

CHAPTER I

INTRODUCTION

1.1 Research Background

Teaching English language in Indonesia has been implement in every level in education in Indonesia as a need for the foreign language, that could help the future for the learners. Marcellino (2015) state that since the country's independence, the curriculum for teaching English has undergone more than four revisions, although none of them significantly affected the learning outcomes. Therefore, Klimova (2014) views that the current English language teaching (ELT) is focusing on the concept of communication, with purpose in which acquiring not just the knowledge of the language itself, but also the quality to make the learners understand the use of the language in daily basis. English language instruction is required globally due to the growing demand for English language learning (Abrejo et al., 2019). Gultom (2015) believes that English language instruction in Indonesia must be enhanced if the educators and the learners are to achieve better results. In achieving the better result of teaching English language in Indonesia which majorly a non-native speaker of English.

Teacher must be able to conduct a good teaching instruction towards the learners that has different language learning skills, and interest.

In the process of learning, teaching, or acquiring the language learning skill, might cause and facing an issue. Prior to discuss about the language learning issues, it is important to highlight some crucial facets of the complicated social contexts in which language acquisition takes place. When learning a foreign language (LF), the target language is studied in a classroom while at school. The four language-learning skills—listening, speaking, reading, and writing—include acquiring both the native language (LN) and a foreign language (LF). If learning the national language (LN) and a foreign language (LF) is to be successful and if these languages are to be utilized in both national and international contexts, then mastery of all four sets of abilities appears to be necessary (Keeves & Darmawan, 2007). Therefore, in order to teach and improving the foreign language skills of students, the teacher might face some issue , such as how well a teaching method and technique would work, how the classroom interaction could be improved, how to assess students' learning progress, and how to improve each students' active participation in classroom (Supriyanti et al., 2008). Yanto (2020) adding that teaching English as a foreign language is a difficult and complex task for teachers since it involves teaching English to students whose first language is not English.

According to Rahayu & Kher (2022) an essential factor that needs to be taken into account during the learning process is the students' interest. Tianjuan

(2019) believes that the most essential element in English learning is to increase students' interest, and teacher must throughout teaching and learning process, teachers must assign high value on students' interest. Lestari (2020) adding that when students are interested in learning English, they would practice and enhance to improve their skills more than usual. Interest is crucial in learning, if the students not interested in anything, it was hard to reached the learning goal, but if students have an interest in the subject of the problems, good result may be expected (Ainia, 2020). Abidin et al., (2014) adding that the teachers must address the increasing of students' interest into consideration for English learning to improve. Yuliana et al. (2019) states that some students might appear to be less motivated in studying English, such as paying attention or participating less actively, yet they are still interested in and enjoying the learning activities.

Nufus (2019) believes that the process of acquiring a language has many ways, it depends on the person, and the situations of learning and acquisition, learning is seen as a conscious process, knowing the rules, being aware of them, and being able to speak with them, while learning is the process through which children unconsciously learn their native or first language. There are two categories of language functions that are crucial when handling the teaching of content subject, which are academic and social language functions. In the classroom, social language is the language used to communicate with students, such as greeting, clarifying, addressing one student to another, etc. Social language deals with the language used for interaction in social contexts.

Academic language, on the other hand, refers to the language used for the aim of learning new information and abilities (Hartati, 2013). Realizing that differentiation does emerge from linguistic, psychological, and social development, and as the result educators need to adapt the way of teaching language and the classroom activities that are going to be implemented (Cameron, 2001). One of the teaching and learning approaches that teachers could implement combined with the K13 curriculum is differentiated instruction. The differentiated classroom provides different opportunities for students to gain access to content, process and make sense of ideas, and create products that will help them learn effectively (Tomlinson, 2001). Whipple (2012) added that the more different opportunities there are for students to interact with the content and process, the more they can promote the skills that they can apply or transform into real-world experience. In order to meet the learning goals of every individual differentiated instruction has a good potential to help increase the score of all the students within the diversity of their learning needs (Lunsford & Lunsford, 2017). A hallmark of the differentiated classroom can be seen in the flexible grouping, that accommodates students with diverse strengths and weaknesses (Tomlinson, 2001). The big impact on improving students' social and creative skills to meet the learning goals has been studied by Cunningham (2015), and the other study that was conducted by Kotob & Jbaili (2020) investigated the impact on student's academic achievement in early education. Marlina et al. (2019) conducting a study on differentiated instruction that believe that to achieve the purpose of differentiated teaching, teacher must be able to identify the uniqueness of each

student and then develop the activities that was executed in the classroom until the evaluation. A study conduct by (Shareefa et al., 2019) defined that differentiated instruction is a method that offers pupils chances for learning while recognizing individual variations and needs.

