

**THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION
INTEGRATED WITH TECHNOLOGY IN ENGLISH CLASS AT SMK
NEGERI 3 DENPASAR**



By:
MADE CANDRIKA WIDYA ASTAWA
2012021175

ENGLISH LANGUAGE EDUCATION

LANGUAGE AND ART FACULTY

GANESHA UNIVERSITY OF EDUCATION

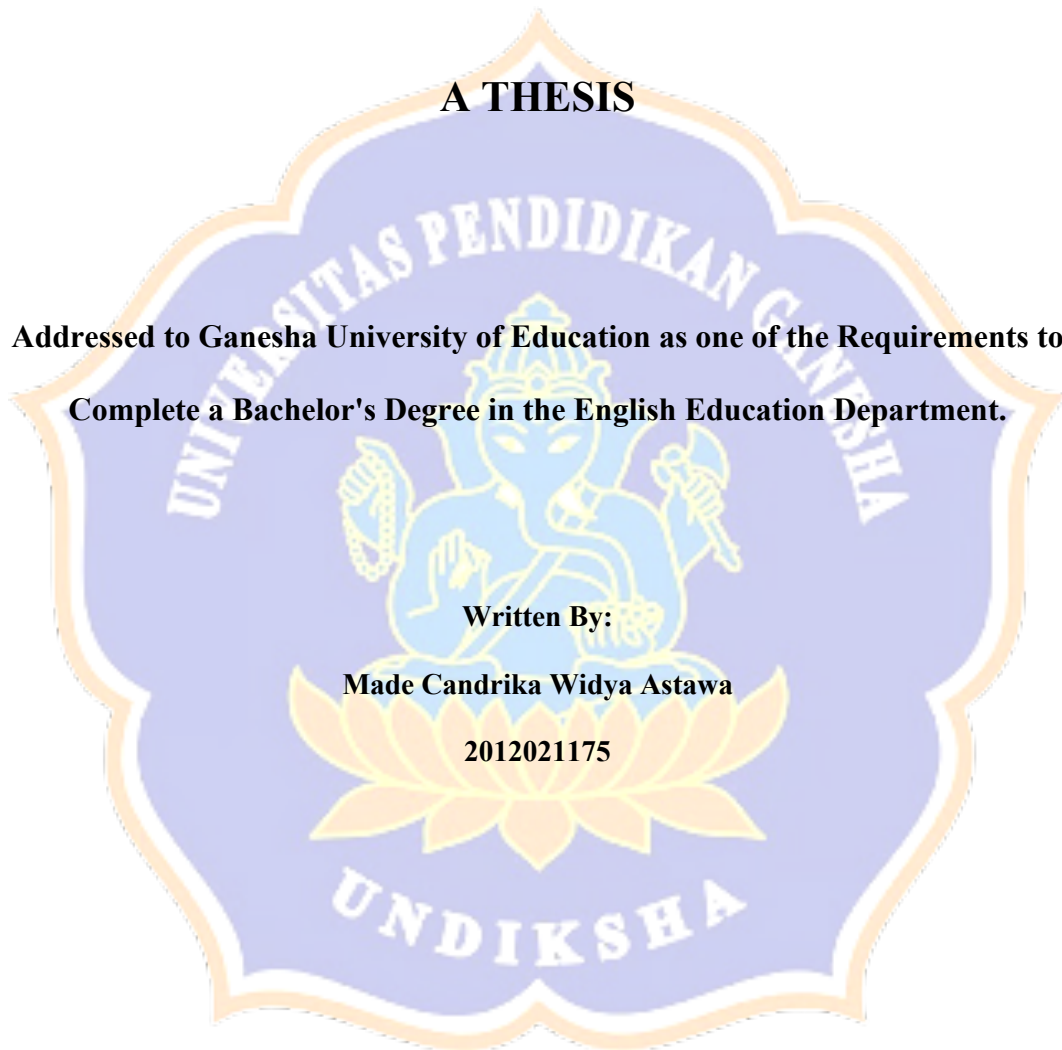
2025



**THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION
INTEGRATED WITH TECHNOLOGY IN ENGLISH CLASS AT SMK
NEGERI 3 DENPASAR**

A THESIS

**Addressed to Ganesha University of Education as one of the Requirements to
Complete a Bachelor's Degree in the English Education Department.**



Written By:

