ANALYSIS OF ENGLISH TEACHER'S DIFFERENTIATED ASSESSMENT STRATEGY IN ELT CLASSROOM AT SMP NEGERI 1 NEGARA

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ABSTRACT

This study aims to describe how the implementation of differentiated assessment strategies and the challenges faced by the English teachers at SMP Negeri 1 Negara during teaching and learning process in the classroom. The study was conducted in a qualitative case study. The subjects of this study are three English teachers in SMP Negeri 1 Negara. The data of this study collected by classroom observation and interview session with three English teachers in SMP Negeri 1 Negara. The data analysis of this study was conducted by analyzing the classroom observation results and interview with the English teachers about differentiated assessment strategies that the teachers employed in teaching English and the challenges encountered by the English teachers when implemented differentiated assessment strategies in the classroom. This study shows that English teachers in SMP Negeri 1 Negara only used several differentiated assessment strategies in teaching English such as assignment, task-based assessment, discussion, speaking-performance, and quiz. Moreover, the study shows that the challenges faced by the English teachers when implementing differentiated assessment strategies are the limitations of time in preparing differentiated assessment strategies, teachers still struggle teaching in big class, and students have diverse needs and abilities in learning. Therefore, the English teachers only implemented several assessment strategies in differentiated context.

Keywords: *differentiated assessment strategy, emancipated curriculum, the challenges encountered.*

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan bagaimana pengimplementasian strategi penilaian terdifferensiasi dan tantangan yang dihadapi oleh guru Bahasa Inggris di SMP Negeri 1 Negara selama proses belajar mengajar di kelas. Penelitian dilakukan dengan metode studi kasus kualitatif. Subjek penelitian ini adalah tiga guru Bahasa Inggris di SMP Negeri 1 Negara. Data penelitian ini dikumpulkan melalui observasi kelas dan sesi wawancara dengan tiga guru Bahasa Inggris di SMP Negeri 1 Negara. Analisis data penelitian ini dilakukan dengan menganalisis hasil observasi kelas dan wawancara dengan guru bahasa Inggris tentang strategi penilaian terdifferensiasi yang diterapkan guru dalam mengajar Bahasa Inggris dan tantangan yang dihadapi guru ketika menerapkan strategi penilaian terdifferensiasi di kelas. Penelitian ini menunjukkan bahwa guru Bahasa Inggris di SMP Negeri 1 Negara hanya menggunakan beberapa strategi penilaian terdifferensiasi dalam pengajaran bahasa Inggris seperti tugas terstruktur, latihan, diskusi, praktik berbicara, dan kuis. Selain itu, penelitian menunjukkan bahwa tantangan yang dihadapi oleh guru bahasa Inggris adalah keterbatasan waktu dalam mempersiapkan strategi penilaian terdifferensiasi, guru menghadapi tantangan mengajar di kelas dengan jumlah siswa yang banyak, dan kemampuan siswa sangat beragam membuat guru kesulitan dalam mempersiapkan strategi penilaian terdifferensiasi. Oleh karena itu, guru Bahasa Inggris hanya menerapkan beberapa strategi penilaian secara terdifferensiasi.

Kata Kunci: strategi penilaian terdifferensiasi, kurikulum merdeka, tantangan yang dihadapi.