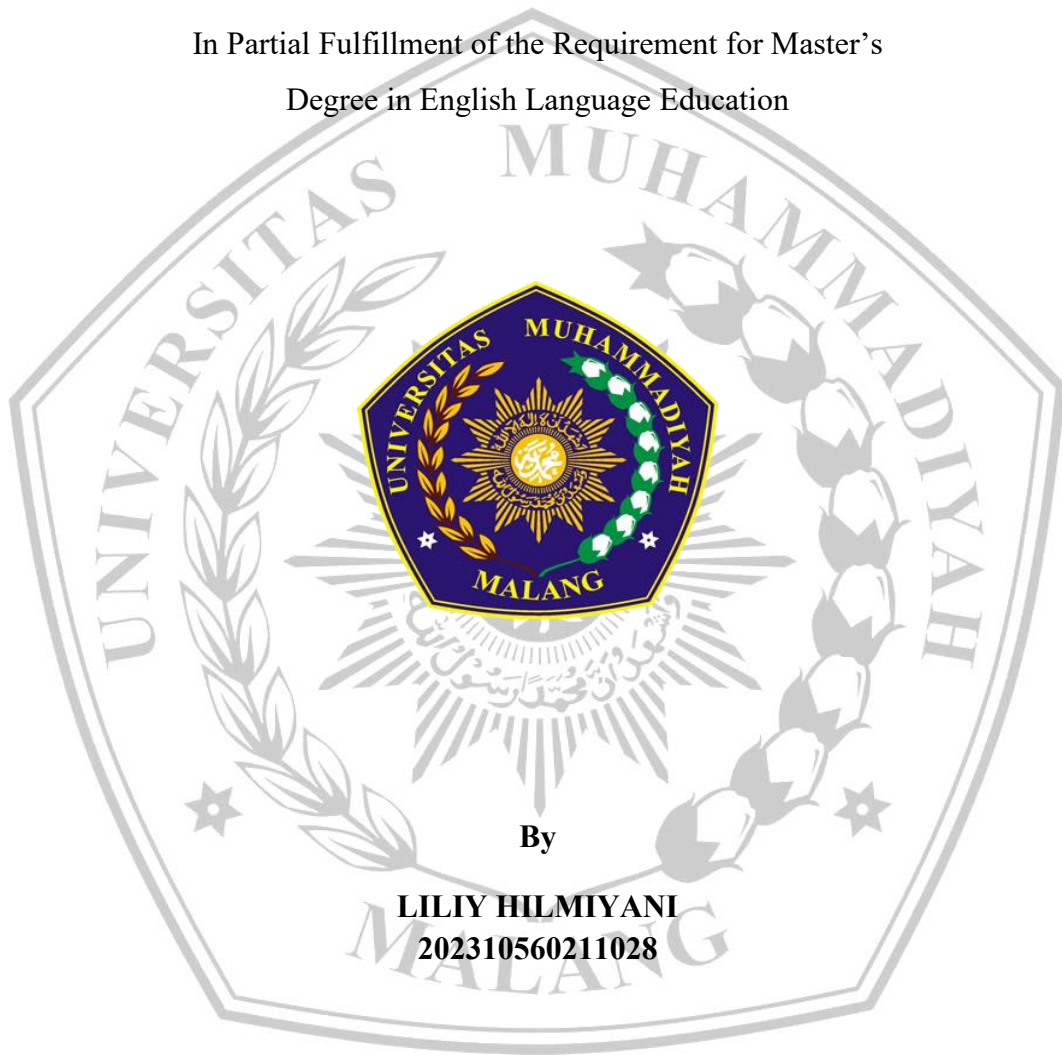


**DIFFERENTIATED LEARNING PRACTICED BY SOFTWARE
ENGINEERING STUDENTS IN THE WRITING CLASS**

THESIS

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



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

**DIFFERENTIATED LEARNING PRACTICED BY SOFTWARE
ENGINEERING STUDENTS IN THE WRITING CLASS**

by

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Accepted on

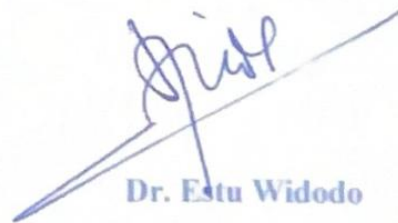
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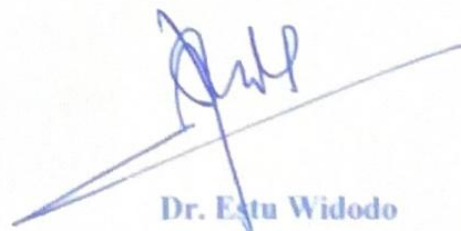
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1. The thesis entitled: **DIFFERENTIATED LEARNING PRACTICED BY SOFTWARE ENGINEERING STUDENTS IN THE WRITING CLASS** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Beside, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
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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, 25th January 2025
The Writer,


LILY HILMIYANI

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The writer

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DIFFERENTIATED LEARNING PRACTICED BY SOFTWARE ENGINEERING STUDENTS IN THE WRITING CLASS

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ABSTRACT

Vocational school students present heterogeneous educational backgrounds and varying levels of academic aptitude, resulting in a wide range of English language proficiency, spanning from beginner to advanced levels. Additionally, their motivation and interest in acquiring English language skills vary significantly. Implementing a differentiated instructional approach enables teachers to design and adapt writing tasks to align with individual students' proficiency levels. Implementing differentiated learning through integrating digital platforms such as Canva, Google Docs, and Pixton represents an innovative approach employed by the teacher, making this finding a novel contribution to the research. This strategy promotes more efficient learning outcomes while mitigating the risk of students experiencing cognitive overload or diminished engagement. This study explores the differentiated teaching strategies practiced by the teacher and the student's attitudes toward the strategies. Using a narrative inquiry design, data was collected through interviews and video-based classroom observation. The findings show that collaborative strategies, varied tasks, and motivation enhancement can increase students' learning enthusiasm in writing.

Keywords: *Differentiated Learning, Vocational High School Students, Writing Class*

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ABSTRAK

Siswa sekolah kejuruan memiliki latar belakang pendidikan yang heterogen dan tingkat kemampuan akademis yang berbeda-beda, sehingga menghasilkan berbagai macam kemampuan bahasa Inggris, mulai dari tingkat pemula hingga tingkat mahir. Selain itu, motivasi dan minat mereka dalam memperoleh kemampuan bahasa Inggris juga sangat bervariasi. Menerapkan pendekatan pembelajaran yang berbeda memungkinkan para guru untuk merancang dan mengadaptasi tugas-tugas menulis agar sesuai dengan tingkat kemahiran masing-masing siswa. Menerapkan pembelajaran yang berbeda dengan mengintegrasikan platform digital seperti Canva, Google Docs, dan Pixton merupakan pendekatan inovatif yang digunakan oleh guru, sehingga temuan ini merupakan kontribusi baru dalam penelitian ini. Strategi ini mendorong hasil pembelajaran yang lebih efisien sekaligus mengurangi risiko siswa mengalami kelebihan beban kognitif atau berkurangnya keterlibatan. Penelitian ini mengeksplorasi strategi pengajaran yang berbeda yang dipraktikkan oleh guru dan sikap siswa terhadap strategi tersebut. Dengan menggunakan desain inkuiri naratif, data dikumpulkan melalui wawancara dan observasi kelas berbasis video. Hasil penelitian menunjukkan bahwa strategi kolaboratif, tugas yang bervariasi, dan peningkatan motivasi dapat meningkatkan antusiasme belajar siswa dalam menulis.

Kata Kunci: *Pembelajaran Berdiferensiasi, Siswa Sekolah Menengah Kejuruan, Kelas Menulis*

CHAPTER 1

INTRODUCTION

1.1 Research Background

In vocational schools, students often exhibit diverse educational backgrounds and varying academic competencies, which results in a wide range of English proficiency levels—from very basic to advanced. Additionally, students' motivation and interest in learning English vary significantly. A differentiated learning approach allows teachers to adapt writing assignments to align with each student's ability level, enabling more effective learning and preventing students from feeling overwhelmed or disengaged. According to Wardiwira (2023), differentiated instruction enables students to engage with material according to their abilities, interests, and needs, reducing potential frustration and enhancing their learning experience. This method also helps teachers adjust content to individual requirements, which fosters greater motivation and aids in developing skills crucial for their future careers. Given the varied learning styles among students, teachers must also identify suitable instructional methods to effectively address each learner's needs (Kusumawati, 2024).

Understanding student development requires attention to various interrelated aspects, including social, emotional, physical, and psychological development, as well as other aspects that can influence their learning process and growth and development. To comprehensively understand and support student's development, it is essential to consider their social, emotional, physical, psychological, and other developmental aspects (Kemdikbud., 2023). Each aspect plays an important role in shaping a student's personality, motivation, and academic abilities. Social development, for example, helps students develop communication and collaboration skills essential in the school environment and everyday life. The emotional aspect also affects their mental well-being; students who feel emotionally supported usually show higher self-confidence and are more eager to learn. Differentiated instruction provides an active learning environment

between teachers and students by achieving harmony and alignment (Sarzhanova et al., 2023).

Differentiated learning aims to recognize and support students' individuality, providing them equal opportunities to achieve learning objectives through a varied curriculum. While this approach benefits students, it can pose challenges for teachers due to time constraints, increased workload, and potential miscommunication stemming from how students are treated (Komang et al., 2021). In differentiated learning, teachers are expected to respond effectively to each student's learning needs. This involves creating a conducive learning environment, efficient classroom management, and ongoing assessment tailored to the student's learning profile. As Tomlinson (2021) noted, this approach enables educators to control four key components: content, process, product, and the learning environment. By adapting content, teachers can provide relevant and appropriate material to students' level of understanding. The learning process can also be adapted to meet various learning styles and individual needs. The product, or result of learning, can vary to allow students to demonstrate their understanding in the way that best suits them. The learning environment or climate in the classroom must also be designed in such a way as to support all students in achieving their maximum potential (Naibaho, 2023).

To categorize students' learning needs, teachers can consider three main aspects: learning readiness, interests, and learning profile. Learning readiness reflects a student's level of skill and knowledge before starting a new lesson, which helps teachers determine the appropriate level of task difficulty. Students' interests play an important role in motivating them to learn; by integrating them into learning materials, teachers can increase their engagement and participation. Student learning profiles, which include individual learning preferences and cognitive styles, help teachers identify the most effective teaching methods for each student. By providing assignments that match students' prior skills and understanding, spark curiosity or passion, and offer opportunities to work in ways

they enjoy, teachers can help students perform better and achieve optimal learning outcomes.

The Kurikulum Merdeka is a new approach in Indonesia's education world that aims to give students the freedom to determine their own educational path. One important aspect of the Kurikulum Merdeka is Differentiated Learning, which recognizes students' differences and provides learning experiences that suit their needs and interests. In the Kurikulum Merdeka, educational units must design an adapted curriculum with the unique characteristics of the school and the needs of the teaching unit. This curriculum requires the teacher to take on the role of implementing differentiated learning (Gusteti, 2022.) In Differentiated Learning, teachers must understand that there is not just one way, method, or strategy to study a lesson material. Teachers must compile lesson materials, activities, and daily tasks, both in class and at home, as well as assessments. The result is the student's readiness to study the material in the lesson and what interests or things the students like in the study. In this case, the teachers play an important role in success and effectiveness while transferring knowledge and understanding. One effort to implement learning according to student needs is for the teacher to implement differentiated learning for students (Solihati, 2023).

According to Ki Hajar Dewantara's thoughts, education must be in harmony with the essence of nature and the essence of the times. The implementation is to educate by paying attention to students' interests, talents, and abilities according to changing times, creating student profiles, preparing lesson plans and differentiated learning, and being creative and innovative in the 21st century. If a teacher wants to succeed, he must first understand his student's profile. Learning must be presented differently. Differentiated learning is learning that supports students. This aligns with Ki Hajar Dewantara's philosophy, which believes every child is unique and different. Therefore, teachers must guide them according to their nature. This is also in line with developing independent learning, which consists of understanding student profiles, student needs, teacher preparation, and student involvement in learning (Melansari, 2021).

In the context of globalization, proficiency in English writing has become a critical skill for students, particularly at the secondary education level. Writing is one of the most essential skills for students to cultivate, as it encourages them to engage in critical and profound thought about their work (Fikni et al., 2024). Despite its importance, a significant number of students encounter difficulties in developing their English writing abilities. These challenges can be attributed to various factors, including variations in cognitive abilities, learning styles, individual interests, and prior knowledge. Differentiated Learning is a promising pedagogical strategy to address these educational challenges. This approach is predicated on adapting teaching methods and materials to meet the diverse needs of students, enabling them to learn in ways that align with their unique abilities and preferences. Within the framework of English writing, differentiated learning can potentially enhance students' writing skills by providing targeted support that corresponds to their learning profiles.

In previous research, Rahma et al. (2023) found the advantages of differentiated learning: differentiated learning is efficacious in improving student learning outcomes by accommodating individual needs, interests, and learning styles. This strategy is relevant to be applied at various levels of education and subjects and can create a more effective, creative, and enjoyable learning process. Thus, differentiated learning plays an important role in increasing students' interest in learning, which positively impacts their engagement and achievement in learning. Apart from the advantages and disadvantages of differentiated learning, Syarifuddin et al. (2022) found that implementing differentiated learning requires careful planning and teacher skills in managing various student needs, so it becomes a challenge in practice. This strategy demands more resources, both in the form of open materials and additional time allocation, to prepare various activities that suit each student's characteristics and needs. Additionally, varying readiness levels among students can make it difficult for teachers to create a balanced and effective learning environment for all students. Thus, differentiated learning requires process adaptation and teacher readiness to face more intensive resource and time challenges.

The challenges faced in implementing differentiated learning are significant enough to be solved so that it can be implemented more effectively. Addressing these challenges not only improves the quality of learning. However, it also facilitates the creation of learning environments that are more inclusive and responsive to the needs of diverse students. Therefore, this research was conducted to improve previous research by exploring how teachers can create a differentiated classroom environment and motivate students to learn to write English. Through this study, it is hoped that more effective strategies and student perceptions of the applied approaches can be identified, which can contribute to the development of more inclusive learning models that are responsive to the needs of diverse students. Thus, this research not only functions as a compliment but also as an effort to increase understanding of the application of differentiated learning in dynamic and diverse educational contexts.

1.2 Research Questions

The research question of this study is to explore Differentiated Learning in improving student learning outcomes in Vocational High Schools. This research aims to answer the following questions:

- 1) How does the teacher create a differentiated classroom environment that motivates students to learn English Writing?
- 2) How are students' attitudes to the differentiated classroom environment implemented by the teacher?

Answering these two research questions is an important step in gaining a deep understanding of the role of teachers in creating optimal learning conditions. In the educational context, the role of the teacher is essential as the main facilitator in the learning process in the classroom. Teachers are responsible for delivering material and creating an environment that encourages students' active involvement in learning. An optimal learning environment is an environment that supports students in achieving high learning goals, motivates them to continue trying, and provides a sense of security and appreciation. A deep understanding of how teachers can create this learning environment is essential because a

conducive learning environment influences students' motivation and directly impacts their learning outcomes. Teachers who can create a positive learning atmosphere can increase student participation, foster curiosity, and help students overcome various learning obstacles. When students are fully engaged in the learning process, and the teaching methods are tailored to meet the diverse needs of learners, the teacher successfully creates an inclusive classroom environment (Celik, 2019). Therefore, this research aims to identify concrete strategies teachers can use to create optimal learning conditions.

This research seeks to identify strategies teachers can apply in the context of differentiated learning. These strategies may include adjustments in the delivery of material, using varied learning aids, or structuring assignments designed to meet different learning needs. It is hoped that the results of this research can significantly contribute to the field of education, especially in developing more inclusive and effective learning methods. Inclusive learning methods ensure that all students have an equal opportunity to learn and succeed regardless of background or ability. A practical method is a method that can overcome various challenges in the teaching and learning process and help students reach their maximum potential. In addition, it is hoped that the findings of this research can be a valuable reference for educators in designing and implementing learning strategies to improve the overall quality of student learning outcomes. Ultimately, this research aims to improve the quality of education at various levels and ensure that every student has a meaningful and in-depth learning experience.

Although many articles have discussed differentiated learning, there is still a lack in the literature regarding how teachers create learning environments that motivate students to learn writing in English to achieve high academic performance. In addition, not many studies have specifically explored students' perceptions of the differentiated learning environment teachers implement in learning to write in English. One previous journal by Hasanah et al., (2022) entitled, "Conceptual Model of Differentiated Instruction (DI) Based on Teachers'

Experiences in Indonesia,” discusses a similar topic, focusing on the learning environment . However, there are notable distinctions between the previous and current research. The former centered on the application of the Pancasila profile within the learning environment, whereas the present study emphasizes the creation of a learning environment that fosters student motivation and the strategies employed. Additionally, this study examines students' attitudes toward the various learning environments applied by teachers. Consequently, this study provides a more comprehensive and in-depth analysis than previous research. This research is expected to make original contributions that not only fill the gaps in the existing literature but also offer more relevant and practical solutions in teaching writing skills through differentiated learning.

