation interviews, direct observations, and post-observation interviews were used to gather data. Students with diverse skill levels can benefit most from well-designed classes that use the differentiated learning method, according to the research findings. Additionally, this method improved the involvement of students in the educational process in the classroom.

The third previous study was done by Suwastini, et all in 2021 entitled *Differentiated Instruction Across EFL Classrooms: A Conceptual Review*. The purpose of this article was to emphasize the advantages and disadvantages of differentiated training as demonstrated by earlier research by elaborating on its definition, features, design, and strengths and weaknesses in the context of English as a Foreign Language. George's (2008) library research paradigm was used in this study. In order to address the current study's research concerns, the notion of differentiated teaching from Tomlinson (1999 and 2001) was taken as the core argument, bolstered by other pertinent sources. It turns out that differentiated learning sought to support students' individual characteristics by giving them equal chances to meet the learning objectives through curricular modifications. Although the children benefit, the teachers have difficulties because of time limits, a higher workload, and potential misunderstandings brought on by the pupils' disparate treatment. Therefore, in order to reap the benefits of individualized instruction, EFL classrooms need a strong commitment from the teacher and strong backing from the school administration.

However, This study will be different with the previous studies in the terms of theory and research design. Aldosari (2018) used the theory of Campbell (2008) and Andriani (2023) used the theory of Tomlinson (2004), while this study will use the theory of Tomlinson (2017) on his 3rd edition book. Since it is the 3rd edition, the researcher considers that the theory is newer than which were used in the previous studies. In addition, The design of this study will be multicase study that will be conducted in two different schools, while Aldosari (2018) and Andriani (2023) conducted their study only at one school. It will also be different from the previous study done by Suswatini (2021) whose study was designed as library research. This study adopted the concept of differentiated

instruction from Tomlinson (1999 and 2001). Even the theory used will be the same, but this current study will use the newer theory from Tomlinson in 2017.

III. RESEARCH METHOD

This section describes the method that is used to conduct the research. It includes research design, subject and the object of the research, data source, data collection, and data analysis.

3.1 Research Design

In the current study, qualitative research method was used. Qualitative researchers seek to understand an environment as it is rather than change it. Because of this, researchers try their best to avoid altering the environment they are researching, even if they are aware that their own actions have an influence on the environment just by studying it. Because their subjects actively participate in the study process, qualitative researchers frequently give their participants a voice (Creswell, 2017).

Additionally, the researcher employed a multi-case study approach, which is generally associated with qualitative research. In a single case study, a single case was thoroughly examined, but in a multi-case study design, many cases were thoroughly examined. Because direct replication may yield strong analytical findings, Yin (2009) proposed that evidence from multiple case study designs is more persuasive than that from single case designs. The research method was duplicated for each instance independently in this multiple-case study design. Because this study was carried out in numerous schools with various circumstances, the researcher employed a multiple case study in order to get additional data.

3.2 Setting and Subject

Since this study was a multi case study design, the researcher conducted this study at two different schools. The first school was a favorite school and the other one was the regular school. Both of them were located at Ujungpangkah Gresik. The researcher used these schools because she had done a preliminary research to some schools in Ujungpangkah and she found that the English

teachers in these schools implemented the differentiated instruction in the process of teaching learning.

Purposive sampling was used in this study. According to Burns and Grove (1997), purposive sampling is a conscious selection by the researcher of certain subjects or elements to include in the study. In this study, the participants were selected according to the following criteria: (1) They were EFL Junior High School Teachers, (2) They implemented DI almost every meeting, and (3) They had implemented DI in teaching English for more than 5 years.

From that purposive sampling, the researcher found 3 English teachers in the two schools who fullfilled the criteria. The first school had two English teachers and the second school had one English teacher. Hence, the researcher investigated the three English teachers who met the sample criteria as the objects of this research.

3.3   Data Collection Technique and Instrument

3.3.1   Technique and Instrument

3.3.1.1   Observation

According to Gay and Mills (2012), observation is the process of seeing people while suppressing our desire to understand their natural surroundings free from alteration and manipulation. The method used in observational studies to ascertain the current state of phenomena is observation. In this instance, the researcher collected data using an observation sheet.

Prior to conducting the classroom observation, the researcher requested permission from both EFL teachers to observe their classes. The researcher sat in the back of the room throughout the observation to investigate the tactics instructors employed to teach using the diversified learning process as well as the obstacles they encountered. Because the EFL teachers were the observation objects, the researcher only looked at whether the EFL teachers faced any barriers in implementing DI and how they implemented teaching strategies to cope with the barriers, but this did not divert attention from the teaching and learning process. The data obtained in the observation process were the barriers in implementing DI and also strategies to cope with the barriers in implementing DI.

In other words, the data gotten from the observation process were used to answer the two research questions.

3.3.1.2 Interview

According to Cohen (2000), an interview is a way of gathering data that involves a series of questions and answers that are conducted unilaterally, systematically, and in accordance with the goal of the investigation. Using this method, the researcher's tool for gathering data was an interview guide or set of questions. In this study, the researcher develop the interview questions based on Tomlinson's (2017) theory in chapter 2 regarding the EFL teacher barriers and strategies in implementing DI.

The researcher conducted the interview with the EFL teachers after doing the observation of the teaching-learning process. The interview was conducted in order to add and enrich the data about the EFL teachers' barriers, and the teaching strategies to cope with the barriers in implementing DI used by the English teachers. In short, the data gathered from the interview answered the two research questions.

3.3.2 Data Trustworthiness

A method for confirming the accuracy of data that uses another source is triangulation (Moleong, 2017:330). Furthermore, Sugiyono (2016) clarified that triangulation in credibility assessment refers to comparing information from several sources, methodologies, and periods. The English teachers who served as the study's participants were observed and interviewed by the researcher, who employed two methods to gather data.

Triangulation was accomplished by comparing the information obtained from the instructors' interviews with the data collected from the observation. In order to confirm that the data from the observation were indeed legitimate, the researcher took another look at each of the interview and observational data.

3.4 Data Analysis Technique

To describe the EFL teachers teaching barriers and strategies in implementing the DI, the researcher followed the technique of data analysis by Miles & Huberman (2008) that was conducted as follows:

3.4.1 Coding

Coding was the initial step in this qualitative data analysis process. In this study, deductive coding was used. Deductive coding, linked with descriptive analysis, is a top-down approach where pre-existing theories, models, or codes guide the data analysis (Elo, 2008). Therefore, in this process, the researcher and readers could find out whether the existing theory was relevant to the case study being researched.

Once the observation was completed, the researcher went over the field note and the observation checklist again before classifying the data as either strategies or barriers.

However, the researcher did not distinguish between questions pertaining to strategies and barriers when conducting the interview. To make it simpler to illustrate the obstacles in the findings, the researcher combined the instructors' indicated hurdles with the coping mechanisms they employed in this coding. Additionally, the researcher clarified irrelevant information into a single category throughout this interview.

3.4.2 Data Reduction

Reducing the amount of data unrelated to the study topics was known as data reduction. Therefore, it was necessary to take the crucial information and exclude the irrelevant information.

3.4.3 Data Display

To understand the full description of the outcome, data display was utilized. Since this was a descriptive qualitative study, it was evident that the data had to be narrated. Following its completion, the researcher was able to make inferences and confirm that the data was significant.

3.4.4 Conclusion and Verification

Verification and conclusion were the final stages of data analysis. This step was taken by the researcher in order to draw conclusions and confirm the validity of the data. The researcher wrote the barriers and strategies from the observation and interview together after gathering the appropriate data with the research objectives in the form of narration. Then, the researcher connected the

data with the theoretical framework so that the supporting theory could demonstrate the validity of the data.

IV. RESEARCH FINDINGS

This section presents the results of data analysis concerning (1) EFL teachers' barriers in implementing the differentiated Instruction in the teaching of English, and (2) EFL teachers' strategies to overcome the barriers in implementing the differentiated Instruction in the teaching of English.

4.1 EFL Teachers' Barriers in Implementing the Differentiated Instruction in the Teaching of English

Based on the result analysis, there were several barriers faced by the teachers in implementing differentiated instruction in teaching English such as limited resources, poor student behavior, limited time, and big class size.

4.1.1 Limited Resources

The result of the data analysis showed that in the teaching of English, the limited resources became one of the barriers faced by the English teachers. All of the three teachers conveyed that they had difficulties in designing differentiated activities or assignments due to the lack of resources in the school. The school only provided textbooks or student worksheets that did not include differentiated learning. As a result, the teachers had to look for other resources outside the school to get some inspiration for designing activities or assignments that included differentiation to accommodate the students' diversity. The resources that the teachers needed were textbooks, modules, student worksheets (LKS), handouts, brochures, photos/pictures, broadcast recordings (radio), videos, articles, comics, etc. The instance of the limited resources is displayed in the following excerpts.

Excerpt 1:

> *Because the school only provides worksheets and textbooks, sometimes that is insufficient because it does not cover differentiation. In these cases, I have to find other sources of teaching materials myself, such as textbooks, modules, student worksheets (LKS), handouts, brochures, photos/pictures, broadcast recordings (radio), videos, articles, comics, etc.* **(Teacher 1 and 2)**

Excerpt 2

I occasionally have to search for teaching resources from other sources since the ones that are readily available are not varied enough to satisfy the needs of every single student. Even so, I still struggle. For example, it's hard to discover teaching modules that incorporate differentiation when I search on Google. **(Teacher 3)**

The barrier of the limited resources is a common problem faced by teachers in implementing content and also the process differentiation. Because existing teaching materials such as LKS or textbooks from schools sometimes do not cover this differentiation because they generally contain reading materials, while auditory children need reading materials from other sources that can be heard. So automatically the learning activities will be different.

Excerpt 3

One of the main barriers to both content and process differentiation is the limited resources for instructional materials. Although it has an impact on the product as well, the two are more significant. Since school textbooks and LKS often contain reading materials, differentiation may not always be included. This is because auditory children require reading materials from other sources that may be heard. As a result, the educational activities will naturally alter. **(Teacher 2)**

4.1.2 Poor Student Behavior

The three teachers claimed that one of the barriers to the implementation of DI was bad student behavior. When the researcher observed the classroom, she discovered a few typical problematic behaviors. This included unreadiness, improper use of cellphones, side chats, and ignoring deadlines, grade grubbing, making noises, raising one's hand excessively, and talking inappropriately. During the researcher's classroom observation of the first instructor's class, she noticed two students arriving late, forcing the teacher to remind them of the lecture and task. The teacher said in the following excerpt.

Excerpt 1:

Students that arrive late often miss the class because they can cause disruptions, so I have to repeat the lecture or, if I don't, they will interrupt their friends' time by asking them. Other students' behaviors which usually disturb the class are also inappropriate cellphone usage, side conversations, disregard for deadlines, and grade grubbing, making

*noises, excessive hand-raising, and talking when it's not an appropriate time (***Teacher 1***)*

Another teacher stated the poor student behavior was related to doing side conversation that the students often did when doing the task and group discussion. She stated that side conversation really disturbed the teaching-learning process. The students might take too much time in doing their task because of the side conversation. Here is what Teacher 2 said.

Excerpt 2:
> *Students may like talking about topics unrelated to the curriculum that day when they are assigned projects in their groups. As a result, they take a long time to complete their responsibilities.* (**Teacher 2**)

Furthermore, poor student behavior is a problem in all aspects of differentiation that are usually carried out by teachers. Teacher 2 explained that poor student behavior is also a problem in non-DI learning, but in learning using DI, the problem becomes more complex because both the content and activities that teachers must prepare are many and varied.

Excerpt 3:
> *The same barrier must exist in non-DI learning, but the application of DI will be more complicated because of the variety of actions we prepare and carry out.* (**Teacher 2**)

4.1.3 Limited Time

An often mentioned barriers in schools, the limited time available for planning and instruction, was the second significant determinant in guaranteeing successful DI adoption. Lesson planning and preparation time limits were discussed by two instructors, and one teacher also mentioned the limited amount of time available to meet each student's unique requirements during teaching. Teacher 3 stated in the following excerpt:

Excerpt 1:
> *It might be difficult to fit all I need to do to accommodate every child in a*

single class. Therefore, I'm making sure that, in the allotted 70 minutes, I'm meeting each student's unique needs. **(Teacher 3)**

Based on the results, the teacher recognized that stepping outside of their comfort zone of lecturing methods and embracing differentiated instruction was not an easy task, and that they needed to be innovative and prepared to implement differentiated instruction, particularly in the classroom. The teacher faced several challenges when implementing differentiated instruction, including the time and effort required preparing and designing the learning process. The teacher initially assessed the requirements and learning preferences of the children during the preparation phase. The instructor had to modify and create lesson plans during the learning process in order to accommodate the requirements of the students in the classroom, beginning with media, models, and instructional strategies that were suitable for the subject matter to be covered. The instance of the limited time is displayed in the following excerpt.

Excerpt 2:
> *When we implement differentiated learning, it means that we have to plan carefully to test the children about their different needs, such as what media is suitable for children with different learning styles. Well, to make that plan takes quite a long time, plus there is so much class and school administration. So, sometimes if there is no time, we don't do the student needs test.* **(Teacher 2)**

From the second class observation, the researcher did with Teacher 1, it was found that the EFL teacher did not apply the differentiated instruction. The teacher confirmed that she did not have enough time to compose the lesson plan in that week.

Excerpt 3:
> *Compiling teaching materials for differentiated learning is quite complicated and requires more effort. I sometimes feel like I can't divide my time optimally to compile differentiated learning. So like the meeting earlier, I didn't implement DI because I didn't have enough time to compile the teaching module.* **(Teacher 1)**

This limited time barrier is a problem that teachers usually face when making lesson plans. This is because teachers automatically need more time to arrange various types of learning activities that can meet all the different needs of

students.

Excerpt 4:

> *The barrier of limited time is more in the process of preparing the teaching module. So that's a problem in content differentiation and process.* **(Teacher 2)**

4.1.4 Big Class Size

From the results of interviews with the three teachers, two of them stated that big class sizes could indeed be a problem in differentiated learning. Big class sizes here meant classes with more than 30 students. The large number of students made it difficult for them to treat all students one by one according to their different needs. The teachers showed their experiences in the following excerpts.

