

APPENDICES

Appendices 1. Research Permission Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A. Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 108 /UN48.7.1/ TA.00.03/2025
Hal : Permohonan Izin Penelitian
14 Januari 2026

Yth.
Jocelyn Christine Pradipta (School Principal)
di Buleleng/Singaraja

Dalam rangka penyelesaian Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini untuk mengumpulkan data yang diperlukan pada institusi yang Bapak/Ibu pimpin :

Nama	:	Putu Aprilia Sinta Putri Utami
NIM	:	2212021182
Jurusan	:	Bahasa Asing
Program Studi	:	Pendidikan Bahasa Inggris
Jenjang	:	S1
Tahun Akademik	:	2025/2026
Judul	:	Analysing Teachers' Strategies In Teaching Mixed-Abilities Classes At Singaraja Montessori School

Demikian kami sampaikan permohonan ini, atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Koordinator Pendidikan Bahasa Inggris
3. Sub Bagian Akademik FBS



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 tertera dan ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh SSN. SSN ini dapat dibuktikan keabsahannya dengan menggunakan QR code yang telah tersedia

Appendices 2. Observation Sheet

Date:

Class:

Meeting:

No	Object Aspect	Indicators	Yes	No	Field Notes
1	Differentiated learning	The teacher assigns tasks with varying levels of difficulty.			
2	Class Management	Teachers group students heterogeneously.			
3	Language Adaptation	Teachers use English and Indonesian appropriately			
4	Teacher-student interaction	Teachers provide additional assistance to low - ability students.			
5	Independent learning	Students learn independently according to their abilities.			
6	Learning practices	There are group and individual activities.			

Appendices 3. Interview Sheet the Lead Teacher

No	Questions	Notes
1	How do you identify differences in student abilities within the classroom?	
2	Why are specific strategies needed when teaching classes with diverse abilities?	

3	What strategies do you typically use to teach students with different abilities?	
4	How does this strategy help meet the learning needs of all students?	
5	How do you implement differentiated learning in teaching and learning activities?	
6	Do you assign different tasks according to the students' ability levels?	
7	What difficulties do you face in teaching classes with diverse abilities?	
8	How did you overcome those difficulties?	
9	How do you manage a class with students of varying abilities?	
10	Do you apply heterogeneous grouping of students? Why?	
11	How are English and Indonesian used in the learning process?	
12	Under what circumstances do you switch from English to Indonesian?	
13	How do you modify learning materials or activities to suit students' abilities?	
14	Do you provide worksheets or assignments with varying levels of difficulty?	

15	How do Montessori principles support learning in classrooms with diverse abilities?	
16	Which Montessori strategies do you most often use to support student independence in learning?	

Appendices 4. Interview Sheet the Assistant Teacher

No	Questions	Notes
1	How do you understand the concept of mixed-abilities classes?	
2	What differences in students' abilities do you usually observe in the classroom?	
3	What is your main role as an assistant teacher in a class with diverse student abilities?	
4	How do you help teachers implement differentiated instruction in the classroom?	
6	Do you assist students with different tasks or levels of difficulty? Please explain.	
7	What strategies do you use to assist students with low, average, and high abilities?	
8	How do you provide additional support to students who have difficulties in learning?	

9	How do you help manage the classroom during learning activities?	
10	Do you assist in grouping students with different abilities? Why or why not?	
11	How do you use English and Indonesian when assisting students?	
12	In what situation do you usually switch to Indonesian to help students understand the lesson?	
13	How do you help students use learning materials or worksheets with different difficulty levels?	
14	Do you provide explanations or guidance when students find the materials difficult?	
15	How do Montessori principles guide your role as an assistant teacher?	
16	How do you support students' independence during learning activities?	
17	What challenges do you face when assisting in mixed-abilities classes?	
18	How do you usually deal with those challenges?	

Appendices 5. Observation Sheet Result

Date: Friday, 30 – January - 2026

Class: Octopus

Meeting: 1

No	Object Aspect	Indicators	Yes	No	Field Notes
1	Differentiated learning	The teacher assigns tasks with varying levels of difficulty.			
2	Class Management	Teachers group students heterogeneously.	✓		- The teachers group the students with different abilities, backgrounds, or characteristics within one group when they learn together in class. - On January 30, 2026, the Octopus class learned directions through a “Treasure Hunt” activity outside the classroom. Students worked in groups, followed the teacher's instructions, and used a map of the school environment. They searched for hidden treasures. Students also completed a worksheet by noting what they found and where they found it.
3	Language Adaptation	Teachers use English and Indonesian appropriately			
4	Teacher-student interaction	Teachers provide additional			

		assistance to low - ability students.			
5	Independent learning	Students learn independently according to their abilities.			
6	Learning practices	There are group and individual activities.			

