



## Differentiated Instruction in English Language Class at UPT SMP 1 PANGSID

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### ABSTRACT

This study used descriptive qualitative method as the research methodology. Data collection procedures used questionnaires and interviews. The population in this study were English students at UPT SMP 1 PANGSID school with a sample of 29 students of class VIII2. The existing data will be analyzed by describing the percentage results of the diagram and then given a conclusion as the final result. The findings of this study indicate that differentiated learning strategies can improve student learning outcomes. With the differentiated learning strategy, respondents can choose a learning style that is suitable for the learning interests of each student. Differentiated learning strategy also has a positive role in increasing students learning motivation.

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## **INTRODUCTION**

Differentiated instruction to the world of education as a teaching theory that should vary in content, presentation, and assessment, and meet the needs of all learners in the classroom. Because of the increasing diversity of today's educational population, it is crucial for student academic success that educators begin to implement and perfect differentiated instruction. Increasing diversity places students with a variety of cultural differences and varying ability levels in an educator's classroom (Tomlinson, 2001). Differentiated learning refers to a series of actions teachers do to focus and direct attention toward children's learning requirements. The teacher functioning as a facilitator must be highly creative in order to take into account the diverse range of attitudes exhibited by each student. It is critical that instructors recognize each child as having unique and remarkable skills, interests, and abilities. Differentiated learning can therefore help teachers achieve better learning outcomes by attending to each student's particular set of demands (Robinson et al., 2014).

Through the implementation of diverse teaching and learning approaches, diversified education provides students with an abundance of opportunities to learn and make sense of topics. When using the diverse teaching model, educators need to be flexible in their approach to teaching, and able to make the required modifications to the curriculum and the way that students are taught the content. The concept that unique and diverse students should require different instructional techniques is the foundation of the differentiated teaching paradigm. According to (McDuffie, 2010), the goal of differentiated teaching is to provide students with a variety of learning opportunities based on their level of readiness (what they know, understand, and can do related to the content), interests (curiosity, passion for a topic), and learning profile (which can be influenced by intelligence preferences, gender, culture, or learning style). Differentiated teaching approaches allow teachers to: (a) provide a challenge for each student by delivering varying degrees of difficulty; (b) alter the amount of scaffolding; and (c) modify the way students work. Differentiated education attempts to maximize each student's personal development and achievement by meeting them where they are in the learning process and supporting them.

Differentiated learning refers to teaching according to the preferences of different students. The learning objectives are the same for all students, but the strategies or approaches remain aimed at teaching depending on the preferences of individual students. There are 3 important components of differentiated teaching (Tomlinson, 2000), namely: Content; As per the curriculum, this pertains to the knowledge, understanding, and skills that students will acquire. In this sense, teachers modify the curriculum and teaching resources based on the student's preferred methods of learning and the conditions of their ability levels. The elements of a well-designed curriculum include a) following the national curriculum standards; b) curriculum topics, concepts, or themes; c) presenting important knowledge and skills; d) differentiating instruction by having students complete activities that are appropriate for their level of knowledge and ability; and e) providing

opportunities for students to learn more deeply. Process; In this context, the term process describes how students learn, understand, and are conversant with the material. Stated differently, the method by which students learn facts, understanding, and skills associated with the subjects they are learning. Given the great differences in the learning styles and preferences of their students, teachers must modify the teaching model to suit the wide variety of learning needs of their students.

## **THEORETICAL REVIEW**

Three concepts are related to differentiation in the process: a) how students understand the ideas, concepts, and skills they are learning; b) how the learning process reflects the student's learning preferences and styles; and c) how the learning process changes based on how the learning topic is covered. Product; is evidence of the student's understanding and knowledge. In this case, the products are: a) tests, speeches, reports, brochures, assessments, and exams; b) exhibit the knowledge that the students have acquired; and c) differentiate themselves by providing choices, difficulties, and diversity. Learning environment; this concept contains the way students work and feel in learning.. Differentiation in the classroom setting is also referred to as classroom climate. This includes everything that affects the learning environment, including how the classroom is organized, how it functions, how regulations are upheld, how lighting is provided, how procedures are carried out, and more. This technique focuses more on creating a calm learning atmosphere where students may cooperate more effectively. It does this through the use of materials that reflect different cultures and classroom management norms that enable teachers to customize education to the requirements of their students.