This study makes a novel contribution by examining differentiation-based instructional strategies employed by educators in a software engineering classroom. A key finding of the research is incorporating digital platforms, including Canva, Google Docs, and Pixton, within the learning environment to facilitate the creation of a differentiated classroom. The integration of these technologies was shown to effectively enhance students' creativity and foster greater engagement with the learning content, thereby contributing to the development of their skills in software engineering.

CHAPTER II

LITERATURE REVIEW

2.1 The Learning Environment

The classroom atmosphere has a significant impact on student achievement and the effectiveness of the learning process. A conducive classroom environment can motivate students to actively participate in learning activities, increase engagement, and encourage better academic results. In different teaching contexts, such as differentiated learning approaches, the role of the classroom environment becomes increasingly important. Differentiated learning demands a more adaptive approach, where educators need to consider individual differences among students regarding abilities, learning styles, interests, and needs. In an environment like this, the classroom atmosphere is not only the background but also an integral component that supports the learning process. The classroom environment within a differentiated instructional setting is a pivotal determinant of educational success (Tomlinson, 2001).

In essence, teachers must cultivate an engaging and supportive learning atmosphere, ensuring that students feel safe, comfortable, and at ease during the learning process. This is crucial because meeting students' emotional and psychological needs significantly enhances their motivation and engagement in learning activities. When students feel safe and motivated in a learning environment, they are more likely to participate actively in discussions, collaborate with peers, and take risks in learning, such as trying new ideas without fear of negative judgment. Research shows that teachers are essential in establishing a conducive learning atmosphere that fosters students' feelings of safety, comfort, and tranquility during educational activities (Wahyuningsari, 2022).

2.1.1 Characteristics of an Effective Learning Community

- **Instructional Flexibility**

An effective learning environment should be able to adapt to variations in student ability. This includes providing alternative learning activities that match

students' fluency levels so that more advanced students can engage in more challenging tasks while other students get the necessary support (Kolang et al., 2021) . Fostering an inclusive classroom where students can progress at their own pace and reach their potential. By aligning tasks with students' current skill levels, teachers can enhance engagement and encourage a growth mindset as students see progress through achievable goals. Furthermore, differentiated activities promote confidence in learning by allowing students to build on existing knowledge before moving to more complex concepts.

- **Collaborative Classroom**

Students work together in groups, which increases social interaction and collaboration among them. This creates a supportive learning atmosphere where students can help each other and share knowledge (Sapan & Mede, 2022). Building mutual respect among students and creating an inclusive learning community is considered important. This helps in building positive relationships in the classroom. , cultivating a sense of community and trust within the group. This kind of environment supports open dialogue, making students more at ease to share their ideas and ask questions without worrying about negative judgments. Additionally, collaborative learning boosts students' social skills, equipping them for teamwork outside the classroom and fostering empathy and mutual respect as they work toward shared learning objectives.

- **Student Autonomy**

The learning environment in differentiated learning established in the previous research gives students the opportunity to make choices in their learning, which improves engagement and learning outcomes. This granting of autonomy is important to create a sense of ownership and responsibility for the learning process (Stefani et al., 2023) . Encouraging stronger motivation and dedication to learning activities. When students have the freedom to choose assignments or projects that align with their interests and strengths, they tend to

be more engaged and willing to invest real effort, thereby enriching both their educational experience and academic results. This autonomy also promotes self-directed learning, helping students develop valuable skills like goal-setting, time management, and problem-solving. These competencies are crucial not only for academic achievement but also for lifelong learning, as students grow accustomed to taking initiative and adjusting to new challenges. Furthermore, by allowing choice within a differentiated learning environment, educators can better cater to the wide range of learning styles and needs within the classroom, making learning more inclusive and customized.

- **Social Emotional Support**

The learning environment includes not only physical aspects but also school culture that can have a positive social and emotional impact on students. A mentally and physically supportive environment is essential for student development (Hasanah et al., 2022). The physical conditions of the learning environment, such as classroom comfort, lighting, and noise, as well as students' emotional conditions, such as a sense of security and social support, greatly influence the effectiveness of learning. A supportive environment can help students feel more comfortable and ready to learn (Rahma, 2023). In addition, the learning environment should consider learners' feelings during the learning process. Positive feelings can increase learners' motivation and engagement, while negative feelings can inhibit their learning. Therefore, creating an environment that fosters positive emotions, such as enthusiasm, curiosity, and confidence, is crucial to sustaining students' interest and participation. When students feel emotionally safe and supported, they are more likely to take academic risks, ask questions, and actively engage in learning activities. On the other hand, environments that induce stress or discomfort can lead to disengagement, anxiety, and reduced academic performance. Teachers play an essential role in cultivating a learning atmosphere that recognizes and addresses students' emotional needs, which can lead to improved academic outcomes and overall well-being..

2.2 Effect of Differentiated Learning on Academic Achievement

Several studies show a significant increase in learning outcomes after implementing the Differentiated Learning Model in the learning process. This model has proven effective in increasing student academic achievement by adapting teaching methods according to individual student needs and characteristics. This approach allows for adapting learning strategies, materials, and activities more appropriate to each student's understanding and interests. This research indicates that implementing the Differentiated Learning Model can optimize learning outcomes by paying more attention to individual differences in the class, thus facilitating a more personalized and relevant learning experience for each student.

The research results (Ghazali, 2024) show significant differences in learning outcomes between students who use the Differentiated Learning Model and Direct Instruction, especially among students with a high interest in learning. This finding aligns with the opinion of (Dr. Marlina, 2019), who revealed that the Differentiated Learning Model can increase engagement and learning achievement by considering individual student needs. In this context, students interested in learning seem to benefit more from the Differentiated Learning Model. This is possible because this model offers a more personal and creative approach that fits students' interests and learning needs. This finding is in line with research by (Sari, 2023), which shows that personalization of learning significantly impacts student learning outcomes. This research also emphasizes the importance of adapting teaching strategies to student characteristics, as explained by (Reski, 2021), who emphasizes recognizing individual learning interests in learning approaches. The results of this study confirm that students' interests play an important role in mathematics learning and must be considered in the design and implementation of teaching methods.

This research reveals a significant interaction in terms of the interaction between learning methods and learning interests. This shows that student interest in the material being studied can influence teaching methods' effectiveness. These findings support (Rahman., 2021) research shows that interactions

between teachers and students, as well as between students and learning materials, are the key to maximizing learning outcomes. Overall, this research proves that learning approaches tailored to student's needs and interests are important for improving learning outcomes. These findings offer insights for educators to develop learning strategies that are more effective and responsive to the diversity of students in the classroom.

Other studies explain the results of their research. The findings indicate a significant improvement in the academic performance of low-achieving students in English, with differentiated instruction positively impacting their results (Kotob & Abadi, 2019). However, this teaching method did not substantially affect the academic achievement of high-achieving students. The following section addresses the research questions: How does the implementation of differentiated instruction affect the academic achievement of low and high-achievers in EFL mixed-ability classrooms? Will Direct Instruction enhance the academic performance of EFL students, particularly low achievers?

As anticipated, the academic scores of low achievers improved more significantly after the teaching intervention was applied in the experimental class, reflecting substantial growth in their performance. While the low achievers' scores increased to a high level following the intervention, the impact on high achievers was less pronounced, likely because these students were already performing at a high level. This outcome suggests that Direct Instruction was particularly effective for low achievers, as it provided them with the necessary support to succeed, leading to a noticeable improvement in their academic achievement compared to their higher-achieving peers.

According to research, implementing a Differentiated Learning approach offers several significant advantages.

- **Diversity Accommodation**

Differentiated Learning allows educators to address the heterogeneous needs of students by modifying instructional strategies to align with varying levels of ability, interests, and learning preferences (Lindner & Schwab, 2020). This approach facilitates active engagement

with the content, optimizing student learning outcomes. Differentiated instruction allows teachers to address the varying educational needs of students, including those with special educational needs (SEN) and different backgrounds. This approach acknowledges classroom heterogeneity and aims to provide tailored learning experiences for each student (Lindner et al., 2019). Differentiated Learning allows teachers to cater to various learning styles—auditory, visual, and kinesthetic—ensuring that all students can engage with the material in a way that suits them best (Apriati et al., 2023). Differentiated instruction is particularly beneficial in diverse classrooms, as it accommodates students with varying proficiency levels, backgrounds, and learning preferences, ensuring that all students have equitable access to learning (Komang et al., 2021). The heterogeneous nature of foreign language classes means students have varying cognitive and emotional capacities. Differentiated learning accommodates these differences by employing various teaching methods and resources, ensuring all students can access and benefit from the curriculum (Obilişteanu & Niculescu, 2016).

- **Motivation and Engagement**

Differentiated learning can increase motivation and engagement among learners by offering tasks that are suitably challenging and aligned with students' interests. This is essential for cultivating a positive learning environment where all students perceive themselves as valued and capable of achieving success (Lindner & Schwab, 2020). Personalizing learning experiences and differentiated learning can increase student engagement. When tasks are aligned with students' interests and readiness, they are more likely to be motivated and actively participate in their learning (Lindner et al., 2019). By grouping students based on their learning styles and allowing them to work cooperatively, students become more engaged and enthusiastic about the learning process. This collaborative approach fosters a more interactive and enjoyable learning environment (Apriati et al., 2023). Accommodating different learning styles and preferences,

differentiated learning fosters a more engaging classroom environment. Students are more likely to participate actively and feel motivated when the learning tasks align with their interests and abilities (Dalila et al., 2022). Differentiated learning allows for various learning activities that cater to different interests and learning styles, which can increase student motivation and engagement in the learning process (Komang et al., 2021).

- **Learning Outcome Enhancement**

The systematic review indicates that differentiated learning practices contribute to improved learning outcomes for students, as they are more likely to master individual tasks and attain their educational objectives when instruction is customized to meet their specific needs (Lindner & Schwab, 2020). The previous study suggests that differentiated learning can lead to better student academic outcomes. By setting different levels of expectations and providing appropriate challenges, teachers can help each student achieve their individual goals (Lindner et al., 2019). The study revealed a marked improvement in students' average classical scores between Cycle I and Cycle II, highlighting the efficacy of differentiated learning in enhancing learning outcomes. The proportion of students achieving the minimum competency standard (KKM) increased substantially, rising from 41.6% in Cycle I to 94.4% in Cycle II (Apriati et al., 2023). By addressing the diverse needs of students, differentiated instruction can lead to better academic performance. Students are more likely to achieve learning goals when instruction is tailored to their readiness and abilities (Komang et al., 2021b). Differentiated learning allows teachers to design tasks corresponding to each student's level of understanding and skill. This targeted approach helps students achieve their full potential, leading to better academic performance and mastery of the language (Obilişteanu & Niculescu, 2016). Research indicates that DL can lead to better academic performance. Providing appropriate challenges and support makes students more likely to achieve their learning goals and demonstrate mastery of the content (Hasanah et al., 2022).

- **Instructional Flexibility**

Differentiated instruction fosters flexibility in teaching methodologies and assessment practices, allowing educators to adjust their approaches in response to continuous evaluations of student progress and needs. This adaptability contributes to creating a more dynamic and effective learning environment.

Teachers are empowered to adapt their instructional strategies based on ongoing assessments of student progress. This flexibility enables educators to respond to the dynamic nature of the classroom and the evolving needs of their students (Obilișteanu & Niculescu, 2016). Differentiated Learning encourages teachers to use various instructional strategies and assessments, allowing them to adapt their teaching to what works best for their students. This flexibility can lead to more effective teaching practices (Suprayogi et al., n.d.). Teachers can adapt their instructional strategies and materials based on ongoing assessments of student progress, allowing for a more responsive teaching approach that meets the needs of all learners (Komang et al., 2021b).

- **Inclusivity Promotion**

Differentiated Learning facilitates an inclusive environment in which all students are perceived as valued and supported. It fosters collaboration and mutual respect among students as they engage in tasks tailored to their pace and level of proficiency (Lindner et al., 2019). Promoting inclusiveness in education refers to creating a learning environment that respects, accepts, and supports individual diversity in various aspects, such as culture, religion, ability, social background, and gender orientation. This is realized through providing equal access to education, fair treatment of all learners, and ensuring that every individual has equal opportunities to learn and develop according to their potential. This approach is important in building a just and harmonious society through education responsive to diverse needs.

Differentiated learning, despite its effectiveness in addressing diverse learning needs, is associated with several limitations, as documented in prior research. Prominent challenges include:

- **Workload Increase**

Differentiating instruction requires significant planning and preparation, which can lead to an increased workload for teachers. This can be particularly challenging in environments where teachers already face heavy demands (Hasanah et al., 2022).

Differentiating instruction requires significant preparation and planning from teachers. Designing varied tasks and activities to meet the diverse needs of students can be time-consuming and may lead to an increased workload for educators (Obilişteanu & Niculescu, 2016).

Differentiated instruction requires teachers to prepare multiple lesson plans and materials tailored to the varying needs of students. This can lead to a significant increase in workload, making it challenging for teachers to manage their time effectively (Komang et al., 2021).

Differentiated learning requires teachers to prepare multiple lesson plans and materials tailored to various student needs. This can lead to a significant increase in workload and may contribute to teacher burnout (Dalila et al., 2022).

Implementing differentiated instruction requires significant preparation and planning from teachers to create lessons that cater to various learning styles. This can be time-consuming and may lead to increased workload for educators (Apriati et al., 2023).

- **Resource Constraints**

The resource limitations in schools may further complicate the implementation of DI, as teachers may lack access to diverse materials and support systems (Suprayogi et al., 2022).

Implementing differentiated instruction often requires a variety of teaching materials and resources. Schools may face challenges in providing the necessary resources, such as technology, books, or

specialized materials, which can hinder effective differentiation (Obilişteanu & Niculescu, 2016).

Schools may lack the necessary resources, such as materials and technology, to effectively implement differentiated instruction. This can hinder teachers' ability to provide varied learning experiences for their students (Komang et al., 2021).

- **Classroom Management Challenges**

Differentiated Learning often involves grouping students based on their learning styles, leading to challenges in managing diverse groups. Teachers may struggle to monitor and support multiple groups simultaneously, potentially leading to disruptions or unequal participation (Apriati et al., 2023).

Managing a classroom with diverse learning activities can be more complex. Teachers may find it challenging to monitor and support all students simultaneously, which can lead to classroom management issues (Komang et al., 2021).

Managing a classroom with differentiated activities can be complex. Teachers may find it challenging to monitor multiple groups or pairs working on different tasks simultaneously, leading to potential disruptions and a lack of focus among students (Obilişteanu & Niculescu, 2016).

Managing a classroom where students are engaged in different activities can be complex. Teachers may struggle to maintain order and provide adequate support to all students simultaneously, leading to potential disruptions (Hasanah et al., 2022).

Differentiated Learning requires careful planning and a deep understanding of each student's needs, which can be complex and time-consuming for educators. The necessity for ongoing assessment and adaptation of teaching strategies can overwhelm teachers, especially in larger classrooms (Lindner & Schwab, 2020).

2.3 Differentiation Environment Strategy

To foster a motivating learning environment in English writing instruction, teachers can employ a variety of differentiation strategies, including:

- **Grouping Strategy**

Grouping students based on their writing abilities enables teachers to deliver instruction tailored to each group's needs. By acknowledging the diverse skill levels within the classroom, teachers can craft lessons that specifically address the challenges and strengths of each group, ensuring that every student receives the necessary support to advance. For students who struggle with certain aspects of writing, this targeted approach provides focused guidance to help them overcome difficulties and enhance their skills. On the other hand, more advanced students can be presented with more challenging tasks to develop their abilities further. This method promotes a more inclusive and supportive learning environment and enhances students' confidence by allowing them to progress at a pace that matches their proficiency. As students experience success, they will likely be motivated to continue improving. Over time, this approach fosters growth aligned with each student's capabilities, encouraging a sense of accomplishment and a positive attitude toward learning. By tailoring instruction to meet the specific needs of students, teachers can create a more effective and personalized educational experience that benefits all learners. Organizing students based on their writing ability enables the teacher to deliver targeted instruction tailored to the needs of each group. This approach can enhance students' confidence and support their development in alignment with their skills (Subban, 2019).

Teachers can organize students in mixed-ability groups to work together on tasks or projects. In these groups, students support and learn from each other. The teacher can provide additional guidance or assistance if needed (Purwanto, 2023). This approach encourages cooperation, mutual learning, and student support in completing a given task or project. It also facilitates the achievement of more inclusive and effective learning objectives.

- **Diverse Assignments**

Offering various types of writing assignments, such as narrative, descriptive, or analytical, is a crucial strategy in creating a more inclusive and responsive learning environment that addresses the needs of students. By providing this choice, teachers can help students become more engaged in the learning process, as they can select the type of writing that aligns with their interests and strengths. For instance, students with a creative inclination may prefer narrative writing tasks, where they can express their imagination and personal experiences. Conversely, students with strong analytical skills may feel more comfortable with analytical writing tasks, which allow them to delve into arguments and conduct critical analyses of an issue. This choice enhances student motivation and engagement and gives them a sense of ownership over their learning process, as they feel valued and acknowledged for their unique learning styles.