Date: Thursday, 5 – February - 2026

Class: Octopus

Meeting: 2

No	Object Aspect	Indicators	Yes	No	Field Notes
1	Differentiated learning	The teacher assigns tasks with varying levels of difficulty.	✓		Each student has different levels of focus and learning difficulties, so the teacher in Octopus Class designs tasks based on their individual levels. Students in grades 1 – 3 have different learning needs. Lower-grade students are given tasks that match their abilities. For example, during an Indonesian Language Lesson, a grade 2 student who had difficulty writing was given writing practice using flashcards, while a grade 1 student practiced reading and answering questions according to their level.

2	Class Management	Teachers group students heterogeneously.	✓		- The teachers group the students with different abilities, backgrounds, or characteristics within one group when they learn together in class. - On January 30, 2026, the Octopus class learned directions through a “Treasure Hunt” activity outside the classroom. Students worked in groups, followed the teacher's instructions, and used a map of the school environment. They searched for hidden treasures. Students also completed a worksheet by noting what they found and where they found it.
3	Language Adaptation	Teachers use English and Indonesian appropriately	✓		During learning activities, the main teacher and assistant teachers used both English and Indonesian to explain lessons and provide instructions. This bilingual approach helps students from diverse backgrounds in the Octopus classroom more easily understand the material.
4	Teacher-student interaction	Teachers provide additional			

		assistance to low - ability students.			
5	Independent learning	Students learn independently according to their abilities.			
6	Learning practices	There are group and individual activities.			



Date: Thursday, 24 – February - 2026

Class: Octopus

Meeting: 3

No	Object Aspect	Indicators	Yes	No	Field Notes
1	Differentiated learning	The teacher assigns tasks with varying levels of difficulty.	✓		Each student has different levels of focus and learning difficulties, so the teacher in Octopus Class designs tasks based on their individual levels. Students in grades 1 – 3 have different learning needs. Lower-grade students are given tasks that match their abilities. For example, during an Indonesian Language Lesson, a grade 2 student who had difficulty writing was given writing practice using flashcards, while a grade 1 student practiced reading and answering questions according to their level.
2	Class Management	Teachers group students heterogeneously.	✓		- The teachers group the students with different abilities, backgrounds, or characteristics within one group when they learn together in class. - On January 30, 2026, the Octopus class learned directions through a

					“Treasure Hunt” activity outside the classroom. Students worked in groups, followed the teacher's instructions, and used a map of the school environment. They searched for hidden treasures. Students also completed a worksheet by noting what they found and where they found it.
3	Language Adaptation	Teachers use English and Indonesian appropriately	✓		During learning activities, the main teacher and assistant teachers used both English and Indonesian to explain lessons and provide instructions. This bilingual approach helps students from diverse backgrounds in the Octopus classroom more easily understand the material.
4	Teacher-student interaction	Teachers provide additional assistance to low - ability students.	✓		In this situation, the interaction between the teacher and students is very cooperative. The teacher acts as a facilitator, helping students who have lower ability. In the Octopus class, students with learning difficulties are supported warmly and patiently by the

					teacher. The teacher assists them in reading, writing, and interacting with one another.
5	Independent learning	Students learn independently according to their abilities.			
6	Learning practices	There are group and individual activities.			

Date: Thursday, 2 – March - 2026

Class: Octopus

Meeting: 4

No	Object Aspect	Indicators	Yes	No	Field Notes
1	Differentiated learning	The teacher assigns tasks with varying levels of difficulty.	✓		Each student has different levels of focus and learning difficulties, so the teacher in Octopus Class designs tasks based on their individual levels. Students in grades 1 – 3 have different learning needs. Lower-grade students are given tasks that match their abilities. For example, during an Indonesian Language Lesson, a grade 2 student who had difficulty writing was given writing practice using flashcards, while a grade 1 student practiced reading and answering questions

					according to their level.
2	Class Management	Teachers group students heterogeneously.	✓		- The teachers group the students with different abilities, backgrounds, or characteristics within one group when they learn together in class. - On January 30, 2026, the Octopus class learned directions through a “Treasure Hunt” activity outside the classroom. Students worked in groups, followed the teacher's instructions, and used a map of the school environment. They searched for hidden treasures. Students also completed a worksheet by noting what they found and where they found it.
3	Language Adaptation	Teachers use English and Indonesian appropriately	✓		During learning activities, the main teacher and assistant teachers used both English and Indonesian to explain lessons and provide instructions. This bilingual approach helps students from diverse backgrounds in the Octopus classroom more easily understand the material.

