

**THE IMPLEMENTATION OF TECHNOLOGY BASED DIFFERENTIATED
INSTRUCTION IN ENGLISH CLASS AT SMK NEGERI 1 SAWAN**

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ABSTRACT

This study aims to observe the implementation of technology based differentiated learning in English language learning, the problems faced by the teacher when implementing technology based differentiated learning, and to find out students' attitudes towards implementing technology based differentiated learning in English language learning at SMK Negeri 1 Sawan. The method used in this research is exploratory sequential mixed method. In this study, the RQ1 and RQ2 were obtained by using observation sheet to observe the implementation of technology based differentiated instruction and also using interview guide to find out the problems faced by teachers during the implementation of technology based differentiated instruction in English learning. Meanwhile, the RQ3 was obtained using a questionnaire to determine students' attitudes towards the implementation of technology based on differentiated instruction. The subjects of this study were an eleventh grade English teacher and 102 eleventh grade students of SMK Negeri 1 Sawan. This study found that technology based differentiated instruction has been implemented in English learning at SMKN 1 Sawan, as well as the problems faced by the teacher during the implementation of technology based differentiated instruction, and also found that students have a positive attitude towards the implementation of technology based differentiated instruction in English learning. The specialty that this research has from previous studies is that this research has a new focus on student attitudes and problems faced by the teacher in implementing technology based differentiated instruction which in previous studies only focused on the implementation of differentiated learning or student attitudes towards differentiated learning. In addition, no research has been found in vocational high schools in Buleleng Regency that examines topics related to student attitudes and also the problems faced by teachers when implementing technology based differentiated instruction in English language learning.

Keyword : Differentiated instruction, technology based differentiated instruction, students' attitude

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Penelitian ini bertujuan untuk mengamati penerapan pembelajaran berdiferensiasi berbasis teknologi dalam pembelajaran bahasa Inggris, permasalahan yang dihadapi guru ketika mengimplementasikan pembelajaran berdiferensiasi berbasis teknologi, serta untuk mengetahui sikap siswa terhadap pengimplementasian pembelajaran berdiferensiasi berbasis teknologi dalam pembelajaran bahasa Inggris di SMK Negeri 1 Sawan. Metode yang digunakan dalam penelitian ini adalah metode exploratory sequential mixed method. Pada penelitian ini, perolehan data RQ1 dan RQ2 diperoleh dengan menggunakan lembar observasi untuk mengamati penerapan technology based differentiated instruction dan juga menggunakan interview guide untuk mengetahui permasalahan yang dihadapi oleh guru selama menerapkan technology based differentiated instruction didalam pembelajaran bahasa Inggris. Sementara RQ3 diperoleh dengan menggunakan kuesioner untuk mengetahui sikap siswa terhadap pengimplementasian teknologi berbasis differentiated instruction. Subjek dari penelitian ini merupakan seorang guru bahasa Inggris kelas sebelas dan 102 siswa kelas sebelas SMK Negeri 1 Sawan. Penelitian ini menemukan bahwa pembelajaran berdiferensiasi berbasis teknologi sudah diterapkan dalam pembelajaran bahasa Inggris di SMKN 1 Sawan, serta permasalahan yang dihadapi oleh sang guru selama mengimplementasikan technology based differentiated instruction, dan juga menemukan bahwa siswa memberikan sikap positif terhadap pengimplementasian technology based differentiated instruction dalam pembelajaran bahasa Inggris. Adapun keistimewaan yang dimiliki oleh penelitian ini dari penelitian sebelumnya adalah penelitian ini memiliki fokus baru pada sikap siswa dan permasalahan yang dihadapi sang guru dalam penerapan technology based differentiated instruction yang mana pada penelitian-penelitian sebelumnya hanya berfokus pada penerapan pembelajaran berdiferensiasi saja ataupun sikap siswa terhadap pembelajaran berdiferensiasi. Selain itu, belum ditemukan adanya penelitian di sekolah menengah kejuruan di Kabupaten Buleleng yang mengamati topik terkait sikap siswa dan juga permasalahan yang dihadapi oleh guru ketika mengimplementasikan technology based differentiated instruction dalam pembelajaran bahasa Inggris.

Kata Kunci : Pembelajaran berdiferensiasi, teknologi berbasis pembelajaran berdiferensiasi, sikap siswa