Furthermore, allowing freedom in choosing the type of writing assignment can also help students develop broader writing skills. They are not limited to one style or format. However, they are encouraged to explore various forms of writing, which will enrich their abilities in different academic and professional contexts in the future. According to research conducted by (Tomlinson, 2023), differentiated tasks are an effective way to meet the diverse learning needs of students. In the context of writing, this means allowing students to demonstrate their understanding through the forms of expression that best suit them. As a result, students are more likely to engage with the task and produce better outcomes because they work within their comfort zones and interests. This reference supports the idea that when students have greater control over their tasks, they are more likely to feel motivated and committed to achieving their best results (Tomlinson, 2023). Therefore, in modern education, where adapting to individual student needs is increasingly important, offering various writing assignments is a practical approach. It should be considered by every educator who aims to enhance student engagement and learning outcomes. Students can produce

different products based on their readiness, interests, and learning profiles (Magableh & Abdullah, 2020).

2.4 Student Perspectives' Significance

In education, considering students' perspectives is increasingly recognized as crucial in assessing teaching and learning processes and their effectiveness. Pozas et al. (2021) emphasize that understanding how students perceive and experience their educational environment is vital for ensuring that the instructional approaches genuinely address their needs. When students' perspectives are neglected, there is a risk that the teaching methods applied may fall short of being fully effective or relevant to their actual needs and circumstances within the classroom. Moreover, students' perspectives go beyond merely reflecting their feelings about teaching; they also indicate how students react to the various educational approaches provided. This highlights the necessity of involving students in curriculum evaluation and development, ensuring that efforts to create a responsive and adaptive learning environment are more accurately aligned with their needs. By considering students' viewpoints, educators can better understand the impact of the teaching strategies employed and make necessary adjustments to improve student learning outcomes.

As Pozas et al. (2021) suggest, taking students' perspectives into account is not just relevant but an urgent requirement in the quest to enhance the effectiveness of education. Educational outcomes, whether in academic achievement or the development of social and emotional skills, ultimately depend on how well the diverse needs of students have been addressed through the existing teaching and learning processes. In this light, analyzing students' perspectives offers valuable insights for educators and policymakers, enabling them to refine and advance more inclusive and adaptive teaching strategies so that every student can reach their full potential in a nurturing and empowering learning environment. Given this assumption, it appears essential to consider students' perspectives when examining teaching and learning processes, as well as their

effectiveness, since the outcomes result from efforts to meet students' diverse educational needs (Pozas et al., 2021).

2.5 Student's attitude of Differentiated Learning

In general, attitude or behavior encompasses actions performed by living organisms (Wahyuningsih, 2021). From a psychological perspective, attitude or behavior refers to all observable reactions, movements, and physical changes. According to Asrori (2020), it is possible to predict an individual's response or behavior toward a specific problem or situation by analyzing their attitude.

Based on research by Pozas et al. (2021), students' attitudes toward Differentiated Instruction (DI) significantly influence their academic self-concept. The research found that when students felt that teachers implemented DI practices that were appropriate for their individual needs and abilities; they tended to have a more positive view of their academic abilities. The results of this study suggest that differentiated learning practices can help reduce unfavorable comparisons with peers and encourage more positive self-assessment. This is particularly evident with low-achieving students, who may benefit more from DI in improving their academic self-concept than high-achieving students.

According to research conducted by Hasanah et al. (2022), students' attitudes towards differentiated learning are explained as a positive response to an approach that places them as the main subject in the learning process. Students show a positive attitude towards learning that recognizes and values diversity in their learning styles and potential. Differentiated learning allows students to learn in a way that best suits their needs and abilities, which increases self-confidence and learning satisfaction. students feel more involved in the learning process. They can choose the learning method that suits them best, making learning more interesting and meaningful. Overall, students' attitudes toward differentiated learning improve academic learning outcomes but also support students'

emotional and social well-being, making them better equipped to become active and independent learners.



CHAPTER III

METHOD

3.1 Research Design

Narrative inquiry is commonly used to provide readers with information related to teachers' experiences and work (Setyaningrum, 2020). Setyaningrum et al. (2022) used this design to investigate the teachers' experience in implementing translanguaging as a scaffolded practice in primary school content. Similar to this study, it was designed to investigate the teacher's experience in creating differentiated learning to motivate students to learn writing and students' attitudes toward differentiated learning environments.

Using multiple methods, including interviews and classroom observations, the researcher employed a narrative inquiry approach to collect data from the experiences shared by English teachers at SMKN 1 Banyuwangi. Semi-structured interviews examined the teachers' experiences, perspectives, and strategies for implementing differentiated learning. This method facilitated an in-depth exploration of the teachers' personal insights, including the challenges encountered and the successes achieved in their practice.

Furthermore, observations of the differentiated learning videos were conducted to evaluate the direct application of the learning strategy in the classroom context to gain a deeper understanding of its implementation and impact on the learning process. These observations examined students' responses to the instructional strategies implemented, classroom dynamics, the pedagogical approaches employed, and the instructional materials utilized. Detailed notes were recorded to document all relevant activities and interactions. The data collected from interviews and observations were systematically analyzed to identify recurring themes and patterns that encapsulate the teachers' experiences. This methodological triangulation provided a robust and comprehensive understanding of implementing differentiated learning practices at SMKN 1 Banyuwangi.

3.2 Research Participants and Setting

The Participants of this study include one English teacher and thirty-six students enrolled in the XI grade majoring in Software Engineering (XIPPLG) at SMKN 1 Banyuwangi, a vocational high school located in Banyuwangi. The selection of SMKN 1 Banyuwangi as the research location is based on the fact that this school has been implementing Differentiated Learning since 2021. In addition, SMKN 1 Banyuwangi has students with diverse learning needs, thus providing a relevant opportunity to examine the application of differentiated learning strategies in meeting students' varied learning needs. This group was chosen because it represents the diversity of students in terms of English proficiency, which includes beginner, intermediate, and advanced levels, as well as the variety of learning styles comprising auditory (A), visual (V), and kinesthetic (K).

A purposive sampling technique was employed to ensure the sample was relevant to the study's objectives. This method was carefully chosen as it allows researchers to intentionally select subjects with specific characteristics that align with the research goals. This class was selected as the study's setting because the teacher implemented differentiated instruction, and the students were enthusiastic about practicing DI with the teacher.

3.3 Data collection

Data collection in this research was carried out through the following methods:

a. In-depth Interview

An in-depth interview was conducted with one English teacher from a class that implements a differentiated classroom. The interview focuses on “How the teacher creates a differentiated classroom environment that motivates students to learn English Writing. Interviews were conducted with one teacher on two occasions, on December 12, 2024, and January 4, 2025, to explore her experiences and views regarding the implementation of differentiated learning. The interview process was audio-recorded to ensure the conversations were well-documented and could be analyzed in depth later. These interviews were semi-structured,

allowing the researcher to explore key topics with the flexibility to elicit additional information according to participant responses. The interaction may include a semi-structured question guide marked by a conversational exchange of questions and answers (Frey & Bruce, 2018) . Interview questions on “Strategies employed in developing a Differentiated Learning Environment”. The interview guidelines were created using the framework provided by Tomlinson and Imbeau (2023) and the research conducted by Ginja and Chen (2020). Eleven indicators were derived from Tomlinson and Imbeau's (2023) theory, while the remaining six were based on the findings of Ginja and Chen (2020).

b. Video-Based Classroom Observation

Classroom observations were conducted through video documentation of the teacher's instructional activities, as the researchers could not observe the classroom directly due to scheduling constraints. The class concluded following the completion of the exam, which was immediately followed by a meeting session. As a result, video recordings of the learning process were utilized as an alternative method to collect observation data. The observations of the teacher's differentiated learning video focused on assessing the attitudes of thirty-six students toward the practical application of an environment that supports the differentiated learning strategy.

Observations were made seven times through eighteen video documentation recordings for two meetings of the teacher's learning process in the classroom implementing differentiated learning. The videos were analyzed thrice on 9 December 2024, twice on 10 January 2025, and twice on 17 January 2025. The observation instrument in a checklist was developed based on Tomlinson and Imbeau's (2023) theory and Ginja and Chen's (2020) research. Eleven indicators were adapted from Tomlinson and Imbeau's (2023) theory, while the remaining six referenced Ginja and Chen's (2020) research. This approach ensures that

the observational analysis covers various important aspects of differentiated learning implementation.

3.4 Data Analysis

Data analysis in this research uses a data analysis model developed by Miles and Huberman. According to Asipi et al., (2022), the model developed by Miles and Huberman is described as follows:

1. **Data Reduction**

At the data reduction stage, the collected data, such as interview transcripts, observation notes, and documents, is filtered and selected based on its relevance to the research objectives. This process involves organizing, grouping, selecting important data, and deleting irrelevant or redundant data.

2. **Data Presentation**

The presentation of data involves organizing collected information in a way that allows for drawing conclusions and taking subsequent actions. In this research, data presentation is done through concise descriptions.

3. **Conclusion and Verification**

The conclusion is the final step in the data analysis process, where the meaning of the presented data is determined. After the interview and observation data were collected, conclusions were drawn based on the analysis of relevant findings, which were then followed by verification to ensure the accuracy and consistency of the findings. Furthermore, testing the validity of conclusions is done through data triangulation, member checking to ensure that the results obtained can be trusted and reflect the existing reality.

3.5 Triangulation and Trustworthiness

According to Lemon et al., (2020) triangulation is described as a strategy in qualitative research used to assess validity by combining information from various

sources. These sources may involve different methods or data types, aiming to examine a single point from at least three distinct and independent sources to validate the topic being studied. Triangulation aims to minimize systematic bias.

Lemon et al., (2020) also established the trustworthiness criteria as a framework for assessing qualitative research. This concept was developed to replace terms used in quantitative research, such as validity and reliability. In qualitative research, trustworthiness is very important because it relates to the quality, accuracy, and credibility of research results that depend on deep understanding and interpretation of data.

This research applied member-checking techniques to increase the credibility and validity of the findings. Upon completion of the data collection process, the researcher conducted a member-checking procedure by returning the research findings to the participants for validation. Researchers can apply member checking during interviews by repeating, rephrasing, and requesting additional clarification on ambiguous comments made by respondents. This allows interviewees to validate or amend the interviewer's understanding of their statements (Coleman, 2021).

3.6 Limitations of the Study

This study recognizes specific limitations stemming from the reliance on observations made through recorded videos of teacher-led lessons, especially in examining students' attitudes toward the teaching strategies employed by the teacher.

- **Restricted Observation of Student Reactions**

Observing students' attitudes through video recordings restricts the ability to capture nuanced emotional or behavioral responses, such as subtle facial expressions, body language, or off-camera interactions, that could provide a deeper understanding of their engagement or disengagement with the teaching strategies.

- **Lack of Immediate Feedback**

The absence of real-time interaction with students made it difficult to confirm or contextualize their visible reactions to specific teaching strategies. As a

result, interpretations of students' attitudes were limited to observable behaviors within the videos.

- **Selective Representation of Classroom Dynamics**

The recorded lessons might not fully reflect typical classroom dynamics or the diversity of student attitudes, as students could alter their behavior due to the presence of a recording device or selective lesson planning by the teacher.

- **Technical and Visual Constraints**

The quality of the video recordings, including camera angles, audio clarity, and focus, occasionally hindered the observation of all students in the classroom, particularly during group activities or when students worked quietly.

- **Restricted Behavior Observation**

The reliance on video observation provided insights into students' visible behaviors, such as raising hands, responding to questions, or participating in activities. However, it did not capture internal attitudes, such as their satisfaction with the teaching strategies, which would require complementary methods such as surveys or interviews.

Despite these limitations, video observations provided valuable insights into classroom practices and student engagement patterns. Future studies should incorporate real-time classroom observations or direct feedback from students to better understand their attitudes toward teaching strategies.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This section presents a detailed account of the findings obtained through the analysis of the collected data. It also includes an in-depth discussion of these findings, drawing connections to relevant established theories and insights from previous studies. Doing so provides a comprehensive understanding of the findings concerning the study's theoretical and empirical foundations. In the analysis of interview data, the symbol Q refers to the questions asked by the researcher, while the symbol T refers to the teachers' responses as respondents. This symbol aims to facilitate the systematic identification of dialogue and data analysis.

4.1 Research Findings

This section outlines the findings from the data analysis, focusing on two key aspects: The teacher creates a differentiated classroom environment that motivates students to learn English writing. Additionally, student's attitudes toward the differentiated classroom environment implemented by the teacher. To ensure a clear and straightforward discussion, the researcher provided the following explanation:

4.1.1 Differentiated Classroom Environment Strategy

Based on the results of data analysis from interviews with teachers, teachers found several strategies for creating differentiated learning environments. The explanation of these findings is presented below.

a. Grouping Strategy Implementation

The interview results show that collaborative strategies in writing learning are applied to develop students' critical thinking skills, creativity, and ability to work together. The teacher explained that one of the main activities often done is a collaborative project of writing a story together. In this activity, students add parts of the story, thus creating a continuous storyline. This strategy effectively stimulates students' creativity while strengthening their sense of community.

Excerpt 1:

“I usually do a collaborative story writing project together. In this case, the children will try to write in groups where they write a story together in turns. Each student adds a part of the other's story, so they will think critically or foster their creativity and collaborate to create a whole story.” (T, Q1)

Various innovative methods support learning activities, such as writing carousels, change writing, and digital collaboration through platforms to create digital comics. The teacher also emphasized the importance of a collaborative approach by involving students in group projects. These projects are evaluated through peer feedback, where students provide feedback and reflection on each other's work. In addition, a supportive classroom environment is built through question-and-answer sessions and group discussions to help students solve various obstacles flexibly.

Excerpt 2:

“To build a sense of community, the writing activities that I often apply in learning are mostly creative games related to writing. In addition, I also use a collaborative approach.” (T, Q1)

The differentiated approach is an important element in the learning strategy applied. Teachers start the learning process with a pretest to identify students' learning abilities and interests. Thirty-six female XIPPLG students were grouped based on their English writing proficiency: fifteen at the beginner level, eleven at the intermediate level, and ten at the advanced level. This grouping was based on a diagnostic evaluation that covered aspects of grammar, vocabulary, and the ability to develop ideas in writing. This grouping aims to

ensure that each student gets attention according to their needs to minimize the ability gap.

Excerpt 3:

“I will hold a pretest because later I will group them according to their learning abilities and interests, some are beginners, some are more advanced, some are already somewhat advanced in writing” (T, Q7)

Teachers also illustrate the implementation of brainstorming activities through simple games, such as arranging ideas on the board with sticks. This activity helps students focus more and feel their needs are met. In addition, project or team-based learning enhances social interaction and cooperation and creates confidence and students' comfort in working together.

Excerpt 4:

“For example, writing by brainstorming ideas and then making an outline, usually through simple games such as putting sticky notes on the board related to brainstorming, children will feel more concerned about their learning needs. I always use project-based or team-based learning activities where children will give space for their collaboration on the problems I give them.” (T, Q7)

In the classroom community setting, teachers emphasize collaboration and team support. Students are taught to support each other and contribute to improving their work collectively. Through discussions about writing challenges, students are encouraged to share their experiences and provide assistance to friends who face similar difficulties so that the value of empathy can be developed.

Excerpt 5:

“Then, emphasize the value of collaboration and support; for example, I remind students that they are working in a team, so they have to support each other and contribute to improving their writing together so that we get the value of collaboration in the team then. the second one develops empathy skills.” (T, Q11)

To ensure every student can make a meaningful contribution, the resource provides different types of writing assignments, such as essays, journals, narratives, digital comics, and reports. Assignments are customized based on student's interests, learning styles, and abilities, including those more inclined to visual, verbal, or digital aspects. Flexible classroom organization is also a concern, as it provides individual and group study areas as well as discussion and preparation zones. Learning media, such as laptops and colored stationery, are used to increase students' interest in writing.

Excerpt 6:

“Every learner has the opportunity to make a meaningful contribution to writing activities in the classroom. I take steps such as providing a variety of writing tasks; for example, I provide a variety of topics and types of writing tasks such as journal essays making digital comic narratives or reports.” (T, Q12)

b. Diverse Assignments strategy

The interview results revealed that implementing varied and relevant tasks is one important strategy for supporting students' writing learning. The teacher explained that the choice of tasks is flexibly adjusted to meet students' needs, interests, and abilities. For example, students are given several writing task options, such as short stories, descriptive content, or opinion articles. This

approach allows students to choose the type of task that suits their interests and learning style to feel more comfortable and motivated to complete the task.

Excerpt 7:

“Provide a variety of writing topic options, so I offer flexible topics or topic options according to their interests, and I provide a variety of topic options that suit learners' interests and needs.” (T, Q13)

Teachers also emphasize the importance of linking tasks to students' real lives. For example, diary writing assignments are given because they are relevant to students' daily activities, thus making the learning process more meaningful. In addition, the teacher is committed to evaluating the assignment, including providing flexibility in completing the assignment if students face personal challenges. Such flexibility could be in the form of extending the time, reducing the task load, or adjusting the task format, such as reducing the number of paragraphs required or using simple bullet points for students with difficulties.