Excerpt 1:

> *Since there are about 32 students in a class and each lesson lasts 50 minutes, I can state that having a big class size makes it challenging to adopt DI since it can be challenging to address each student according to their own interests within that time frame.* **(Teacher 2)**

Another English teacher also noted that all her classes were greater than 30 learners per class. In the observation, the teacher appeared to have difficulty in handling all the students with their divercity in implementing the different activities. It was because the teacher had to come to each student or group to explain the activities they had to do. So, the classroom management seemed difficult to control.

Excerpt 2:

> *It is extremely difficult to support 31 learners with differentiated activities, and extra assistance, and I feel worried to say I am applying different instruction from individualized instruction, but I have different techniques in the classroom for students' attention like games, storytelling, group work, and attention getting activities.* **(Teacher 3)**

Additionally, the implementation of process differentiation may encounter difficulties due to this big class size. Large courses that use differentiated learning

need teachers to use a variety of learning procedures in comparison to non-DI classes. Therefore, in order to guarantee that the differentiated learning process is successful, more teachers will need to work with each student as the number of students grows.

Excerpt 3:

> *Large class sizes are more problematic when it comes to process differentiation because, for instance, if DI is not used, all students can be given the same task right away, but if DI is used, each group of students must have a separate assignment. The more students there are, the more work it will require to teach various procedures to a wide range of students.* **(Teacher 2)**

4.2 EFL Teachers' Strategies to Cope with the Barriers in Implementing DI

From the barriers that were faced by the EFL teachers in implementing the differentiated instruction in the teaching of English, the results of the data analysis revealed that they used several strategies that helped them to easily deliver the materials and engage the students to do the learning activities. The strategies were assigning students into group or seating areas smoothly, making a plan for students to turn in work, using varied text and resource materials, adjusting learning contracts, and doing students' learning style test.

4.2.1 Assigning students into groups or seating areas smoothly

When the researcher was conducting class observations, she saw that the students' study tables were often changed by the teacher because she often divided students into groups. So, the tables and chairs in the class would not just stay in place. The division of students into groups was adjusted to several things that changed such as: (1) according to their learning style, (2) students' ability to master learning at that time, and (3) students' interest in a topic.

In this case, teacher 3 explained in an interview that at the beginning of the school year, she had conducted a student learning style test to make it easier to implement learning that was in accordance with each student's learning style.

Excerpt 1:
> *In order to determine the different learning styles of our students and provide the best possible instruction in all disciplines, our school always administers a learning style test at the beginning of the academic year.* **(Teacher 3)**

The researcher also saw that during class observations with teacher 1, she always used provocative questions with the aim of being able to find out approximately how far students understood the material that would be taught that day. This was the basis for teachers to divide students into several groups according to their level of understanding. She also explained in an interview:

Excerpt 2 :
> *I usually use a trigger question or pretest before starting new material, miss, to find out how far they understand the material so that it is easier for me to group them. I usually group them into 3 groups, namely groups of students who already understand, do not understand, and do not understand at all. In that group, they will do different learning activities of course.* **(Teacher 1)**

Furthermore, teacher 1 also added that group division was sometimes also done based on their interests in a topic.

Excerpt 3:
> *I also sometimes group them according to their preferences for a topic. For example, we are learning about descriptive text. I will offer several topics such as sports, artists, tourist attractions. Then the students will choose the topic they like.* **(Teacher 1)**

Those are the reasons why teachers more often do group activities in differentiated learning. The grouping is also done smoothly with several grouping criteria as explained above.

4.2.2 Making a plan for students to turn in work

The next strategy implemented by the teacher is to make a plan for students to turn in their work. The teacher explained that to see the achievement of learning objectives using the differentiated learning at a meeting, one of the

criteria is by completing the tasks given by the teacher. He explained that when assignments at one meeting were done as homework, it meant that the learning objectives set for that meeting had not been fully achieved. He also added that if learning using DI was successful, then all students should be able to complete the assignment at the end of the learning. Therefore, she tried to complete every assignment given to his students and they had to submit it at that time.

To help the teacher completed this, she usually appointed her student who had completed his assignment first and got good results to check his friends' assignments because if the teacher did it alone, it took a lot of time. In addition, to motivate children to do their assignments, teacher 3 used a point system. Students who finished first and got good grades would get points that would be accumulated at the end of each semester. The student with the highest points would get a reward from the teacher. The teachers stated in the following excerpts:

Excerpt 1:
> *On that day, students have to finish the duties I provide them. This is to determine whether or not differentiated learning is effective. One of the features of a good DI implementation is that every student finishes their tasks. Thus, that demonstrates that the students have met the learning goals I set for that session.* **(Teacher 2)**

Excerpt 2:
> *At the meeting, the students also need to pick up their assignments. I usually ask students who finish projects ahead of schedule and do well in that meeting to review their classmates' work in order to save time. There are incentives as well. Points will be awarded to the top finishers with the highest scores. Every semester, I typically accrue points, and at the conclusion of the term, I will award the students who have earned the most points.* **(Teacher 3)**

4.2.3 Using Varied Texts and Resource Materials

The next strategy implemented by the teacher is using various texts and resource materials. When the researcher conducted an observation with teacher 1, she saw the teacher providing various different texts even though they were on the same learning topic. When the researcher clarified during the interview,

teacher 1 explained that she always provided varied texts that students could later choose according to their interests in a topic. She also explained that if they learned with teaching materials that suit their interests, students would be happier in learning so that learning objectives would be easier to achieve by teachers and students.

Excerpt 1:
> *We are studying descriptive writing, for instance. I'll cover a variety of subjects, including sports, artists, and tourism destinations. After that, the pupils will select a topic that interests them. It will increase their enjoyment of studying, which will facilitate the achievement of the learning objective.* **(Teacher 1)**

Furthermore, teacher 3 added that in implementing differentiated learning, teachers also had to use varied resource materials to meet the different needs of students according to their different learning styles. Varied resource materials here were like textbooks, modules, student worksheets (LKS), handouts, brochures, photos/pictures, broadcast recordings (radio), videos, articles, comics, etc. With the existence of varied resource materials, students would be able to learn more easily because they were in accordance with their learning styles. For example, students with an audiovisual learning style would learn using learning videos, and then students with a visual learning style could learn using articles, brochures, etc.

Excerpt 2:
> *In order to implement differentiated learning, a variety of resource materials are essential. These include textbooks, modules, student worksheets (LKS), handouts, brochures, photos and pictures, broadcast recordings (radio), videos, articles, comics, and more. This is because it is undeniable that our students have different learning styles. Students with a visual learning style can study through articles, brochures, and the like, whereas students with an audiovisual learning style may learn through learning videos. I'm confident that we can meet our learning goals and the kids won't experience learning stress if we've done everything.* **(Teacher 3)**

From the results of observations and interviews by researcher with these teachers, we can see that the existence of varied texts and resource materials are indeed very much needed for the successful implementation of differentiated learning.

4.2.4 Adjusting Learning Contracts

The next strategy implemented by teachers in overcoming problems in implementing DI is to adjust learning contracts. When conducting classroom observations, researchers saw several times teachers giving punishments to students who were caught chatting with friends during class when it was not time for discussion. Then the researchers asked the teacher in an interview and the teacher replied that she always made learning contracts with her students that they had agreed on together at the beginning of the semester. The teacher also explained that the punishment given to students who violated the learning contract such as coming late, being caught playing with a cellphone, chatting when it was not time for discussion, etc. would be punished by mentioning 30 vocabularies with the same word class that would be determined by the teacher. So, the punishment given was not painful physical punishment.

Excerpt 1:
> *In every class I teach, I work with the students to modify a learning contract that we have created and decided upon together at the start of the semester. Students who break the rules—such as arriving late, using their phones while playing, talking during class, etc.—will be disciplined by saying thirty vocabulary words from the same word class that I will choose at that moment. I thus refrain from using physical punishment that causes harm to my students.* (**Teacher 2**)

Teacher 3 also did the same thing. She also explained in the interview that when a student was late, she would ask the student to sing an English song and explained the meaning of the song to her friends in front of the class. She did this because she thought that students who came late were very disruptive to the learning process because she had to explain again what she did not know. If not, she would have to ask her friends and that would disrupt the learning process of

her peers.

Excerpt 2:
> *I absolutely dislike it when students arrive late for class because I have to explain things over or they have to question their friends about the information they missed, which disrupts their learning. As a result, I have a learning contract with the kids that requires them to perform an English song and explain its significance if they arrive late to class.* **(Teacher 3)**

4.2.5 Doing Students' Learning Style Test

According to Teacher 3, Differentiated Instruction could be implemented optimally if the student learning style test was conducted from the beginning. She explained that students in her school would receive a learning style test at the beginning of the school year. Thus, teachers could carry out teaching and learning activities more optimally because the students were grouped in a differentiated manner according to their respective learning styles.

Excerpt 1:
> *In order to determine the different learning styles of our students and provide the best possible instruction in all disciplines, our school always administers a learning style test at the start of the academic year.* **(Teacher 3)**

Regarding the many DI learning techniques that instructors employ, Teacher 2 said that all tactics are applicable to all forms of differentiated instruction. In order to categorize students based on their learning styles, teachers must first administer a test to determine each student's learning preferences. In addition, teachers can use trigger questions to gauge how well their students comprehend and are prepared for the information that will be covered in that meeting. Knowing this allows teachers to group students according to their needs and provides learning materials that are suitable for their learning preferences, readiness, and interests. This allows students to complete their assigned work efficiently and allows teachers to assess how well they implemented DI. Naturally, if students are given various learning materials after grouping, the learning process and learning outcomes will also change.

Excerpt 2:

> *Every strategy I employ is applicable to all forms of differentiations. Because when all three forms of DI are used, they constitute a single entity.* **(Teacher 2)**

V. DISCUSSIONS

This section is the discussion of the findings with the related theories or previous studies. Both of the two findings about (1) EFL teachers' barriers in implementing differentiated instruction in the teaching of English and (2) EFL teachers strategies to cope with the barriers in implementing differentiated instruction in the teaching of English are discussed here.

5.1 EFL Teachers' Barriers in Implementing the Differentiated Instruction in the Teaching of English

The results of the data analysis reveal a range of barriers to DI implementation found in the teaching and learning process. These included limited resources, poor student behavior, limited time, and big class size.

The most frequent barrier for all teacher participants was a lack of resources. The teachers' ability to create instructional materials to improve DI implementation was not limited by the school's reduced funding allocation. This is corroborated by a research by Shareefa et al. (2019), which identified a lack of resources, time, support, competence, and class size as obstacles to DI deployment.

According to three teachers, poor student behavior like lateness, side conversation, and inappropriate cellphone and laptop usage were a barrier to DI implementation. This was consistent with Kowalski's (2003) research, which identified a few typical problematic classroom practices. They included being late, using cellphones and laptops inappropriately, having side conversations, ignoring deadlines, grubbing grades, making noises, bullying or taunting peers, raising one's hand excessively, and talking inappropriately. These behaviors can also be disruptive and draw attention from others. These kinds of poor behaviors can hinder student learning and disrupt the regular operation of a classroom. Wan

(2016) and de Jager (2017) had discovered that instructors' ability to properly deploy DI was continuously hampered by bad student conduct and poor classroom management. Avramidis et al. (2000) and Gaitas and Martins (2017) have also obtained similar results.

The next barrier in ensuring effective DI implementation was limited time available for planning and instruction, a commonly reported barrier in schools. It takes a lot of time and work to prepare and create the learning process. It is reinforced by research showing that planning and developing the learning process takes a lot of time and effort (Ismail, 2019; Shareefa et al., 2019; Suwastini et al., 2021; Turkey et al., 2021; Mirawati et al., 2022; and Salleh et al., 2022). According to Tomlinson (2017), teachers must modify and create lesson plans to accommodate the requirements of their pupils in the classroom, beginning with media, role models, and instructional strategies that are suitable for the subject matter being covered. A large class size, equitable assessment grading for all students, and a lack of preparation time have all been identified as significant barriers to the adoption of differentiated teaching, according to studies by Lange (2009), Wan (2017), and Shareefa et al. (2019). Furthermore, according to Affholder (2003), time was deemed to be an essential element in the implementation of DI. This included time for cooperation, lesson planning and preparation, and adequate student contact time for teaching and evaluation. Despite the fact that time was not a consideration in Aldossari's (2018) study, the nature of DI was noted as one of the problems, and this study acknowledges that the administration of DI takes more time than other instructional approaches. Saudi Arabian teachers have to deal with issues related to pupils, DI, and the educational setting. However, DI is often challenging to adopt when there is not enough time for lesson preparation.

The last barrier in implementing DI in the teaching of English was the big class size. A big class size, equitable assessment grading for all students, and a lack of preparation time have all been identified as significant barriers to the adoption of differentiated teaching, according to studies by Lange (2009), Wan (2017), and Shareefa et al. (2019). Furthermore, Zelalem et al. (2022) reported

that the instructor required more time to prepare, assign, and evaluate the students due to the large number of students in each session. According to six further researches, a hurdle to the application of DI was the large class size, or the number of pupils per classroom. It is more difficult for teachers to differentiate instruction when there are many kids in each classroom. The increase in variety, demands, group formation, product delivery time, and classroom management complexity is to blame for this. (Aldossari; 2018, Wan; 2015, Suprayogi; 2016, Jager; 2017, Stollman; 2018, Suprayogi; 2017, Shareefa; 2019).

5.2 EFL Teachers' Strategies to Cope with the Barriers in Implementing DI

The teachers implemented various strategies to cope with the barriers to DI implementation found in the classroom observation and also interview with the teachers. These included assigning students into group or seating areas smoothly, making a plan for students to turn in work, using varied text and resource materials, adjusting learning contracts, and doing students' learning style test.

Assigning students into group or seating areas smoothly was the first strategy that EFL teachers could apply to cope with the barriers related to the poor student behavior and limited time. One of the strategies for implementing Di, according to Tomlinson (2017), was placing pupils in certain groups. To send students to different sitting locations or assign them to certain groups, it is cumbersome and confusing to announce their names. It will be more seamless to list names by group or color on an overhead transparency that also shows the locations of the groups or colors. According to Ms. Cooper (2012), a suitable technique for implementing DI was to employ flexible and diverse grouping, along with a diversity of texts, to provide a range of learning settings and materials that best matched the interests, needs, and skills of groups of students.