When employing a differentiated teaching strategy, teachers must be able to identify the procedures and materials that students must acquire to produce products. Differentiated teaching acknowledges that every student is an individual with their own interests and skill set. Therefore, to identify each student's interests and talents based on their unique needs, teachers might apply a variety of teaching styles in tailored education. 3 learning styles can indicate students' learning preferences according to (Joseph et al., 2013). The first is the visual approach, which promotes observational learning in students. With a greater emphasis on the visual sense, this style of instruction facilitates students' understanding and retention of the material. Students who are interested in this subject prefer to view videos or in-person demos when it comes to learning resources. Students who read books with drawings, graphs, and diagrams are individuals who have a preference for visual learning materials.

The second is the auditory learning style. Students who use this method of instruction typically focus more on their visual sense. Students who learn this method will practice what they hear for it to stay in their memory. Talking to oneself while studying helps this kind of learner remember the content. They have excellent verbal skills, so they can vocally explain things in their

distinctive way. Third, kinesthetic learning requires students to practice freshly learned material right away. These characters usually have skills acquired through practical exercises and assignments, such as computer applications, writing, and sketching. Students who learn best by movement are more likely to understand the material since they can practice what they learn directly and retain it more easily. According to (Tomlinson, Carol Ann, & Moon, 2014), differentiated learning is instruction that accommodates and recognizes the diversity of the student body while simultaneously taking into account each student's readiness, interests, and preferred method of learning. Differentiated learning will work if teachers are comfortable implementing it. This entails understanding the what, why, and best ways to organize and execute the implementation process.

## **METHODOLOGY**

According to (Sugiyono, 2016) positivistic (concrete) data, namely research data in the form of numbers related to the problem under study which will be measured using statistics as a calculation test tool, is the basis of a quantitative approach, a kind of research methodology. The qualitative research approach, which is used in investigations related to natural object situations, is based on the theory of post-positivism. The methodology for this study uses a qualitative research design. In this case, the researcher used questionnaires to find out what the students thought of the content, the process, and the product of differentiated learning. And interview instructors to find out about the difficulties or problems they ran into when implementing differentiated instruction in the curriculum.

### **Instrument of Research**

According to Sugiyono (2013), an instrument is a measurement tool used in science to quantify social and natural events that have been observed. Researchers are required to obtain valid data. So that the data obtained is not arbitrary or can be accounted for. For this reason, the terms of information must be clear and to the needs. This needs to be done so that the data collected can be recognized as the truth, so then the researcher will use questionnaires and interviews to find out Unstructured interviews will be designed similarly to questionnaires, except that no written questions are asked, but rather oral questions made by the interviewer who records the respondent's answers.

### **Technique of Data Analysis**

This research uses a qualitative approach. Qualitative research is a research approach that aims to understand social or human phenomena from the perspective of participants in a particular context. This method emphasizes in-depth exploration of the meaning, experiences, and subjective views of individuals or groups. Qualitative research usually uses data collection methods such as in-depth interviews, participatory observation, and document analysis.

The descriptive analysis method will be used to analyze the data obtained from interviews. Descriptive statistical analysis methods are used to analyze data by describing the collected data without making generalizations or

the like. The data are analyzed, then presented and discussed. Data can be presented using tables, pie charts, line graphs, and bar graphs. The discussion of the research findings includes a detailed explanation and interpretation of the presented averages. The discussion will then come to an end with its conclusions. The conclusion provides a brief analysis of each problem formulation based on the information gathered.

## RESULTS

There are 13 statements in the questionnaire given to respondents and the following is the description:

1. It is easier for me to understand the lesson after the teacher uses varied/diverse learning media.

Students with the perception of choosing strongly agree as much as 82.8% and the perception of disagree less as much as 17.2%. So, it can be concluded that most of the students understand the lesson more easily with the differentiation method in the learning process.