4	Teacher-student interaction	Teachers provide additional assistance to low - ability students.	✓		In this situation, the interaction between the teacher and students is very cooperative. The teacher acts as a facilitator, helping students who have lower ability. In the Octopus class, students with learning difficulties are supported warmly and patiently by the teacher. The teacher assists them in reading, writing, and interacting with one another.
5	Independent learning	Students learn independently according to their abilities.	✓		In the Octopus class, the students had an English lesson with the topic “Occupation” . The teacher first explained the topic to the students and introduced several types of jobs. After the explanation, the teacher gave them worksheets to complete individually. Each student worked on the task based on their own level and ability.
6	Learning practices	There are group and individual activities.	✓		Learning in the Octopus Class is conducted both individually and in groups. During Engling Lessons, students work independently on reading

					comprehension tasks by reading texts and answering questions. In Social Studies, they work in groups to find information about Islands in Indonesia, discuss their culture, and present their result in front of the class.
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Appendices 6. Interview Result with Lead Teacher

No	Questions	Notes
1	How do you identify differences in student abilities within the classroom?	At the beginning of the new school year, students take diagnostic assessments. In addition, observations are conducted, as the Montessori method involves daily observations of each student. Early observations are conducted over two months. These observations are conducted to identify each student's learning style, learning model, and personality in the classroom. This is done because Montessori schools also have inclusive classrooms.
2	Why are specific strategies needed when teaching classes with diverse abilities?	Specific strategies are needed when teaching a diverse class because each child has unique characteristics. Therefore, targeted strategies must be implemented, particularly to promote inclusion. Inclusive classrooms require learning strategies because learning styles cannot be generalized across all students, necessitating tailored approaches. For example, students with special needs may attend separate classes at specific times. This is done because students with special needs have varying comfort levels; they may feel most comfortable learning one-on-one with their teacher or may struggle to adapt to group settings or socialize with peers.
3	What strategies do you typically use to teach students with different abilities?	The strategy used by the teacher is differentiated learning. This strategy is employed since students in the class have varying abilities. Besides, this strategy is used according to the difficulty level of the questions presented. For instance, in case there are students in the class who are already able to answer the questions given, the teacher will present more difficult inquiries. However, this is based on the difficulty level of the questions (easy,

		difficult, and more difficult) rather than the students' individual abilities. The questions given to students with special needs will differ because the question formats are also different. The assignments and questions completed by the students in the class are created and administered directly by the teacher.
4	How does this strategy help meet the learning needs of all students?	The strategies implemented have been very helpful to teachers in instructing students in the classroom, as they have been adapted to the needs of each student. Therefore, teachers consistently observe students to assess their abilities and then proceed to the learning phase. The reason teachers assign different tasks is that students in the class have varying abilities.
5	How do you implement differentiated learning in teaching and learning activities?	In the Octopus class, there are children with special needs as well as children without special needs. The students' ability levels also differ from one another. Therefore, the teacher implements a differentiated learning strategy.
6	Do you assign different tasks according to the students' ability levels?	Given the varying abilities of the children in the class, each child will be given different assignments. This is done because, based on their different ability levels, the teacher assigns tasks that match their level of difficulty. If a child is already able to answer easy questions, then that student will be able to answer questions with a higher level of difficulty. However, if a student is not yet able to answer the questions given, the teacher will assign tasks appropriate to their ability. For example, if there is a student who is not yet able to write, the teacher will provide sensory and motor skills exercises for that student.