The next strategy EFL teachers could apply was making a plan for students to turn in work. According to Tomlinson's (2017), there are instances in differentiated classes where numerous activities are ongoing at the same time, and different students may submit several assignments in a short period of time. Every

pupil bringing their completed work to you is distracting. There are two ways to get rid of the distraction. First, assign a student to serve as the "expert of the day" to review a piece of work she thinks she has accomplished to make sure it is both complete and of high quality. If the "expert" agrees that the work is prepared for submission, have the "expert" sign the document and instruct the student to put it in a file or box marked with the job name or a suitable symbol in a designated area of the room. The student must keep working on the assignment if the "expert" believes it is unfinished or of poor quality.

The most crucial tactic to deal with the diversity of students was to use a variety of text and resource resources. According to Ms. Cooper (2012), a suitable technique for implementing DI was to employ flexible and diverse grouping, along with a diversity of texts, to provide a range of learning settings and materials that best matched the interests, needs, and skills of groups of students. Furthermore, according to Tomlinson (2017), grade-level books are frequently too easy for certain pupils in a class and too difficult for others. Students have a better chance of receiving knowledge that speaks to them individually when you use various texts and combine them with a wide range of other supplemental materials.

Another strategy EFL teachers' could apply was adjusting learning contracts to cope with the poor student behavior. Tomlinson (2017) backed it up by saying that contracts may include both "skills" and "content" components. They are useful for managing differentiated classrooms since they can be tailored to each student's requirements and help prevent and reduce disruptive behavior.

The last strategy to cope with the barriers in implementing DI was doing students' learning style test. Teachers need to understand that every student is unique. Buaraphan (2015) asserts that in order to adapt instructional activities and lessons to the learning characteristics of the students, teachers must possess the capacity to comprehend information and personality type preferences. Teachers must map students' learning style profiles in order to assess their comprehension skills. Knowing the learning style profiles of the students allows the instructor to design lessons before they are implemented. When classifying pupils based on

their learning styles, they may be used as a guide by the instructor (Soraya et al., 2020). This supports the idea that the teacher has a better understanding of various intelligences in the differentiation class based on the learning profiles and interests of the students (Marlina, 2019).

VI. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions about the EFL teachers' barriers and strategies in implementing differentiated instruction in the teaching of English at Junior High School. In addition, it also offers some recommendations for EFL teachers and next researchers.

6.1 Conclusion

The findings of this study showed that in implementing DI in the teaching of English at junior high school, the EFL teachers faced some barriers that might obstruct the effectiveness of the teaching materials delivery. Those barriers in implementing DI were: 1) limited resources, 2) poor student behavior, 3) limited time, and 4) big class size.

The strategies proposed by the EFL teachers to cope with the barrier are varied. They were: 1) assigning students into groups or seating areas smoothly, 2) making a plan for students to turn in work, 3) using varied texts and resource materials, 4) adjusting learning contracts, and 5) doing students' learning style test.

6.2 Recommendations

The current study revealed that there were still barriers in the implementation of differentiated instructions in the teaching of English at junior high school. However, there were also some strategies which EFL teachers could apply to cope with the barriers. On this basis, this study offers recommendations for EFL teachers and further researchers in implementing differentiated instruction in the teaching of English.

For EFL teachers, there must be barriers in implementing differentiated instruction in the teaching of English for junior high school students. Therefore,

the teachers need to develop their teaching and learning activities using several teaching strategies which are able to meet the diversity of the students. It involves the combination of those strategies and develops the methods, techniques, teaching media, and teaching resources to improve the student's achievement. EFL teachers can group the students into several groups according to their learning style, ability to master learning at that time, and their interest in a topic. In addition, teachers can use varied resource materials like textbooks, modules, student worksheets (LKS), handouts, brochures, photos/pictures, broadcast recordings (radio), videos, articles, comics, etc to cover the differentiation of the students to meet the students' differences.

For further researchers in the implementation of differentiated instruction (DI) in the teaching of English at junior high school, this study provides to the contribution on the literature of strategies in implementing the differentiated instruction. Therefore, further research needs to investigate the gaps in this study. Firstly, this study explored the EFL teachers' barriers in implementing DI for junior high school students and the strategies to cope with the barriers. To complement the study of DI implementation, further researcher needs to investigate the problems faced by the students in learning using differentiated instruction and its possible solutions. Secondly, the wide use of English in any level of study, further researchers need to investigate the implementation of differentiated instruction in another level (for example elementary school).

REFERENCES

Aldossari, A.T. (2018). The challenges of using the differentiated instruction strategy: A case study in the general education stages in Saudi Arabia. International Education Studies, 11(4), 74-83.

Aldosari, M. A., Aljabaa, A. H., Al-Sehaibany, F. S., & Albarakati, S. F. (2018). Learning style preferences of dental students at a single institution in Riyadh, Saudi Arabia, evaluated using the VARK questionnaire. *Advances in medical education and practice*, 179-186.

Alsubaie, A. M. (2020). The effectiveness of multiple intelligence-based differentiated instructions on metacognitive reading comprehension in the Arabic language among middle school students in Saudi Arabia. *Revista Amazonia Investiga, 9*(26), 158–166. https://doi.org/10.34069/ai/2020.26.02.17.

Andriani, S. (2023). A Case Study of Implementing Differentiated Instruction in Social Studies Teaching at a Junior High School in Banyuwangi. *Sibatik Journal: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, Dan Pendidikan, 2*(10), 3187-3196.

Bondie, R. S., Dahnke, C., & Zusho, A. (2019). How does changing "one-size-fits-all" to differentiated instruction affect teaching?. *Review of Research in Education*, *43*(1), 336-362.

Bondie, R. S., Dahnke, C., & Zusho, A. (2019). How does changing "one-size-fits-all" to differentiated instruction affect teaching?. *Review of Research in Education, 43*(1), 336-362.

Bulter, Y. G. (2005). Comparative perspectives towards communicative activities among elementary school teachers in South Korea, Japan and Taiwan. Language Teaching Research, 423-446

de Graaf, A., Westbroek, H., & Janssen, F. (2019). A practical approach to differentiated instruction: How Biology Teachers redesigned their genetics and ecology lessons. *Journal of Science Teacher Education, 30*(1), 6–23. https://doi.org/10.1080/1046560X.2018.1523646.

Garton, S., Copland, F., & Burns, A. (2011). Investigating global practices in teaching English for young learners: Project report. London, England: British Council.

Gibbs, K., & McKay, L. (2021). Differentiated teaching practices of Australian mainstream classroom teachers: A systematic review and thematic analysis. *International Journal of Educational Research*, *109*, 101799.

Gorghiu, G., Drăghicescu, L. M., Cristea, S., Petrescu, A.-M., & Gorghiu, L. M. (2015). Problem-based Learning - An Efficient Learning Strategy in the Science Lessons Context. Procedia - Social and Behavioral Sciences, 191, 1865–1870. https://doi.org/https://doi.org/10.1016/j.sbspro.2015.04.570.

Ismail, S. (2019). Impact of Differentiated Instruction on the Writing Process of ESL Learners. ELF Annual Research Journal, 21(May), 130–153.

Jacobse S. A. E, Meijer, A., Helms-Lorenz, M. & Maulana, R. (2019). Differentiated Instruction in Secondary Education: A Systematic Review of Research Evidence. Front. Psychol. 10:2366. doi: 10.3389/fpsyg.2019.02366.

Kaur, A., Noman, M., & Awang-Hashim, R. (2019). Exploring and evaluating differentiated assessment practices of in-service teachers for components of differentiation. *Teaching Education, 30*(2), 160–176. https://doi.org/10.1080/10476210.2018.1455084

Kotob, M., & Arnouss, D. (2019). Differentiated instruction: The effect on learner's achievement in Kindergarten. International Journal of Contemporary Education, 2(2), 61. https://doi.org/10.11114/ijce.v2i2.4479.

Magableh, I., & Abdullah, A. (2020). The effect of differentiated instruction on EFL learners: Teachers' perspective. *International Journal of Academic Research in Business and Social Sciences, 10*(5). https://doi.org/10.6007/ijarbss/v10-i5/7235.

Moosa, V., & Shareefa, M. (2019). The impact of teachers' experience and qualification on efficacy, knowledge and implementation of differentiated instruction.

Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. TESOL Quarterly, 589-613

Nurkamto, J. (2003). Problema pengajaran bahasa Inggris di Indonesia. Jurnal Ilmiah Masyarakat Linguistik Indonesia 21(2), 288-307.

Oktaviani, A., & Fauzan, A. (2017). Teachers Perceptions about the Importance of English for Young Learners. *Linguistic, English Education and Art (LEEA) Journal, 1*(1), 1–15. https://doi.org/10.31539/leea.v1i1.25.

Petrina, S. (Ed.). (2006). *Advanced teaching methods for the technology*

classroom. IGI Global.

Ramli, K., Assaiqeli, A., Mostafa, N. A., & Singh, C. K. S. (2022). Gender perceptions of benefits and challenges of online learning in Malaysian ESL classroom during COVID-19. *Studies in English Language and Education, 9*(2), 613-631.

Salahuddin, A. M., Khan, M. R., & Rahman, A. (2013). Challenges of implementing English curriculum at rural primary schools of Bangladesh. The International Journal of Social Sciences Vol.7(1), 34-51.

Sandra, L. A., & Kurniawati, L. A. (2020). Differentiated instructions in teaching English for students with an autism spectrum disorder. *Jet Adi Buana, 5*(01), 41–53. https://doi.org/10.36456/jet.v5.n01.2020.2274.

Sari, F. M. (2020). Exploring English Learners' Engagement and Their Roles in the Online Language Course. Journal of English Language Teaching and Linguistics, 5(3), 349-361.

Tanjung, P. A., & Ashadi, A. (2019). Differentiated instruction in accommodating individual differences of EFL students. Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics, 6(2), 63-72.

Tomlinson, C. A., & Strickland, C. A. (2005). *Differentiation in practice: A resource guide for differentiating curriculum, grades 9-12*. ASCD.

Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms*. Ascd.

Variacion, D. A., Salic-Hairulla, M., & Bagaloyos, J. (2021, March). Development of differentiated activities in teaching science: Educators' evaluation and self-reflection on differentiation and flexible learning. In *Journal of Physics: Conference Series* (Vol. 1835, No. 1, p. 012091). IOP Publishing.

Appendix I : Instrumen Observasi

Observation Sheet

EFL Teachers' Barriers and Strategies in Implementing Differentiated Instruction

in English Teaching at Junior High School

Research Questions:

1. What are the EFL teachers' barriers in implementing the differentiated Instruction in the teaching of English?

2. What are the EFL teachers' strategies to overcome the barriers in implementing the differentiated Instruction in the teaching of English?

No	Indicators	Yes	No	Notes
1.	Guru mempersiapkan dan membawa bahan ajar ke dalam kelas			
2.	Guru melakukan analisis kebutuhan siswa sebelum memulai pembelajaran			
3.	Guru melakukan analisis gaya belajar siswa sebelum memulai pembelajaran			
	Barriers			
4.	Siswa membawa hp / laptop saat pembelajaran			
5.	Kelas tidak dilengkapi dengan *Adjustable chair*			
6.	Ada siswa yang terlambat datang ke dalam kelas			
7.	Siswa menggunakan hp/laptop di dalam kelas untuk hal-hal lain yang tidak berkaitan dengan pembelajaran			
8.	Siswa membicarakan hal-hal lain dengan teman saat pembelajaran berlangsung			
9.	Siswa tidak menyelesaikan tugas sesuai batas waktu yang diberikan			
10.	Siswa membuat kericuhan di dalam kelas			
11.	Siswa melakukan bullying			

	terhadap teman sekelas			
12.	Jumlah siswa dalam kelas lebih dari 30			
13.	Setiap kelompok terdiri lebih dari 3-4 siswa			
Strategies				
14.	Guru menggunakan *Designing Curriculum Compacting*			
15.	Guru menerapkan *Concept-Based Teaching*			
16.	Guru menugaskan siswa ke dalam kelompok atau area tempat duduk			
17.	Guru menggunakan *Anchor Activity* untuk membebaskan Anda memusatkan perhatian pada siswa Anda			
18.	Guru membuat rencana bagi siswa untuk menyerahkan pekerjaan			
19.	Guru menggunakan sumber materi yang bervariasi			
20.	Guru menerapkan *Learning Contracts*			

Kesulitan lain yang dihadapi oleh guru:

1. ....
2. ....
3. ....
4. ....
5. ....

Strategi lain yang digunakan oleh guru:

1. ....
2. ....
3. ....
4. ....
5. ....

