

## REFERENCES

- Al-Shaboul, Y., Al-Azaizeh, M., & Al-Dosari, N. (2021). Differentiated instruction between application and constraints: Teachers' perspective. *European Journal of Educational Research*, 10(1), 127–143. <https://doi.org/10.12973/EU-JER.10.1.127>
- Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2022). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies*, 11(2), 380–400. <https://doi.org/10.1108/AEDS-06-2020-0131>
- Alsahhi, N. R., Abdelrahman, R., Abdelkader, A. F. I., Ahmad Al-Yatim, S. S., Habboush, M., & Qawasmi, A. Al. (2021). Impact of using the differentiated instruction (DI) strategy on student achievement in an intermediate stage science course. *International Journal of Emerging Technologies in Learning*, 16(11), 25–45. <https://doi.org/10.3991/ijet.v16i11.22303>
- Alsubaie, A. M. (2020). The effectiveness of multiple intelligence based differentiated instruction on metacognitive reading comprehension in Arabic language among middle school students in Saudi Arabia. *Revista Amazonia Investiga*, 9(26), 158–166. <https://doi.org/10.34069/ai/2020.26.02.17>
- Benjamin, L., & Aguilar, S. (2020). Implementation of differentiated instruction in middle school classrooms: A qualitative study. *World Journal of Education*, 10(1), 81. <https://doi.org/10.5430/wje.v10n1p81>
- Bondie, R. S., Dahnke, C., & Zusho, A. (2019). How does changing “one-size-fits-all” to differentiated instruction affect teaching? *Review of Research in ...* <https://doi.org/10.3102/0091732X18821130>
- de Graaf, A., Westbroek, H., & Janssen, F. (2019). A practical approach to differentiated instruction: How Biology teachers redesigned their genetics and ecology lessons. *Journal of Science Teacher Education*, 30(1), 6–23. <https://doi.org/10.1080/1046560X.2018.1523646>
- Dumančić, D. (2018). Investigating boredom among EFL teachers. *ExELL*, 6(1), 57–80. <https://doi.org/10.2478/exell-2019-0006>
- Efriana, L. (2021). Problems of online learning during Covid-19 Pandemic in EFL classroom and the solution. *JELITA: Journal of English Language Teaching and Literature*, 2(1), 38–47.

- Endal, G., Padmadewi, N., & Ratminingsih, M. (2013). The effect of differentiated instruction and achievement motivation on students' writing competency. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, 1, 1–10.
- Faiz, A., Pratama, A., & Kurniawaty, I. (2022). Jurnal basicedu. *Jurnal Basicedu*, 6(2), 2846–2853.
- Ginja, T. G., & Chen, X. (2020). Teacher educators' perspectives and experiences towards differentiated instruction. *International Journal of Instruction*, 13(4), 781–798. <https://doi.org/10.29333/iji.2020.13448a>
- Habók, A., & Magyar, A. (2018). The effect of language learning strategies on proficiency, attitudes and school achievement. *Frontiers in Psychology*, 8(JAN), 1–8. <https://doi.org/10.3389/fpsyg.2017.02358>
- Ilyosovna, N. (2020). The importance of English language. *International Journal of English Learning & Teaching Skills*, 2(1), 1028–1035. <https://doi.org/10.15864/ijelts.2119>
- Ismajli, H., & Imami-Morina, I. (2018). Differentiated instruction: Understanding and applying interactive strategies to meet the needs of all the students. *International Journal of Instruction*, 11(3), 207–218. <https://doi.org/10.12973/iji.2018.11315a>
- Jacobse, A. E., Meijer, A., Helms-Lorenz, M., & Maulana, R. (2019). Differentiated instruction in secondary education: A systematic review of research evidence. *Frontiers in Psychology*, 10(November). <https://doi.org/10.3389/fpsyg.2019.02366>
- Kado, Dorji, N., Dem, N., & Om, D. (2022). The effect of differentiated instruction on academic achievement of grade eleven students in the field of derivative in Bhutan. *International Journal of Educational Studies in Social Sciences (IJESSS)*, 2(1), 27–34. <https://doi.org/10.53402/ijesss.v2i1.37>
- Kamarulzaman, M. H., Yunus, M., Azman, H., & Zahidi, A. M. (2021). The practice of online differentiated instruction and its impact on motivation and academic performance in the wake of Covid-19. *Preprints*. <https://doi.org/10.20944/preprints202106.0028.v1>
- Kotob, M., & Arnouss, D. (2019). Differentiated instruction: The effect on learner's achievement in Kindergarten. *International Journal of Contemporary Education*, 2(2), 61. <https://doi.org/10.11114/ijce.v2i2.4479>
- Landrum, T. J., & McDuffie, K. A. (2010). Learning styles in the age of differentiated instruction. *Exceptionality*.