7	What difficulties do you face in teaching classes with diverse abilities?	One of the challenges faced in the classroom is that students have varying levels of ability. For example, Student A is still struggling to recognize letters, while Student B is already able to construct sentences in the Indonesian language class. Furthermore, teachers must provide support to students who require special assistance and cannot yet be left unsupervised. As a result, teachers find it difficult to divide their attention. This is the greatest challenge for teachers in mixed-ability classrooms.
8	How did you overcome those difficulties?	The teacher's strategy to overcome this challenge is to implement a peer-tutoring approach. So, if there is a student who already understands the material for example, a student who already knows how to form sentences and read the teacher will pair that student with a student who is still struggling. Learning doesn't have to be with a teacher; we can also learn with friends. Therefore, the teacher will use a mixed approach. So, if there are students who need the teacher's help, the teacher will step in to assist. However, if those students can still work together with their peers which also fosters their social skills and keeps their communication active the teacher will utilize this approach.
9	How do you manage a class with students of varying abilities?	The teacher will arrange the seating in the classroom. In fact, the seating arrangement for students in the classroom is flexible. The teacher also sometimes mixes grade levels. For example, students with higher abilities will sit with peers who still need assistance. Another example involves students with autism in the classroom. Seating arrangements are determined by the teacher; for example, such a student might sit next to the teacher and another student who is already capable.

		This is done because having the teacher sit with the student helps the student feel calm, which in turn creates a calmer classroom atmosphere.
10	Do you apply heterogeneous grouping of students? Why?	Teachers use heterogeneous grouping, but this is done by adapting the topics being taught. For example, in English class, students are learning about “Names of the Clouds,” so teachers do not group students differently; instead, they group students according to their grade level. However, teachers also leave open the possibility of grouping students based on their typical abilities.
11	How are English and Indonesian used in the learning process?	Singaraja Montessori School is a bilingual school; teachers use both languages in their daily interactions at school. However, since there are many local students at Singaraja Montessori, they are more comfortable using Indonesian. Therefore, teachers still try to use both languages in the classroom. This is done because, over time, students will come to understand if we do this consistently.
12	Under what circumstances do you switch from English to Indonesian?	When teaching any subject, the teacher always uses both languages. However, during casual conversations in the classroom, for example, the students mostly use Indonesian, especially the local students.
13	How do you modify learning materials or activities to suit students’ abilities?	Adapting instructional materials or activities to each student based on their individual abilities. So, when a teacher teaches any topic, the materials are adapted to suit the students’ abilities. For example, if first-grade students cannot yet read or write, the teacher starts with simple activities such as drawing or questions that require only a “Yes” or “No” answer. If there are students who can already read, the teacher assigns tasks like “Fill in the blank.” However, for students who can already understand sentences or

		paragraphs, they are given “Reading comprehension” tasks.
14	Do you provide worksheets or assignments with varying levels of difficulty?	Yes, the teachers assign a variety of homework and practice problems tailored to the students' abilities in the class.
15	How do Montessori principles support learning in classrooms with diverse abilities?	The Montessori principle highly values diversity, so Montessori schools follow the philosophy that teachers must understand that every student is unique. For this reason, teachers conduct observations. The purpose of these observations is to gather information about each student—specifically, their needs, their learning style, and the teaching materials that are best suited for them. Consequently, Montessori schools utilize kinesthetic-based teaching materials. Students in Montessori enjoy learning while moving, so in the classroom, we use teaching materials such as puzzles and flashcards designed to support students in learning effectively.
16	Which Montessori strategies do you most often use to support student independence in learning?	One of the strategies used in the Montessori method is fostering students' independence. Therefore, teachers always involve students in every activity in the classroom. For example, by preparing the classroom, setting up a simple cooking class, helping to clean up the classroom, and fostering connections with parents. Since they learn about these things at school, they should practice at home what they do in school. Therefore, teachers and parents must work together to support the goals each child aims to achieve.