Excerpt 8:

“Then, connect the task to their real life. This is the most important. I design my learning activities to always be relevant to my learners' real lives. Diary writing example.” (T, Q4)

This strategy also includes task differentiation by adjusting complexity based on students' abilities. For example, students who find it difficult to write descriptive texts are allowed to use simple words or bullet points to help them develop their writing skills. This approach is designed to ensure that every student can actively participate and feel successful in completing the writing task.

Excerpt 9:

“I also often do differentiated tasks, which means adjusting to the type of task and the needs of the learners. If there are learners who feel this descriptive writing task is too difficult, then I allow them to use simple points to write using simple words so that they will also be easy to accommodate their writing activities or skills.” (T, Q6)

Teachers also involve students in decision-making related to learning activities, such as choosing the topic or type of text to be written. This step involves providing diverse topics, such as hobbies, personal experiences, social issues, or travel, tailored to students' interests. Students are encouraged to contribute to determining the topic or text format relevant to their needs, such as narration, description, argumentation, or digital comics.

Excerpt 10:

“I usually do the following activities or steps such as providing a variety of writing topic options, so I offer flexible topics or topic choices according to their interests.” (T, Q4)

In the final assignment, students can choose the type of text they prefer, such as narration to tell a personal experience, description to describe a specific object, argumentation to convey an opinion, or digital comics to present a story through images. This flexibility accommodates students' creativity and helps them understand how their choices support the learning objectives. This strategy reflects an adaptive and inclusive approach designed to increase student's engagement in the learning process and help them develop their writing skills to the fullest.

Excerpt 11:

“During the final project, I let them choose the type of text they like, and they can develop their creative ideas through writing.”

(T, Q13)

c. Student Motivation Enhancement

A teacher is committed to ensuring that every learner feels recognized, valued, and accepted during the learning process. In the context of learning writing skills in English subjects, the teacher's top priority is to create an inclusive and supportive learning environment so that students feel safe and comfortable participating in learning activities. One of the strategic steps taken is to get to know students personally through informal interviews. Teachers hold casual conversations to find out about students' backgrounds, learning interests, and aspirations. In addition, surveys and reflection journals are often used to explore the needs and uniqueness of each student. This information is used to design learning activities that suit their needs, resulting in an inclusive and supportive classroom environment without any differences in treatment.

Excerpt 12:

“As a teacher, I ensure that each learner feels recognized, valued, and accepted in the learning process.” (T, Q2)

In the learning process, teachers consistently create an environment that supports students' openness and comfort in discussing, especially in conveying difficulties related to writing materials. For this reason, teachers provide consultation time and space that students can access. Personalized approaches are made informally to students who lack confidence by asking directly about the obstacles faced in writing. Teachers also use communication that builds students' confidence, both verbally and nonverbally, and provides positive reinforcement in the form of appreciation for the courage of students who take the initiative to write.

Excerpt 13:

“They always consult what difficulties they face when they get writing skills material.” (T, Q3)

The strategies implemented include creating a positive classroom atmosphere free from the fear of trying. Teachers set clear class rules and agreements to ensure all students actively participate. Teachers use interactive techniques such as collective brainstorming, chain writing, or other game methods to make learning to write more interesting. In addition, teachers often design writing tasks relevant to students' lives, such as asking them to review local tourist attractions they have visited or write short stories based on personal experiences. These efforts aim to increase students' engagement in learning.

Excerpt 14 :

“I create an atmosphere that is supportive and free from fear of trying, so our learners feel comfortable in expressing their ideas.” (T, Q4)

To utilize technology, teachers integrate digital platforms such as Canva, Google Docs, and other tools to develop student creativity in writing. Teachers also utilize popular media such as YouTube or podcasts as inspiration for writing assignments relevant to student's interests in the digital era.

Excerpt 15:

“Because the age now is the age of technology, I often integrate technology with their creativity, mostly writing, I use digital writing.” (T, Q5)

To create a physically and emotionally safe learning environment, teachers ensure cleanliness, comfort, and the availability of adequate learning tools in the classroom. Emotionally, teachers instill a culture of mutual respect, prevent bullying, and recognize students' achievements. Teachers also create an

atmosphere that allows students to be free from anxiety and fear in the learning process. Besides fulfilling students' cognitive needs, teachers also pay attention to affective and emotional aspects. The learning environment is designed to be safe and free from pressure, emphasizing that mistakes are part of the learning process. Teachers ensure there is no demeaning criticism between students and always provide emotional support, such as personal appreciation of students' efforts in the form of emoticons or positive comments such as “good job” or ‘perfect. In addition, to appreciate students' unique potential, teachers give individual appreciation for their work, both in the form of praise and recognition of their uniqueness, such as imagination and creativity. Teachers also emphasize the importance of the learning process, including revision and improvement of writing, to encourage students to value the writing process as a continuous step towards better results.

Excerpt 16:

“Recognition and appreciation must be there if there are friends who excel. We must all appreciate it.” (T, Q9)

With these steps, teachers try to build students' intrinsic motivation and ensure adequate access to physical and digital learning resources to optimally develop their writing skills.

4.1.2 Students' Attitude to the Differentiated Classroom Environment

The observation was conducted in class XIPLG at SMKN 1 Banyuwangi on 9 December 2024, and 10 & 17 Januari 2025 in English subject. Based on the observation results, it can be concluded that students' attitudes towards the strategies implemented by the teacher showed a variety of responses.

At the first meeting, students were not yet divided into groups, and the school benches were arranged classically as in general. Students enthusiastically listened to the teacher's explanation using the lecture method and projection of

material through the projector screen. During the learning process, students actively answered questions given by the teacher related to argumentative text. One of the questions asked by the teacher was, ‘What is the content of the argument if you want to argue the issue?’. Seven students were seen flipping through the pages of their books, possibly looking for relevant notes as answers. Then with confidence, some students answered, ‘We should know about fact and opinion.’



Picture 1. Students enthusiastically listened to the teacher's explanation

Some other students were also engaged in discussions with their classmates to find the right answer. Nonetheless, some students showed signs of boredom during the lesson. To overcome this, relaxation sounds containing water splashing and birds chirping were played to the students. After listening to the relaxation sounds, students reported feeling better and refreshed. In this meeting, the application of differentiated learning has not been identified.



Picture 2. Students listen to relaxation sounds

At the second meeting, XIPPLG students used a different classroom because the old classroom was still undergoing roof repairs. This classroom environment supports the learning process with group table arrangements and using tools such as laptops and gadgets. Students actively collaborate in the writing activity of designing infographics about argumentative text. Students can choose to use digital platforms to do their writing assignments. This collaboration is designed to build a sense of community in the classroom.

In the group depicted in Picture 3, Tabita displayed exceptional enthusiasm and active participation by asking insightful questions and expressing her opinions throughout the group assignment. However, the group dynamics did not solely rely on Tabita's contributions. Her peers also demonstrated high levels of engagement, actively collaborating and contributing to the task. This synergy reflected their collective commitment to achieving their goals.

This group used Canva, an online design tool, to create graphic designs. While they mentioned utilizing Canva for their work, they did not specify the name or type of design they were working on. The team collaboratively explored the platform's features, experimenting with various templates, layouts, and creative elements to enhance the visual quality of their project. Their active

participation and shared enthusiasm created a positive and productive group environment, fostering creativity and effective teamwork.



Picture 3. The group who uses Canva for the assignment

Unlike Tabita's group, the group shown in the picture below demonstrated a high level of activeness in discussions and collaboration to complete their assignment. They chose a poster as the form of their design task. Using a design platform like Canva, this group worked together to determine an appropriate visual concept and select graphic elements, colors, and text that supported the main message they wanted to convey through the poster.

Each group member played their role well, sharing ideas, providing suggestions, and constructively critiquing the design outcome. They supported each other and were enthusiastic about finding the best solutions to enhance the quality of their work. Their discussions not only focused on the technical aspects of design but also on how the message in the poster could be effectively and attractively communicated. Their spirit of togetherness and collaboration created a productive and inspiring work atmosphere, serving as a real example of a solid team effort.



Picture 4. The group that uses Posters for the assignment

The following groups showed a different approach than the previous two, using visual forms in their task design. This group chose to use an audio format as the primary form of their assignment design. By utilizing the features available in Canva, they created creative and relevant audio elements to convey the core message of their assignment. This choice reflects their understanding of the importance of diverse communication media in creating engaging and practical work. Not only was the choice of format unique, but the group was also very active in participating throughout the assignment. Each group member played a role in conceptualizing the audio content, drafting the script, choosing the appropriate tone of voice, and editing the final product. They discussed enthusiastically to ensure that the final product was aesthetically appealing and able to convey the message clearly and captivate the listener.



Picture 5. The group who use Audio for the assignment



Picture 6. The group who use Audio for the assignment

The four groups showed diversity in how they utilized Canva to complete their tasks, each with a unique approach that reflected their creativity and preferences. The first and second groups chose visual forms as their primary design, focusing on graphic elements such as posters and other visual designs. The third and fourth groups took a different tack by using audio formats, utilizing the audio features in Canva to create a more interactive and innovative task. Each

group stood out for their activity in discussing, collaborating, and ensuring that the result was high quality.

On the other hand, the other three groups did not specifically mention the type of design they used in their assignments. Despite this, they still showed a strong spirit of cooperation and enthusiasm in completing the task. This reflects the diversity of ways of thinking and approaches in utilizing a design platform like Canva while showing that creativity can be expressed in many specific and undefined forms. The group's working atmosphere is very dynamic, with each member providing mutual support, sharing ideas, and giving constructive feedback on each other's work. Their spirit of collaboration created a positive working environment where each individual felt valued and motivated to give their best. Their choice to use audio and visuals as the task design format shows creativity and innovation in utilizing modern design technology. Not only that, some students also showed tremendous courage in asking questions or seeking advice directly from the teacher regarding their writing assignments. They did not hesitate to seek clarification or ask for more in-depth feedback, showing high curiosity and commitment to improving the quality of their work. In this second meeting, the application of differentiated learning was clearly identified.

4.2 Research Discussion

4.2.1 Differentiated Classroom Environment Strategy

Based on interview results, various strategies are implemented to create a differentiated learning environment, which requires further analysis. This study's findings indicate that teachers' strategies relate to collaboration, varied assignments, and efforts to increase student motivation. The collaborative strategy teachers implement in creating a differentiated learning environment (In excerpt 1) successfully develops students' critical thinking skills, creativity, and ability to work together. This collaborative strategy aligns with Tyrou & Mylonas (2023) that differentiated teaching and learning are closely linked to collaborative learning. This grouping strategy is based on the ability level of beginner, intermediate, and advanced students (excerpt 3). The grouping system based on

student ability levels aligns with previous research by Subban 2019, which states that more advanced students can be given more challenging tasks to continue developing their skills. This grouping ensures that each student gets attention according to their needs. This finding is in line with Tomlinson and Imbeau's 2023 theory, which explains that flexible student grouping capitalizes on students' strengths and allows effective attention to students' weaknesses in the learning environment.

The teacher explains that one of the main activities often done is the collaborative project of writing a story together. In this activity, students add parts of the story, creating a continuous storyline. This strategy effectively stimulates students' creativity while strengthening their sense of community. In addition to being in line with Tomlinson and Imbeau's (2023) theory, this grouping strategy is also in line with previous research by Purnawanto & Ahmad, (2023) , which explains that teachers can arrange students into groups with varying ability levels to collaborate on tasks or projects. Various innovative methods support learning activities, such as carousel writing, change writing, and digital collaboration through digital comic creation platforms (excerpt 2). Teachers also emphasize the importance of a collaborative approach by engaging students in group projects. These projects are evaluated through peer feedback, where students provide feedback and reflection on each other's work. In addition, a supportive classroom environment is built through question-and-answer sessions and group discussions to help students resolve various obstacles flexibly. Teachers also illustrate the implementation of brainstorming activities through simple games, such as arranging ideas on a board using sticks (Excerpt 4). This activity helps students focus more and feel their needs are met. In addition, project or team-based learning enhances social interaction and cooperation and creates students' confidence and comfort in working together.

To ensure every student can make a meaningful contribution, this resource provides different types of writing assignments, such as essays, journals, narratives, digital comics, and reports. Assignments are customized based on student's interests, learning styles, and abilities, including those that favor visual,

verbal, or digital aspects (excerpt 6). This strategy is in line with Tomlison and Imbeau's (2023) theory that options for exploring or expressing learning can include but are not limited to using print, video, and audio resources; writing papers; creating animations; making models; creating a series of graphics; and creating photo essays, role plays, demonstrations, infographics, or a set of storyboards. Flexible classroom organization is also a concern, as it provides individual and group study areas and discussion and preparation zones. Learning media such as laptops and colored stationery increase students' interest in writing.

Implementing varied and relevant tasks (see excerpt 7) is one of the important strategies to support students' writing learning. Teachers explained that the choice of tasks is flexibly adjusted to students' needs, interests, and abilities. For example, students are given several choices of writing tasks, such as short stories, descriptive content, or opinion articles. This approach allows students to choose the type of task that suits their interests and learning style to feel more comfortable and motivated to complete the task. This strategy aligns with the statement of Magableh and Abdullah, (2020) which explains that different students can produce different products based on their readiness, interests, and learning profiles. Teachers also emphasize linking tasks to students' real lives (excerpt 8). For example, the diary writing task is given because it is relevant to students' daily activities, thus making the learning process more meaningful. In addition, teachers are committed to evaluating assignments, including providing flexibility in completing assignments if students face personal challenges. Such flexibility can take the form of extending the time, reducing the task load, or adjusting the task format, such as reducing the number of paragraphs required or using simple bullet points for students with difficulties.

Teachers also involve students in decision-making related to learning activities (excerpt 10), such as choosing the topic or type of text to be written. This step involves providing diverse topics, such as hobbies, personal experiences, social issues, or travel, tailored to students' interests. Students are encouraged to contribute to determining the topic or text format relevant to their needs, such as narration, description, argumentation, or digital comics. In the final assignment,

students can choose the type of text they prefer (excerpt 11), such as narrating a personal experience, describing a particular object, argumentation to convey an opinion, or digital comics presenting a story through images. This flexibility accommodates students' creativity and helps them understand how their choices support the learning objectives. This strategy reflects an adaptive and inclusive approach designed to increase student's engagement in the learning process and help them develop writing skills to their full potential.

The teacher is committed to ensuring that every learner feels recognized, valued, and accepted during the learning process (excerpt 12). In the context of learning English writing skills, the teacher's top priority is to create an inclusive and supportive learning environment so that students feel safe and comfortable participating in learning activities. One strategic step is to get to know students personally through informal interviews. Teachers talk casually about students' backgrounds, learning interests, and aspirations. In addition, surveys and reflection journals are often used to explore the needs and uniqueness of each student. This information is used to design learning activities that suit their needs, resulting in an inclusive and supportive classroom environment without any difference in treatment.

In the learning process, teachers consistently create an environment that supports students' openness and comfort in discussing, especially in conveying difficulties related to writing materials (excerpt 13). For this reason, teachers provide consultation time and space that students can access. A personal approach is made informally to students who lack confidence by asking directly about the obstacles faced in writing. The teacher also uses communication that builds students' confidence, both verbally and nonverbally, and provides positive reinforcement in the form of appreciation for the courage of students who take the initiative to write. To create a positive classroom atmosphere that is free from fear of trying. The teacher sets clear class rules and agreements to ensure all students actively participate (excerpt 14). Teachers use interactive techniques such as collective brainstorming, chain writing, or other game methods to make learning writing more interesting. In addition, teachers often design writing tasks relevant

to students' lives, such as asking them to review local tourist attractions they have visited or write short stories based on personal experiences. These efforts aim to increase students' engagement in learning.

To create a physically and emotionally safe learning environment, teachers ensure cleanliness, comfort, and the availability of adequate learning tools in the classroom. Emotionally, teachers instill a culture of mutual respect, prevent bullying, and recognize students' achievements (excerpt 16). Teachers also create an atmosphere that frees students from anxiety and fear in the learning process. In addition to fulfilling students' cognitive needs, teachers also pay attention to affective and emotional aspects. The learning environment is designed to be safe and free from pressure, emphasizing that mistakes are part of the learning process. Teachers ensure no patronizing criticism between students and always provide emotional support, such as personal appreciation of students' efforts through emoticons or positive comments such as “good job” or “perfect.” In addition, to appreciate students' unique potential, teachers give individual appreciation for their work, either in the form of praise or recognition of their uniqueness, such as imagination and creativity. Teachers also emphasize the importance of the learning process, including revision and improvement of writing, to encourage students to appreciate the writing process as a continuous step towards better results. With these steps, teachers try to build students' intrinsic motivation and ensure adequate access to physical and digital learning resources to develop their writing skills optimally. The explanation aligns with the following statement: Students with a strong sense of identified motivation view the outcomes of the activity as meaningful or significant (Domen et al., 2020).

