

**EMANCIPATING THE STUDENTS: THE
DEVELOPMENT OF DIFFERENTIATED
ASSESSMENT INSTRUMENTS FOR
7TH-GRADE STUDENTS OF
JUNIOR HIGH SCHOOL**



**BY
NI KOMANG ARI YUNITA DEWI
2012021127**

**ENGLISH LANGUAGE EDUCATION
LANGUAGES AND ARTS FACULTY
GANESHA UNIVERSITY OF EDUCATION
SINGARAJA
2024**



**EMANCIPATING THE STUDENTS: THE
DEVELOPMENT OF DIFFERENTIATED
ASSESSMENT INSTRUMENTS FOR
7TH-GRADE STUDENTS OF
JUNIOR HIGH SCHOOL**

A THESIS

**Had Been Intended for
Ganeshha University of Education
To Fulfill One of The Requirements to Repleted
A Bachelor's Degree in English Language Education Department**



Written By:

Ni Komang Ari Yunita Dewi

2012021127

**ENGLISH LANGUAGE EDUCATION
LANGUAGES AND ARTS FACULTY
GANESHA UNIVERSITY OF EDUCATION
SINGARAJA**

2024

BEAUTIFUL WORDS

**THE FUTURE BELONGS TO
THOSE WHO BELIEVE IN
THE BEAUTY OF THEIR
DREAMS**

(Eleanor Roosevelt)

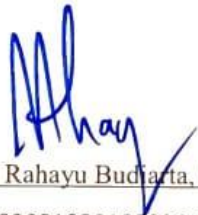


SKRIPSI

**DIAJUKAN UNTUK MELENGKAPI TUGAS
DAN MEMENUHI SYARAT-SYARAT UNTUK
MENCAPAI GELAR SARJANA PENDIDIKAN**

Menyetujui

Pembimbing I,



Luh Gd Rahayu Budiyarta, S.Pd., M.Pd.
NIP. 199309192018032001

Pembimbing II,



Ida Ayu Made Istri Utami, S.Pd., M.Pd.
NIP. 198709172015042002

Lembar Persetujuan Dosen Penguji Skripsi

Skripsi oleh Ni Komang Ari Yunita Dewi ini
telah dipertahankan di depan dewan penguji
pada tanggal 16 Juli 2024

Dewan Penguji,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd. (Ketua)
NIP. 198104192006042002



Putu Krisna Adi Juniarta, S.Pd., M.Pd. (Anggota)
NIP. 198706122015041006



Luh Gd Rahayu Budarta, S.Pd., M.Pd. (Anggota)
NIP. 199309192018032001



Ida Ayu Made Istri Utami, S.Pd., M.Pd. (Anggota)
NIP. 198709172015042002

Lembar Persetujuan dan Pengesahan Panitia Ujian Skripsi

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni

Universitas Pendidikan Ganesha

Guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

Pada:

Hari : Selasa

Tanggal : 30 Juli 2024

Mengetahui,

Ketua Ujian,

Sekretaris Ujian,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd

NIP. 198104192006042002



Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

NIP. 198304022006042001

Mengesahkan

Dekan Fakultas Bahasa dan Seni



DESA I G A Nurjaya, M.Pd.

NIP. 1965903201990031002

PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul “Emancipating the Students: The Development of Differentiated Assessment Instruments for 7th-Grade Students of Junior High School” beserta seluruh isinya adalah benar-benar karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya saya ini.

Singaraja, 22 Juli 2024

Yang membuat pernyataan,

The image shows a red official stamp of the Indonesian Ministry of Education, Culture, and Higher Education (Kemendikbudristek). The stamp features the Garuda Pancasila emblem and the text 'KEMENDIKBUDRISTEK' and 'METERAI TEMPEL'. Below the stamp is a handwritten signature in black ink. The stamp number 'F2ALX211232295' is visible at the bottom of the stamp area.

Ni Komang Ari Yunita Dewi

NIM. 2012021127

DEDICATIONS

This thesis was highly dedicated to:

Almighty God

Ida Sang Hyang Widhi Wasa

Me, Myself, and I

Ni Komang Ari Yunita Dewi

My Parents

I Wayan Merajan

Ni Wayan Kerti

My Siblings

Ni Putu Eka Yuliasari

Kadek Heri Priyantara

Komang Astri Meranti

My Supervisors and Examiner

Luh Gd Rahayu Budiarta, S.Pd., M.Pd

Ida Ayu Made Istri Utami, S.Pd., M.Pd

Putu Adi Krisna Juniarta, S.Pd., M.Pd.