Fordyce (2021) stated that Differentiated instruction is important to be implemented in the classroom to help the student to improve their learning skills. In implementing differentiated instruction, similarities are admitted, therefore the diversity of each students' learning skills is the most important things in differentiated instruction (Tomlinson, 2001). Differentiated instruction deals with learners' learning skills, interest, and readiness. Therefore, Interest is where the working memory process begins, and self-control will follow (Arnaldi, 2014). In addition to preserving students' interests, a good teacher should also make every effort to pique students' interest in studying English (Tianjuan, 2019). Therefore, we might recognizing that some teachers' explanation is incomplete can drive children's interest in further learning, yet several factors may influence how effectively an individual child evaluates explanations, and how motivated they are to obtain information after hearing a weak explanation (Danovitch et al., 2021). Teachers, as educators, should pay attention to strategies or techniques for teaching English in order to pique students' interest in the language (Mona, 2020) possibly, feeling knowledgeable about one topic prompted children to be more interested in the other topic because they believed there was more to learn about the other topic or found the other topic more interesting (Danovitch et al., 2021).

A study conducted by Triarisanti & Purnawarman (2019) believe that Learning results and interest are linked. An experimental study conducted by Arnaldi (2014) believe that a new and appealing experience piques the students interest, resulting in increased attentiveness.

In this era of globalization, English is known to be an international language as well as a lingua franca, which function as to bridging the diverse culture of countries around the world, which also turn out to be the important subject to be learn in every level of academy. In Indonesia, English is considered to be a foreign language and the way of acquiring or learning and teaching English in Indonesia brings challenges to both the educators and the learners. There is various way in teaching English as a foreign language and improving the learner's language learning skills in classroom. One of the various techniques is to differentiate the instruction. the teacher realizes the different of learning skills, interest, and goals in different students in the classroom, which lead the teacher to teach English with differentiated instruction. the differentiated instruction is a type of teaching instruction that need to analyze the diversity of students learning interest to give a diverse learning approach to reach the learning goals of the students different learning pace and interest. In this study, researcher was digging the information about one of the English language teaching instructions namely differentiated instruction and the students learning interest that has been one of the essential factors in implementing the differentiated instruction itself.

The preliminary observation was conducted before the research was begin. The result of the preliminary observation showing that the differentiated instruction inspired the teacher to conduct the implementation of differentiated instruction in the classroom, especially in English classroom. The teacher implementing the differentiated instruction to improve the students' learning skills besides focusing on improving the skills that focusing on their vocational major. The students' learning interest also play as the great concern in implementing differentiated instruction.

The English teaching and learning activities conducted by English language teacher in SMKN 1 Sukasada using differentiated instruction especially in the hospitality expertise program, the learning activities conducting various vocational subjects and job opportunities from which students may pick based on the field they have interest with that they wish to master. In this purposed research the researcher interested in exploring the way differentiated instruction were implemented by the English language teacher and how the learning interest of students when differentiated instruction was implemented in SMKN 1 Sukasada.

1.2 Problem Identifications

Differentiated instruction is an approach recently adapted by the teacher at the SMKN 1 Sukasada when the *kurikulum merdeka* was implemented broadly in Indonesia.

Differentiated instruction is known as a student-centered learning method, however the students might not know that the school is already implementing the differentiated instruction by their teacher in the classroom, and with their diverse language proficiency and interest in learning especially in learning English could turn into a challenge that faced by the teacher to implementing the differentiated instruction. The teacher has implemented the differentiated instruction considering three important elements of the instruction namely, content, process and product. In terms of content, the teacher let the student to choose the way they want to learn whether by watching the video of the topic or reading the dialogue of the topic that being taught. In terms of process, the teacher asking the students a question that will be answered individually, then let them creating a flexible groups to work on their assignment. And lastly the teacher let the student to submitting their assignment in the way they want to submit whether in form of video, sound recording, or in a form of comic. Thus showing that the teacher at SMKN 1 Sukasada has implementing the differentiated instruction in the English classroom activities.

1.3 Scope of the Research and Research Limitation

The scope in this research was focusing on the SMKN 1 Sukasada, a vocational school located in Desa Sambangan Singaraja. The English teacher was preferred to be the main informant for the researcher to observed how differentiated instruction was implemented by the teacher at SMKN 1 Sukasada. The 10 grade students on the second term of semester are chosen because they might be new to experiencing the differentiated learning instruction at SMKN1 Suksada. The

school is a public vocational school, in which the researcher aiming the hospitality major to investigate the students' learning interest when the differentiated instruction implemented by the teacher in the English class activities.

1.4 Problem Statement

Based on the research background, the research questions of this study were:

1. How did the teacher implement the differentiated instruction in the classroom?
2. How was students' interest in learning when differentiated instruction was implemented?

1.5 Research Objectives

Based on the research background above, the purpose of this research are:

1. To observe how differentiated instruction was implemented in the classroom activities at SMKN 1 Sukasada
2. To investigate students' learning interest when differentiated instruction was implemented in SMKN 1 Sukasada

1.6 Research Significances

The results of this research are expected to give a positive impact on both of theoretical and practical significances:

1.6.1 Theoretical Significant

The result of this research is useful for differentiated instruction theory because it gives information on how differentiated instruction were implemented by the teacher to teach students at SMKN 1 Sukasada and how the students learning interest can be affected by the teacher's implementation of differentiated instruction.

1.6.2 Practical Significant

a. Teacher

The result of this research is expected to be enrich the teachers' knowledge mainly about the implementation of differentiated instruction for Vocational High School.

b. Students

The result of this research is expected to provide information about the students' learning interest when differentiated instruction was implemented.

c. Other researchers

The research findings can be used as a reference by other researchers when conducting a similar study in another location, to make the results more reliable.