As an additional finding from the documents provided by the teachers, this study revealed a diverse distribution of students' learning styles. Of the 36 students analyzed, 18 students (50%) had auditory learning style dominance, 10 students (27.8%) showed visual learning style dominance, and 8 students (22.2%) were more dominant in kinesthetic learning style. In addition, there is a combination of learning styles, where 8 students combine auditory and visual

styles, 9 students combine auditory and kinesthetic, and 5 students combine visual and kinesthetic. A total of 4 students showed a combination of all three learning styles (auditory, visual, and kinesthetic), while 2 students had an even distribution of learning styles, each at 33% for auditory, visual, and kinesthetic. Based on dominance, 10 students had auditory dominance above 40%, while 8 students each showed visual and kinesthetic dominance above 40%. This finding shows that students have diversity in learning styles, which needs to be considered in designing learning strategies to be more effective and suitable for their needs.

4.2.2 Students' Attitude to the Differentiated Classroom Environment

Based on the observations, students showed a very positive acceptance of the collaborative strategy implemented by the teacher in writing instruction. This was reflected in their enthusiasm and active involvement in various collaborative activities designed by the teacher. Students favored activities such as Argumentative graphic collaboration, which sparked their interest in designing using digital platforms. Students felt they could contribute to the creative process through these activities, significantly boosting their self-confidence. These findings are in line with previous research, which states that students reported that working with peers made learning more enjoyable and engaging. They expressed a positive attitude towards collaboration, indicating that their classmates motivated and helped them during activities, enhancing their learning experience (Sapan & Mede, 2022) . Innovative methods, such as digital collaboration in writing, also added to students' enthusiasm. Technology and visual media relevant to students' interests made learning feel more engaging and modern, creating a more dynamic and enjoyable atmosphere. In this context, using technological tools such as laptops and gadgets was crucial in supporting students' creativity and focus during the learning process.

Furthermore, the observations indicated increased mutual respect and openness among students during collaborative activities. This not only improved the quality of their writing but also strengthened the social relationships among them. This aligns with Melati et al.'s (2023) statement that collaborative learning

provides opportunities for students to help each other with difficulties they face in writing. This peer support system addressed individual challenges and created a sense of community and belonging among students, further motivating them to participate. Flexible and supportive group discussions provided comfort for students to express their opinions and ideas. Many students, who were initially shy or hesitant, gradually showed increased participation after several collaboration sessions. This success was also influenced by the grouping strategy based on students' initial abilities, which effectively addressed their learning needs. Students in beginner groups felt supported by more advanced peers, while those at intermediate and advanced levels felt challenged to share knowledge.

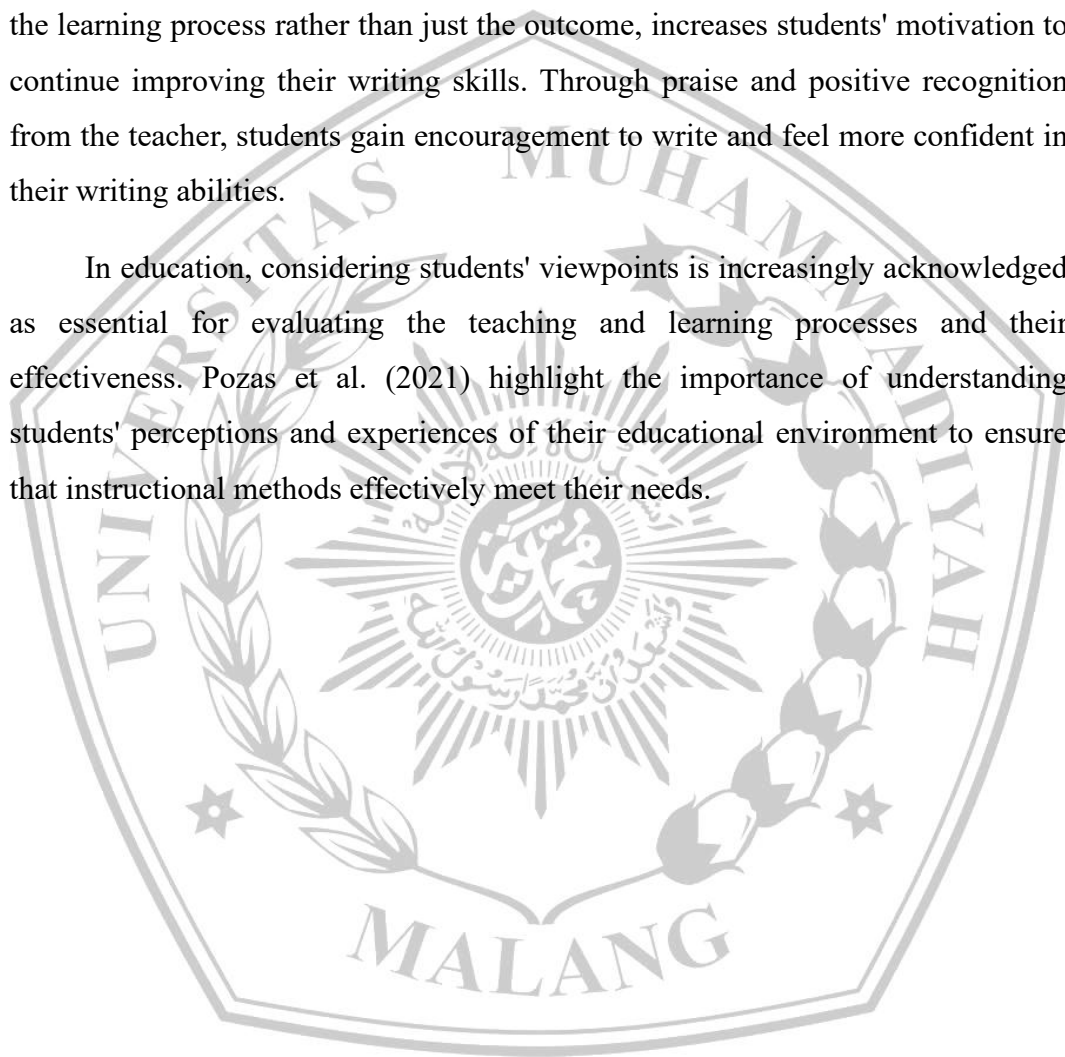
Intensive interaction in group-based projects further strengthened students' sense of community and empathy, especially in helping peers struggling with writing. Additionally, adjusting writing tasks to match students' interests and abilities improved their motivation to complete the tasks well. Students felt more valued and confident when given the freedom to choose the type of assignment that suited their preferences. The flexible classroom settings, both for individual and group learning, also contributed to the success of this collaborative strategy.

Students demonstrate a significant increase in interest and engagement in writing tasks when provided with the autonomy to select assignments that align with their interests and learning preferences. This kind of student response aligns with Komang et al.'s (2021) statement that when assignments are varied and tailored to students' interests and learning styles, students are more likely to find the tasks engaging. This engagement can lead to a greater willingness to participate in class activities and complete assignments. Instructional strategies that incorporate student involvement in decision-making regarding topics and writing formats foster a sense of ownership over the learning process, enhancing their sense of responsibility toward their tasks.

Establishing a classroom environment free from the fear of trying makes students feel more motivated to participate and contribute to writing activities. Moreover, using digital platforms as tools in writing, such as Canva, attracts

students, particularly those familiar with technology. This facilitates students in expressing their creativity and makes the writing process more enjoyable. A comfortable and safe physical and emotional environment, complemented by recognizing students' achievements, contributes to creating a harmonious classroom atmosphere that supports students' personal development. Individual appreciation for students' work, coupled with an emphasis on the importance of the learning process rather than just the outcome, increases students' motivation to continue improving their writing skills. Through praise and positive recognition from the teacher, students gain encouragement to write and feel more confident in their writing abilities.

In education, considering students' viewpoints is increasingly acknowledged as essential for evaluating the teaching and learning processes and their effectiveness. Pozas et al. (2021) highlight the importance of understanding students' perceptions and experiences of their educational environment to ensure that instructional methods effectively meet their needs.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This study seeks to investigate the strategies employed by teachers in creating a differentiated learning environment that motivates students to enhance their English writing skills. It also examines students' attitudes toward the differentiated learning environment teachers implement in the classroom. By exploring these two dimensions, the study aims to provide a holistic understanding of how differentiated instruction influences students' motivation and engagement in writing and how effectively these strategies address diverse learning needs. The findings of this research are expected to contribute to the development of effective teaching practices that foster academic achievement and motivation in English language learning.

Applying collaborative strategies in writing learning significantly contributes to developing students' critical thinking, creativity, and teamwork abilities. Innovative methods, such as writing carousels, change writing, and digital collaboration, enable students to engage actively in meaningful learning activities. Group projects evaluated through peer feedback foster reflection and mutual learning, while a supportive classroom environment—enhanced by brainstorming games, discussions, and question-and-answer sessions—provides students with the flexibility and confidence to overcome obstacles in writing.

Differentiated instruction plays a pivotal role in addressing diverse learning needs by grouping students based on their abilities, offering varied and relevant tasks, and providing tailored support. Assignments are linked to students' real lives and interests, fostering motivation and comfort. Flexibility in completing tasks and task differentiation ensures inclusivity, minimizing ability gaps and empowering all students to participate actively.

Teachers' commitment to inclusivity and support is evident in their efforts to know students personally, use informal interviews and design learning activities that align with student's unique interests and needs. By creating a positive

classroom atmosphere and emphasizing emotional safety, teachers eliminate fear and anxiety, encouraging students to view mistakes as part of the learning process. Teachers inspire confidence and motivation through personalized feedback and recognition of students' individuality.

These strategies underscore the importance of a balanced approach that integrates cognitive, affective, and emotional elements in writing learning. The emphasis on process over perfection, along with creating a respectful and empowering environment, cultivates students' writing skills and their broader personal and academic growth.

5.2 Recommendation

Based on the findings and conclusions, it is recommended that educators prioritize the integration of collaborative and differentiated strategies in writing instruction to enhance students' engagement and learning outcomes. Teachers should consistently implement innovative methods, such as writing carousels, change writing, and digital collaborations, to encourage active participation and foster creativity. Group projects should be paired with structured peer feedback to promote critical reflection and mutual learning among students. Furthermore, teachers are encouraged to create a supportive and inclusive classroom environment by incorporating brainstorming sessions, discussions, and games to help students confidently overcome writing challenges.

Differentiated instruction should be emphasized to address diverse student needs by grouping students according to their abilities and tailoring tasks based on their interests and learning styles. Teachers should offer flexibility in task completion, such as adjusting deadlines or formats for students facing challenges and linking assignments to real-life contexts to make learning more meaningful. Personalized approaches, including informal interviews, surveys, and reflection journals, are essential for understanding students' unique characteristics and designing learning activities that align with their needs and aspirations.

Lastly, fostering an emotionally safe environment is crucial. Teachers should eliminate fear of failure by emphasizing that mistakes are a natural part of learning and providing positive reinforcement to build students' confidence. Recognition of students' efforts and uniqueness should be prioritized to motivate them further. Continuous professional development for teachers is also recommended to equip them with the skills and strategies necessary to implement these approaches effectively and sustainably, ensuring the long-term success of students in writing and beyond.



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Appendix 1
Interview Guideline

Nama Guru : Eko Widdy Astuti Handayani
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Jurusan : XI PPLG SMKN 1 Banyuwangi
 Tujuan Observasi : How does the teacher create a differentiated classroom environment that motivates students to learn English Writing?

No	Indikator Wawancara	Pertanyaan Wawancara	Jawaban Guru
1	Create activities/assignments to develop a sense of community among students.	Aktivitas atau tugas menulis apa yang Anda rancang untuk membangun rasa kebersamaan di antara peserta didik dalam kelas menulis?	<p>Aktivitas-aktivitas yang sering saya lakukan dalam pembelajaran, saya berusaha membangun rasa kebersamaan di antara peserta didik dengan cara berkolaborasi, berbagi ide, dan memberikan umpan balik yang positif. Di antaranya, biasanya kami melakukan proyek kolaborasi menulis cerita bersama. Dalam hal ini, anak-anak akan berusaha menulis secara berkelompok di mana menulis sebuah cerita bersama secara bergiliran. Setiap siswa menambahkan bagian dari cerita yang lainnya, sehingga mereka akan berpikir kritis atau menumbuhkan kreativitas mereka serta berkolaborasi untuk menciptakan satu cerita yang utuh.</p> <p>Jadi untuk membangun rasa kebersamaan ini, kegiatan menulis yang sering saya aplikasikan dalam pembelajaran kebanyakan berupa gim-gim kreatif yang terkait dengan menulis. Seperti writing carousel, kemudian change writing, kemudian writing by the system, kemudian menulis secara kolaborasi dengan menggunakan platform digital untuk membuat komik digital.</p>