Appendices 7. Interview Result the Assistant Teacher

No	Questions	Notes
1	How do you understand the concept of mixed-abilities classes?	I understand the concept of mixed-abilities classes as a classroom where the students have different levels of abilities, interests, and learning styles. To handle this, First, we observe the students to identify their abilities and preferences. After that, we can choose suitable teaching methods and materials. Since every student is different, some may prefer one – on – one instruction, while others learn better in group settings.
2	What differences in students' abilities do you usually observe in the classroom?	In the classroom, I usually observe differences in students' cognitive abilities. Some students understand the material more quickly, while other students need more time and guidance. Students who have stronger abilities often help their classmates who are still struggling or have not fully understood the lesson.
3	What is your main role as an assistant teacher in a class with diverse student abilities?	In our class, we're just facilitators. So, if a student is really stuck, that's when we step in to help.
4	How do you help teachers implement differentiated instruction in the classroom?	We use a worksheet system, and each child has a different worksheet, both in terms of difficulty level and subject matter. So, we first observe each student to see if they've understood the way we explained it. If they've understood, they can teach others. We then move on to the next student in the same way.
6	Do you assist students with different tasks or levels of difficulty? Please explain.	Yes, I help students with a variety of tasks of different levels of difficulty. Since students' abilities differ, I provide support according to their individual needs. For students who need more guidance, I provide additional explanations and step-by-step assistance. Meanwhile, for students who already have a better

		understanding, I encourage them to work more independently or do slightly more challenging tasks. This approach helps ensure that all students can learn effectively according to their individual ability levels.
7	What strategies do you use to assist students with low, average, and high abilities?	For our strategy, we use concrete materials. That means there are many teaching aids in the classroom. They're very useful for us. So, we use those aids; we focus only on students with lower proficiency. Once they've mastered the material, we try to phase out the aids. This way, the children become more independent and better prepared for the next grade. Since moving up to the next grade seems to require fewer aids, we focus on reducing the use of aids.
8	How do you provide additional support to students who have difficulties in learning?	For our strategy, we use concrete materials. That means there are many teaching aids in the classroom. They're very useful for us. So, we use those aids; we focus only on students with lower proficiency. Once they've mastered the material, we try to phase out the aids. This way, the children become more independent and better prepared for the next grade. Since moving up to the next grade seems to require fewer aids, we focus on reducing the use of aids.
9	How do you help manage the classroom during learning activities?	As for how I manage the class, usually when there are students who are really struggling, we use the extra period, which is normally reserved for mandatory activities like Scouts and sewing, to work with those students. So, we focus on them first. We help them catch up so they can keep pace with their classmates and not fall too far behind.

10	Do you assist in grouping students with different abilities? Why or why not?	For group learning, it really depends on the subject. Sometimes we do use a group system, and we never give students the freedom to choose their own groups. So, it's definitely me or Miss Eka who assigns the groups. We select the group leaders, students who already understand the material and are capable, and then mix them with those who don't yet understand, so they can teach each other. And from what we've observed, they're able to explain things to their peers who haven't grasped the concept yet.
11	How do you use English and Indonesian when assisting students?	As for bilingualism, there just happen to be more of them in my class than in others. There are more foreign students. At United, there aren't any. Only one is about to join. So, in my class, we're required to be bilingual. We explain things first in Indonesian, sometimes in English first, and then translate them into Indonesian. That way, they get used to hearing the vocabulary—even if they don't fully understand it yet—but at least some vocabulary sticks and they remember it.
12	In what situation do you usually switch to Indonesian to help students understand the lesson?	If you still don't understand after we've explained it in English, we'll explain it again in Indonesian in detail.
13	How do you help students use learning materials or worksheets with different difficulty levels?	We always create worksheets for first, second, and third graders. So, a first grader can receive a second- or third-grade worksheet, depending on their ability. If they're capable, we give them the second-grade worksheet. The same goes for second-grade students. There are also many students with special needs in second grade, so it's not uncommon for me to assign them worksheets from first grade. Since their abilities are lower, they still receive first-grade materials. Once they're

		ready, we'll move them to the second-grade worksheets.
14	Do you provide explanations or guidance when students find the materials difficult?	Yes, there are indeed some students who need extra support. They do lack focus.
15	How do Montessori principles guide your role as an assistant teacher?	The Montessori approach places more emphasis on the principle of independence, preparing children to be self-reliant in real-life situations. So we do prioritize that—fostering students' independence. We explain something just once, and then the students carry it out on their own.
16	How do you support students' independence during learning activities?	We teach by assigning tasks and observing whether the student is able to manage their own studies. If not, it means the student still needs guidance and support. We can't force the student to become independent right away. If they still need guidance, then we'll help them.
17	What challenges do you face when assisting in mixed-abilities classes?	The challenge is that there are some children with special needs. Sometimes a student will shout and disturb their classmates, which can cause them to lose focus. But eventually, we're able to manage that student. Yes, the challenge really comes at the beginning of the semester. The transition from kindergarten to first grade is tough because they don't yet know what the rules are like in elementary school. That's where the struggle lies.
18	How do you usually deal with those challenges?	To address these challenges, we need to understand how they learn, what their learning style is, and what their interests are. We also need to be strict in the classroom, because if we aren't firm with the children, since first grade is a transition from a longer school day, they don't yet know the rules, so we

		need to be strict about the rules in the classroom.
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Appendices 8. Documentation