Appendix II : The Result of Observation 1

Observation Sheet

EFL Teachers' Barriers and Strategies in Implementing Differentiated Instruction

In English Teaching at Junior High School

Day/Date   : Monday and Thursday / October 21st and 24th 2024

Subject   : Teacher 1

Time/Place   : 07.00 – 08.30 / Class 8

No	Indicators	Yes	No	Notes
1.	Guru mempersiapkan dan membawa bahan ajar ke dalam kelas	v		
2.	Guru melakukan analisis kebutuhan siswa sebelum memulai pembelajaran	v		Dilakukan dengan menggunakan pertanyaan pemantik
3.	Guru melakukan analisis gaya belajara siswa sebelum memulai pembelajaran		v	
Barriers				
4.	Siswa membawa hp / laptop saat pembelajaran	v		
5.	Kelas tidak dilengkapi dengan *Adjustable chair*	v		Memakan waktu lama untuk menyusun bangku ketika melakukan kegiatan kelompok
6.	Ada siswa yang terlambat datang ke dalam kelas	v		
7.	Siswa menggunakan hp/laptop di dalam kelas untuk hal-hal lain yang tidak berkaitan dengan pembelajaran	v		
8.	Siswa membicarakan hal-hal lain dengan teman saat pembelajaran berlangsung	v		Terlebih saat melakukan kegiatan kelompok
9.	Siswa tidak menyelesaikan tugas sesuai batas waktu yang diberikan	v		
10.	Siswa membuat kericuhan di dalam kelas	v		
11.	Siswa melakukan bullying		v	

		v		
	terhadap teman sekelas			
12.	Jumlah siswa dalam kelas lebih dari 30	v		
13.	Setiap kelompok terdiri lebih dari 3-4 siswa	v		
Strategies				
14.	Guru menggunakan *Designing Curriculum Compacting*		v	
15.	Guru menerapkan *Concept-Based Teaching*		v	
16.	Guru menugaskan siswa ke dalam kelompok atau area tempat duduk	v		Dilakukan berdasarkan hasil analisis awal kebutuhan siswa
17.	Guru menggunakan *Anchor Activity* untuk membebaskan Anda memusatkan perhatian pada siswa Anda		v	
18.	Guru membuat rencana bagi siswa untuk menyerahkan pekerjaan	v		Semua siswa dipaksa harus meneyelesaikan tugas di pertemuan itu juga
19.	Guru menggunakan sumber materi yang bervariasi	v		Guru menggunakan video yang ditampilkan di LCD
20.	Guru menerapkan *Learning Contracts*	v		Siswa yang terlambat disuruh membuat kalimat sederhana dalam bahasa inggris

Appendix III : The Result of Observation 2

Observation Sheet

EFL Teachers' Barriers and Strategies in Implementing Differentiated Instruction

In English Teaching at Junior High School

Day/Date : Tuesday and Thursday / October 22nd and 24th 2024

Subject : Teacher 2

Time/Place : 10.00 – 12.30 / Class 9

No	Indicators	Yes	No	Notes
1.	Guru mempersiapkan dan membawa bahan ajar ke dalam kelas	v		Menyampiakan tujuan pembelajaran di awal
2.	Guru melakukan analisis kebutuhan siswa sebelum memulai pembelajaran	v		Menggunakan pertanyaan pemantik
3.	Guru melakukan analisis gaya belajara siswa sebelum memulai pembelajaran		v	
Barriers				
4.	Siswa membawa hp / laptop saat pembelajaran	v		
5.	Kelas tidak dilengkapi dengan *Adjustable chair*		v	Menggunakan meja kursi yang mudah ditata
6.	Ada siswa yang terlambat datang ke dalam kelas	v		
7.	Siswa menggunakan hp/laptop di dalam kelas untuk hal-hal lain yang tidak berkaitan dengan pembelajaran	v		
8.	Siswa membicarakan hal-hal lain dengan teman saat pembelajaran berlangsung	v		
9.	Siswa tidak menyelesaikan tugas sesuai batas waktu yang diberikan		v	
10.	Siswa membuat kericuhan di dalam kelas	v		
11.	Siswa melakukan bullying terhadap teman sekelas		v	
12.	Jumlah siswa dalam kelas	v		

		v		
	lebih dari 30			
13.	Setiap kelompok terdiri lebih dari 3-4 siswa	v		5 siswa per kelompok
Strategies				
14.	Guru menggunakan *Designing Curriculum Compacting*		v	
15.	Guru menerapkan *Concept-Based Teaching*		v	
16.	Guru menugaskan siswa ke dalam kelompok atau area tempat duduk	v		Siswa dikelompokkan berdasarkan level pemahaman dari pertanyaan pemantik
17.	Guru menggunakan *Anchor Activity* untuk membebaskan Anda memusatkan perhatian pada siswa Anda		v	
18.	Guru membuat rencana bagi siswa untuk menyerahkan pekerjaan	v		Semua siswa menyelesaikan pekerjaan
19.	Guru menggunakan sumber materi yang bervariasi	v		Menggunakan print out worksheet yang disiapkan sendiri oleh guru
20.	Guru menerapkan *Learning Contracts*	v		Siswa yang ricuh/terlambat diminta menyebutkan 30 kosakata bahasa inggris dalam satu kelas kata

Appendix III : The Result of Observation 3

Observation Sheet

EFL Teachers' Barriers and Strategies in Implementing Differentiated Instruction

In English Teaching at Junior High School

Day/Date   : Friday and Thursday / October 25th and 29th 2024

Subject   : Teacher 3

Time/Place   : 07.00 – 08.30 / Class 8

No	Indicators	Yes	No	Notes
1.	Guru mempersiapkan dan membawa bahan ajar ke dalam kelas	v		
2.	Guru melakukan analisis kebutuhan siswa sebelum memulai pembelajaran	v		
3.	Guru melakukan analisis gaya belajara siswa sebelum memulai pembelajaran	v		Dilakukan di tiap awal tahun ajaran baru
	Barriers			
4.	Siswa membawa hp / laptop saat pembelajaran	v		
5.	Kelas tidak dilengkapi dengan *Adjustable chair*		v	
6.	Ada siswa yang terlambat datang ke dalam kelas	v		
7.	Siswa menggunakan hp/laptop di dalam kelas untuk hal-hal lain yang tidak berkaitan dengan pembelajaran		v	
8.	Siswa membicarakan hal-hal lain dengan teman saat pembelajaran berlangsung	v		
9.	Siswa tidak menyelesaikan tugas sesuai batas waktu yang diberikan		v	Semua siswa mengerjakan tugas dan selesai tepat waktu
10.	Siswa membuat kericuhan di dalam kelas	v		Saat bekerja dalam kelompok, beberapa siswa ngobrol di luar topik
11.	Siswa melakukan bullying terhadap teman sekelas		v	

12.	Jumlah siswa dalam kelas lebih dari 30	v		Siswa berjumlah 32 anak
13.	Setiap kelompok terdiri lebih dari 3-4 siswa	v		Kelompok dibuat sesuai hasil tes gaya belajar sehingga ada yang lebih dari 5 ada yang kurang dari 5
Strategies				
14.	Guru menggunakan *Designing Curriculum Compacting*		v	
15.	Guru menerapkan *Concept-Based Teaching*		v	
16.	Guru menugaskan siswa ke dalam kelompok atau area tempat duduk	v		Kelompok dibuat sesuai hasil tes gaya belajar
17.	Guru menggunakan *Anchor Activity* untuk membebaskan Anda memusatkan perhatian pada siswa Anda		v	
18.	Guru membuat rencana bagi siswa untuk menyerahkan pekerjaan	v		Siswa yang menyelesaikan tugas duluan dan nilainya bagus diminta untuk membantu guru mengecek hasil pekerjaan temannya
19.	Guru menggunakan sumber materi yang bervariasi	v		
20.	Guru menerapkan *Learning Contracts*	v		Siswa yang terlambat atau melanggar learning contrac yang dibuat bersama harus menyanyi lagu bahasa inggris di depan kelas dan menjelaskan makna lagu tersebut

Kesulitan lain yang dihadapi oleh guru:
1. Jumlah siswa lebih dari 30 anak, bisa disebut dengan kelas besar. Sehingga guru terlihat kesulitan menguasai kelas.

Strategi lain yang digunakan oleh guru:
1. Di sekolah tersebut, selalu melakukan tes analisis gaya belajar pada awal tahun ajaran. Hal ini disinggung oleh guru saat akan melakukan pengelompokan siswa dalam pembelajaran.

Interview Guideline

EFL Teachers' Barriers and Strategies in Implementing Differentiated Instruction

in English Teaching at Junior High School

Research Questions:

1. What are the EFL teachers' barriers in implementing the differentiated Instruction in the teaching of English?

2. What are the EFL teachers' strategies to overcome the barriers in implementing the differentiated Instruction in the teaching of English?

Purposes of Study	Theories	Interview Question
		Apakah anda mengimplementasikan DI dalam pengajaran bahasa inggris?
		Seberapa sering anda mengimplementasikan DI dalam pengajaran bahasa inggris?
EFL teachers' barriers in implementing DI	1. Limited Resources 2. Poor Student Behavior (lateness, inappropriate cellphone and laptop usage, side conversations, disregard for deadlines, and grade grubbing, making noises, bullying or teasing peers, excessive hand-raising, and talking when it's not an appropriate time can also be disruptive and maintain social attention from others) 3. Limited Time 4. Big Class Size 5. Lack of Teachers	Apa saja tantangan yang anda hadapi ketika mengimplementasikan DI?
		Adakah kesulitan lain yang bapak/ibu hadapi

		dalam mengimplementasikan DI?
		Faktor apa yang menyebabkan kesulitan itu terjadi?
		Apa reaksi siswa ketika tidak dapat memahami atau mengalami kesulitan dalam memahami materi yang bapak sampaikan?
EFL teachers' strategies to overcome the barriers in implementing DI	1. Designing Curriculum Compacting 2. Applying Concept-Based Teaching 3. Assigning students into groups or seating areas smoothly 4. Using an "anchor activity" to free you up to focus your attention on your students 5. Making a plan for students to turn in work 6. Using Varied Text and Resource Materials 7. Adjusting Learning Contracts	Strategi apa yang anda gunakan untuk menghadapi masalah-masalah tersebut?
		Apakah siswa menyukai strategi - strategi yang bapak gunakan?
		Strategi pembelajaran apa yang paling disukai oleh siswa?
		Saat ulangan berlangsung apakah nilai siswa bagus?
		Apakah ada strategi lain yang bapak/ibu gunakan dalam mengimplementasikan DI?

Transkrip Wawancara

EFL Teachers' Barriers and Strategies in Implementing Differentiated Instruction

In English Teaching at Junior High School

Day/Date   : Thursday / 24th 2024

Subject   : Teacher 1

Time/Place   : 13.00 – 14.00 / School Office

Peneliti	**:** Assalamu'alaikum warohmatullahi wabaraokatuh. Selamat pagi, Bu 1. Terima kasih sudah meluangkan waktu untuk wawancara ini. Kita akan mulai dengan pertanyaan tentang kesulitan yang Anda hadapi dalam mengimplementasikan pembelajaran berdiferensiasi nggih.
Guru 1	**:** Wa'alaikumussalam warohmatullahi wabarokatuh. Iya mbak! Senang bisa berbagi pengalaman. Iya, saya mengimplementasikan pembelajaran berdiferensiasi (DI) dalam kelas bahasa Inggris saya.
Peneliti	**:** Seberapa sering ibu mengimplementasikan DI dalam pengajaran bahasa Inggris?
Guru 1	**:** Sebenarnya Saya berusaha untuk mengimplementasikannya setiap minggu, tetapi tergantung juga sih mbak pada topik yang akan diajarkan.
Peneliti	**:** Baik. Lalu apa saja tantangan yang ibu hadapi ketika mengimplementasikan DI?
Guru 1	**:** Em.. Kalau tantangan utama yaitu memastikan bahwa semua siswa saya merasa terlibat dalam kegiatan belajar mbak, karena anak-anak kan memiliki kemampuan berbeda, jadi biasanya anak yang kemampuannya kurang itu cenderung kebih malu untuk aktif dalam pembelajaran.
Peneliti	**:** Iya bu. Apakah ibu mengalami kesulitan seperti sumber bahan ajar yang terbatas?
Guru 1	**:** Iya mbak, karena sekolah hanya menyediakan lembar kerja dan buku teks, terkadang itu nggak cukup karena tidak mencakup diferensiasi. Jadi saya harus mencari sendiri sumber bahan ajar lain, seperti buku teks, modul, lembar kerja siswa (LKS), handout, brosur, foto/gambar, rekaman siaran (radio), video, artikel, komik, dan lain-lain.
Peneliti	**:** Apakah menurut ibu perilaku siswa yang buruk juga menjadi salah satu kesulitan dalam mengimplementasikan DI?
Guru 1	**:** Sangat sangat. Perilaku yang mengganggu bisa merusak

	konsentrasi kelas dan membuat siswa lain sulit belajar. Kalau konsentrasi anak-anak sudah buyar tuh wadduh pengennya cepet-cepet keluar kelaas aja tuh anak-anak.
Peneliti	: Hehe iya juga ya bu. Selanjutnya Apakah keterlambatan siswa menjadi salah satu kesulitan dalam mengimplementasikan DI juga?
Guru 1	: Iya mbak, keterlambatan dapat mengganggu alur pelajaran, jadi nanti saya harus mengulang lagi menjelaskan, atau kalau nggak gitu mereka jadi mengganggu waktu temannya kalau harus bertanya kepada teman akhirnya siswa yang datang terlambat itu sering kali ketinggalan materi.
Peneliti	: Apakah penggunaan ponsel dan laptop di waktu yang tidak tepat juga menjadi salah satu kesulitan ibu?
Guru 1	: Pasti itu mbak. Penggunaan gadget yang tidak terkontrol bisa mengalihkan perhatian siswa dari pelajaran. Kadang-kadang saja saya masih kecolongan ada siswa yang main HP. Kalau sudah gitu langsung saya ambil saja HP nya.
Peneliti	: Kalau ketika siswa melakukan percakapan sampingan saat pembelajaran DI juga menjadi masalah ya bu?
Guru 1	: Nah itu juga sangat mengganggu mbak. Ketika siswa asyik berbicara sendiri, mereka kan jadi nggak fokus pada pembelajaran.
Peneliti	: Apakah ketika siswa membuat keributan saat pembelajaran DI juga menjadi masalah?
Guru 1	: Kalau itu sih tergantung ya mbak ya. Kalau keributan yang diluar konteks pembelajaran pasti bisa menciptakan suasana kelas yang tidak kondusif untuk belajar. Akan tetapi, kadang saya juga membuat kegiatan pembelaaran yang membuat siswa jadi ribut dan ramai di kelas. Misalnya kayak sedang peer teaching gitu kan mereka sambil ketawa-ketawa ya karena temannya yang pemahamannya sudah lebih kan mengajar mereka. Itu mereka pasti ramai ribut ketawa-ketawakarena melihat temannya jadi guru mereka.
Peneliti	: Hehehe baik bu. Apakah menindas atau menggoda teman sebaya juga menjadi salah satu masalah dalam pembelajaran DI?
Guru 1	: Kalau sampai membuli sih Alhamdulillah murid-murid saya tidak ada yang melakukan seperti itu mbak. Kalau menggoda gitu ya mungkin sedikit-sedikit wajar lah namanya anak-anak.
Peneliti	: Iya bu, Lalu Apakah ketika siswa mengangkat tangan secara berlebihan juga mengganggu pembelajaran DI?
Guru 1	: Kadang-kadang bisa, terutama kalau semua siswa ingin berbicara sekaligus. Anak-anak tuh kan kadang disuruh tanya masih malu ya. Tapi kalau sudah ada 1 yang tanya, semuanya jadi pada pengen ikut bicara. Kan susah yaa.
Peneliti	: jadi berarti berbicara di saat yang tidak tepat juga dapat