2	Take deliberate efforts to ensure each student feels known, welcome, and respected.	Bagaimana Anda memastikan setiap peserta didik merasa dikenal, dihargai, dan diterima dalam proses belajar menulis yang Anda fasilitasi?	<p>sebagai seorang guru saya memastikan bahwa setiap peserta didik merasa dikenal, dihargai, dan diterima dalam proses pembelajaran. Semisal dalam materi menulis, dalam pembelajaran bahasa Inggris, prioritas utama adalah menciptakan lingkungan belajar yang inklusif dan mendukung sehingga peserta didik merasa aman, nyaman dalam kegiatan atau proses pembelajaran. Contoh, saya selalu mengenal secara personal peserta didik saya dengan melakukan interview informal, seperti percakapan informal dengan anak-anak untuk mengenal latar belakang mereka, minat belajar mereka, aspirasi mereka. Kemudian saya juga biasanya melakukan survei atau membuat jurnal refleksi untuk mengetahui juga kebutuhan apa saja yang diperlukan oleh peserta didik saya dan apa saja keunikan-keunikan mereka sehingga saya dapat merancang kegiatan pembelajaran yang sesuai dengan kebutuhan mereka. Dengan demikian, maka lingkungan inklusif yang ada di kelas yang saya ampu di situ akan terbangun tanpa membedakan antara yang satu dengan yang lainnya.</p> <p>Selain itu, saya juga selalu membuat atau menciptakan keteraturan suasana kelas. Dengan peserta didik, saya selalu menetapkan aturan-aturan kelas atau membuat kesepakatan kelas bersama sebelum kegiatan pembelajaran ini dimulai. Seperti apa mereka maunya, kami akan melayani kemauan mereka dan memenuhi sesuai dengan kebutuhan yang mereka perlukan.</p> <p>Selain itu, saya juga menggunakan pendekatan kolaboratif. Misalnya selalu melakukan proyek menulis secara berkelompok, kemudian mengevaluasi hasil mereka tapi bukan dari saya melainkan dari teman-teman mereka seperti peer feedback, demikian.</p>
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3	Take deliberate efforts to make yourself approachable/available to students.	<p>Apa langkah-langkah yang Anda ambil agar peserta didik merasa nyaman dan terbuka untuk mendiskusikan tantangan atau kemajuan mereka dalam menulis dengan Anda?</p>	<p>Saya selalu menciptakan lingkungan Dimana peserta didik selalu nyaman dan terbuka untuk berdiskusi tentang kemajuan mereka khususnya di kompetensi menulis. Ini sangat penting. Hal hal yang biasanya saya lakukan adalah menyediakan waktu dan ruang untuk berdiskusi Bersama mereka. Mereka selalu berkonsultasi kesulitan kesulitan apa sih yang mereka hadapi Ketika mereka mendapat materi keterampilan menulis. Kemudian membangun lingkungan kelas yang mendukung seperti mengadakan sesi tanya jawab, diskusi kelompok, sehingga kami dapat memecahkan kesulitan kesulitan mereka dengan lebih fleksibel. Kemudian selain itu saya juga selalu melakukan pendekatan personal. Dalam hal ini misalnya, ada beberapa dari siswa yang kurang percaya diri, maka secara informal saya akan melakukan pendekatan individu terhadap peserta didik tersebut. Kami akan mengorek pertanyaan pertanyaan terkait dengan kemampuan menulis mereka. Misalnya, apa sih kesulitan yang kalian hadapi Ketika kalian diminta untuk menulis sebuah cerita atau menuangkan ide dalam bentuk tulisan dalam Bahasa Inggris. Dengan demikian anak anak merasa di apa ya merasa lebih dekat untuk menjelaskan kekurangan yang mereka miliki?</p> <p>Jadi intinya adalah saya sering menggunakan strategi komunikasi yang membangun kepercayaan diri mereka. Entah itu secara langsung verbal maupun non verbal demikian.</p> <p>Bahkan yang sering saya lakukan adalah saya memberi penguatan positif. Dalam artian disini Ketika pembelajaran menulis, saya menghargai keberanian siswa yang mampu menuliskan ide misalnya. Saya minta anak anak untuk menulis apa sih yang terbesit dibenak kalian. Tolong isikan tulis dipapan tulis, maka dengan mereka berani untuk menulis, ini saya memberikan apresiasi kecil kepada mereka. Bagus tulisan kalian bagus, ini yang betul seperti ini. Begiitu.</p>
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4	Take deliberate efforts to ensure students participate consistently and equitably during class.	Apa strategi yang Anda gunakan untuk memastikan semua peserta didik terlibat secara aktif dalam kegiatan menulis selama kelas berlangsung?	<p>Saya memastikan bahwa, semua peserta didik saya terlibat aktif dalam kegiatan pembelajaran. Khususnya dalam materi menulis, karena menulis adalah kunci keberhasilan belajar mereka. Kita tau bahwa Bahasa Inggris antara apa yang diucapkan dengan apa yang ada dituliskan itu berbeda. Sehingga kami selalu menekankan menulis itu penting dalam Bahasa Inggris. Kemudian strategi strategi yang sering saya terapkan adalah menciptakan lingkungan kelas yang mendukung dalam artian disini atmosfer kelas yang positif. Saya menciptakan suasana yang mendukung dan bebas dari rasa takut mencoba, sehingga peserta didik kami merasa nyaman dalam mengekspresikan ide ide mereka. Demikian juga aturan aturan kelas yang jelas. Saya selalu menerapkan kesepakatan kelas dengan menerapkan aturan aturan kelas yang jelas. Saya menetapkan ekspektasi bahwa semua peserta didik saya harus berpartisipasi aktif dalam kegiatan pembelajaran, khususnya dalam keterampilan menulis, namun dengan cara yang sesuai dengan kemampuan dan kenyamanan mereka, tidak terlalu memaksa karena nantinya anak anak pun akan takut untuk belajar menulis. Kemudian yang ke dua memberikan tugas yang bervariasi dan relevan. Maksudnya begini, pilihan tugasnya ini kami sesuaikan secara fleksibel. Contoh siswa diberikan beberapa opsi tugas menulis seperti menulis cerita pendek, menulis isi deskriptif, atau menulis artikel opini, sehingga mereka dapat memilih sesuai dengan minat mereka. Misalnya saya maunya menulis ini dengan gaya seperti ini, saya menulis seperti yang ini, munggo, kita sesuaikan atau fleksibel saja sesuai dengan kemampuan mereka. Asalkan kita tekankan bahwa menulis itu harus sesuai dengan aturan tata Bahasa dalam Bahasa Inggris. Kemudian menghubungkan tugas tersebut dengan kehidupan nyata mereka. Ini yang terpenting. Saya merancang kegiatan pembelajaran saya selalu relevan dengan kehidupan nyata para peserta didik saya. Contoh menulis Diary. Diary ini adalah tiap hari mereka lakukan. Jadi tolong apa yang kalian lakukan tiap hari tuangkan dalam bentuk tulisan. Jadi apa yang mereka lakukan, mereka akan menulis diary mereka dan ini</p>
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			<p>akan membantu mereka untuk belajar menulis dalam Bahasa Inggris.</p> <p>Selain itu untuk melibatkan peserta didik aktif dalam kegiatan menulis Saya selalu menggunakan teknik-teknik pembelajaran menulis yang interaktif seperti menulis dengan menggunakan beberapa game contohnya brainstorming kolektif kemudian riding car rusek dan apa istilahnya menulis secara berantai semuanya ini membuat mereka ee bahwa pembelajaran menulis itu bukan bukannya hal yang menakutkan melainkan menulis itu adalah pembelajaran yang menyenangkan.</p> <p>Saya juga selalu melakukan kegiatan pembelajaran dengan menerapkan pembelajaran berdiferensiasi maksudnya di sini adalah saya harus menyesuaikan aktivitas pembelajaran saya dengan kebutuhan daripada peserta didik tersebut jadi saya merancang kegiatan pembelajaran itu beragam sesuai dengan kemampuan peserta didik saya.</p>
5	Take deliberate efforts to enhance students' attitudes/motivation towards course content.	Apa upaya yang Anda lakukan untuk meningkatkan sikap dan motivasi peserta didik terhadap kegiatan menulis yang Anda ajarkan?	<p>Menjawab pertanyaan nomor 5 untuk meningkatkan sikap dan motivasi peserta didik terhadap kegiatan menulis biasanya saya menerapkan berbagai upaya untuk dirancang menciptakan pengalaman belajar yang positif relevan dan memotivasi mereka contoh saya melakukan kegiatan menulis itu sesuai dengan minat yang ada pada kehidupan peserta didik saya dengan memberikan tugas yang relevan biasanya yang ada hubungannya langsung dengan kehidupan mereka contoh dalam materi teks deskripsi coba kalian menulis atau membuat ulasan tempat wisata yang ada di Banyuwangi yang pernah kalian kunjungi nah di sini mereka akan antusias untuk menulis karena mereka pernah berkunjung di suatu tempat yang dianggap mereka adalah menarik kemudian saya juga biasanya dalam hal menulis ini saya memberikan tugas misalnya coba kalian menulis cerita pendek berdasarkan pengalaman kalian sehari-hari nah dengan tugas yang relevan ini maka dapat menumbuhkan minat anak-anak dalam menulis kemudian selain itu saya juga mengintegrasikan dengan media favorit mereka misalnya menggunakan media-media populer seperti YouTube podcast atau cerita di media sosial sebagai inspirasi menulis mereka.</p>

			<p>Karena zamannya sekarang adalah zaman teknologi maka saya sering mengintegrasikan teknologi dengan kreativitas mereka kebanyakan menulisnya saya menggunakan writing digital bagaimana mereka menulis dengan menggunakan platform platform digital seperti Dexen, canva, Google doc, storyboard dan lain sebagainya atau mungkin saya menggunakan gimifikasi menulis dengan menggunakan elemen-elemen permainan dalam pembelajaran</p>
6	<p>Follow up privately on behaviours or circumstances of concern.</p>	<p>Bagaimana Anda menindaklanjuti masalah perilaku atau keadaan pribadi peserta didik yang mungkin memengaruhi kemampuan mereka dalam menyelesaikan tugas menulis?</p>	<p>Menindaklanjuti masalah perilaku atau keadaan pribadi peserta didik yang mempengaruhi kemampuan mereka dalam menyelesaikan tugasnya khususnya dalam keterampilan menulis di sini ada beberapa pendekatan yang sering saya lakukan diantaranya saya melakukan strategi pengidentifikasian masalah secara tepat dengan melalui observasi perilaku dan kinerja maksudnya begini saya memperhatikan tanda-tanda seperti penurunan kualitas tulisan yang dulunya sebagai baik bagus sesuai dengan aturan penulisan kok semakin semakin lama semakin acak-acak acak-acakan dan semakin tidak jelas berarti di sini mereka belum paham dengan materi tersebut. kemudian kok akhir-akhir ini anak-anak ini sering tidak mengumpulkan tugas kemudian dalam menerima pembelajaran sering bersikap apatis dan lain sebagainya dari di sini perlu adanya observasi perilaku dari setiap perubahan yang ada pada peserta didik sehingga nanti penanganannya akan tepat kemudian yang kedua dari mengidentifikasi masalah ini saya sering melakukan diskusi personal saya berbicara secara pribadi dengan siswa yang dalam suasana yang santai dan tidak menghakimi untuk memahami apa sebenarnya yang terjadi misalnya saya perhatikan kamu agak kesulitan ya dengan tugas menulis yang yang akhir-akhir ini Bu Widi diberikan. adakah sesuatu yang belum kamu pahami atau mungkin ada yang bisa bunyi dibantu aaa dengan mengadakan diskusi secara personal di sini anak-anak akan merasa nyaman dan mereka akan terbuka eh melampiaskan apa yang mereka tidak bisa. Selain itu saya juga harus berevaluasi dengan menyesuaikan tugas menulis tersebut misalnya memberikan fleksibilitas jika ada siswa yang menghadapi</p>

			<p>tantangan pribadi saya akan memberikan waktu tambahan atau mengurangi beban tugas sementara waktu atau mengubah tugas itu menjadi lebih lebih pendek misalnya paragrafnya yang semula Saya minta tagihannya dalam bentuk paragraf misalnya minimal 3 paragraf maka akan saya kurangi menjadi satu paragraf saja atau dua paragraf saja kemudian berikutnya saya juga sering melakukan tugas yang berdiferensiasi maksudnya menyesuaikan dengan jenis tugas tersebut dan kebutuhan daripada peserta didik jika ada peserta didik merasa tugas menulis deskriptif ini terlalu sulit maka saya mengizinkan mereka menggunakan poin-poin yang sederhana menulis dengan menggunakan kata-kata yang sederhana sehingga mereka pun juga akan mudah untuk mengakomodir kegiatan atau keterampilan menulis mereka.</p> <p>Sebagai tambahan saya selalu memotivasi dengan aktivitas-aktivitas yang menarik misalnya tugas yang kreatif contohnya ya saya memberikan tugas menulis yang lebih menarik dan relevan dengan minat para peserta didik untuk menghidupkan kembali semangat belajar mereka contoh Karena anak-anak sekarang ini eranya sudah era digital ya maka saya memberikan tugas ke anak-anak tolong buat cerita pendek dengan menggunakan metode komik digital yang mana berdasarkan pengalaman pribadi jadi mereka akan mendesain apalagi mendesain cerita-cerita mereka dalam platform platform digital misalnya dengan kanva dengan diksien mereka akan merasa senang dan tertantang di situ</p>
7	The teacher is attuned and responsive to the affective, cognitive, and social needs of	<p>Bagaimana Anda menyesuaikan pengajaran untuk memenuhi kebutuhan afektif (emosional), kognitif (akademik), dan sosial (interaksi) peserta didik dalam aktivitas menulis?</p>	<p>Jawaban nomor 7 yaitu penyesuaian pengajaran untuk memenuhi kebutuhan afektif yaitu di bagian emosional peserta didik kemudian kognitif di bidang akademiknya Mereka kemudian sosial bagaimana mereka berinteraksi dengan peserta didik yang lainnya dalam aktivitas pembelajaran khususnya dalam keterampilan menulis di sini memerlukan pendekatan yang holistik dan strategic maksudnya holistik itu adalah menyeluruh di sini biasanya saya menggunakan strategi-strategi apabila ingin memenuhi kebutuhan afektif atau emosionalnya peserta didik maka saya menciptakan lingkungan belajar yang aman dalam artian</p>

learners.		<p>di sini saya memastikan bahwa dalam satu kelas itu ketika anak-anak mendapat materi menulis mereka bebas menulisnya tidak ada tekanan dan tidak ada kritikan yang merendahkan mereka jadi seperti melecehkan memandang rendah tulisan dari temannya itu saya pastikan tidak ada dalam kegiatan pembelajaran saya saya selalu mendorong peserta didik untuk melihat kesalahan sebagai bagian dari proses belajar karena mereka adalah pelajar tidak mungkin setiap mereka menulis langsung benar namanya juga proses belajar pasti di situ namanya belajar ya ya anggaplah itu pasti ada kesalahan jangan jangan takut membuat kesalahan saya selalu menekankan kepada anak-anak sekali lagi jangan takut membuat kesalahan karena kalian adalah belajar tugasnya adalah belajar berproses kemudian memberi dukungan emosional Saya mau selalu menyampaikan apresiasi secara personal terhadap usaha-usaha yang telah dilakukan oleh peserta didik misalnya e ketika saya mengevaluasi di situ saya tidak bermain dengan angka misalnya dapat 80 dapat 90 ndak saya akan memberikan emoticon di situ misalnya good job atau perfect dan lain sebagainya.</p> <p>yang kedua yaitu memenuhi kebutuhan kognitif mereka yaitu di bidang akademisnya saya sering melakukan pembelajaran berdiferensiasi maksudnya di sini adalah saya mengawali kegiatan pembelajaran itu pasti saya akan adakan pretest karena nanti akan saya kelompokkan sesuai dengan kemampuan dan minat belajar mereka ada yang pemula ada yang lebih mahir ada yang sudah agak mahir dalam menulis jadi saya kelompokkan menjadi beberapa kelompok supaya nantinya penanganan prosesnya menulis ini saya pun akan lebih mudah memenuhi kebutuhan daripada peserta didik saya sehingga tidak ada kata yang pintar tambah pintar yang semakin ndak bisa semakin tidak bisa tidak ada semuanya akan terpenuhi karena di sini saya melakukan pembelajaran berdiferensiasi dengan melakukan pendekatan sesuai dengan kemauan dan minat belajar mereka.</p>
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			<p>Kemudian yang berikutnya adalah menggunakan model metode dan strategi yang menarik misalnya menulis dengan brainstorming idenya kemudian membuat outline-nya biasanya melalui game-game sederhana seperti memasang stik innot di papan tulis terkait dengan brainstorming anak-anak akan merasa lebih lebih diperhatikan kebutuhan belajarnya.</p> <p>Dan berikutnya dalam pemenuhan kebutuhan sosial atau berinteraksi saya selalu menggunakan aktivitas kolaboratif di mana kegiatan pembelajaran Saya selalu menggunakan kegiatan pembelajaran berbasis project atau berbasis tim dimana anak-anak akan memberikan ruang kolaborasi mereka terhadap permasalahan yang saya berikan sehingga pembelajarannya memerlukan suatu kerja tim Dengan demikian pembelajaran kolaboratif atau kerja tim mereka akan tercapai</p>
8	Students feel safe, both physically and affectively.	Apa yang Anda lakukan untuk menciptakan lingkungan belajar yang aman secara fisik dan emosional agar peserta didik merasa nyaman saat menulis?	<p>Jawaban nomor 8 untuk menciptakan lingkungan belajar yang aman secara fisik dan emosional Saya biasanya melakukan langkah-langkah kecil seperti menciptakan lingkungan fisik yang aman sebagai contoh tempat duduknya yang nyaman kebersihan dan kerapian kelasnya ketersediaan alat dan sumber belajarnya sehingga di sini dengan lingkungan fisik yang aman akan dapat mendukung kegiatan pembelajaran misalnya ketersediaan alat dan sumber belajar papan tulis laptop buku referensi atau alat-alat alat-alat pembelajaran yang lainnya yang relevan dengan tema yang akan diberikan di kelas kemudian berikutnya adalah menciptakan lingkungan emosional yang aman dalam artian di sini tidak ada kata-kata atau kalimat-kalimat yang memandang rendah peserta didik atau membully peserta didik di kelas saya selalu membuat kesepakatan kelas bahwa di kelas ini tidak ada memandang rendah temannya membudayakan kelas yang aman dan nyaman tidak ada bullying menge berusaha memahami perasaan temannya yang lain menanggapi ide-ide dari temannya dengan dengan tidak memandang rendah kemudian setiap kebijakan-kebijakan tidak menimbulkan kecemasan kepada para peserta didik jadi lingkungan belajar sesuai dengan emosional mereka akan tercipta yang utama adalah saling menghargai pendapat ketika temannya</p>