Counting money - shopping problems

Grade 2 Counting Money Worksheet

Write the coins and bills you are using.

one dollar bill = \$1.00	one dime = \$0.10
five dollar bill = \$5.00	one penny coin = \$0.01
ten dollar bill = \$10.00	nickel coin = \$0.05
twenty dollar bill = \$20.00	quarter coin = \$0.25

1. _____ \$0.75 is the same as 75 cents. How many coins?
2. _____ If John wants to buy a book that costs \$1.50 and a pencil, how much money would he need?
3. _____ If Tom has \$1.00 and he buys a pencil that costs 25 cents, how much money would he have left?
4. _____ Jack and John are at the store. Jack has \$1.00 and John has \$0.50. How much money do they have together?
5. _____ What is the total cost of a hamburger, a drink, and a cookie, and a juice box?
6. _____ Brian has \$1.00 and he buys a pencil that costs 25 cents. How much money would he have left?
7. _____ If David buys a hamburger, a drink, and a cookie, and a juice box, how much money would he have left?
8. _____ Mike wants to buy a drink that costs 50 cents. How much money would he need?
9. _____ If Andy wants to buy an order of French fries and a hamburger, how much money would he need?
10. _____ Mike has \$1.00 and he buys a drink that costs 50 cents. How much money would he have left?

Write your name _____ Date _____

The Water Cycle

Read the text and draw a picture of the water cycle in the space below.

The water cycle is the process by which water moves from the ground to the air and back to the ground.



