

**THE IMPLEMENTATION OF DIFFERENTIATED  
INSTRUCTIONS IN EFL LEARNING AND STUDENTS'  
PERCEPTIONS AT SD NEGERI 1 BANJAR JAWA**



**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
JURUSAN BAHASA ASING  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS PENDIDIKAN GANESHA  
SINGARAJA  
2026**



**THE IMPLEMENTATION OF DIFFERENTIATED  
INSTRUCTIONS IN EFL LEARNING AND STUDENTS'  
PERCEPTIONS AT SD NEGERI 1 BANJAR JAWA**

**SKRIPSI**

**Diajukan Kepada:  
Universitas Pendidikan Ganesha  
Untuk Memenuhi Salah Satu Persyaratan Dalam Menyelesaikan Program  
Sarjana Pendidikan Bahasa Inggris**



**OLEH:  
Komang Dea Pratiwi  
NIM 2112021168**

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
JURUSAN BAHASA ASING  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS PENDIDIKAN GANESHA  
SINGARAJA**

**2026**

**SKRIPSI**

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

**Menyetujui,**

**Pembimbing I,**

**Pembimbing II**

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

Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.  
NIP. 198904082023212043



- Catatan :
- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
  - Dokumen ini tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BsrE
  - Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia

**Lembar Persetujuan Dosen Penguji Skripsi**

Skripsi oleh Komang Dea Pratiwi  
telah dipertahankan oleh dewan penguji  
pada tanggal 05 Juni 2026

Dewan Penguji,



A.A Gede Yudha Paramartha, S.Pd., M.Pd.  
NIP. 19880622014041001

( Ketua )



Ni Wayan Monik Rismadewi, S.Pd., M.Pd.  
NIP. 1988810242023212030

( Anggota )



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

( Anggota )



Ni Luh Putu Era Adnyavanti, S.Pd., M.Pd.  
NIP. 198904082023212043

( Anggota )



Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BnE
- Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia

**Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni**  
Universitas Pendidikan Ganesha  
Guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

Pada ;

Hari : Jumat  
Tanggal : 05 Juni 2026

**Mengetahui,**

Ketua Ujian



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

Sekretaris Ujian



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

**Mengesahkan**  
Dekan Fakultas Bahasa dan Seni



Drs. I Gede Nurjaya, M.Pd.  
NIP. 1965032001990031002



Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BafE
- Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia

## PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul “ THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTIONS IN EFL LEARNING AND STUDENTS’ PERCEPTIONS AT SD NEGERI 1 BANJAR JAWA “ 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 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.

Selasa, 23 Juni 2026



Komang Dea Pratiwi

## ACKNOWLEDGMENT

First and foremost, the writer would like to express her sincere gratitude to the Almighty God, Ida Sang Hyang Widhi Wasa, for the abundant blessings, grace, and guidance, which have enabled the writer to complete this thesis entitled “The Implementation of Differentiated Instructions in EFL Learning and Students’ Perceptions at SD Negeri 1 Banjar Jawa.” Through the strength, wisdom, and continuous support, the writer was able to overcome various challenges encountered during the research and writing process. Without the blessings and guidance, the completion of this thesis would not have been possible.

The completion of this thesis would not have been possible without the invaluable support, guidance, and encouragement of many individuals. Therefore, the writer would like to express her sincere gratitude and appreciation to all those who have contributed their time, knowledge, assistance, and support throughout the process of conducting this research and writing this thesis. In particular, the writer would like to extend her deepest gratitude and highest appreciation to the following individuals :

1. My deepest gratitude is addressed to my first supervisor, Putu Adi Krisna Juniarta, S.Pd., M.Pd. for the invaluable guidance, constructive suggestions, continuous support, patience, and encouragement provided throughout the completion of this thesis. His expertise and dedication have greatly contributed to the successful accomplishment of this research.
2. My sincere appreciation is also extended to my second supervisor, Ni Luh Putu Era Adnyayanti, S.Pd.,M.Pd. for the valuable feedback, insightful recommendations, guidance, and support throughout the research and writing process. Her assistance has been instrumental in improving the quality of this thesis.
3. My heartfelt gratitude goes to my first examiner, A.A Gede Yudha Paramartha, S.Pd., M.Pd. for the constructive criticism, valuable suggestions, and insightful feedback that have significantly contributed to the improvement of this thesis.
4. My sincere thanks are also conveyed to my second examiner, Ni Wayan Monik Rismadewi, S.Pd., M.Pd. for the thoughtful comments, valuable recommendations, and professional evaluation, which have helped refine and strengthen this thesis.
5. The writer would like to express sincere gratitude to all lecturers of the English Language Education Department who have guided, supported, and inspired the writer throughout the years of study. Their expertise, dedication, and meaningful lessons have greatly

contributed to the writer's academic development and have profoundly enriched the learning experience during the completion of this study.