			<p>berpendapat dalam kegiatan pembelajaran.</p> <p>Saya juga selalu mengembangkan kepercayaan dan hubungan positif dalam artian disini Saya berusaha mengenal setiap pesta didik secara individu sehingga mereka merasa dihargai dan dapat mengandalkan saya untuk mendukung kebutuhan mereka dalam belajar kemudian pengaturan komunitas kelas yang positif saya selalu mendorong peserta didik untuk bekerja sama atau berkolaborasi dalam tim sehingga siswa atau peserta didik dapat membangun rasa kepercayaan diri dan nyaman dalam bekerja di dalam kelas tersebut dengan teman satu kelasnya.</p>
9	The teacher respects and supports the possibilities inherent in each student.	Bagaimana Anda menunjukkan penghargaan terhadap potensi dan kemampuan unik setiap peserta didik dalam kegiatan menulis mereka?	<p>jawaban nomor 9 untuk menunjukkan penghargaan terhadap potensi dan kemampuan unik setiap peserta didik dalam kegiatan menulis khususnya pembelajaran keterampilan menulis Saya biasanya melakukan diantaranya 1 memberikan apresiasi individual misalnya pujian saya memberikan pujian yang fokus pada keunikan siswa misalnya Saya sangat terkesan dengan detail apa yang sudah kalian tuliskan bagus sekali semangat ya menulisnya biar tulisannya besok semakin lama semakin bagus dan meningkat kemudian menyadari bahwa setiap siswa mempunyai keunikan sendiri jadi setiap peserta didik itu mempunyai keunikan sendiri dan keunikan itu merupakan kekuatan dari mereka saya harus mengenali dan memuji kemampuan khusus daripada peserta didik seperti kemampuan berimajinasi berkekrativitas keterampilan dalam mendeskripsikan suatu hal yang baik kemudian menghargai proses belajar jadi saya memberikan penghargaan atas proses belajar mereka contohnya ya akhir-akhir ini eh proses belajar kalian semakin lama semakin terlihat nyata bagusnya jadi selalu memberikan pujian-pujian yang baik untuk anak-anak supaya anak-anak ini termotivasi dan bersemangat kemudian saya juga selalu mengapresiasi proyek-proyek kreatif dan inovatif mereka dalam dalam melakukan tugasnya Saya selalu mendukung kreatifitas dalam berbagai macam ragam kemudian saya selalu menciptakan budaya kelas yang positif dengan mendorong kerjasama dan</p>

			kolaborasi menghormati perbedaan dan keberagaman yang mereka hasilkan
10	Individual differences are accepted as natural and positive.	Bagaimana Anda menerima dan memanfaatkan perbedaan individu peserta didik dalam gaya dan tingkat kemampuan menulis mereka?	Jawaban nomor 10 Saya menerima dan memanfaatkan perbedaan individu dari peserta didik Saya misalnya gaya belajarnya tingkat kemampuan mereka dalam menulis kemudian kreativitas-kreativitas mereka kemudian ide-ide kreatif mereka saya selalu menghormati perbedaan-perbedaan individu tersebut jadi dalam hal ini saya selalu menggunakan metode pembelajaran berdiferensiasi jadi apakah dari gaya belajarnya apakah dari tingkat kemampuan belajarnya atau bahkan dari lingkungan belajarnya sehingga dengan mengaplikasikan metode pembelajaran berdiferensiasi setiap individu merasa dipenuhi kebutuhannya dalam belajar khususnya keterampilan menulis
11	Students learn to respect and support one another as learners.	Bagaimana Anda mengajarkan dan mendorong peserta didik untuk saling menghormati dan mendukung dalam proses belajar menulis?	Untuk jawaban nomor 11 dalam mengajarkan dan mendorong peserta didik saling menghormati dan mendukung dalam proses belajar mengajar khususnya dalam keterampilan menulis saya melakukan hal-hal seperti satu menciptakan budaya kelas yang inklusif dan positif dalam artian disini saya menunjukkan kepada peserta didik bagaimana memberikan umpan balik yang membangun dan menghargai perbedaan pendapat atau cara menulis misalnya bagaimana menurut kalian kritik atau saran dari teman bisakah membantu memperbaiki tulisan kita ini contohnya kemudian menegaskan nilai kolaborasi dan dukungan contohnya ini Saya mengingatkan kepada peserta didik bahwa mereka itu bekerja dalam satu tim sehingga mereka harus saling mendukung dan berkontribusi untuk memperbaiki hasil tulisan mereka bersama sehingga nilai kolaborasi dalam tim tersebut kita dapatkan kemudian. yang kedua mengembangkan keterampilan berempati misalnya dalam diskusi tentang pengalaman menulis Saya akan mengajak peserta didik berbagi tentang berbagai tantangan atau hambatan yang mereka alami saat menulis dan bagaimana mereka bisa membantu temannya dalam menghadapi hal yang sama. contohnya saya kok masih sulit ya dalam menulis kalimat pasif

			<p>kemudian ada teman yang lain bisa saya bisa saya bisa membantu kamu membuat kalimat pasif maka tutorial teman sebaya di sini atau teman yang berempati yang sudah mampu menulis kalimat pasif akan ditularkan kepada temannya. kemudian saya juga mendorong eh anak-anak untuk selalu berkolaborasi dalam kerja kelompok atau diskusi atau membuat sharing per review atau mengevaluasi antar pekerjaan pekerjaan temannya jadi intinya menghargai perbedaan Dan peragaman inilah yang dipentingkan sehingga anak-anak tumbuh rasa empati mendorong menghargai atas karya-karya yang berbeda eee sehingga karya-karya karya-karya dari anak-anak itu e akan merasa dihargai begitu.</p>
12	Each student makes meaningful contributions to the class.	Bagaimana Anda memastikan bahwa setiap peserta didik memiliki kesempatan untuk memberikan kontribusi yang bermakna dalam kegiatan menulis di kelas?	<p>Untuk nomor 12 memastikan bahwa setiap peserta didik memiliki kesempatan untuk memberikan kontribusi yang bermakna dalam kegiatan menulis di kelas saya melakukan langkah-langkah diantaranya memberikan berbagai jenis tugas menulis yang berbeda-beda contohnya saya memberikan beragam topik dan jenis tugas menulis seperti essay jurnal membuat narasi komik digital atau laporan dengan begitu setiap siswa dapat memilih sesuai dengan gaya belajar mereka atau minat atau passion mereka mereka bisa yang terampil dengan digital mereka akan membuat cerita dalam bentuk komik digital yang biasa menulis seperti kegiatan mereka sehari-hari mereka akan bisa menulis dalam bentuk jurnal. kemudian saya selalu mengakomodasi gaya belajar dan keterampilan para peserta didik saya saya menyesuaikan tugas berdasarkan kemampuan peserta didik sehingga peserta didik dapat berkontribusi sesuai dengan kemampuan dan keahlian mereka misalnya dengan menggunakan visual data atau dalam bentuk verbal yang mereka kuasai dan yang terpenting adalah saya selalu memberikan ruang kolaborasi dan berbagi dalam bentuk diskusi atau sharing daripada pendapat atau ide-ide kreatif mereka.</p>
13	The teacher and students share in the decision-	Bagaimana Anda melibatkan peserta didik dalam membuat keputusan mengenai kegiatan menulis seperti memilih	<p>Untuk melibatkan siswa dalam membuat keputusan mengenai kegiatan pembelajaran peningkatan keterampilan menulis seperti memilih topik atau jenis teks Saya biasanya melakukan kegiatan-kegiatan atau langkah-langkah sebagai berikut 1 misalnya memberikan opsi topik menulis yang beragam jadi saya</p>

<p>making process about daily routines and classroom operation.</p>	<p>topik atau jenis teks.</p>	<p>menawarkan topik atau pilihan topik yang fleksibel sesuai dengan minat mereka dan saya menyediakan berbagai pilihan topik yang sesuai dengan minat dan kebutuhan peserta didik contoh dalam hal menulis kamu bisa memilih topik tentang hobi pengalaman pribadi isu sosial atau perjalanan wisata yang terkait dengan minat peserta didik saya mengajak peserta didik untuk memberikan atau berkontribusi memberikan ide tentang topik berdasarkan minat mereka yang relevan dengan kebutuhan jadi kami saya bebaskan anak-anak untuk memilih untuk berkreasi memberikan ide-ide mereka topik apa sih yang ingin kamu ingin kamu tulis dalam pengembangan tulisan kalian atau paragraf kalian itu kemudian biasanya pun saya juga memberikan pilihan jenis teks atau format menulis yang berbeda contoh ada teksada teks narasi deskripsi argumentasi atau komik digital dan saya menawarkan teks tersebut kalau kamu ingin menulis teks dalam bentuk narasi maka kamu boleh menceritakan pengalaman pribadi kalian kalau kamu memilih teks deskripsi berarti kamu boleh mendeskripsikan sebuah objek objeknya ini seperti tempat orang kemudian bangunan-bangunan bersejarah kemudian benda-benda yang ada di sekitar mereka atau benda-benda yang ada hubungannya hubungannya dengan kompetensi keahlian Mereka kemudian kalau toh itu teksnya dalam bentuk argumentasi mereka bebas menyampaikan pendapat atau argumen mereka beserta dengan bukti-bukti dalam tulisan Mereka kemudian kalau semisal itu dalam bentuk komik digital berarti anak-anak menyajikan sebuah cerita melalui gambar kamu bisa memilih teks mana yang paling kamu sukai jadi ketika tugas akhir itu saya bebaskan memilih jenis teks mereka yang mereka sukai dan mereka bisa mengembangkan ide-ide kreatif mereka lewat sebuah tulisan semisal tulisan saya kalau dalam bentuk poster gimana Bu boleh ndak boleh jadi kita bebaskan kemudian yang terakhir selalu mengaitkan pilihan dengan tujuan belajar ini yang terpenting saya selalu membantu peserta didik untuk memahami bagaimana pilihan mereka mendukung tujuan daripada pembelajarannya</p>
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14	Hard work is an expectation.	Bagaimana Anda menanamkan pentingnya kerja keras dalam mengembangkan keterampilan menulis di kelas?	<p>Untuk menanamkan pentingnya kerja keras dalam mengembangkan keterampilan menulis di kelas maka saya sering melakukan hal-hal seperti menjelaskan proses dan pentingnya proses menulis jadi saya selalu memotivasi peserta didik untuk menyampaikan bahwa menulis dalam bahasa Inggris ini sangat penting dan bagaimana proses menulis berkelanjutan saya menjelaskan bahwa penulis bukanlah proses yang instan tapi membutuhkan waktu upaya dan revisi secara berulang-ulang supaya menghasilkan sebuah karya yang istimewa atau karya yang benar jadi urutan-urutan bagaimana proses dalam menulis itu selalu saya ulang Saya ulang Saya ulang jadi bagaimana mereka membuat brainstorming membuat drafting merevisi atau mengedit sehingga menghasilkan sebuah karya yang baik kemudian memberikan contoh kedepannya proses yang baik itu seperti apa saya selalu melakukan atau memberikan contoh penulis-penulis terkenal yang telah melewati proses panjang sampai menghasilkan karya yang luar biasa jadi saya memberikan apa namanya model-model atau contoh-contoh misalnya Chairil Anwar Chairil Anwar itu bisa menulis puisi sedemikian bagusnya itu pun juga jadinya tidak instan jadi saya memberikan gambaran-gambaran bagaimana proses-proses penulis-penulis terkenal itu supaya menghasilkan tulisan yang yang baik begitu kemudian mengajarkan pentingnya merevisi dan perbaikan jadi saya selalu mendorong peserta didik untuk membuat atau merevisi ulang setiap apa yang sudah dituliskan dengan berkonsultasi pada ahlinya atau guru atau mungkin temannya kalau mereka takut pada guru mereka akan berkonsultasi dengan atau berbagi dengan temannya yang yang dianggap mampu dalam membuat sebuah tulisan kemudian mendorong disiplin dan konsistensi dengan melakukan kegiatan menulis tidak semerta-merta jadi sebuah tulisan yang bagus maka di situ perlunya sebuah budaya budaya disiplin dan konsisten dalam menulis jadi bagaimana mereka mengatur jadwal membuat sebuah tulisan bagaimana mereka bisa menghasilkan sebuah atau membuat sebuah kebiasaan dengan menulis dan lain sebagainya begitu</p>
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15	Physical arrangement s are flexible and support student access to a variety of learning options.	Bagaimana Anda mengatur ruang kelas yang spesifik untuk menciptakan lingkungan belajar menulis yang fleksibel dan memungkinkan peserta didik memilih metode belajar yang sesuai dengan kebutuhan mereka.	Untuk jawaban nomor 15 dalam mengatur ruang kelas yang fleksibel dan mendukung lingkungan belajar dalam keterampilan menulis yang saya ajarkan biasanya saya mengatur ruang belajar mereka sedemikian rupa sehingga mereka bisa nyaman contohnya menyediakan berbagai area belajar misalnya duduk dalam individu atau duduk dalam kelompok saya menyediakan area duduk yang nyaman buat mereka supaya mereka dapat mudah berkolaborasi atau berbagi dengan teman-temannya kemudian menyediakan zona-zona misalnya zona untuk diskusi zona untuk persiapan dan zona-zona yang lainnya sehingga menghasilkan sebuah karya yang luar biasa. saya juga menyediakan berbagai atau beragam media dan alat tulis seperti laptop kemudian stabilo spidol berwarna supaya tulisan-tulisan mereka itu tidak monoton tidak tidak klasik jadi akan ada variasinya jadi mereka belajarnya pun juga akan menjadi lebih tertarik kemudian saya juga memberikan metode-metode cara menulis yang baik itu seperti apa sesuai dengan jenis tulisannya
16	A range of resources are available and support student access to content.	Sumber belajar apa saja yang Anda sediakan untuk mendukung peserta didik dalam mengakses materi menulis dan meningkatkan kemampuan mereka?	Biasanya dalam mendukung siswa untuk mengakses materi menulis dan meningkatkan kemampuan mereka maka saya menyediakan berbagai sumber belajar berupa buku sebagai referensi mereka untuk menulis atau mereka saya ajak ke perpustakaan untuk membaca atau melihat tulisan-tulisan dari orang-orang yang dianggap sudah mumpuni dalam membuat tulisan atau Saya biasanya mengumpulkan tugas portofolio menulis mereka jadi satu 1 kelas dari kakak-kakak kelasnya sehingga mereka punya bahan referensi seperti apa sih tulisan-tulisan atau menulis itu yang sebenarnya sumber belajar ini pun juga saya sediakan dalam bentuk digital atau aplikasi menulis seperti mereka bisa mengakses platform digital seperti Microsoft word Google dokumen canva dan yang lainnya
17	Flexible student grouping	Bagaimana Anda mengelompokkan peserta didik secara fleksibel untuk	Jawaban nomor 17 untuk mengelompokkan peserta didik secara fleksibel dan memaksimalkan kelebihan mereka dalam menulis sambil menangani kekurangan mereka dalam kegiatan pembelajaran tersebut maka saya mengelompokkan

<p>capitalizes on student strengths and allows effective attention to student weaknesses.</p>	<p>memaksimalkan kelebihan mereka dalam menulis dan sekaligus menangani kelemahan mereka secara efektif?</p>	<p>berdasarkan minat belajar mereka yang minat belajarnya tinggi berarti mereka mampu dianggap mampu kemudian dan minat belajarnya yang agak kurang mereka butuh sebuah bimbingan demikian kemudian menggunakan strategi kelompok heterogen dalam artian di sini saya juga membentuk kelompok-kelompok campuran yang terdiri dari siswa yang ada dalam berbagai tingkat kemampuan tujuannya adalah nantinya peserta didik ini akan lebih mudah membantu atau saling membantu dari yang kurang bisa belajar dari yang lebih demikian kemudian saya selalu menggunakan proyek kolaborasi dalam artian di sini kegiatan pembelajaran Saya selalu menggunakan kegiatan pembelajaran berkolaborasi dan berdiferensiasi kemudian saya juga mengelompokkan berdasarkan gaya belajarnya</p>
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Appendix 2
Observation Check List

Kelas : XIPPLG
 Sekolah : SMKN 1 Banyuwangi
 Mata Pelajaran : Bahasa Inggris
 Tujuan Observasi : How do students perceive *the differentiated classroom environment* implemented by the teacher?
 Tanggal Observasi : 9 Desember 2024

No	Indikator Observation	Panduan Observation	Ya	Tidak	Catatan/ Penjelasan
1	Create activities/assignments to develop a sense of community among students.	Siswa aktif berkolaborasi dalam aktivitas menulis yang dirancang untuk membangun rasa kebersamaan di kelas.	V		
2	Take deliberate efforts to ensure each student feels known, welcome, and respected.	Siswa menghargai dan menerima teman-teman mereka dalam kegiatan menulis, serta menunjukkan rasa hormat terhadap keberagaman ide dan pendapat yang disampaikan.	V		

3	Take deliberate efforts to make yourself approachable/available to students.	Siswa mendekati guru dengan nyaman untuk mengajukan pertanyaan atau meminta bantuan terkait tugas menulis yang mereka kerjakan.	V		Dalam hal ini guru berkeliling mendekati murid untuk menanyakan apakah siswa mengalami kesulitan dalam tugas kelompoknya. Siswa dengan berani menanyakan kesulitan mereka kepada guru.
4	Take deliberate efforts to ensure students participate consistently and equitably during class.	Siswa secara aktif berpartisipasi dalam diskusi dan kegiatan menulis, dengan setiap siswa memiliki kesempatan yang setara untuk berbicara dan berbagi karya mereka.	V		
5	Take deliberate efforts to enhance students' attitudes/motivation towards course content.	Siswa menunjukkan peningkatan minat dan motivasi dalam kegiatan menulis setelah mendapatkan penjelasan dan dorongan dari guru.	V		
6	Follow up privately on behaviours or	Siswa yang menunjukkan kesulitan pribadi sehingga			Kondisi ini tidak muncul saat observasi

	circumstances of concern.	memengaruhi pekerjaan menulis mendapatkan dukungan untuk mengatasi masalahnya.			berlangsung.
7	The teacher is attuned and responsive to the affective, cognitive, and social needs of learners.	Siswa menunjukkan respons terhadap pendekatan yang diterapkan guru terhadap kebutuhan emosional, kognitif, dan sosial mereka dalam kegiatan menulis.	V		
8	Students feel safe, both physically and affectively.	Siswa mengekspresikan diri melalui tulisan mereka dengan bebas tanpa takut salah atau diejek oleh teman sekelas.	V		
9	The teacher respects and supports the possibilities inherent in each student.	Siswa menunjukkan rasa percaya diri dalam karya tulis mereka, mengetahui bahwa potensi mereka dihargai dan didukung oleh guru.	V		
10	Individual differences are accepted as natural and positive.	Siswa menerima cara menulis temannya yang berbeda beda dan menghargai setiap	V		

		kontribusi yang diberikan.			
11	Students learn to respect and support one another as learners.	Siswa saling mendukung dan menghargai ide dan tulisan teman mereka dalam aktivitas menulis bersama.	V		
12	Each student makes meaningful contributions to the class.	Setiap siswa berkontribusi dengan cara yang bermakna dalam diskusi dan tugas kelompok menulis.	V		
13	The teacher and students share in the decision-making process about daily routines and classroom operation.	Siswa terlibat dalam membuat keputusan mengenai kegiatan menulis seperti memilih topik atau jenis teks.	V		Dalam observasi kondisi menunjukkan siswa diberi pilihan dalam menentukan format penugasan berdasarkan gaya belajarnya.
14	Hard work is an expectation.	Siswa menunjukkan upaya maksimal dalam menyelesaikan tugas menulis, berusaha untuk mencapai kualitas yang terbaik.	V		
15	Physical arrangements are flexible and support student access to a variety of learning options.	Siswa dapat memilih tempat yang nyaman dan mendukung untuk menulis,	V		

		baik secara individu maupun dalam kelompok.			
16	A range of resources are available and support student access to content.	Siswa menggunakan berbagai sumber daya (buku, internet, alat tulis, dll) untuk mendalami materi menulis dan mengembangkan keterampilan mereka.	V		
17	Flexible student grouping capitalizes on student strengths and allows effective attention to student weaknesses.	Siswa dikelompokkan secara fleksibel, baik dalam kelompok berdasarkan kelebihan atau kelemahan masing-masing.	V		