	mengganggu pembelajaran DI dan mengganggu perhatian sosial orang lain ya bu?
Guru 1	: Iya mbak, itu bisa mengganggu konsentrasi siswa lain juga pastinya.
Peneliti	: Apakah ibu mengalami kesulitan dalam implementasi DI karena keterbatasan waktu?
Guru 1	: Tentu mbak. Penyusunan bahan ajar untuk pembelajaran terdiferensiasi cukup rumit dan membutuhkan usaha yang lebih. Saya terkadang merasa tidak dapat membagi waktu secara optimal untuk menyusun pembelajaran terdiferensiasi. Jadi seperti pertemuan sebelumnya, saya tidak melaksanakan DI karena tidak memiliki cukup waktu untuk menyusun modul ajar.
Peneliti	: Betul bu hehehe. Selanjutnya apakah ukuran kelas yang besar juga menjadi masalah dalam implementasi DI menurut ibu?
Guru 1	: Sangat, kelas yang besar membuat saya kesulitan memberikan perhatian yang cukup kepada setiap siswa. Kalau di kelas saya dengan 24 siswa saja sudah lumayan susah untuk mengontrol tiap siswa. Apalagi kalau kelas yang lebih besar lagi dengan keberagaman siswa yang beragam itu.
Peneliti	: Apakah kurangnya jumlah guru juga menjadi masalah dalam implementasi DI?
Guru 1	: Karena jumlah siswa gak sampai 30 menurut saya masih aman sih mbak untuk dihandle oleh 1orang guru.
Peneliti	: Baik bu. Adakah kesulitan lain yang ibu hadapi dalam mengimplementasikan DI?
Guru 1	: Kadang-kadang itu ya mbak saya juga kesulitan menyesuaikan materi dengan minat siswa yang beragam. Saya kan harus tau dulu itu siswa maunya gimana, pemahamnnya sudah sampai mana, gaya belajar yang cocok apa.
Peneliti	: Faktor apa yang menyebabkan kesulitan itu terjadi apa ya bu?
Guru 1	: Banyak faktor, termasuk perbedaan latar belakang siswa dan suasana kelas sih kayaknya mbak.
Peneliti	: Apa reaksi siswa ketika tidak dapat memahami atau mengalami kesulitan dalam memahami materi yang ibu sampaikan?
Guru 1	: Mereka biasanya terlihat bingung tapi ya itu tadi malu kalau disuruh tanya. Tapi beberapa dari mereka juga tidak ragu untuk meminta bantuan, tanya ke saya lagi ini gimana tadi ya bu? gitu.
Peneliti	: Sekarang, mari kita beralih ke strategi untuk mengatasi masalah-masalah yang dihadapi. Strategi apa yang Anda gunakan untuk menghadapi masalah-masalah tersebut?
Guru 1	: Saya mencoba untuk membuat pembelajaran lebih interaktif dan melibatkan siswa dalam diskusi.
Peneliti	: Apakah mendesain kurikulum yang kompak dapat menjadi strategi yang efisien untuk mengatasi masalah-masalah tersebut?
Guru 1	: kurikulum kompak? Em kalau saya sih nggak pernah melakukan itu ya mbak.

Peneliti	: Apakah menerapkan pengajaran berbasis konsep dapat mengatasi masalah-masalah tersebut?
Guru 1	: Kalau menurut saya sih nggak terlalu efisien. Lebih efisien itu pengajarannya berbasis analisis kebutuhan siswa saja mbak kalau pakai DI.
Peneliti	: Apakah menetapkan siswa ke dalam kelompok dapat menjadi strategi yang baik untuk mengatasi masalah-masalah tersebut?
Guru 1	: Nah iya, kalau dalam penerapan DI saya lebih sering mengelompokkan mereka berdasarkan hasil pertanyaan pemantik yang saya berikan. Sehingga saya bisa mengetahui secara umum kemampuan siswa sampai mana dan bisa saya kelompokkan sesuai kemampuan mereka.
Peneliti	: Apakah membuat rencana bagi siswa untuk menyerahkan hasil pekerjaan mereka juga dapat menjadi strategi yang baik untuk mengatasi masalah-masalah tersebut?
Guru 1	: Iya, saya kalau memberi tugas kepada murid saya, mereka harus mengumpulkan di pertemuan itu juga.
Peneliti	: Apakah menggunakan teks dan bahan sumber yang bervariasi dapat menjadi strategi yang baik untuk mengatasi masalah-masalah tersebut?
Guru 1	: Pasti itu mbak. Misalnya, kita sedang mempelajari penulisan deskriptif. Saya akan membahas berbagai subjek, termasuk olahraga, artis, dan destinasi wisata. Setelah itu, para siswa akan memilih topik yang menarik bagi mereka. Hal ini akan meningkatkan kesenangan mereka dalam belajar, yang akan memudahkan tercapainya tujuan pembelajaran.
Peneliti	: Apakah menyesuaikan kontrak pembelajaran dapat menjadi strategi yang baik untuk mengatasi masalah-masalah tersebut?
Guru 1	: Iya, kalau kita menerapkan kontrak belajar kan anak-anak jadi lebih tanggung jawab dalam mengerjakan tugasnya.
Peneliti	: Apakah siswa menyukai strategi-strategi yang Anda gunakan?
Guru 1	: Kebanyakan siswa menyukainya, terutama ketika mereka merasa terlibat dalam kegiatan.
Peneliti	Strategi pembelajaran apa yang paling disukai oleh siswa?
Guru 1	: Mereka paling suka dengan kegiatan kelompok dan diskusi.
Peneliti	: Saat ulangan berlangsung, apakah nilai siswa bagus?
Guru 1	: Secara keseluruhan, nilai siswa cukup baik, meskipun ada yang masih perlu bimbingan lebih.
Peneliti	: Terima kasih banyak Bu atas waktu dan wawasan yang ibu berikan. Semoga panjenengan sehat selalu.
Guru 1	: Sama-sama! Senang bisa berbagi pengalaman. Semoga lancar thesisnya ya mbak.
Peneliti	: Aamiin.

Interview Transcript

EFL Teachers' Barriers and Strategies in Implementing Differentiated Instruction

In English Teaching at Junior High School

Day/Date   : Thursday / 24th 2024

Subject   : Teacher 1

Time/Place   : 13.00 – 14.00 / School Office

|	
Researcher	: Assalamu'alaikum warohmatullahi wabaraokatuh. Good morning, Madam 1. Thank you for taking the time to do this interview. We will start with questions about the difficulties you face in implementing differentiated learning.
Teacher 1	: Wa'alaikumussalam warohmatullahi wabarokatuh. Yes, miss! Happy to share my experience. Yes, I implement differentiated learning (DI) in my English class.
Researcher	: How often do you implement DI in teaching English?
Teacher 1	: Actually, I try to implement it every week, but it also depends on the topic to be taught.
Researcher	: Okay. So what are the challenges you face when implementing DI?
Teacher 1	: Um.. The main challenge is ensuring that all my students feel involved in learning activities, because children have different abilities, so usually children with less ability tend to be more embarrassed to be active in learning.
Researcher	: Yes, ma'am. Do you experience difficulties such as limited sources of teaching materials?
Teacher 1	: Yes, ma'am, because the school only provides worksheets and textbooks, sometimes that is not enough because it does not cover differentiation. So I have to find other sources of teaching materials myself, such as textbooks, modules, student worksheets (LKS), handouts, brochures, photos/pictures, broadcast recordings (radio), videos, articles, comics, and others.
Researcher	: Do you think that bad student behavior is also one of the difficulties in implementing DI?
Teacher 1	: Very much so. Disruptive behavior can damage class concentration and make it difficult for other students to learn. If the children's concentration is broken, wow, they just want to get out of class quickly.
Researcher	: Hehe, yes, ma'am. Furthermore, is student tardiness also one of the difficulties in implementing DI?
Teacher 1	: Yes, ma'am, tardiness can disrupt the flow of the lesson, so I have to repeat the explanation, or if not, they will disturb their friends' time if they have to ask their friends, so students who come late

often miss the material.

Researcher : Is the use of cellphones and laptops at inappropriate times also one of the difficulties, ma'am?

Teacher 1 : That's for sure, ma'am. Uncontrolled use of gadgets can distract students from the lesson. Sometimes I still catch students playing with their cellphones. If that happens, I just take their cellphones.

Researcher : Is it also a problem when students have side conversations during DI learning?

Teacher 1 : Well, that is also very disturbing, ma'am. When students are busy talking to themselves, they don't focus on learning.

Researcher : Is it also a problem when students make noise during DI learning?

Teacher 1 : That depends, ma'am. If the noise is outside the context of learning, it can definitely create a classroom atmosphere that is not conducive to learning. However, sometimes I also create learning activities that make students noisy and noisy in class. For example, like when they are peer teaching, they are laughing because their friends who have more understanding are teaching them. They must be laughing loudly because they see their friends as their teachers.

Researcher : Hehehe, okay, ma'am. Is bullying or teasing peers also a problem in DI learning?

Teacher 1 : If it comes to bullying, Alhamdulillah, none of my students do that, ma'am. If it's tempting like that, maybe a little bit is normal for children.

Researcher : Yes ma'am, then when students raise their hands excessively, does it also interfere with DI learning?

Teacher 1 : Sometimes it can, especially if all students want to talk at once. Sometimes when asked to ask questions, children are still embarrassed. But if there is already 1 who asks, everyone wants to join in. It's difficult, right?

Researcher : So speaking at the wrong time can also disrupt DI learning and disturb other people's social attention, right ma'am?

Teacher 1 : Yes ma'am, it can certainly disrupt the concentration of other students too.

Researcher : Do you have any difficulties implementing DI because of time constraints?

Teacher 1 : Of course ma'am. Preparing teaching materials for differentiated learning is quite complicated and requires more effort. Sometimes I feel like I can't divide my time optimally to prepare differentiated learning. So like the previous meeting, I didn't implement DI because I didn't have enough time to prepare the teaching module.

Researcher : That's right ma'am hehehe. Furthermore, is the large class size also a problem in implementing DI according to you?

Teacher 1 : Very, a large class makes it difficult for me to give enough attention to each student. In my class with 24 students, it is

already quite difficult to control each student. Especially if the class is even bigger with diverse students.

Researcher : Is the lack of teachers also a problem in implementing DI?

Teacher 1 : Because the number of students is less than 30, I think it is still safe for one teacher to handle.

Researcher : Okay ma'am. Are there any other difficulties that you face in implementing DI?

Teacher 1 : Sometimes, ma'am, I also have difficulty adjusting the material to the diverse interests of students. I have to know first what the students want, how far their understanding has come, what learning style suits them.

Researcher : What factors cause these difficulties to occur, ma'am?

Teacher 1 : Many factors, including differences in student backgrounds and the classroom atmosphere, I think, ma'am.

Researcher : What is the reaction of students when they cannot understand or have difficulty in understanding the material that you convey?

Teacher 1 : They usually look confused but yes, they are embarrassed when asked to ask. But some of them also do not hesitate to ask for help, ask me again how was it earlier, ma'am? like that.

Researcher : Now, let's move on to strategies to overcome the problems faced. What strategies do you use to deal with these problems?

Teacher 1 : I try to make learning more interactive and involve students in discussions.

Researcher : Can designing a compact curriculum be an efficient strategy to overcome these problems?

Teacher 1 : compact curriculum? Um, I've never done that, ma'am.

Researcher : Can implementing concept-based teaching overcome these problems?

Teacher 1 : In my opinion, it is not very efficient. It is more efficient to use DI based on student needs analysis.

Researcher : Can assigning students into groups be a good strategy to overcome these problems?

Teacher 1 : Yes, in implementing DI, I often group them based on the results of the trigger questions I give. So that I can generally know the students' abilities and I can group them according to their abilities.

Researcher : Can making a plan for students to submit their work also be a good strategy to overcome these problems?

Teacher 1 : Yes, when I give my students assignments, they have to submit them at that meeting too.

Researcher : Can using varied texts and source materials be a good strategy to overcome these problems?

Teacher 1 : Of course, ma'am. For example, we are studying descriptive writing. I will discuss various subjects, including sports, artists, and tourist destinations. After that, students will choose a topic that interests them. This will increase their enjoyment in learning,

which will make it easier to achieve learning goals.

Researcher : Can adjusting the learning contract be a good strategy to overcome these problems?

Teacher 1 : Yes, if we implement a learning contract, the children will be more responsible in doing their assignments.

Researcher : Do students like the strategies you use?

Teacher 1 : Most students like it, especially when they feel involved in the activities.

Researcher : What learning strategies do students like the most?

Teacher 1 : They like group activities and discussions the most.

Researcher : When the test took place, were the students' grades good?

Teacher 1 : Overall, the students' grades were quite good, although some still needed more guidance.

Researcher : Thank you very much, Ma'am, for the time and insight you have given. I hope you are always healthy.

Teacher 1 : You're welcome! It's nice to share experiences. Hopefully your thesis goes smoothly, sis.