EVAPORATION	_____
CONDENSATION	_____
PRECIPITATION	_____
COLLECTION	_____



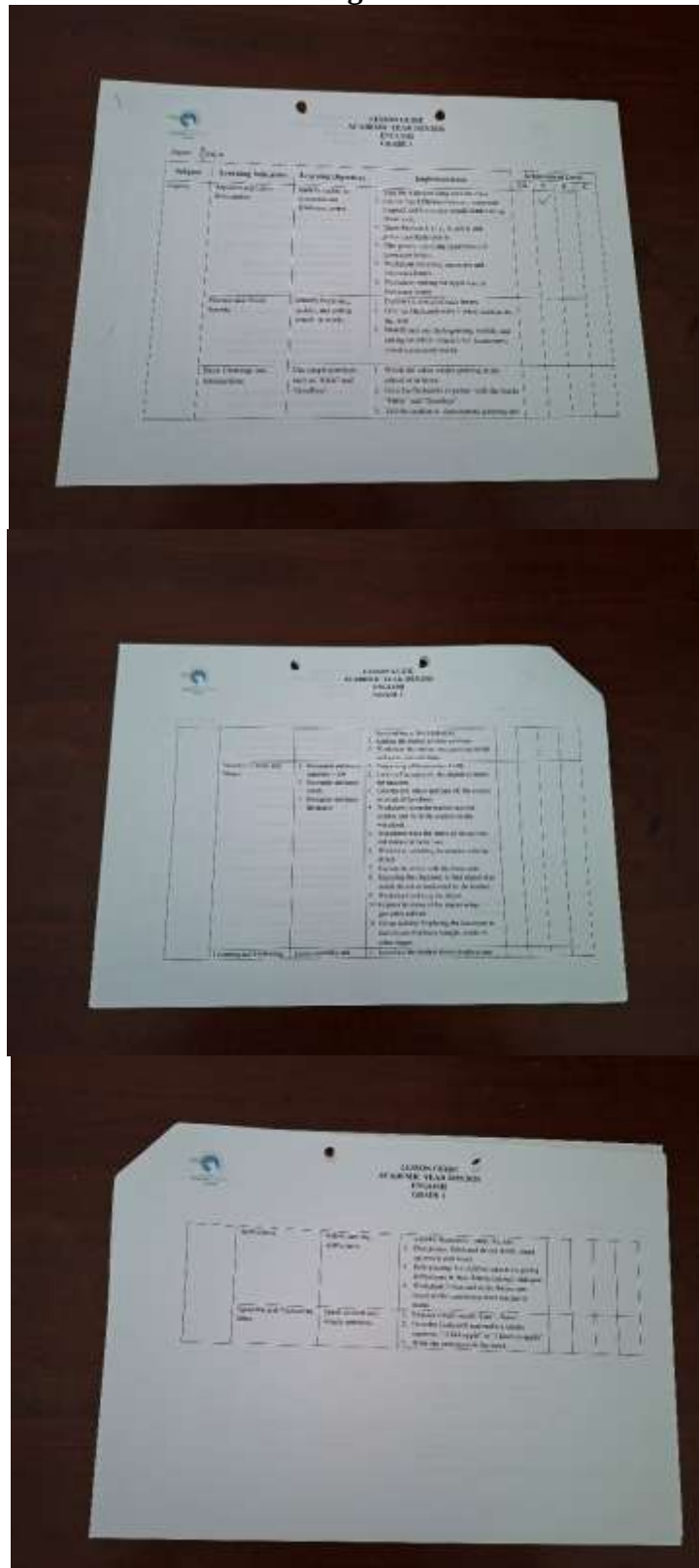




Appendices 9. Lesson Guide

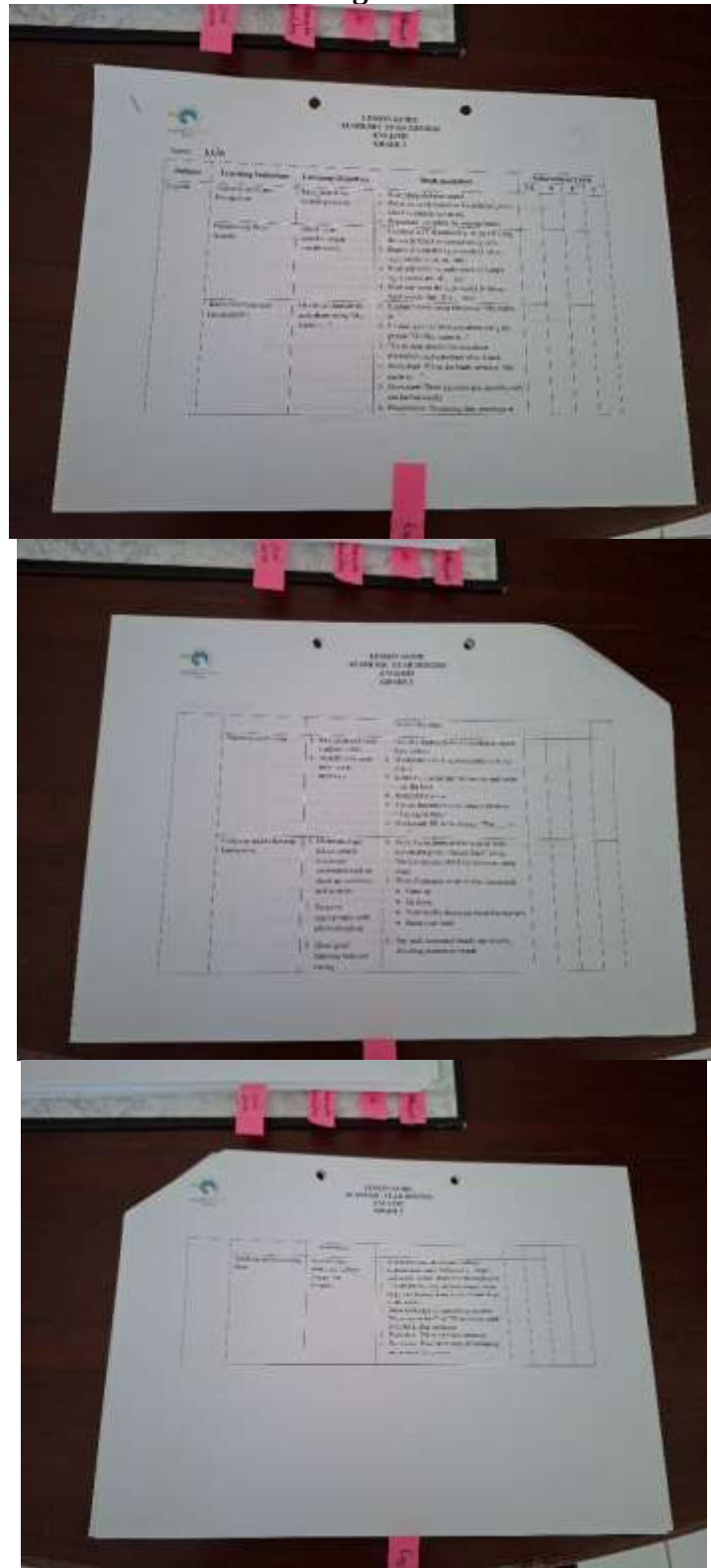
1. Lesson Guide Grade 1

English



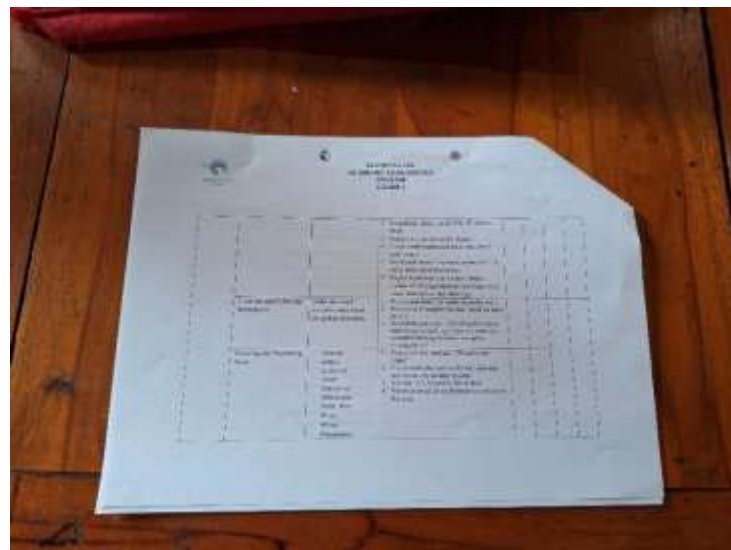