2. The use of learning media has had a huge impact on my learning outcomes. Students with perceptions strongly agree as much as 75.9% and perceptions disagree less as much as 24.1% So, it can be concluded that most of the students prefer to agree with the statement that learning media can influence better learning outcomes.

3. I am more excited when taking English lessons using varied learning media.

Students with perceptions strongly agree as much as 69% and perceptions disagree less as much as 31%. So, it can be concluded that most students are more eager to learn by using varied learning media.

4. I feel tense or scared when participating in varied/diverse learning activities.

Students with a perception of strongly agree as much as 6.9%, a perception of disagree less as much as 75.9% and a perception of disagree as much as 17.2%. So, it can be concluded that most students felt relaxed and did not feel tense/fearful when following the varied learning process.

5. The interest in learning that I have is very influential on the utilization of varied/diverse learning media.

Students with perceptions strongly agree as much as 65.5% and perceptions disagree less as much as 34.5%. So, it can be concluded that students agree more with this statement because by using a variety of learning media, it will be easier for them to learn according to their respective interests.

6. In the learning process, the teacher only uses 1 learning technique.

Students with perceptions strongly agree as much as 13.8%, students with perceptions disagree as much as 58.6% and students with perceptions disagree as much as 27.6%. From the statement that more students disagree less with the learning process by using 1 learning technique. Therefore, it can be concluded that students prefer differentiated learning that can provide them with learning styles that match their learning interests.

7. I like it when the teacher allows me to ask questions.  
Students with perceptions strongly agree as much as 44,8%, students with perception disagree less as much as 51,7% and students with perception disagree as much as 3,4%. This statement states that the level of student confidence is still lacking in giving opinions or asking questions in the learning process. In addition, the percentage of students who have succeeded in creating confidence to ask questions or express themselves independently in the learning process.
8. The teacher asks what learning techniques we want to apply in the learning process.  
Students with perception strongly agree as much as 72,4%, and students with perception disagree less as much as 27,6%. From this statement, it can be concluded that students prefer to agree with the learning process that uses learning techniques according to students learning interests.
9. I like the learning process by using varied learning methods.  
Students with perception strongly agree as much as 96,6% and students with perception disagree less as much as 3,4%. From this statement, it can be concluded that students strongly agree with the differentiated learning process that provides many learning variations.
10. I easily do the homework given by my teacher.  
Students with perception strongly agree as much as 58,6% and students with perception disagree less as much as 41,4%. From this statement, it can be concluded that differentiated learning that allows students to show their interest in learning has a good effect. For example, students easily do the homework.
11. After learning English through various methods, I can apply it in my daily life.  
Students with perception strongly agree as much as 34,5%, students with perception disagree less as much as 55,2% and students with perception disagree as much as 10,3%. From this statement, students with a perception of disagreeing are higher than students who agree. Therefore, the percentage shows that students still difficult to apply English in everyday life.
12. I feel very confident when working on assignments/questions given by the teacher.  
Students with perception strongly agree as much as 55,2%, students with perception disagree less as much as 41,4% and students with perception disagree as much as 3,4%. From this statement, differentiated learning can have an impact on some students in terms of confidence in doing tasks from the teacher. So this percentage, shows that there are good learning outcomes.
13. With varied learning methods, I can better understand the learning material  
Students with perception strongly agree as much as 89,7% and students with perception disagree less as much as 10,3%. From this statement, students easily understand learning materials with varied learning

methods. Therefore, the percentage shown as a result of the learning process is well differentiated.

There are statements in the interview given to respondents and the following is the description:

1. What difficulties do teachers find in applying differentiated learning strategies?

RS: *"The problem I face when implementing differentiated learning in the classroom is to identify the learning interests of students who have not matched their learning interests, but only follow their friends. So that it can make it difficult for students to follow learning by using differentiated learning strategies. This means that the teacher has allowed students to choose one of their preferred learning styles. So, in the learning process, there are obstacles or problems, namely students who find it difficult to choose a learning style based on their learning interests"*

2. How do you continue the learning process with these difficulties?

RS: *"Because students have chosen the learning model (learning style) that they are interested in, we (teachers) continue the learning process. But in the learning process, when students want to convey their ideas that are not suitable for their learning style. Like when the student conveys something that initially the student chooses to convey it with a kinesthetic learning style but it turns out that when presenting it the student uses a visual learning style. We (teachers) continue learning by directing/explaining to students that this is the learning style that is suitable for them (students). So, in the ongoing implementation process, the teacher also observes students learning interests. So that later students understand better how to implement the correct learning style according to the learning interests of each student"*.