Researcher : Amen.
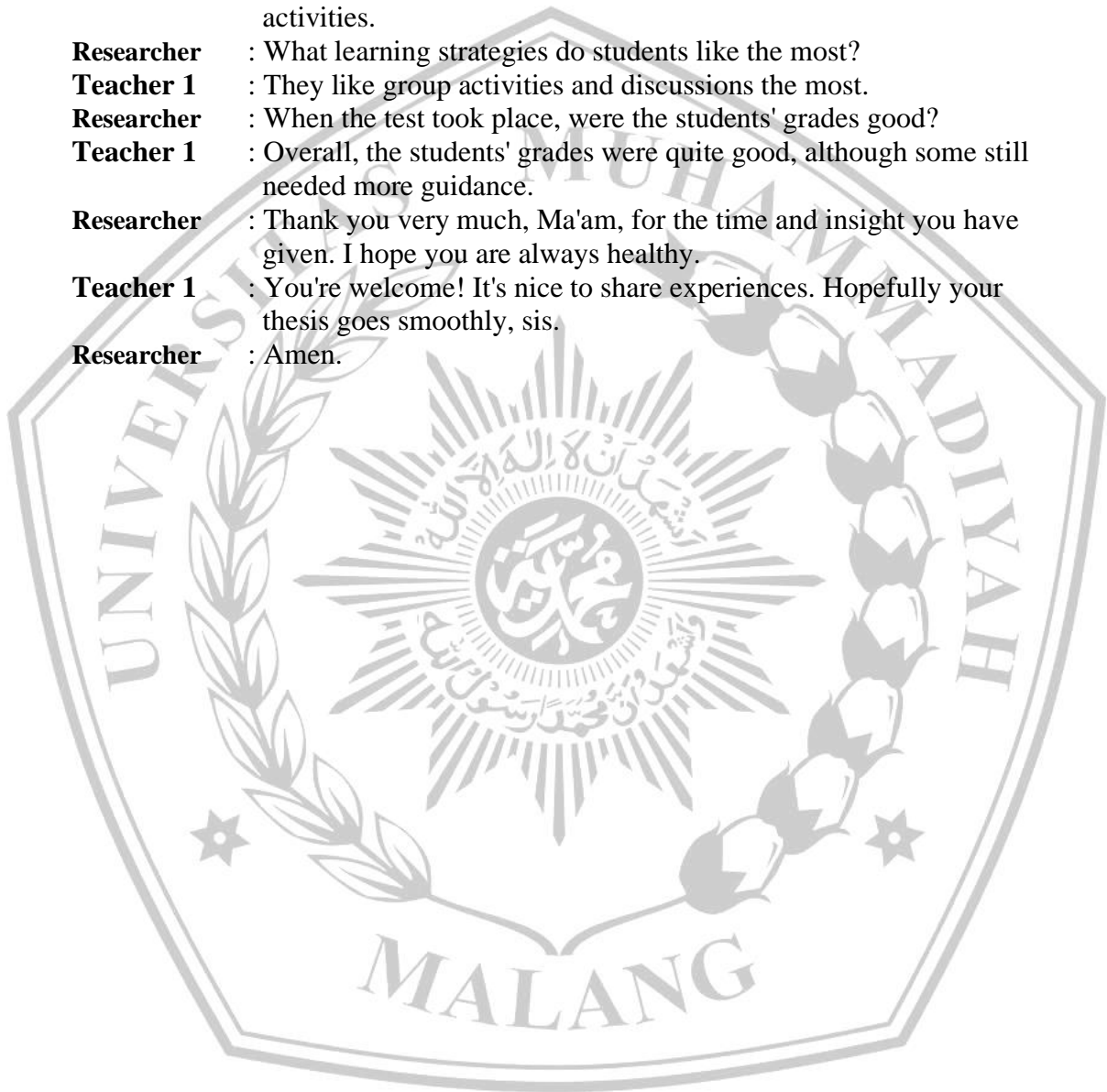
Appendix VI : The Result of Interview 2

Transkrip Wawancara

EFL Teachers' Barriers and Strategies in Implementing Differentiated Instruction

In English Teaching at Junior High School

Day/Date   : Monday / 28th 2024

Subject   : Teacher 2

Time/Place : 13.00 – 14.00 / School Office

Peneliti   : Assalamu'alaikum Bu
Guru 2   : Wa'alaikumsalam
Peneliti   : Bagaimana kabarnya bu? Sehat nggih?
Guru 2   : Alhamdulillah bu
Peneliti   : Sebelumnya terimakasih banyak bu karena sudah diperkenaknak Melakukan observasi di kelas ibu kemaren. Selanjutnya saya mau meakukan interview dengan ibu untuk memperkuat data penelitian saya.
Guru 2   : Hehehe, Nggih monggo bu.
Peneliti   : Langsung kita mulai dari kesulitan-kesulitan yang ibu hadapi dalam penerapan DI ya bu. Apa saja tantangan yang ibu hadapi ketika mengimplementasikan DI?
Guru 2   : Tantangan utamanya itu perbedaan kemampuan siswa. Beberapa siswa lebih cepat memahami materi, sementara yang lain membutuhkan lebih banyak waktu.
Peneliti   : Apakah Anda mengalami kesulitan seperti sumber bahan ajar yang terbatas?
Guru 2   : Iya bu. Sekolah saya ini hanya menyediakan lembar kerja dan buku teks, terkadang itu tidak cukup karena tidak mencakup diferensiasi. Dalam kasus seperti ini, saya harus mencari sendiri sumber bahan ajar lain, seperti buku teks, modul, lembar kerja siswa (LKS), handout, brosur, foto/gambar, rekaman siaran (radio), video, artikel, komik, dan lain-lain.
Peneliti   : Apakah menurut Anda perilaku siswa yang buruk juga menjadi salah satu kesulitan dalam mengimplementasikan DI?
Guru 2   : Iya bu. Anak-anak itu seringkali membicarakan topik yang tidak terkait dengan kurikulum pada hari itu ketika mereka diberi tugas dalam kelompok mereka. Akibatnya, mereka membutuhkan waktu lama untuk menyelesaikan tanggung jawab mereka.
Peneliti   : Apakah Anda mengalami kesulitan dalam implementasi DI karena keterbatasan waktu?

Guru 2	: Tentu bu. Ketika kita menerapkan pembelajaran terdiferensiasi, itu berarti kita harus merencanakan dengan cermat untuk menguji anak-anak tentang kebutuhan mereka yang berbeda, seperti media apa yang cocok untuk anak-anak dengan gaya belajar yang berbeda. Nah, untuk membuat rencana itu butuh waktu yang cukup lama, ditambah lagi dengan banyaknya administrasi kelas dan sekolah. Jadi, terkadang jika tidak ada waktu, kita tidak melakukan tes kebutuhan siswa.
Peneliti	: Apakah ukuran kelas yang besar juga menjadi masalah dalam implementasi DI menurut Anda?
Guru 2	: Emm, Karena terdapat sekitar 32 siswa dalam satu kelas dan setiap pelajaran berlangsung selama 50 menit, saya rasa memang ukuran kelas yang besar membuat penerapan DI menjadi sulit karena akan sulit untuk menangani setiap siswa sesuai dengan minat mereka sendiri dalam jangka waktu tersebut.
Peneliti	: Apakah kurangnya jumlah guru juga menjadi masalah dalam implementasi DI?
Guru 2	: Tidak juga mbak. Meskipun sedikit sulit tapi ya memang harusnya 1kelas dihandle 1 guru saja.
Peneliti	: Sekarang, kita beralih ke strategi untuk mengatasi masalah-masalah yang ibu hadapi ya. Strategi apa yang ibu gunakan untuk menghadapi masalah-masalah tersebut?
Guru 2	: Saya mencoba untuk menggunakan kegiatan yang lebih variatif dan memberikan variasi dalam kegiatan pembelajaran.
Peneliti	: Apakah menerapkan pengajaran berbasis konsep dapat mengatasi masalah-masalah tersebut?
Guru 2	: Kalau saya sih endak ya bu.
Peneliti	: Apakah menetapkan siswa ke dalam kelompok dapat menjadi strategi yang baik untuk mengatasi masalah-masalah tersebut?
Guru 2	: Iya bu. Pembelajaran kelompok kan bisa membuat siswa saling membantu sehingga dapat mempercepat pemahaman mereka.
Peneliti	: Apakah membuat rencana bagi siswa untuk menyerahkan hasil pekerjaan mereka juga dapat menjadi strategi yang baik untuk mengatasi masalah-masalah tersebut?
Guru 2	: Kalau saya sih iya bu. Pada hari itu, siswa harus menyelesaikan tugas yang saya berikan kepada mereka. Ini untuk menentukan apakah pembelajaran terdiferensiasi efektif atau tidak. Salah satu ciri penerapan DI yang baik adalah setiap siswa menyelesaikan tugas mereka. Sehingga itu dapat menunjukkan bahwa siswa telah memenuhi sasaran pembelajaran yang saya tetapkan untuk sesi tersebut.
Peneliti	: Lalu apakah menggunakan teks dan bahan sumber yang bervariasi dapat menjadi strategi yang baik untuk mengatasi masalah-masalah tersebut?
Guru 2	: Iya tentu bu. Kalau hanya menggunakan 1 jenis teks bacaan saja kan tidak bisa mengcover seluruh minat dan kebutuhan siswa ya.

Peneliti	: Apakah menyesuaikan kontrak pembelajaran dapat menjadi strategi yang baik untuk mengatasi masalah-masalah tersebut?
Guru 2	: Betul. Di setiap kelas yang saya ajar, saya bekerja sama dengan para siswa untuk mengubah kontrak pembelajaran yang telah kami buat dan putuskan bersama di awal semester. Siswa yang melanggar peraturan seperti datang terlambat, menggunakan ponsel saat bermain, berbicara selama kelas, dll akan dihukum dengan menyebutkan tiga puluh kosakata dari kelas kosakata yang sama yang akan saya pilih saat itu. Jadi, saya tidak akan menggunakan hukuman fisik yang dapat membahayakan siswa saya.
Peneliti	: Terima kasih banyak Bu atas waktu dan wawasan yang Anda berikan. Semoga diberikan kesehatan selalu.
Guru 2	: Aamiin. Terimakasih kembali bu.

EFL Teachers' Barriers and Strategies in Implementing Differentiated Instruction

In English Teaching at Junior High School

Day/Date   : Monday / 28th 2024

Subject   : Teacher 2

Time/Place   : 13.00 – 14.00 / School Office

Researcher : Assalamu'alaikum Ma'am
Teacher 2 : Wa'alaikumsalam
Researcher : How are you ma'am? Are you healthy?
Teacher 2 : Alhamdulillah ma'am
Researcher : First of all, thank you very much ma'am for allowing me to conduct observations in your class yesterday. Next, I want to interview you to strengthen my research data.
Teacher 2 : Hehehe, you're welcome ma'am.
Researcher : Let's start with the difficulties you face in implementing DI, ma'am. What are the challenges you face when implementing DI?
Teacher 2 : The main challenge is the differences in students' abilities. Some students understand the material faster, while others need more time.
Researcher : Do you experience difficulties such as limited open source materials?
Teacher 2 : Yes ma'am. My school only provides worksheets and textbooks, sometimes that is not enough because it does not cover differentiation. In cases like this, I have to find other sources of materials myself, such as textbooks, modules, student worksheets (LKS), handouts, brochures, photos/pictures, broadcast recordings (radio), videos, articles, comics, and others.
Researcher : Do you think that poor student behavior is also one of the difficulties in implementing DI?
Teacher 2 : Yes, ma'am. The children often talk about topics that are not related to the curriculum that day when they are given assignments in their groups. As a result, they take a long time to complete their responsibilities.
Researcher : Do you have difficulty implementing DI because of time constraints?
Teacher 2 : Of course, ma'am. When we implement differentiated learning, it means that we have to plan carefully to test children about their different needs, such as what media is suitable for children with different learning styles. Well, making that plan takes quite a long time, plus a lot of class and school administration. So, sometimes if there is no time, we don't do student needs testing.
Researcher : Is the large class size also a problem in implementing DI in your

	opinion?
Teacher 2	: Emm, Because there are about 32 students in one class and each lesson lasts for 50 minutes, I think the large class size makes implementing DI difficult because it will be difficult to handle each student according to their own interests within that time frame.
Researcher	: Is the lack of teachers also a problem in implementing DI?
Teacher 2	: Not really, ma'am. Although it is a bit difficult, yes, 1 class should be handled by only 1 teacher.
Researcher	: Now, let's move on to strategies to overcome the problems that you face. What strategies do you use to deal with these problems?
Teacher 2	: I try to use more varied activities and provide variation in learning activities.
Researcher	: Can implementing concept-based teaching overcome these problems?
Teacher 2	: For me, it's not good, ma'am.
Researcher	: Can assigning students into groups be a good strategy to overcome these problems?
Teacher 2	: Yes, ma'am. Group learning can make students help each other so that they can speed up their understanding.
Researcher	: Can making a plan for students to submit their work also be a good strategy to overcome these problems?
Teacher 2	: For me, yes, ma'am. On that day, students must complete the assignments that I give them. This is to determine whether differentiated learning is effective or not. One of the characteristics of good DI implementation is that every student completes their assignments. So that can show that students have met the learning objectives that I set for the session.
Researcher	: Then can using varied texts and source materials be a good strategy to overcome these problems?
Teacher 2	: Yes, of course, ma'am. If you only use 1 type of reading text, it can't cover all the interests and needs of students, right?
Researcher	: Can adjusting the learning contract be a good strategy to overcome these problems?
Teacher 2	: That's right. In every class I teach, I work with students to change the learning contract that we have created and decided together at the beginning of the semester. Students who break the rules such as coming late, using cell phones while playing, talking during class, etc. will be punished by mentioning thirty vocabulary words from the same vocabulary class that I will choose at that time. So, I will not use physical punishment that can harm my students.
Researcher	: Thank you very much, ma'am, for the time and insight you have given. May you always be healthy.
Teacher 2	: Amen. Thank you again, ma'am.

Appendix VII : The Result of Interview 3

Transkrip Wawancara

EFL Teachers' Barriers and Strategies in Implementing Differentiated Instruction

In English Teaching at Junior High School

Day/Date   : Wednesday / 30th 2024

Subject   : Teacher 3

Time/Place   : 13.00 – 14.00 / School Office

Peneliti	: Assalamu'alaikum bu.
Guru 3	: Waalaikumussalam. Iya bu bagaimana bagaimana?
Peneliti	: Seperti yang sudah saya jelaskan dulu nggih bu. Setelah saya melakukan observasi di kelas panjenegan. Saya mau melakukan interview untuk memperkuat data saya.
Guru 3	: Iya mbak. Saya jawab sepengalaman saya ya.
Peneliti	: Iya bu. Kita mulai dari pertanyaan-pertanyaan seputar kesulitan-kesulitan dalam menerapakan DI ya bu. Sebelumnya, Seberapa sering Anda menerapkan DI dalam pengajaran?
Guru 3	: Saya berusaha untuk melakukannya setiap minggu,sehingga anak-anak bisa secara menyeluruh mencapai tujuan pembelajaran.
Peneliti	: Apakah Anda mengalami kendala seperti keterbatasan bahan ajar?
Guru 3	: Iya. Kadang-kadang saya harus mencari sumber belajar dari sumber lain karena sumber yang tersedia tidak cukup bervariasi untuk memenuhi kebutuhan setiap siswa. Meski begitu, saya masih kesulitan. Misalnya, sulit menemukan modul belajar yang menyertakan diferensiasi saat saya mencari di Google.
Peneliti	: Apakah perilaku siswa yang kurang baik menjadi salah satu hambatan dalam menerapkan DI?
Guru 3	: Pastinya iya bu.
Peneliti	: Perilaku siswa yang seperti apa ya bu yang menjadi masalah dalam penerapan DI?
Guru 3	: Seperti kadang-kadang bermain HP, datang ke kelas terlambat, dan membicarakan hal-hal yang tidak penting selama pembelajaran.
Peneliti	: Apakah perilaku membully teman sebaya juga menjadi masalah dalam DI?
Guru 3	: Sejauh ini anak-anak tidak ada yang saling membully sih mbak.
Peneliti	: Apakah Anda mengalami kendala dalam penerapan DI karena terbatasnya waktu?
Guru 3	: Iya bu. Mungkin sulit ya untuk memenuhi semua kebutuhan

siswa dan mengakomodasi setiap anak dalam satu kelas. Oleh karena itu, saya memastikan bahwa, dalam waktu 70 menit yang diberikan, saya memenuhi kebutuhan unik setiap siswa, dan itu memang sulit dan terasa cepat banget.