Appendix 3



**GAYA BELAJAR SISWA SMK N 1 BANYUWANGI
TAHUN PELAJARAN 2024/2025
KELAS : XI PPLG**

Hari/Tanggal :

No	No Induk	Nama	GAYA BELAJAR
1	12123/007.22	Aulia Putri	A: 23 %, V: 45%
2	12124/008.22	Bella Amalia	A: 43%, K:30%
3	12125/009.22	Citra Lestari	A: 36 %, V: 33%, K:30%
4	12126/010.22	Dina Anindita	A: 36%, K: 33%, V: 30%
5	12128/012.22	Erika Kartika	K: 36%, V: 43%
6	12130/014.22	Fanny Nuraini	A: 43%, V:33%
7	12131/015.22	Gina Pratiwi	V: 40%, K: 33%
8	12132/016.22	Hana Safira	A: 36 %, V: 33%, K:30%

9	12135/019.22	Intan Maulida	V: 50%, A: 26%, K: 23%
10	12136/020.22	Jelita Sari	V: 43%, K: 36%
11	12139/023.22	Karina Ayu	A:33%, K: 53%
12	12141/025.22	Laila Nurul	A: 45%, V: 23%
13	12142/026.22	Melati Kusuma	A:33%, K: 53%
14	12143/027.22	Nabila Rahma	K: 53%, A:33%
15	12144/028.22	Olivia Santika	K: 34%, V:35%
16	12145/029.22	Putri Amanda	K:45%, A:34%
17	12147/031.22	Qiana Zahra	V: 53%, A:30%
18	12148/032.22	Rani Oktavia	A: 34%, k: 33%, v:45%
19	12154/038.22	Tabita Salsabila	A: 43%, K:33%
20	12155/039.22	Tania Wulandari	V: 53%, A:30%
21	12157/041.22	Ulya Fitri	V: 33%, A: 33%, K: 33%
22	12158/042.22	Vina Andriani	A: 36% K: 33% V: 30%
23	12163/047.22	Winda Pramesti	K:34%, A:34%, V:33%
24	12164/048.22	Xena Maheswari	A:35, K:53%
25	12163/047.23	Yasmin Fauziah	V: 33%, A: 33%, K: 33%

26	12164/048.23	Zahra Permata	K: 45%, V: 43%
27	12163/047.24	Adelia Safitri	A:60%
28	12164/048.24	Berliana Rizky	K:53%, A:32%
29	12163/047.25	Clara Syafitri	A: 34%, k: 33%, v:45%
30	12164/048.25	Devina Maharani	K: 34%, V:35%
31	12163/047.28	Ines Syifa	A:33%, K: 53%
<u>32</u>	12164/048.28	Jihan Rahmalia	A: 36% K: 33% V: 30%

Catatan :

V	VISUAL
A	AUDIOTORI
K	KINESTATIK

Appendix 4

**TINGKAT KEMAHIRAN SISWA SMK N 1 BANYUWANGI
TAHUN PELAJARAN 2024/2025
KELAS : XI PPLG**



Hari/Tanggal :

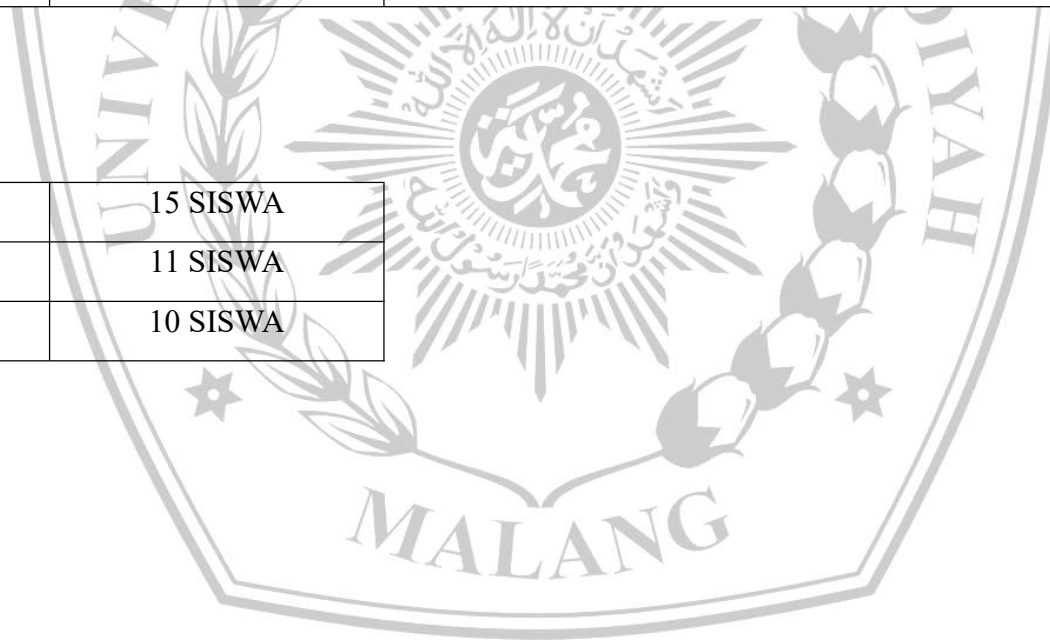
No	No Induk	Nama	Tingkat Kemahiran
1	12123/007.22	Aulia Putri	Beginner
2	12124/008.22	Bella Amalia	Beginner
3	12125/009.22	Citra Lestari	Beginner
4	12126/010.22	Dina Anindita	Intermediate
5	12128/012.22	Erika Kartika	Intermediate
6	12130/014.22	Fanny Nuraini	Intermediate
7	12131/015.22	Gina Pratiwi	Intermediate
8	12132/016.22	Hana Safira	Beginner

9	12135/019.22	Intan Maulida	Intermediate
10	12136/020.22	Jelita Sari	Intermediate
11	12139/023.22	Karina Ayu	Advanced
12	12141/025.22	Laila Nurul	Beginner
13	12142/026.22	Melati Kusuma	Advanced
14	12143/027.22	Nabila Rahma	Intermediate
15	12144/028.22	Olivia Santika	Beginner
16	12145/029.22	Putri Amanda	Advanced
17	12147/031.22	Qiana Zahra	Intermediate
18	12148/032.22	Rani Oktavia	Intermediate
19	12154/038.22	Tabita Salsabila	Advanced
20	12155/039.22	Tania Wulandari	Beginner
21	12157/041.22	Ulya Fitri	Beginner
22	12158/042.22	Vina Andriani	Beginner
23	12163/047.22	Winda Pramesti	Intermediate
24	12164/048.22	Xena Maheswari	Advanced
25	12163/047.23	Yasmin Fauziah	Intermediate

26	12164/048.23	Zahra Permata	Beginner
27	12163/047.24	Adelia Safitri	Beginner
28	12164/048.24	Berliana Rizky	Beginner
29	12163/047.25	Clara Syafitri	Beginner
30	12164/048.25	Devina Maharani	Advanced
35	12163/047.28	Ines Syifa	Beginner
36	12164/048.28	Jihan Rahmalia	Beginner

Catatan :

BEGINNER	15 SISWA
INTERMEDIATE	11 SISWA
ADVANCED	10 SISWA



Appendix 5
RESEARCH INSTRUMENT VALIDATION

Intrumen ini digunakan untuk mendapatkan jawaban dari rumusan masalah sebagai berikut:

1. How does the teacher create a *differentiated classroom environment* that motivates students to learn English Writing?
2. How do students perceive *the differentiated classroom environment* implemented by the teacher?

1. Instrument Guideline

No	Indikator Wawancara	Pertanyaan Wawancara	Validasi (Ya/Tidak)	Komentar/Revisi
1	Create activities/assignments to develop a sense of community among students.	Aktivitas atau tugas menulis apa yang Anda rancang untuk membangun rasa kebersamaan di antara siswa dalam kelas menulis?	Ya	
2	Take deliberate efforts to ensure each student feels known, welcome, and respected.	Bagaimana Anda memastikan setiap siswa merasa dikenal, dihargai, dan diterima dalam proses belajar menulis yang Anda fasilitasi?	Ya	
3	Take deliberate efforts to make yourself approachable/available to students.	Apa langkah-langkah yang Anda ambil agar siswa merasa nyaman dan terbuka untuk mendiskusikan tantangan atau kemajuan	Ya	

		mereka dalam menulis dengan Anda?		
4	Take deliberate efforts to ensure students participate consistently and equitably during class.	Apa strategi yang Anda gunakan untuk memastikan semua siswa terlibat secara aktif dalam kegiatan menulis selama kelas berlangsung?	Ya	
5	Take deliberate efforts to enhance students' attitudes/motivation towards course content.	Apa upaya yang Anda lakukan untuk meningkatkan sikap dan motivasi siswa terhadap kegiatan menulis yang Anda ajarkan?	Ya	
6	Follow up privately on behaviours or circumstances of concern.	Bagaimana Anda menindaklanjuti masalah perilaku atau keadaan pribadi siswa yang mungkin memengaruhi kemampuan mereka dalam menyelesaikan tugas menulis?	Ya	
7	The teacher is attuned and responsive to the affective, cognitive, and social needs of learners.	Bagaimana Anda menyesuaikan pengajaran untuk memenuhi kebutuhan afektif (emosional), kognitif (akademik), dan sosial (interaksi) siswa dalam aktivitas menulis?	Ya	
8	Students feel safe, both physically and affectively.	Apa yang Anda lakukan untuk menciptakan lingkungan yang aman secara fisik dan emosional agar siswa merasa nyaman saat menulis?	Ya	
9	The teacher respects and supports the possibilities	Bagaimana Anda menunjukkan penghargaan terhadap potensi dan kemampuan unik setiap	Ya	

	inherent in each student.	siswa dalam kegiatan menulis mereka?		
10	Individual differences are accepted as natural and positive.	Bagaimana Anda menerima dan memanfaatkan perbedaan individu siswa dalam gaya dan tingkat kemampuan menulis mereka?	Ya	
11	Students learn to respect and support one another as learners.	Bagaimana Anda mengajarkan dan mendorong siswa untuk saling menghormati dan mendukung dalam proses belajar menulis?	Ya	
12	Each student makes meaningful contributions to the class.	Bagaimana Anda memastikan bahwa setiap siswa memiliki kesempatan untuk memberikan kontribusi yang bermakna dalam kegiatan menulis di kelas?	Ya	
13	The teacher and students share in the decision-making process about daily routines and classroom operation.	Bagaimana Anda melibatkan siswa dalam membuat keputusan mengenai kegiatan menulis seperti memilih topik atau jenis teks.	Ya	
14	Hard work is an expectation.	Bagaimana Anda menanamkan pentingnya kerja keras dalam mengembangkan keterampilan menulis di kelas?	Ya	

15	Physical arrangements are flexible and support student access to a variety of learning options.	Bagaimana Anda mengatur ruang kelas yang spesifik untuk menciptakan lingkungan belajar menulis yang fleksibel dan memungkinkan siswa memilih metode belajar yang sesuai dengan kebutuhan mereka.	Ya	
16	A range of resources are available and support student access to content.	Sumber belajar apa saja yang Anda sediakan untuk mendukung siswa dalam mengakses materi menulis dan meningkatkan kemampuan mereka?	Ya	
17	Flexible student grouping capitalizes on student strengths and allows effective attention to student weaknesses.	Bagaimana Anda mengelompokkan siswa secara fleksibel untuk memaksimalkan kelebihan mereka dalam menulis dan sekaligus menangani kelemahan mereka secara efektif?	Ya	

2. List Observation

No	Indikator Observation	Panduan Observation	Validasi (Ya/Tidak)	Komentar/Revisi
1	Create activities/assignments to develop a sense of community among students.	Siswa aktif berkolaborasi dalam aktivitas menulis yang dirancang untuk membangun rasa kebersamaan di kelas.	Ya	
2	Take deliberate efforts to ensure each student feels known, welcome, and respected.	Siswa menghargai dan menerima teman-teman mereka dalam kegiatan menulis, serta menunjukkan rasa hormat terhadap keberagaman ide dan pendapat yang disampaikan.	Ya	
3	Take deliberate efforts to make yourself approachable/available to students.	Siswa mendekati guru dengan nyaman untuk mengajukan pertanyaan atau meminta bantuan terkait tugas menulis yang mereka kerjakan.	Ya	
4	Take deliberate efforts to ensure students participate consistently and equitably during class.	Siswa secara aktif berpartisipasi dalam diskusi dan kegiatan menulis, dengan setiap siswa memiliki kesempatan yang setara untuk berbicara dan berbagi karya mereka.	Ya	
5	Take deliberate efforts to enhance students' attitudes/motivation towards course content.	Siswa menunjukkan peningkatan minat dan motivasi dalam kegiatan menulis setelah mendapatkan penjelasan dan dorongan dari	Ya	

		guru.		
6	Follow up privately on behaviours or circumstances of concern.	Siswa yang menunjukkan kesulitan pribadi sehingga memengaruhi pekerjaan menulis mendapatkan dukungan untuk mengatasi masalahnya.	Ya	
7	The teacher is attuned and responsive to the affective, cognitive, and social needs of learners.	Siswa menunjukkan respons terhadap pendekatan yang diterapkan guru terhadap kebutuhan emosional, kognitif, dan sosial mereka dalam kegiatan menulis.	Ya	
8	Students feel safe, both physically and affectively.	Siswa mengekspresikan diri melalui tulisan mereka dengan bebas tanpa takut salah atau diejek oleh teman sekelas.	Ya	
9	The teacher respects and supports the possibilities inherent in each student.	Siswa menunjukkan rasa percaya diri dalam karya tulis mereka, mengetahui bahwa potensi mereka dihargai dan didukung oleh guru.	Ya	
10	Individual differences are accepted as natural and positive.	Siswa menerima cara menulis temannya yang berbeda beda dan menghargai setiap kontribusi yang diberikan.	Ya	
11	Students learn to respect and support one another as learners.	Siswa saling mendukung dan menghargai ide dan tulisan teman mereka dalam aktivitas	Ya	

		menulis bersama.		
12	Each student makes meaningful contributions to the class.	Setiap siswa berkontribusi dengan cara yang bermakna dalam diskusi dan tugas kelompok menulis.	Ya	
13	The teacher and students share in the decision-making process about daily routines and classroom operation.	Siswa terlibat dalam membuat keputusan mengenai kegiatan menulis seperti memilih topik atau jenis teks.	Ya	
14	Hard work is an expectation.	Siswa menunjukkan upaya maksimal dalam menyelesaikan tugas menulis, berusaha untuk mencapai kualitas yang terbaik.	Ya	
15	Physical arrangements are flexible and support student access to a variety of learning options.	Siswa dapat memilih tempat yang nyaman dan mendukung untuk menulis, baik secara individu maupun dalam kelompok.	Ya	
16	A range of resources are available and support student access to content.	Siswa menggunakan berbagai sumber daya (buku, internet, alat tulis, dll) untuk mendalami materi menulis dan mengembangkan keterampilan mereka.	Ya	
17	Flexible student grouping capitalizes on student strengths and allows effective attention to student weaknesses.	Siswa dikelompokkan secara fleksibel, baik dalam kelompok berdasarkan kelebihan atau kelemahan masing-masing.	Ya	

RESEARCH INSTRUMENT VALIDATION APPROVAL

Research Title : Differentiated Learning Practiced By The Vocational High School Students In The Writing Class.

Researcher Name : Liliy Hilmiyani

Study Program : Master in English Language Education

Instruments Validated:

1. Interview Guideline
2. Observation Guideline

Validation Statement: After evaluating the research instruments prepared by the researcher, I declare that the instruments are valid for use in the study, with some improvement notes provided.

Validator ;

Name : Heriyanto Nurcahyo, M.Li.

Position : Headmaster

Institution : SMAN Glenmore

NIP : 197605052007011020

Notes or Suggestions for Improvement (if any):

1.
2.

Approval: Hereby, the research instruments have been validated and declared for use in the study.

Banyuwangi, 10 Desember 2024

Acknowledged by,



Validator

Heriyanto Nurcahyo, M.Li.

NIP. 197605052007011020