<https://doi.org/10.1080/09362830903462441>

- Lavana, M., & Mohamad Nor, F. (2021). Factors influencing the implementation of differentiated instruction in English language instruction in rural and urban secondary schools of Johor Bahru. *Creative Education, 12*(06), 1235–1246. <https://doi.org/10.4236/ce.2021.126093>
- Lincoln, Y., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage
- Magableh, I., & Abdullah, A. (2020). The effect of differentiated instruction on EFL learners: Teachers' perspective. *International Journal of Academic Research in Business and Social Sciences, 10*(5). <https://doi.org/10.6007/ijarbss/v10-i5/7235>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Methods of predicting qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: Sage.
- Mirza, Q., Pathan, H., Khokhar, S., Raheem, M., & Mushtaq, F. (2021). English reading habits in online learning among tertiary learners in Pakistan: evaluating the impact of COVID. *Asian EFL Journal Research Articles, 28*(1), 47–66. <http://www.asian-efl-journal.com>
- Moosa, V., & Shareefa, M. (2019). *The impact of teachers' experience and qualification on efficacy, knowledge and implementation of differentiated instruction*. saruna.mnu.edu.mv. <http://saruna.mnu.edu.mv/jspui/handle/123456789/5056>
- Moosa, V., & Shareefa, M. (2019). Implementation of differentiated instruction: Conjoint effect of teachers' sense of efficacy, perception and knowledge. *Anatolian Journal of Education, 4*(1), 23–38. <https://doi.org/10.29333/aje.2019.413a>
- Nambiar, D. (2020). The impact of online learning during Covid-19 Pandemic: Students perspective Maharashtra, India. *International Journal for Research in Applied Science and Engineering Technology, 8*(11), 686–690. <https://doi.org/10.22214/ijraset.2020.32277>
- Nishanthi, R. (2018). The importance of learning English in today world. *International Journal of Trend in Scientific Research and Development, Volume-3*(Issue-1), 871–874. <https://doi.org/10.31142/ijtsrd19061>
- Oktaviani, A., & Fauzan, A. (2017). Teachers perceptions about the importance of English for young learners. *Linguistic, English Education and Art (LEEA) Journal, 1*(1), 1–15. <https://doi.org/10.31539/leea.v1i1.25>

- Onyishi, C. (2022). Blended or differentiated instruction for inclusive education during post-Covid-19 era: The need for upgrading school libraries in Nigeria. *Library Philosophy and Practice (e-Journal)*, 6979, 1–25. <https://digitalcommons.unl.edu/libphilprac/6979>
- Prayudha, J. S. (2021). Students' problems face in online learning amid pandemic. *Acitya: Journal of Teaching & Education*, 3(2), 2021. <http://journals.umkt.ac.id/index.php/acitya>
- Rahman, R. (2018). Differentiated instruction: Is it in place? *International Journal of Social Research and Innovation*, 2(1), 18–33.
- Ramli, R., & Nurahimah, M. Y. (2020). Self-efficacy and differentiated instruction: A study among Malaysian school teachers. *Universal Journal of Educational Research*, 8(4), 1252–1260. <https://doi.org/10.13189/ujer.2020.080416>
- Saleh, A. H. A. E. (2021). The effectiveness of differentiated instruction in improving Bahraini EFL secondary school students in reading comprehension skills. *REiLA : Journal of Research and Innovation in Language*, 3(2), 135–145. <https://doi.org/10.31849/reila.v3i2.6816>
- Sandra, L. A., & Kurniawati, L. A. (2020). Differentiated instructions in teaching English for students with autism spectrum disorder. *Jet Adi Buana*, 5(01), 41–53. <https://doi.org/10.36456/jet.v5.n01.2020.2274>
- Siam, K., & Al-Natour, M. (2016). Teacher's differentiated instruction practices and implementation challenges for learning disabilities in Jordan. *International Education Studies*. <https://eric.ed.gov/?id=EJ1121601>
- Sutarto, S., Sari, D. P., & Fathurrochman, I. (2020). Teacher strategies in online learning to increase students' interest in learning during Covid-19 pandemic. *Jurnal Konseling Dan Pendidikan*, 8(3), 129. <https://doi.org/10.29210/147800>
- Tanjung, P. A., & Ashadi, A. (2019). Differentiated instruction in accommodating individual differences of EFL students. *Celtic: A Journal of Culture, English Language Teaching, Literature, & Linguistics*, 6(2), 63. <https://doi.org/10.22219/celticumm.vol6.no2.63-72>
- Tanjung, P. A., Hidayati, F., & Larasati, A. (2017). Improving the students' speaking performance through the implementation of tiered activities. *UAD TEFL International Conference*, 6(2), 429. <https://doi.org/10.12928/utic.v1.197.2017>
- Tillayeva, S. . (2020). Learning English language is essential in today's world. *JournalNX- A Multidisciplinary Peer Reviewed Journal*, 6(11), 354.