Peneliti : Apakah ukuran kelas yang besar menjadi tantangan dalam penerapan DI menurut Anda?

Guru 3 : Ya. Sangat sulit untuk mengatur 31 peserta didik dengan kegiatan yang dibedakan, dan bantuan tambahan, dan saya merasa khawatir untuk mengatakan bahwa saya menerapkan instruksi yang berbeda dari instruksi individual, tetapi saya memiliki teknik yang berbeda di kelas untuk menarik perhatian siswa seperti permainan, mendongeng, kerja kelompok, dan kegiatan untuk mendapatkan perhatian.

Peneliti : Apakah ada tantangan lain yang Anda hadapi dalam menerapkan DI?

Guru 3 : Kadang, saya kesulitan menyesuaikan materi dengan minat dan kemampuan siswa yang bervariasi itu saja sih bu.

Peneliti : Bagaimana reaksi siswa ketika mereka tidak dapat memahami atau mengalami kesulitan dengan materi yang Anda ajarkan?

Guru 3 : Mereka sih kadang terlihat kalau masih bingung tapi malu untuk bertanya.

Peneliti : Apakah merancang kurikulum yang terstruktur dapat menjadi strategi yang efektif untuk mengatasi masalah tersebut?

Guru 3 : Iya memang harus terstruktur sedemikian rupa ya mbak modul ajar kita sehingga waktu di kelas kita nggak bingung lagi harus ngapain.

Peneliti : Apakah membagi siswa ke dalam kelompok bisa menjadi strategi yang baik untuk mengatasi tantangan ini?

Guru 3 : Iya memang dalam menerapkan DI kayaknya memang lebih efektif dan lebih baik dilakukan dalam kegiatan kelompok sesuai dengan gaya belajar, kemampuan awal, atau minat mereka.

Peneliti : Apakah menggunakan "aktivitas jangkar" membantu Anda untuk lebih fokus pada siswa?

Guru 3 : Hemm. Tidak juga mbak. Anak-anak lebih mudah fokus sih kalau belajarnya sambil ada kegiatan yang membuat mereka bergerak gitu.

Peneliti : Apakah menyusun rencana bagi siswa untuk menyerahkan tugas mereka juga menjadi strategi yang baik?

Guru 3 : Iya bu. Pada pertemuan tersebut, Siswa kan harus mengerjakan tugas mereka ya. Saya biasanya meminta siswa yang menyelesaikan proyek lebih cepat dari jadwal dan berhasil dalam pertemuan tersebut untuk meninjau pekerjaan teman sekelas mereka guna menghemat waktu. Ada juga insentif. Poin akan diberikan kepada siswa yang memperoleh nilai tertinggi. Setiap semester, saya biasanya mengumpulkan poin, dan pada akhir semester, saya akan memberikan penghargaan kepada siswa yang

	memperoleh poin terbanyak.
Peneliti	: Apakah menggunakan teks dan sumber bahan yang bervariasi bisa menjadi strategi yang baik?
Guru 3	: Pastinya. Untuk menerapkan pembelajaran yang berdiferensiasi, diperlukan berbagai macam bahan ajar. Bahan ajar tersebut antara lain buku teks, modul, lembar kerja siswa (LKS), handout, brosur, foto dan gambar, rekaman siaran (radio), video, artikel, komik, dan lain-lain. Hal ini karena tidak dapat dipungkiri bahwa siswa kita memiliki gaya belajar yang berbeda-beda. Siswa dengan gaya belajar visual dapat belajar melalui artikel, brosur, dan lain-lain, sedangkan siswa dengan gaya belajar audiovisual dapat belajar melalui video pembelajaran. Saya yakin bahwa kita dapat mencapai tujuan pembelajaran kita dan anak-anak tidak akan mengalami stres belajar jika kita telah melakukan semuanya.
Peneliti	: Apakah penyesuaian kontrak pembelajaran juga bisa menjadi strategi yang efektif untuk mengatasi masalah ini?
Guru 3	: Nah itu. Saya benar-benar tidak suka jika siswa datang terlambat ke kelas karena saya harus menjelaskan sesuatu atau mereka harus bertanya kepada teman-teman mereka tentang informasi yang mereka lewatkan, yang mengganggu pembelajaran mereka. Oleh karena itu, saya memiliki kontrak pembelajaran dengan anak-anak yang mengharuskan mereka untuk membawakan sebuah lagu bahasa Inggris dan menjelaskan maknanya jika mereka datang terlambat ke kelas.
Peneliti	: Strategi pembelajaran apa yang paling digemari oleh siswa?
Guru 3	: Mereka paling suka dengan proyek kelompok dan pembelajaran yang berbasis permainan.
Peneliti	: Saat observasi kelas, saya mendengar bahwa ibu melakukan tes gaya belajar siswa di awal tahun pelajaran ya bu?
Guru 3	: Betul mbak. Kita selalu lakukan itu setiap tahun. Itu sangat membantu dalam implementasi DI karena jika kita kelompokkan siswa menurut gaya belajar, maka penyampaian materi juga jadi lebih mudah dan kita bisa menggunakna mediapembelajaran yang sesuai dengan gaya belajar mereka.
Peneliti	: Terima kasih banyak bu atas waktu dan wawasan yang ibu bagikan. Semoga bisa menjadi inspirasi bagi saya dan banyak orang ya bu.
Guru 3	: Aamiin. Sama-sama mbak.

EFL Teachers' Barriers and Strategies in Implementing Differentiated Instruction

In English Teaching at Junior High School

Day/Date   : Wednesday / 30th 2024

Subject   : Teacher 3

Time/Place   : 13.00 – 14.00 / School Office

Researcher: Assalamu'alaikum ma'am.

Teacher 3   : Waalaikumussalam. Yes, but how?

Researcher : As I explained before, ma'am. After I conducted observations in your class. I want to conduct an interview to strengthen my data.

Teacher 3   : Yes, ma'am. I will answer based on my experience.

Researcher : Yes, ma'am. Let's start with questions about the difficulties in implementing DI, ma'am. Previously, did you often implement DI in your teaching?

Teacher 3   : I try to do it every week, so that the children as a whole can achieve the learning objectives.

Researcher : Do you experience obstacles such as limited open materials?

Teacher 3   : Yes. Sometimes I have to look for learning resources from other sources because the available sources are not varied enough to meet the needs of each student. Even so, I still have difficulties. For example, it is difficult to find learning modules that include differentiation when I search on Google.

Researcher : Is poor student behavior one of the obstacles in implementing DI?

Teacher 3   : Of course, ma'am.

Researcher : What kind of student behavior is a problem in implementing DI?

Teacher 3   : Sometimes playing with cellphones, coming to class late, and talking about unimportant things during learning.

Researcher : Is bullying behavior among peers also a problem in DI?

Teacher 3   : So far, none of the children have bullied each other, ma'am.

Researcher : Do you experience obstacles in implementing DI due to limited time?

Teacher 3   : Yes, ma'am. It may be difficult to meet all students' needs and accommodate each child in one class. Therefore, I make sure that, in the 70 minutes given, I meet the unique needs of each student, and it is indeed difficult and feels very fast.

Researcher : Is the large class size a challenge in implementing DI in your opinion?

Teacher 3   : Yes. It is very difficult to manage 31 students with different activities, additional assistance, and I am afraid to say that I implement differentiated instruction from individual instruction,

	but I have different techniques in the classroom to attract students' attention such as games, storytelling, group work, and activities to gain attention.
Researcher	: Are there any other challenges that you face in implementing DI?
Teacher 3	: Sometimes, I have difficulty adjusting the material to the interests and abilities of students who vary, that's all, ma'am.
Researcher	: How do students react when they cannot understand or have difficulty with the material you teach?
Teacher 3	: Sometimes they look confused but are embarrassed to ask.
Researcher	: Can structured curriculum planning be an effective strategy to overcome this problem?
Teacher 3	: Yes, it must be structured in such a way, ma'am, our teaching module so that when we are in class we are no longer confused about what to do.
Researcher	: Can dividing students into groups be a good strategy to overcome this challenge?
Teacher 3	: Yes, it seems that implementing DI is more effective and better done in group activities according to their learning styles, initial abilities, or interests.
Researcher	: Does using "anchor activities" help you to focus more on students?
Teacher 3	: Hmm. Not really, ma'am. Children find it easier to focus if they are learning while there are activities that make them move.
Researcher	: Is making a plan for students to submit their assignments also a good strategy?
Teacher 3	: Yes, ma'am. At the meeting, students have to do their assignments. I usually ask students who complete projects ahead of schedule and succeed in the meeting to review their classmates' work to save time. There are also incentives. Points will be given to students who get the highest scores. Every semester, I usually collect points, and at the end of the semester, I will give awards to students who get the most points.
Researcher	: Can using varied texts and sources be a good strategy?
Teacher 3	: Of course. To implement differentiated learning, various kinds of teaching materials are needed. These teaching materials include textbooks, modules, student worksheets (LKS), handouts, brochures, photos and pictures, broadcast recordings (radio), videos, articles, comics, and others. This is because it is undeniable that our students have different learning styles. Students with a visual learning style can learn through articles, brochures, and others, while students with an audiovisual learning style can learn through learning videos. I am sure that we can achieve our learning goals and children will not experience learning stress if we have done everything.
Researcher	: Can adjusting the learning contract also be an effective strategy to overcome this problem?

Teacher 3   : That's it. I really don't like it when students come late to class because I have to explain something or they have to ask their friends about information they missed, which interferes with their learning. Therefore, I have a learning contract with the children that requires them to perform an English song and explain its meaning if they come late to class.

**Researcher**   : What learning strategies do students like the most?

Teacher 3   : They like group projects and game-based learning the most.

Researcher   : During class observation, I heard that you do a student learning style test at the beginning of the school year, right ma'am?

Teacher 3   : That's right, ma'am. We always do that every year. It really helps in implementing DI because if we group students according to their learning styles, then delivering the material is easier and we can use learning media that suits their learning styles.

Researcher   : Thank you very much, ma'am, for the time and insight you shared. Hopefully it can be an inspiration for me and many people, ma'am.

Teacher 3   : Amen. You're welcome, ma'am.
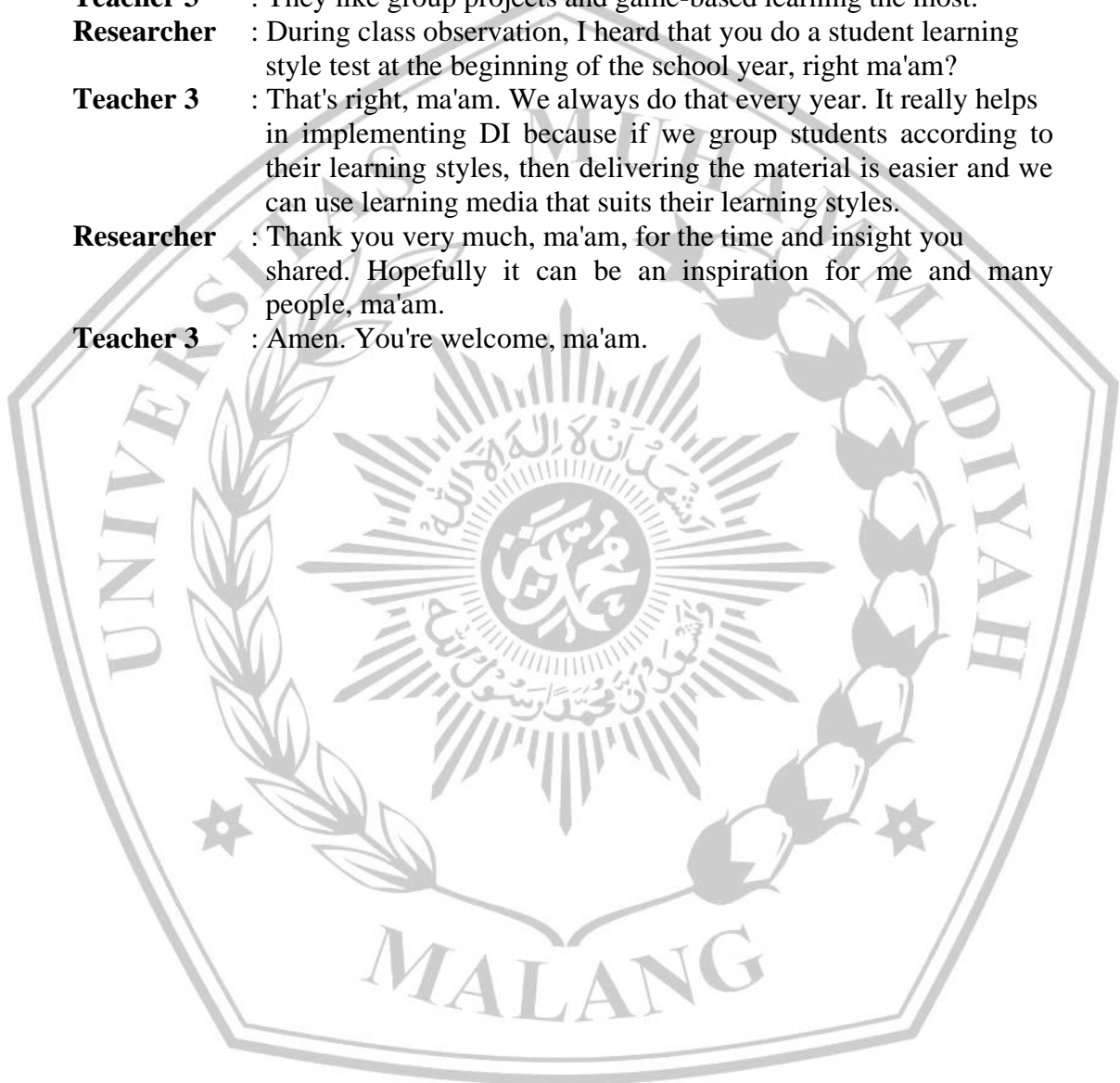
Appendix VIII : The Result of Interview 4