My Mates

Kadek Candra Paramita

Komang Sri Vidyartika Putri

Ni Kadek Sri Reta Upadani

My Beloved

I Gede Surya Arya Pratama

as well as all the extraordinarily kind and warm-hearted people that cannot be mentioned individually. Thank you for the support, love, knowledge, advice, encouragement, and all the good things along this journey so the author can finish this thesis. May you always be blessed with goodness, happiness, and health.



ACKNOWLEDGMENT

The author would like to express gratitude to Ida Sang Hyang Widhi Wasa for the blessings and mercy through this thesis. The author can complete the thesis entitled **“Emancipating the Students: The Development of Differentiated Assessment Instruments for 7th-Grade Students of Junior High School.”** This thesis was produced to meet the graduation criteria for a Bachelor of Education degree in the English Language Education Study Program, Faculty of Languages and Arts, at Ganesha University of Education.

Next, the author also would like to express the greatest gratitude to several people who gave time, energy, love, encouragement, advice, motivation, and input to finish this thesis.

1. Luh Gd Rahayu Budiarta, S.Pd., M.Pd., the first supervisor who showed exceptional kindness and patience while mentoring the author and team, consistently offering positive support, comments, guidance, and extensive perspective throughout the thesis preparation process.
2. Ida Ayu Made Istri Utami, S.Pd., M.Pd., the second supervisor who sincerely always takes time to give support, advice, suggestions, and inputs during the thesis preparation.
3. Putu Adi Krisna Juniarta, S.Pd., M.Pd., the examiner of the author’s thesis who provides feedback, advice, criticism, and suggestions for the author’s thesis until becoming a good thesis.
4. I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D. is the author’s academic supervisor who always supports and guides the author from the lecture period until the end.
5. The author's beloved parents, Mr. I Wayan Merajan and Mrs. Ni Wayan Kerti, who always sincerely provide motivational support, prayer, affection, patience, sacrifice, attention that never stops flowing for the author, and additionally provide the author with both financial and moral support in facilitating all college needs so that the author is motivated to complete this thesis as soon as possible.

6. The author's siblings, Eka Yulastari, Heri Priyantara, and Astri Meranti, always sincerely provide support, love, motivation, and prayers and guide the author to become a successful person.
7. All the author's family, grandparents, uncle, aunt, nephew, niece, and sibling-in-laws, who always encourage, support, love, motivate, and pray for the author's success.
8. All lecturers, staff, and employees of the Faculty of Languages and Arts, Ganesha Education University, who consistently guide the author throughout the lecture time till the completion of the learning process in this department.
9. The teachers and students at SMPN 1 Sukasada, who offered assistance and tireless dedication to aid the author in successfully finishing this thesis.
10. The author's best friends, Vidya, Candra, Reta, and Others, always provide continuous love, support, encouragement, and motivation, as well as a place for the author to complain during the lecture period and the preparation of the thesis.
11. The author's research team, Gita, Candra, Swasty, and Galih, always support, encourage, motivate, and give advice and suggestions to the author to complete the thesis.
12. All parties and friends of the author who cannot be mentioned one by one always support, encourage, accompany, motivate, and pray for the author until the author can complete this thesis.
13. The author's idols, Yang Jungwon, Park Jongseong, Win Metawin, and Others, have been an encouragement to the author during the lectures period and when the author writing the thesis.
14. The author's beloved boyfriend, I Gede Surya Arya Pratama, who always sincerely provides support, love, motivation, encouragement, attention, and prayers for the author to complete this thesis; always accompanies the author in happiness and sadness; and patiently becomes a place for the author to share stories and complaints.

Eventually, the author hopes that this research will provide practical assistance to teachers in addressing the challenges associated with implementing differentiated assessment in an Emancipated curriculum. The author much appreciates the comments, recommendations, advice, and feedback received, which will be used to improve future research attempts.

Singaraja, July 6th 2024

Author



TABLE OF CONTENT

DEDICATIONS.....	i
ACKNOWLEDGMENT	iii
ABSTRACT	vi
ABSTRAK	vii
TABLE OF CONTENT	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF CHARTS.....	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I INTRODUCTION.....	1
1.1 Research Background.....	1
1.2 Research Problem Identification	5
1.3 Limitation Of the Problem	6
1.4 Research Question.....	6
1.5 Research Objectives	6
1.6 The Expected Specification of the Product	7
1.7 Research Significances	8
1.8 Assumption and the Limitation of the Development	9
1.9 Definition of Key Terms.....	9
CHAPTER II LITERATURE REVIEW	13
2.1 Theoretical Review.....	13
2.1.1 Emancipated Curriculum in Junior High School	13