2. Lesson Guide Grade 2

English



English

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Appendices 10. Teaching Media

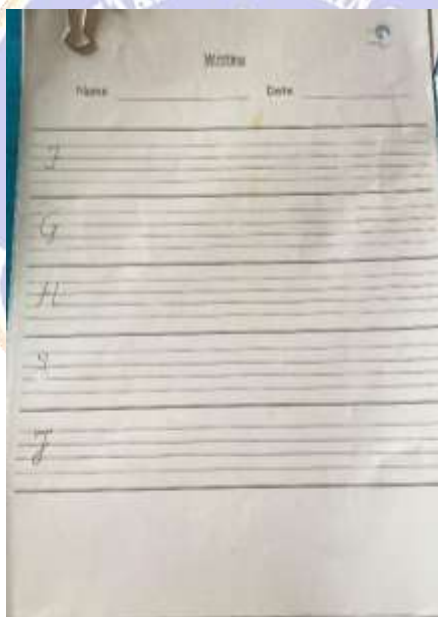


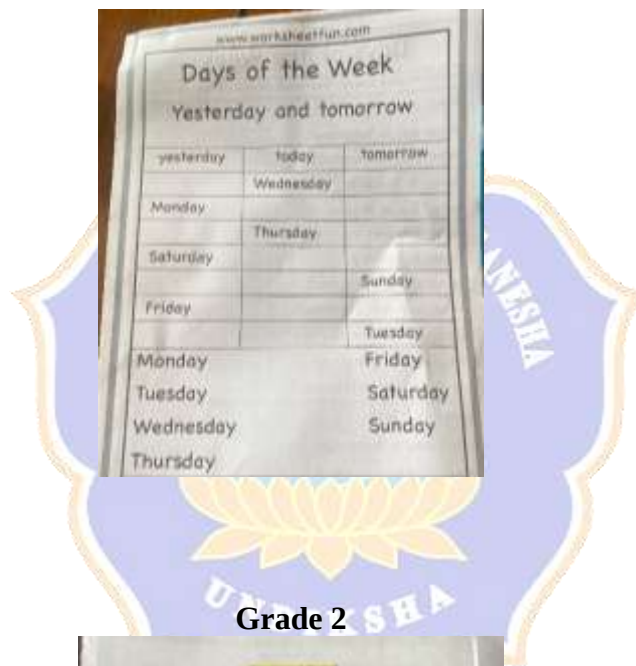




Appendices 11. Students' Worksheets

Grade 1





Grade 2



