

**THE IMPLEMENTATION OF TEACHING ENGLISH USING
DIFFERENTIATED INSTRUCTION IN SENIOR HIGH SCHOOL
DURING COVID-19 PANDEMIC**

By

Pande Nyoman Satyarini, NIM 1812021097

English Language Education

ABSTRACT

The study focused on analyzing the implementation of differentiated instruction and investigating the challenges encountered by the teacher in implementing DI in teaching during the pandemic of Covid-19 at Sekolah Menengah Atas Negeri 1 Ubud. The school was chosen since the teacher in SMAN 1 Ubud considered had been implementing DI. The teacher referred to pre-assessment data of students' characteristics in designing the lesson. A descriptive qualitative research design assisted by observation and an interview was utilized in this study. The researcher, observation sheet, interview guide, and documents were used as instruments to obtain the data. The findings showed the implementation of DI was partial. The teacher differentiated content, process, and product in accordance with students' interests and learning profiles. However, the differentiation based on student readiness levels was not visible. Interest is related to the topics that motivate students or engage their attention and curiosity, while learning profile is defined as a way in which students learn best as individuals. If a teacher wants to use readiness as a basis for differentiation, they aim to push students a little beyond their comfort zone. No activities showed different challenges for students based on their readiness level. Besides, there was no particular use of technology. The teacher only used eLearning, Zoom Video Conference, and WhatsApp group, similar to how teachers commonly conducted online learning. In using DI, the teacher encountered challenges associated with students' participation, a large number of students, lack of time for planning, and limited group activities in learning. The teacher found it quite challenging to organize students in some groups who share similar readiness levels in the virtual class. The study's result considered benefits to the English language teachers as a reference and reflection in implementing DI. Considering the differentiation of curriculum components based on students' readiness levels was not visible, the other researchers interested in analyzing the implementation of DI may conduct research exploring the differentiation of curriculum components in accordance with students' readiness levels.

Keywords: implementation, differentiated instruction, Covid-19 pandemic

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Oleh

Pande Nyoman Satyarini, NIM 1812021097

Pendidikan Bahasa Inggris

ABSTRAK

Penelitian difokuskan untuk menganalisis penerapan pembelajaran berdiferensiasi dan menyelidiki tantangan yang dihadapi guru dalam menerapkan DI dalam mengajar selama pandemi Covid-19 di Sekolah Menengah Atas Negeri 1 Ubud. Sekolah tersebut dipilih karena guru di SMAN 1 Ubud dianggap telah melaksanakan DI. Guru mengacu pada data pra-penilaian karakteristik siswa dalam merancang pembelajaran. Desain penelitian kualitatif deskriptif dengan bantuan observasi dan wawancara digunakan dalam penelitian ini. Peneliti, lembar observasi, pedoman wawancara, dan dokumen digunakan sebagai instrumen untuk memperoleh data. Temuan menunjukkan pelaksanaan DI bersifat parsial. Guru membedakan konten, proses, dan produk sesuai dengan minat dan profil belajar siswa. Namun, perbedaan berdasarkan tingkat kesiapan siswa tidak terlihat. Minat berkaitan dengan topik yang memotivasi siswa atau melibatkan perhatian dan keingintahuan mereka sementara profil belajar didefinisikan sebagai cara siswa belajar terbaik sebagai individu. Jika seorang guru ingin menggunakan kesiapan sebagai dasar untuk membedakan, mereka bertujuan untuk mendorong siswa sedikit keluar dari zona nyaman mereka. Tidak ada kegiatan yang menunjukkan tantangan yang berbeda bagi siswa berdasarkan tingkat kesiapannya. Selain itu, tidak ada penggunaan teknologi secara khusus. Guru hanya menggunakan eLearning, Zoom Video Conference, dan grup WhatsApp, seperti yang biasa dilakukan guru-guru dalam pembelajaran online. Dalam menggunakan DI, guru menghadapi tantangan terkait dengan partisipasi siswa, jumlah siswa yang banyak, kurangnya waktu untuk perencanaan, dan terbatasnya aktivitas kelompok dalam pembelajaran. Guru merasa cukup menantang untuk mengatur siswa dalam beberapa kelompok yang memiliki tingkat kesiapan yang sama di kelas virtual. Hasil penelitian ini dianggap bermanfaat bagi guru bahasa Inggris sebagai acuan dan refleksi dalam mengimplementasikan DI. Mengingat perbedaan komponen kurikulum berdasarkan tingkat kesiapan siswa tidak terlihat, maka peneliti lain yang tertarik untuk menganalisis implementasi DI dapat melakukan penelitian yang mengeksplorasi diferensiasi komponen kurikulum sesuai tingkat kesiapan siswa.

Kata kunci: implementasi, pembelajaran berdiferensiasi, pandemi Covid-19