<https://media.neliti.com/media/publications/335699-learning-english-language-is-essential-i-63898b4e.pdf>

- Tomlinson. (2000). Differentiation of instruction in the elementary grades. *ERIC Digests*, 1–7.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners* (H. Houtz, D. Simpson, & R. Bahrenfuss (eds.)). Association for Supervision and Curriculum Development. <http://www.ascd.org>
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Association for Supervision and Curriculum Development (ASCD). <http://www.ascd.org>
- Tomlinson, C. A. (2005). Grading and differentiation: Paradox or good practice? *Theory into Practice*, 44(3), 262–269. [https://doi.org/10.1207/s15430421tip4403\\_11](https://doi.org/10.1207/s15430421tip4403_11)
- Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (third edit). ASCD.
- Tomlinson, C. A., & Allan, S. D. (2000). *Leadership for differentiating schools & classrooms* (J. Houtz & C. Pool (eds.); I). Association for Supervision and Curriculum Development (ASCD). <http://www.ascd.org>
- Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom* (J. Greene (ed.)). Association for Supervision and Curriculum Development (ASCD). [www.ascd.org](http://www.ascd.org)
- Tomlinson, C. A., & McTighe, J. (2006). Integrating differentiated instruction and understanding by design: Connecting content and kids. In *Association for Supervision and Curriculum Development*. [www.ascd.org](http://www.ascd.org)
- Tomlinson, C. A., & Moon, T. (2013). *Assessment and student success in a differentiated classroom* (G. Ostertag & D. Siegel (eds.); I). Association for Supervision and Curriculum Development (ASCD). [www.ascd.org](http://www.ascd.org)
- Uddiniyah, N., & Silfia, E. (2019). An analysis of students' motivation in learning English at SMAN 8 Kota Jambi academic year 2018/2019. *Journal Of English Language Teaching*, 3(2), 139–149.
- UNESCO. (2017). *A Guide for ensuring inclusion and equity in education*. the United Nations Educational, Scientific and Cultural Organization. <https://unesdoc.unesco.org/ark:/48223/pf0000248254>

- Weselby, C. (2021). *What is differentiated instruction? examples of how to differentiate instruction in the classroom*. Resilient Educator. <https://resilienteducator.com/classroom-resources/examples-of-differentiated-instruction/>
- Yugandhar, K. (2017). Discerning and implementing differentiated instruction to move TEFL class towards expertise. *International Journal on Studies in English Language and Literature*, 5(1), 47–52. <https://doi.org/10.20431/2347-3134.0501006>
- Yulfi, & Aalayina, A. (2021). Students' motivation in learning English. *Linguistic, English Education and Art (LEEA)*, 4(2), 401–413. <https://doi.org/10.31539/leea.v4i2.2256>
- Yuzulia, I. (2021). The challenges of online learning during Pandemic: Students' voice. *Ejournal.Bsi*, 13(1), 8–12. <https://doi.org/10.31294/w.v12i1><http://ejournal.bsi.ac.id/ejurnal/index.php/wanastra/8>
- Zelalem, A., Melesse, S., & Seifu, A. (2022). Teacher educators' self-efficacy and perceived practices of differentiated instruction in Ethiopian primary teacher education programs: Teacher education colleges in amhara regional state in focus. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2021.2018909>