## **DISCUSSION**

### **Students' Perception of the Use of Learning Media (Content)**

Overall, the questionnaire results show that the use of varied learning media has a positive effect on the teaching and learning process. Diverse learning media can help students understand the subject matter more easily, improve learning outcomes, and increase learning enthusiasm. The use of varied learning media does not cause anxiety in students, so it can be used safely and comfortably. In addition, students' interest in learning also affects the effectiveness of varied/diverse learning media. The higher the students' interest in learning, the greater the benefits that can be obtained from the use of diverse learning media.

### **Students' Perception of Teachers Learning Methods (Process)**

The data shows that students want variety in the teaching and learning process. They want teachers to use a variety of learning techniques, give them opportunities to ask questions, and involve them in choosing the learning techniques to be used. Students also prefer a learning process that uses a variety of learning methods. Therefore, teachers are encouraged to use a variety of creative and innovative learning methods in the learning process. Teachers should also provide opportunities for students to ask questions and involve them

in choosing the learning techniques to be used. By doing so, teachers can create a more interesting, meaningful, and effective learning environment for their students.

### **Students Perception of Learning Outcomes (Product)**

Overall, the data shows that the varied learning method has a positive effect on students' comprehension of learning materials. However, this method is not yet fully effective in helping students apply English in daily life.

### **Teachers Perceptions of Difficulties in Implementing Differentiation**

The problem faced in the differentiation learning process is that students are still confused about determining the learning style that suits their learning interests. Some students still follow the learning styles of their friends. So from this statement, it can be concluded that students who do not understand how to determine their learning styles will have difficulty in the learning process because it does not match their learning interests.

Students are given the independence to choose a learning style that suits their learning interests. However, some students are still confused in understanding the context of learning styles (kinesthetic, visual, auditory) in adjusting to their interests in learning. So, it can be concluded that learning styles that are by learning interests can influence the learning process to student learning outcomes.

It can be concluded that teachers must take an important position in implementing the differentiated learning process. For example, teachers must be more thorough in analyzing students' learning needs. Teachers must continuously provide explanations about learning styles that are good and by the learning interests of each student. So that the learning process can be efficient and affect the student's needs.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the statements given, it can be concluded that differentiated learning can influence student learning outcomes. Learning strategies using diverse learning media can help students understand the lesson material easily, have a good impact on learning outcomes, and provide high motivation/enthusiasm for learning. Overall, the data shows that varied learning methods have a positive effect on students' understanding of learning materials. However, this method is not yet fully effective in helping students apply English in daily life.

### **Recommendations**

1. Researchers hope that this research can provide consideration to continue using differentiated learning strategies as a learning method that can accommodate the different learning needs of each student.
2. Researchers hope that the results of this study can be a reference for further researchers regarding differentiated learning methods that can accommodate the learning needs of different students to achieve good learning outcomes.

3. This research was made to provide knowledge to readers about differentiated learning strategies that can meet the learning needs of different students. It is suggested that further research can provide indicators that result in students not implementing English in daily activities so it is hoped that these problems will provide better results. It's also important to take caution while viewing content on social media since inappropriate content might make it difficult to focus on other tasks, lead to addiction, or even induce extreme anxiety or despair. The use of screens should be considered while evaluating potential issues with eye health. To lessen this risk, cut back on your social media use and establish specific time and objectives for language acquisition. It takes perseverance and consistency to become a proficient public speaker. Both social interaction and constant practice are necessary for success. Language learners who want to improve their public speaking skills may discover that social media is a helpful tool if they keep these tips in mind.

#### **FURTHER STUDY**

This research still has limitations so it is still necessary to carry out further research on the topic "Differentiated Instruction in English Language Class".

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*Sofiah, Asrifan, Nadirah, Hermansyah, Isumarni*

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