6. The writer would like to express sincere gratitude to the principal of SD Negeri 1 Banjar Jawa for the permission, support, and positive environment provided during the research process. The writer also extends heartfelt appreciation to the fifth-grade homeroom teacher for the cooperation, guidance, and assistance during the data collection process. Furthermore, the writer is deeply grateful to all teachers of SD Negeri 1 Banjar Jawa for their warm welcome, kindness, and continuous support throughout the study. Finally, the writer would like to thank all fifth-grade students for their participation, cooperation, and enthusiasm, which greatly contributed to the success of this research.
7. I would like to express my heartfelt gratitude to my beloved parents, Made Resia and Made Susiani, and my dear sister, Lisa, for their unconditional love, great sacrifices, and endless encouragement, especially during difficult times, as well as for always believing in me and supporting me throughout my academic journey, without whom I would not have been able to reach this stage and complete my bachelor's degree.
8. I would like to dedicate my deepest gratitude and respect to my late husband, Gede Wisnu Prayuda, for his unconditional love, continuous support, encouragement, and immense sacrifices during his lifetime, all of which were devoted to my happiness and well-being. I will always cherish his love and keep him in my heart forever.
9. I would like to dedicate my deepest gratitude to my beloved daughter, Pande Putu Mahika Biancempaka Putri Prayuda, for her constant good health, understanding during difficult times, and companionship through every hardship, as she has been my greatest source of motivation, strength, and purpose in life, and this achievement is dedicated to her.
10. Finally, I would like to express my deepest appreciation to myself for staying strong, persistent, and resilient throughout this challenging academic journey, for not giving up despite every difficulty, and for continuously striving to complete this thesis.

Singaraja, 23  
Juni 2026  
Penulis

## TABLE OF CONTENTS

	<b>Page</b>
Title Page .....	i
Supervisor Approval Sheet .....	ii
Examiner Board Approval Sheet .....	iii
Exam Committee Approval Sheet .....	iv
Abstract .....	v
Preface .....	vi
Table Of Contents .....	vii
List Of Tables .....	viii
List Of Figures .....	ix
List Of Appendices .....	x
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background of Study .....	1
1.2 Identification of Problems .....	9
1.3 Limitation of Study .....	9
1.4 Research Questions .....	9
1.5 Research Objectives .....	10
1.6 Research Significances .....	10
1.6.1 Theoretical Significance .....	10
1.6.2 Practical Significance .....	11
1.7 Definition of Key Terms .....	12
1.7.1 Differentiated Instruction .....	12
1.7.2 EFL (English as a Foreign Language) .....	12
<b>CHAPTER II REVIEW OF LITERATURES</b>	
2.1 Theoretical Reviews .....	13
2.1.1 Differentiated Instruction .....	13
2.1.1.1 The Definitions of Differentiated Instruction .....	13
2.1.1.2 The Process of Differentiated Instruction .....	14
2.1.2 EFL (English as a Foreign Language) .....	16
2.1.3 Elementary School Students .....	17
2.1.4 Students' Perceptions .....	19

2.2 Empirical Reviews.....	22
----------------------------	----

### CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design .....	29
3.2 Research Subjects and Object .....	30
3.2.1 Research Subjects .....	31
3.2.2 Research Object .....	31
3.3 Techniques of Data Collection .....	31
3.3.1 Qualitative Data .....	32
3.3.2 Quantitative Data .....	35
3.5 Research Procedures.....	44
3.6 Data Analysis Method .....	44

### CHAPTER IV FINDINGS AND DISCUSSIONS

4.1 Findings.....	44
4.1.1 The Implementation of Differentiated Instructions in Grade 5 <sup>th</sup> of SD Negeri 1 Banjar Jawa.....	44
4.1.2 The Observation Results of the Implementation of Differentiated Instructions in Grade 5 <sup>th</sup> of SD Negeri 1 Banjar Jawa .....	48
4.1.3 The Interview Results of the Implementation of Differentiated Instructions in Grade 5 <sup>th</sup> of SD Negeri 1 Banjar Jawa .....	50
4.1.4 The Questionnaires Results of the Implementation of Differentiated Instructions in Grade 5 <sup>th</sup> of SD Negeri 1 Banjar Jawa .....	53
4.1.5 The Students' Perceptions toward the Implementation of Differentiated Instructions in Grade 5 <sup>th</sup> of SD Negeri 1 Banjar Jawa.....	55
4.2 Discussions.....	62
4.2.1 The Implementation of Differentiated Instructions in Grade 5 <sup>th</sup> of SD Negeri 1 Banjar Jawa.....	62
4.2.2 The Students' Perceptions toward the Implementation of Differentiated Instructions in Grade 5 <sup>th</sup> of SD Negeri 1 Banjar Jawa.....	62
4.3 Research Implications .....	66
4.3.1 The Research Implications toward the EFL Teacher in Elementary School.....	66

4.3.2 The Research Implications toward the Elementary School Students that Learned EFL .....	67
4.3.3 The Research Implications toward the Students' Learning Perceptions .....	68
4.3.4 The Research Implications toward the Future Researchers.....	68