Made Candrika Widya Astawa

2012021175

ENGLISH LANGUAGE EDUCATION DEPARTMENT

ART AND LANGUAGE FACULTY

GANESHA UNIVERSITY OF EDUCATION

SINGARAJA

2025

LEMBAR PERSETUJUAN PEMBIMBING

SKRIPSI

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

UNIVERSITAS PENDIDIKAN GANESHA

Menyetujui

Pembimbing I,

Pembimbing II,

Putu Adi Krisna Juniarta, S.Pd., M.Pd.
NIP. 198706122015041006

Dewa Ayu Eka Agustini, S.Pd., M.S.
NIP. 1981081420091222002

UNDIKSHA

LEMBAR PERSETUJUAN DAN PENGESAHAN PANITIAN UJIAN SKRIPSI

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni

Universitas Pendidikan Ganesha

Guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan pada:

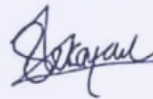
Hari : Jumat

Tanggal : 25 Juli 2025

Mengetahui,

Ketua Ujian

Sekretaris Ujian



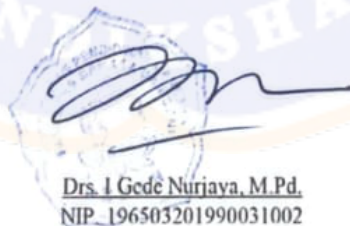
Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
NIP. 198104192006042002



Prof. Dr. I.G.A. Lokita Purnamika Utami, S.Pd., M.Pd.
NIP. 198304022006042001

Mengesahkan,

Dekan Fakultas Bahasa dan Seni



Drs. I Gede Nuriaya, M.Pd.
NIP. 196503201990031002

LEMBAR PERSETUJUAN DOSEN PENGUJI SKRIPSI

Skripsi oleh Made Candrika Widya Astawaini telah dipertahankan di depan dewan penguji pada tanggal: 25 Juli 2025

Dewan Penguji,



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



Prof. Dra. Luh Putu Artini, M.A., Ph.D. (Anggota)
NIP. 196407141988102001



Prof. Dr. Ni Nyoman Padmadewi, M.A. (Anggota)
NIP. 196202021988032001



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



Dewa Ayu Eka Agustini, S.Pd., M.S. (Anggota)
NIP. 1981081420091222002

PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul “The Implementation of Differentiated Instruction Integrated With Technology In English Class At SMK Negeri 3 Denpasar” beserta seluruh isinya adalah benar-benar karya saya 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 resiko 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, 25 Juli 2025

Yang membuat pernyataan,



Made Candrika Widya Astawa

NIM 2012021175

DEDICATIONS

Praise and gratitude the author goes to the front

IDA SANG HYANG WIDHI WASA

for the abundant blessings of health, peace, and strength that made it possible to complete this study and thesis. I am deeply thankful to God for blessing me with my loving parents, supportive family, and everything I needed throughout this journey.

Dear parents

MADE PUJA ASTAWA & NI MADE RESMONI

Thank you so much for always being by my side. I am deeply grateful for the endless prayers, motivations, and unconditional love that have supported me every step of the way.

My Siblings

GEDE ARYA PALGUNA ASTAWA & NYOMAN UGRASENA ASTAWA

Thank you for always standing by my side, even when your doubts and judgments haunted me and made things difficult. Your love and support gave me the strength to keep going, and I'm truly grateful to have you both in my life.

I also extend my heartfelt gratitude to everyone who has offered support, encouragement, love, knowledge, guidance, and kindness throughout the process of writing this thesis. May God Almighty bless you all with health and happiness.



ACKNOWLEDGEMENTS

With great gratitude for God's blessing, the writer can finish the thesis entitled "The Implementation of Differentiated Instruction Integrated With Technology In English Class At SMK Neger 3 Denpasar" successfully. The thesis is submitted to the Language and Art Faculty as part of the requirements to earn the degree of Bachelor of Education at Ganesha University of Education. My sincere gratitude and appreciation for the support, guidance, advice, help, and encouragement of the following people who helped make my thesis possible.

1. My beloved parents and brothers for the endless prayers, constant motivation, and generous financial help during my studies at Ganesha University of Education.
2. Mr. Drs. I Gede Nurjaya, M.Pd, as the Dean of the Language and Arts Faculty Ganesha University of Education who has provided facilities to the author in carrying out studies at the Language and Arts Faculty.
3. Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd., as the Head of Foreign Language Department who has provided facilities, guidance and direction to the author during her studies at the Foreign Language Department.
4. Mrs. Dr.I G A Lokita Purnama Utami, S.Pd.,M.Pd., as the Coordinator of the English Language Education Study Program, who has provided facilities, guidance and direction to the author during her studies at the English Language Education Study Program.
5. Mr. Putu Adi Krisna Juniarta, S.Pd., M.Pd., as the first supervisor for the guidance, support, patient, encouragement, feedback and motivation to complete and writing of this thesis.

6. Dewa Ayu Eka Agustini, S.Pd., M.S, as the second supervisor who has provided guidance, direction, motivation and feedback through the thesis journey.