Transkrip Wawancara

EFL Teachers' Barriers and Strategies in Implementing Differentiated Instruction

In English Teaching at Junior High School

Day/Date   : Saturday / January, 11th 2024

Subject   : Teacher 2

Time/Place   : 10.00 – 10.30 / Zoom

Peneliti	: Assalamu'alaikum bu. Terimakasih atas waktunya. Seperti yang telah saya sampikan kepada panjenengan bahwa saya butuh tambahan informasi untuk data penelitian saya. Jadi saya mohon izin untuk melakukan wawancara ke 2 nggih.
Guru 2	: Monggo mbak, boleh.
Peneliti	: Jadi begini bu, kan dalam pembelajaran berdiferensiasi itu ada 3 macam ya, diferensiasi konten, proses, dan produk. Nah untuk wawancara saat ini, saya cuma mau bertanya mengenai kendala-kendala yang ibu hadapi dan strategi yang ibu gunakan itu untuk diferensiasi konten, proses , atau produk.
Guru 1	: Iya mbak.
Peneliti	: Kita mulai dari masalah-masalah dalam penerapan DI ya bu. Kalau untuk kendala mengenai kurangnya sumber itu masuk dalam diferensiasi yang mana bu?
Guru 2	: Em kalau kurangnya sumber untuk bahan ajar itu berarti salah satu kendala pada diferensiasi konten dan juga proses mbak. Sebenernya ke produk juga ngaruh sih tapi yang lebih utama sih 2 itu tadi. Karena kalau yang ada di LKS atau buku paket dari sekolah itu kan kadang nggak mencakup diferensiasi itu karena umumnya kan berisi bahan-bahan bacaan, sedangkan anak yang auditori kan butuh bahan bacaan dari sumber lain yang bisa didengarkan ya. Jadi otomatis nanti kegiatan pembelajarannya pun akan berbeda. Ya kan?
Peneliti	: Benar bu. Lalu kalau untuk masalah perilaku siswa yang buruk itu masuk dalam kesulitan yang mana bu?
Guru 2	: Itu sih di semua askep diferensiasi akan mengganggu. Ya meskipun dalam pembelajaran non DI juga pasti ada tapi kalau dalam penerapan DI akan jadi lebih kompleks saja karena kan aktifitas yang kita lakukan dan siapkan juga banyak, maksud saya beragam gitu mbak.
Peneliti	: Oke bu, selanjutnya untuk keterbatasan waktu itu masalah dalam DI yang mana bu?
Guru 2	: Kalau keterbatasan waktu itu lebih ke dalam proses menyiapkan

modul ajarnya sih mbak. Jadi itu emm masalah dalam diferensiasi konten dan proses berarti yaa. Karena kan waktu yang dibutuhkan lebih lama karena harus memikirkan banyak jenis aktifitas yang bisa memenuhi semua kebutuhan siswa yang beragam.

Peneliti : baik bu. Kalau kelas yang besar itu bagaimana bu?

Guru 2 : Kalau itu sih menurut saya lebih ke masalah dalam diferensiasi proses karena kan misalanya kalau kita nggak pakai DI itu bisa langsung menugaskan seluruh siswa dengan 1 aktifitas yang sama, sedangkan kalau pakai DI berarti harus berbeda di tiap kelompok siswa. Nah kalau muridnya semakin banyak berarti kan akan lebih butuh effort untuk menjelaskan proses yang berbeda-beda ke banyak jenis siswa gitu.

Peneliti : Oke sekarang kita lanjutkan ke strategi yang ibu gunakan ya bu.

Guru 2 : Baik.

Peneliti : Untuk strategi penugasan kelompok ini menurut ibu bisa diterapkan dalam diferensiasi apa bu?

Guru 2 : Tentu saja bisa untuk ketiga jenis diferensiasinya mbak. Karena kan setelah kita emm tahu kemampuan siswa atau gaya belajar siswa, maka itu jadi pegangan kita untuk melakukan diferensiasi konten, proses, dan produk nya. Itu sudah kayak sepaket gitu lo mbak.

Peneliti : Iya bu, saya bisa tangkap poinnya. Selanjutnya untuk membuat rencana bagi siswa agar menyerahkan hasil pekerjaan mereka pada pertemuan itu juga itu gimana bu?

Guru 2 : Itu sih juga bisa untuk semua jenis diferensiasi. Karena ketiga jenis DI itu kalau sudah diterapkan yang menjadi satu kesatuan ya mbak jadi ya untuk mengukur keberhasilan DI itu ya memang harus menyelesaikan tugas agar saya bisa melihat apakah diferensiasi yang saya lakukan itu tepat untuk memenuhi kebutuhan siswa atau enggak.

Peneliti : Berarti jika itu satu kesatuan,maka untuk strategi yang lainnya seperti menggunakan berbagai jenis sumber berbeda, membuta kontrak belajar, dan juga melakukan tes gaya belajar siswa itu bisa untuk ketiga jenis DI juga ya bu?

Guru 2 : Iya mbak betul begitu lah kira-kira ya. Karena biasanya kalau dari konten yang diberikan berbeda, maka proses dan produknya juga seringkali akan berbeda antara satu anak dan lainnya.

Peneliti : Baik bu, terimakasih banyak untuk informasi tambahannya. Mohon maaf saya merepotkan ibu lagi.

Guru 2 : Nggak repot kok mbak. Kalau masih ada yang dibutuhkan lagi ya monggo nggak usah sungkan.

Interview Transcript

EFL Teachers' Barriers and Strategies in Implementing Differentiated Instruction

In English Teaching at Junior High School

Day/Date	: Saturday / January, 11th 2024

Day/Date   : Saturday / January, 11th 2024

Subject   : Teacher 2

Time/Place   : 10.00 – 10.30 / Zoom

Researcher : Assalamu'alaikum ma'am. Thank you for your time. As I have told you that I need additional information for my research data. So I ask for permission to conduct a 2nd interview, ma'am.

Teacher 2 : Please ma'am, you may.

Researcher : So it's like this ma'am, in differentiated learning there are 3 types, content, process, and product differentiation. Now for this interview, I just want to ask about the obstacles you face and the strategies you use for content, process, or product differentiation.

Teacher 2 : Yes ma'am.

Researcher : Let's start from the problems in implementing DI, ma'am. As for the obstacle regarding the lack of sources, which differentiation is it included in, ma'am?

Teacher 2 : Em, if the lack of sources for teaching materials means that one of the obstacles is in content differentiation and also the process, ma'am. Actually, it also affects the product, but the two are more important. Because what is in the LKS or textbooks from school sometimes does not include differentiation because it generally contains reading materials, while auditory children need reading materials from other sources that can be heard. So automatically the learning activities will be different. Right?

Researcher : That's right ma'am. Then for the problem of bad student behavior, which difficulty does it fall into, ma'am?

Teacher 2 : That's true in all nursing care, differentiation will interfere. Yes, although in non-DI learning there must be some, but in the implementation of DI it will be more complex because the activities we do and prepare are also many, I mean they are diverse, ma'am.

Researcher : Okay ma'am, next for time constraints, which DI problem is ma'am?

Teacher 2 : If time constraints are more in the process of preparing the teaching module, ma'am. So that's a problem in content differentiation and process, right? Because the time needed is longer because we have to think about many types of activities that can meet all the diverse needs of students.

Researcher : Okay ma'am. What about a large class, ma'am?

Teacher 2 : In my opinion, it is more of a problem in process differentiation

because, for example, if we don't use DI, we can immediately assign all students with the same activity, whereas if we use DI, it has to be different for each group of students. Well, if there are more students, it means that it will take more effort to explain different processes to many types of students.

Researcher : Okay, now let's move on to the strategy that you use, ma'am.

Teacher 2 : Okay.

Researcher : For this group assignment strategy, what differentiation do you think can be applied, ma'am?

Teacher 2 : Of course, it can be applied to all three types of differentiation, ma'am. Because after we know the students' abilities or learning styles, then that becomes our guideline for differentiating the content, process, and product. It's like a package, ma'am.

Researcher : Yes, ma'am, I can get the point. Next, how do we make a plan for students to submit their work at that meeting, ma'am?

Teacher 2 : That can also be applied to all types of differentiation. Because the three types of DI, if they have been implemented, become one unit, yes, ma'am, so to measure the success of DI, I do have to complete the task so that I can see whether the differentiation I do is right to meet the needs of students or not.

Researcher : So if it is one unit, then for other strategies such as using various types of different sources, making learning contracts, and also conducting student learning style tests, can they be for the three types of DI too, ma'am?

Teacher 2 : Yes, ma'am, that's right. Because usually if the content given is different, the process and product will often be different between one child and another.

Researcher : Okay ma'am, thank you very much for the additional information. I'm sorry to bother you again.

Teacher 2 : It's not a bother, ma'am. If there is anything else you need, please don't hesitate.
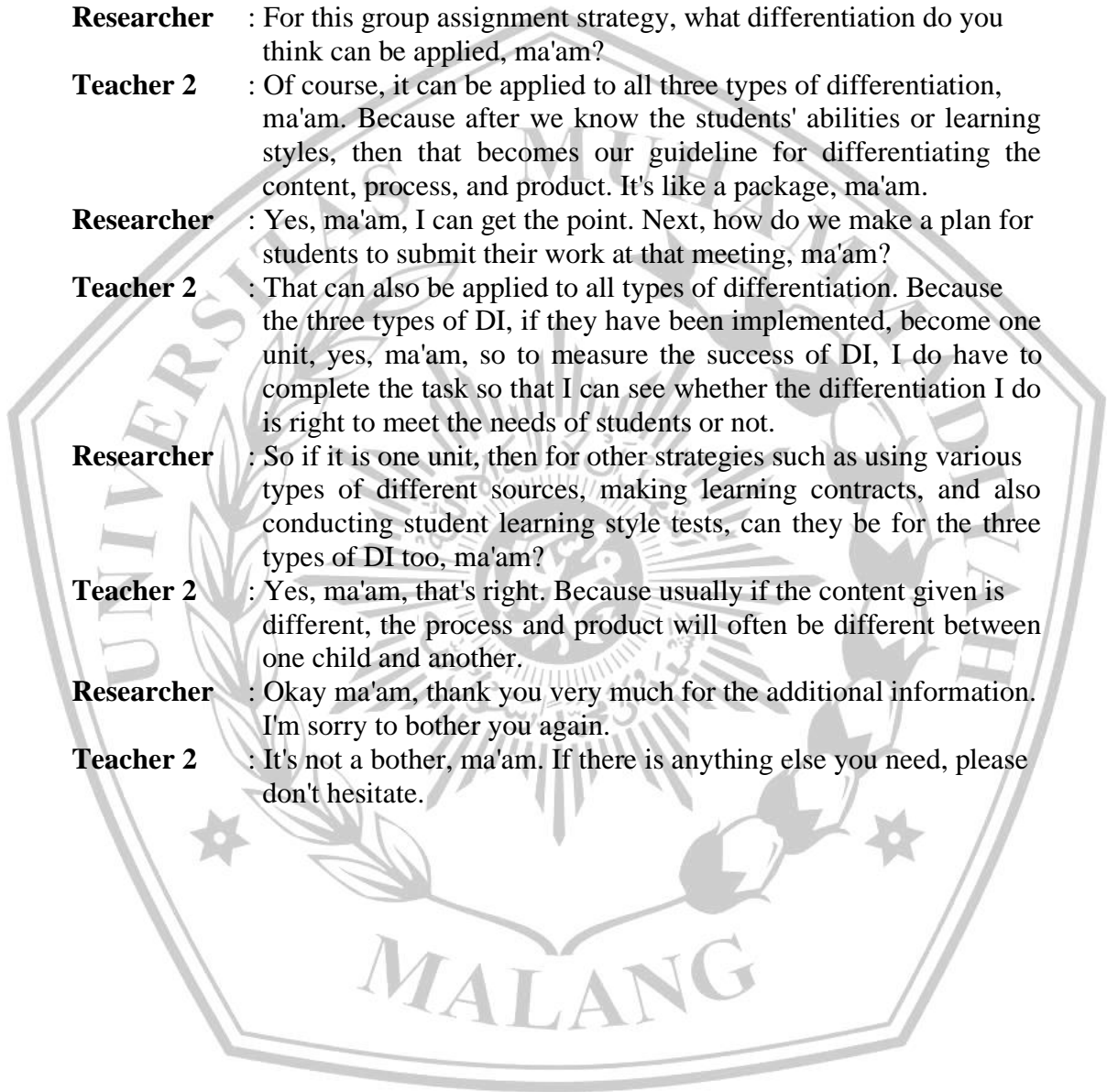
Turnitin Instructor

Ustadzah

📋 Kelas I

🖥 MAGISTER PEND. BAHASA INGGRIS

📚 University of Muhammadiyah Malang

Document Details

Submission ID

trn:oid:::1:3119910303

Submission Date

Dec 20, 2024, 2:21 PM GMT+7

Download Date

Dec 20, 2024, 2:23 PM GMT+7

File Name

Ustadzah_022_-_Mbak_Ustadzah.docx

File Size

73.4 KB

24 Pages

9,822 Words

54,018 Characters

4% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text

Match Groups

🔴 **19** Not Cited or Quoted 2%
Matches with neither in-text citation nor quotation marks

💬 **0** Missing Quotations 0%
Matches that are still very similar to source material

📑 **0** Missing Citation 0%
Matches that have quotation marks, but no in-text citation

🔷 **0** Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

4% 🌐 Internet sources

0% 📰 Publications

0% 👤 Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Activate Windows
Go to PC settings to activ