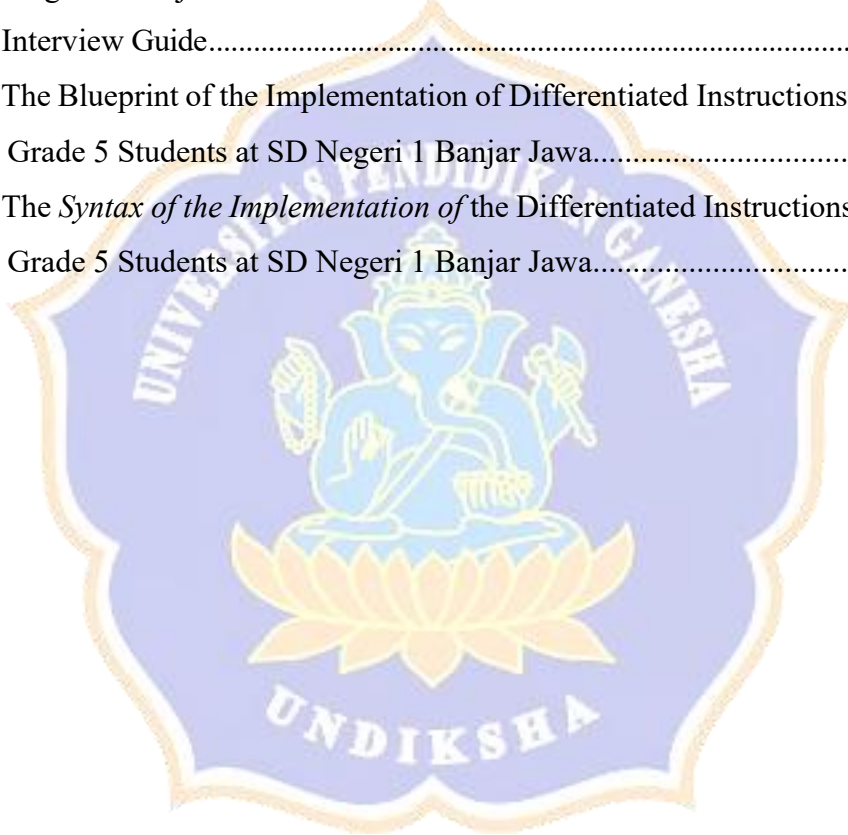
CHAPTER V CONCLUSIONS

5.0 Overview .....	70
5.1 Conclusions .....	70
5.2 Suggestions.....	70



## LIST OF TABLES

	<b>Page</b>
Table 3.1 The Referenced Assessment Criteria .....	35
Table 3.2 Observation Sheet.....	36
Table 3.3 The Syntax of the Differentiated Instructions of the Grade 5 Students at SD Negeri 1 Banjar Jawa .....	37
Table 3.4 The Syntax of the Differentiated Instructions of the Grade 5 Students at SD Negeri 1 Banjar Jawa .....	38
Table 3.5 Interview Guide.....	39
Table 3.6 The Blueprint of the Implementation of Differentiated Instructions of the Grade 5 Students at SD Negeri 1 Banjar Jawa.....	40
Table 4.1 The <i>Syntax of the Implementation of</i> the Differentiated Instructions of the Grade 5 Students at SD Negeri 1 Banjar Jawa.....	49



## LIST OF FIGURES

Figure 3.1 The Stages of Mixed Method (Adapted from Creswell' Theory in Ishtiaq (2019) .....	30
Figure 3.2 The Data Collection Technique of Qualitative Data (Adapted from Miles & Huberman' Theory in 1994) .....	33
Figure 4.1 The Results of the Implementation of Differentiated Instructions of the Grade 5 Students at SD Negeri 1 Banjar Jawa.....	56
Figure 4.2 The Bar Chart of Students' Perceptions toward the Differentiated Instructions of the Grade 5 Students at SD Negeri 1 Banjar Jawa .....	58
Figure 4.3 The Results of Students' Behaviour and Motivations toward the Differentiated Instructions of the Grade 5 Students at SD Negeri 1 Banjar Jawa.....	59
Figure 4.4 The Results of Students' Cognitive Readiness toward the Differentiated Instructions of the Grade 5 Students at SD Negeri 1 Banjar Jawa.....	60
Figure 4.5 The Results of Students' Metacognitive Readiness Analysis toward the Differentiated Instructions of the Grade 5 Students at SD Negeri 1 Banjar Jawa .....	61
Figure 4.6 The Results of Students' Technical and Learning Readiness toward the Differentiated Instructions of the Grade 5 Students at SD Negeri 1 Banjar Jawa .....	62
Figure 4.7 The Results of Students' Emotional and Social Readiness toward the Differentiated Instructions of the Grade 5 Students at SD Negeri 1 Banjar Jawa .....	63
Figure 4.8 The Results of Students' Behaviour Readiness toward the Differentiated Instructions of the Grade 5 Students at SD Negeri 1 Banjar Jawa .....	64

## LIST OF APPENDICES

A. Dokumentation .....	82
B. Appendix .....	85
C. Observation Sheet .....	86
D. A Research Questionnaire for 5th Grade Students at State Elementary School 1 Banjar Jawa.....	93
E. Biography .....	103