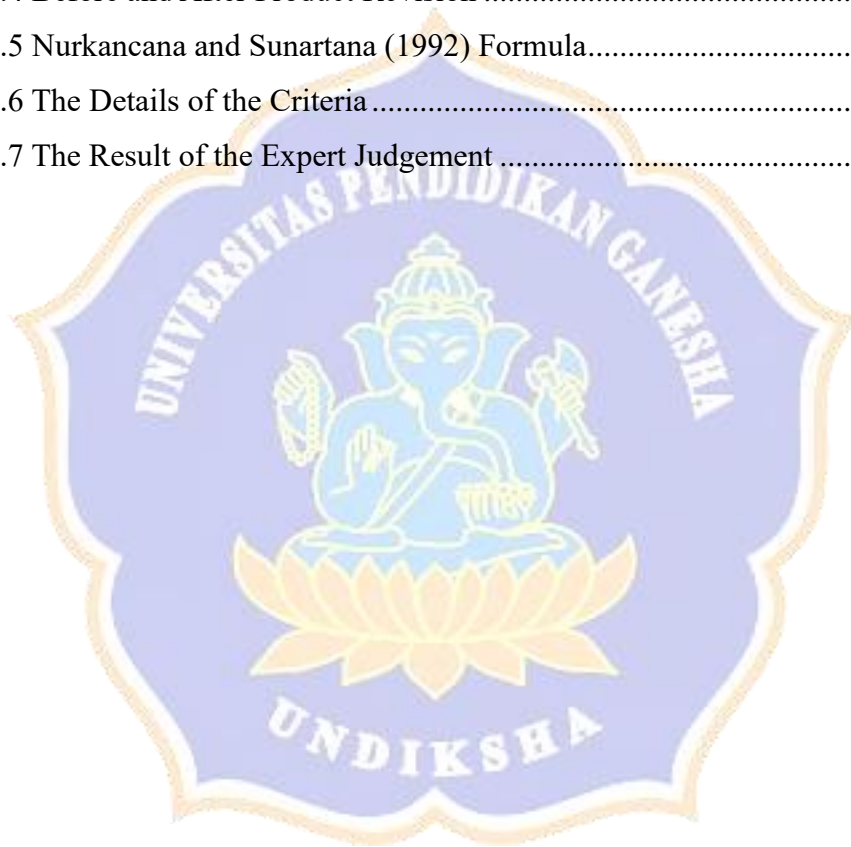
2.1.2	21 st Century Learning Methods.....	16
2.1.3	The Learning Assessment	21
2.1.4	Models of Assessment in Emancipated Curriculum	22
2.1.5	Types of Assessment	25
2.1.6	Differentiated Assessment.....	27
2.1.7	VARK Learning Style	32
2.1.8	The Characteristics of Secondary Learners.....	36
2.2	Empirical Reviews	37
CHAPTER III RESEARCH METHOD		46
3.1	Research Design.....	46
3.2	Research Procedure	47
3.3	Research Subject and Object.....	49
3.4	The Setting of The Research	50
3.5	Method and Instrument of Data Collection	50
3.6	Technique and Method of Data Analysis.....	54
CHAPTER IV FINDING AND DISCUSSION.....		59
4.1	Findings	59
4.1.1	The Needs of Students and Teacher for Designing and Developing Differentiated Assessment Instruments	59
4.1.2	The Design and Development of Differentiated Assessment Instruments.....	78
4.1.3	The Quality of the Develop Differentiated Assessment Instrument	97
4.2	Discussions.....	101
4.3	Implication.....	111
CHAPTER V CLOSURE		113