7. Prof. Dra. Luh Putu Artini, M.A.,Ph.D and Prof. Dr. Ni Nyoman Padmadewi, M.A. as the examiner who has examined and provided positive suggestions for the author.

8. All the lectures in English Language Education, provide useful bits of knowledge, valuable experiences, and advice through the author's college journey.

9. The Principle, English teachers, and the eleventh-grade students from SMK Negeri 3 Denpasar who willing to give permission and participate in this research.

The writer was aware that everything presented in this thesis is far from perfect. Therefore, critic and suggestions are needed to improve this thesis. Hopefully, this thesis can be useful to readers or other researchers interested in differentiated instruction and students' beliefs.

Singaraja, 25 Juli 2025

Made Candrika Widya Astawa

TABLE OF CONTENTS

LEMBAR PERSETUJUAN PEMBIMBING	iv
LEMBAR PERSETUJUAN DOSEN PENGUJI SKRIPSI	v
LEMBAR PERSETUJUAN DAN PENGESAHAN PANITIAN UJIAN SKRIPSI	vi
PERNYATAAN.....	vii
ABSTRACT.....	viii
ABSTRAK	ix
DEDICATIONS.....	x
ACKNOWLEDGEMENTS	xii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES	xvii
LIST OF FIGURES.....	xviii
CHAPTER I INTRODUCTION.....	1
1.1 Research Background.....	1
1.2 Research Problem Identification	8
1.3 Scope of Research and Research Limitations	10
1.4 Research Question.....	10
1.5 Research Objective.....	10
1.6 Research Significances.....	11
CHAPTER II THEORETICAL REVIEW	12
2.1 Theoretical Review	12
2.1.1 Differentiated Instruction (DI)	12
2.2.2 Technology in Learning	14
2.1.3 Differentiated Instruction Integrated with Technology.....	16
2.1.4 Students' Beliefs in Language Learning.....	17
2.2 Empirical Review.....	21

CHAPTER III RESEARCH METHOD.....	28
3.1 Research Design.....	28
3.2 Research Subject	31
3.3 Research Object	33
3.4 Data Collection Methods.....	33
3.4.1 Qualitative Data	33
3.4.2 Quantitative Data	34
3.5 Research Instrument.....	35
3.5.1 Observation Sheet	35
3.5.2 Questionnaire	36
3.6 Instrument Validation.....	38
3.7 Data Analysis Methods	44
3.7.1 Qualitative Analysis Method.....	44
3.7.2 Quantitative Analysis Method.....	47
CHAPTER IV FINDING AND DISCUSSION	52
4.1 Finding	52
4.1.1 The Implementation of Differentiated Instruction Integrated with Technology.....	53
4.1.2 Students' Beliefs in Learning When Differentiated Instruction Integrated with Technology is Implemented.....	94
4.2 Discussion	101
4.2.1 The Implementation of Differentiated Instruction Integrated with Technology.....	101
4.2.2 Students' Beliefs in Learning When Differentiated Instruction Integrated with Technology is Implemented.....	105
4.3 Research Implications	107
CHAPTER V CLOSURE	110
5.1 Conclusion.....	110
5.2 Suggestion.....	111
5.2.1 For Teacher	112

5.2.2 For Students	112
5.2.3 For Other Reseacher.....	113
REFERENCES.....	114
APPENDICES.....	129



LIST OF TABLES

Table 3. 1 The Sample's Information	31
Table 3. 2 Observation Sheet.	34
Table 3. 3 The Blueprint OF Students' Beliefs	36
Table 3. 4 Cross-Tabulation	37
Table 3. 5 Instrument Validity Level.....	38
Table 3. 6 Content Validity of The Questionnaire.....	38
Table 3. 7 Validity Test of Variable Items	40
Table 3. 8 Reliability Level.....	42
Table 3. 9 Reliability Statistic	42
Table 3. 10 The Theoretical Idea Reference Assessment Criteria.....	47
Table 3. 11 The Interval of Students' Beliefs in Learning When Differentiated Instruction Integrated with Technology is Implemented	49
Table 4. 1 XI Hospitality M1 Class Activity.....	52
Table 4. 2 XI Hospitality M2 Class Activity.....	59
Table 4. 3 XI Culinary W1 Class Activity	66
Table 4. 4 XI Culnary B1 Class Activity.....	72
Table 4. 5 Students' Beliefs Score.....	93
Table 4. 6 Descriptive Statistical Data from Students' Beliefs Questionnaire.....	94
Table 4. 7 Interval of Students' Beliefs in Learning When Differentiated Instruction Integrated with Technology is Implemented	96
Table 4. 8 Number of Students and Beliefs Score in Every Category	97

LIST OF FIGURES

Figure 3. 1 Components Data Analysis.....	44
---	----