5.1	Summary	113
5.2	Conclusion.....	114
5.3	Suggestion	116
REFERENCES.....		118
APPENDICES		125



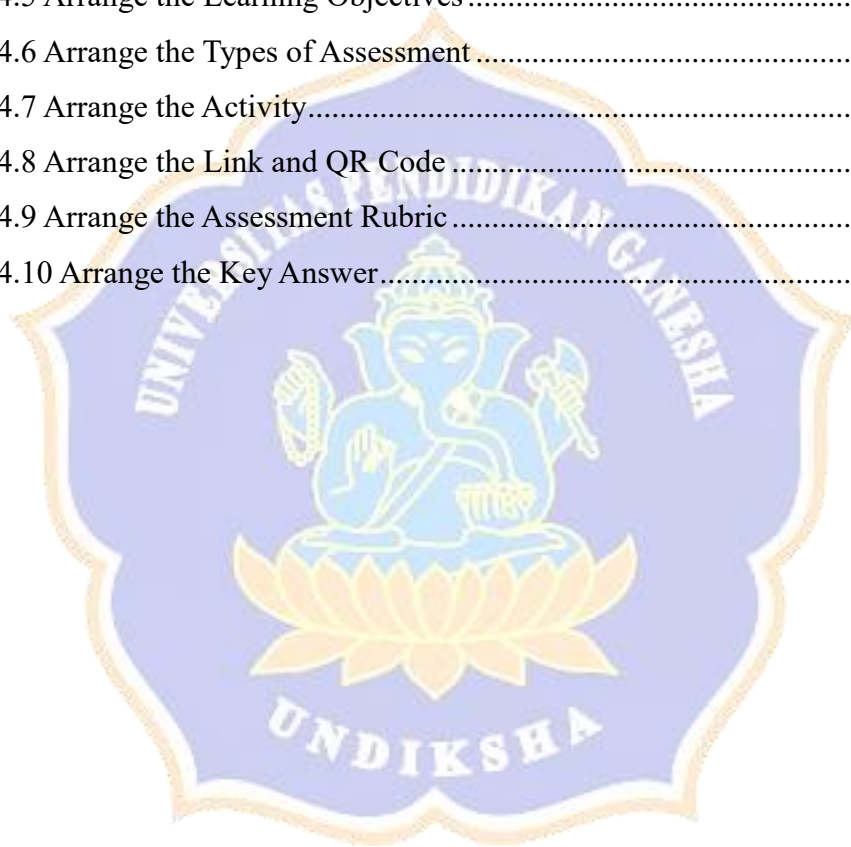
LIST OF TABLES

Table 3.1 Instrument and Method of Data Collection.....	51
Table 3.2 Nurkancana and Sunartana (1992) Formula.....	56
Table 4.1 The Learning Topics in 1st and 2nd Semesters.....	77
Table 4.2 The Learning Topics in 2nd Semester.....	77
Table 4.3 Book Layout.....	90
Table 4.4 Before and After Product Revision.....	95
Table 4.5 Nurkancana and Sunartana (1992) Formula.....	97
Table 4.6 The Details of the Criteria.....	100
Table 4.7 The Result of the Expert Judgement.....	100



LIST OF FIGURES

Figure 3.1 Components of Data Analysis: Interactive Model.....	55
Figure 4.1 Developing Book Draft.....	87
Figure 4.2 Developing Book Draft.....	87
Figure 4.3 Developing Book Draft.....	87
Figure 4.4 Make a Canva Account.....	89
Figure 4.5 Arrange the Learning Objectives.....	92
Figure 4.6 Arrange the Types of Assessment.....	92
Figure 4.7 Arrange the Activity.....	93
Figure 4.8 Arrange the Link and QR Code.....	93
Figure 4.9 Arrange the Assessment Rubric.....	93
Figure 4.10 Arrange the Key Answer.....	94



LIST OF CHARTS

Chart 4.1 Learning Method.....	65
Chart 4.2. Learning Method.....	66
Chart 4.3 Learning Method.....	66
Chart 4.4 Learning Method.....	67
Chart 4.5 Learning Method.....	67
Chart 4.6 Learning Method.....	68
Chart 4.7 Learning Style.....	68
Chart 4.8 Learning Style.....	69
Chart 4.9 Learning Style.....	70
Chart 4.10 Learning Style.....	70
Chart 4.11 Learning Style.....	71
Chart 4.12 Learning Style.....	71
Chart 4.13 Learning Style.....	72
Chart 4.14 Learning Style.....	73
Chart 4.15 Learning Style.....	73
Chart 4.16 Learning Style.....	74
Chart 4.17 Learning Style.....	75
Chart 4.18 Learning Style.....	75



LIST OF APPENDICES

Appendix 1 Research Permit.....	125
Appendix 2 Guiding Theory for Preliminary Observation	126
Appendix 3 Observation Sheet for Preliminary Observation	128
Appendix 4. Guiding Theory for Teacher Interview	130
Appendix 5. Teacher Interview Guide	132
Appendix 6. Guiding Theory for Student Interview	133
Appendix 7. Student Interview Guide.....	134
Appendix 8. Blueprint of Questions for Teacher Interview	135
Appendix 9. Teacher Interview Guide for Need Analysis	136
Appendix 10. Blueprint of Questions for Students Questionnaire.....	139
Appendix 11. Student Questionnaire Sheet	140
Appendix 12. 7th-Grade Learning Objective Flow (ATP).....	144
Appendix 13. Matrix Design.....	152
Appendix 14. Differentiated Assessment Instrument (Product)	161
Appendix 15. Expert Judgment Sheet.....	162
Appendix 16. Documentation	179
Appendix 17. Curriculum Vitae	181