

**PRACTICES AND CHALLENGES IN THE IMPLEMENTATION OF
DIFFERENTIATED TEACHING IN ENGLISH LANGUAGE CLASSES IN
JUNIOR HIGH SCHOOLS**



A Thesis

Submitted to the English Language Education Study Program a Partial Fulfilment of
Requirements to obtain the S.Pd. Degree

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IN JUNIOR HIGH SCHOOLS

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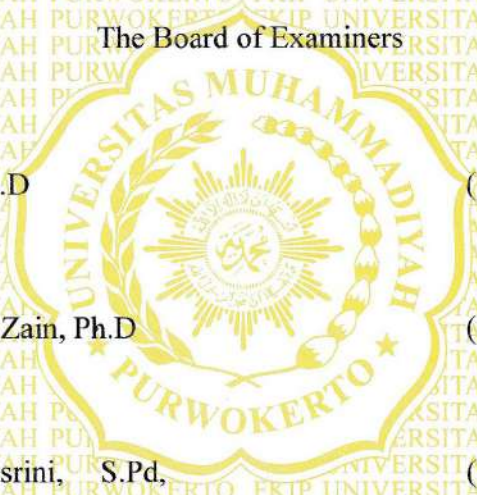
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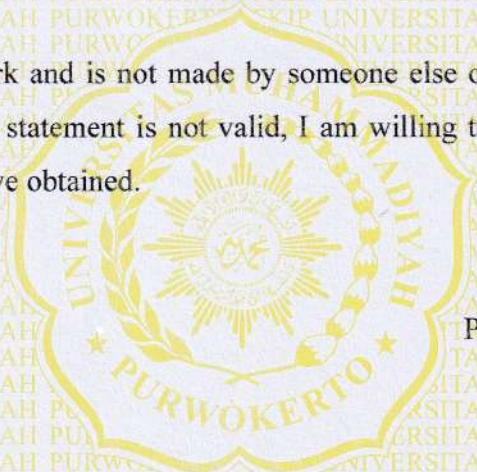
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MOTTO

"Your Lord has not forsaken you and has not disliked you"

(93: 3)

"Indeed, with hardship will be ease"

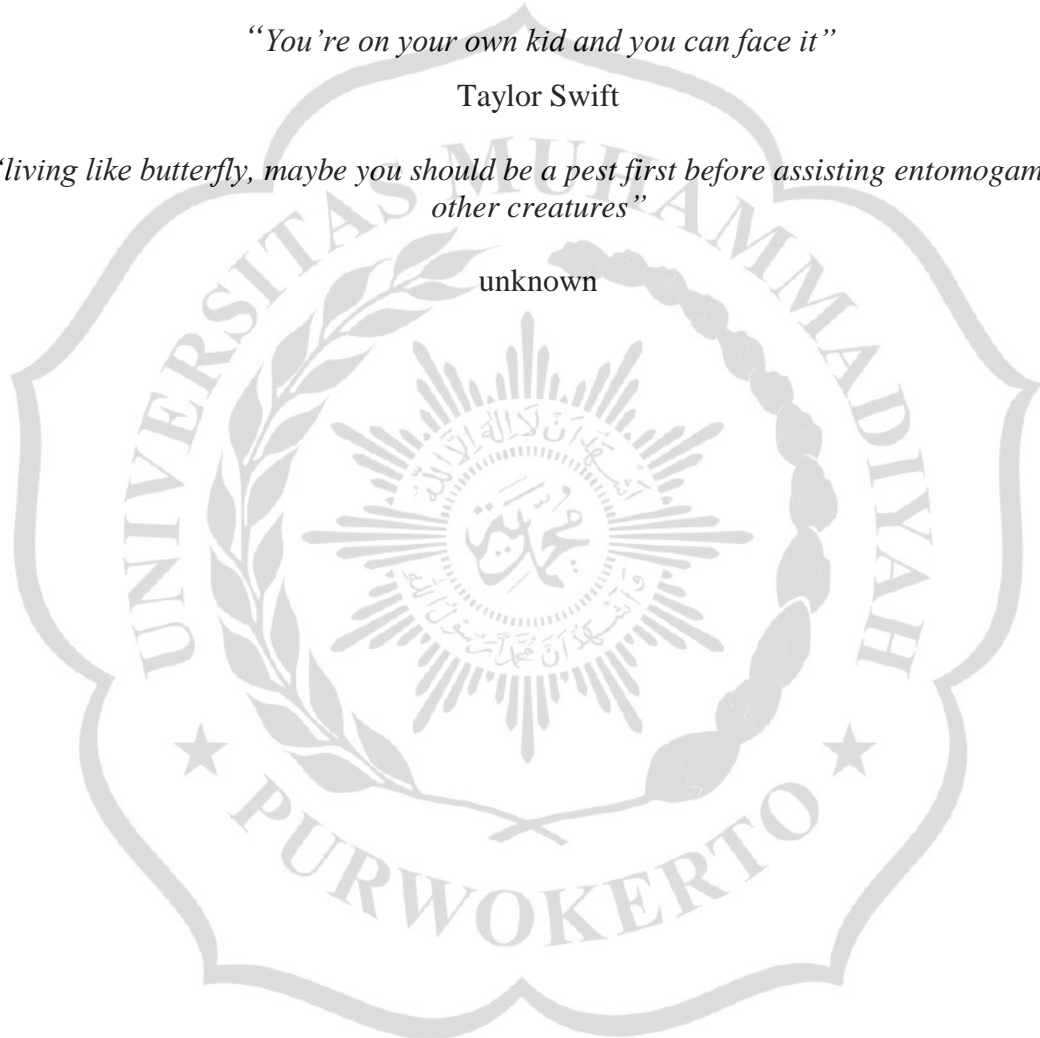
(94: 6)

"You're on your own kid and you can face it"

Taylor Swift

"living like butterfly, maybe you should be a pest first before assisting entomogamy in other creatures"

unknown



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Assalamu 'alaikum Wr. Wb.

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The writer knows this thesis has weaknesses but could benefit readers because perfection is only owned by Allah SWT.

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Purwokerto, January 3 2025

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ABSTRAK

Penelitian ini menjelaskan praktik pengajaran berdiferensiasi di kelas bahasa Inggris dan meneliti tantangan yang dihadapi guru bahasa Inggris saat mengimplementasikannya di tingkat sekolah menengah pertama. Sekolah menengah pertama. Sekolah yang dipilih adalah salah satu sekolah negeri dan swasta sekolah negeri dan swasta di Purwokerto. Penelitian ini bertujuan untuk mengkaji strategi praktis yang digunakan guru untuk menerapkan pengajaran berdiferensiasi dan mengidentifikasi tantangan yang mereka hadapi. Metode kualitatif deskriptif digunakan dalam penelitian ini. digunakan dalam penelitian ini. Empat guru bahasa Inggris berpartisipasi dalam penelitian ini. Hasil penelitian menggambarkan bahwa semua guru telah menerapkan pengajaran berdiferensiasi di kelas mereka kelas mereka dengan tingkat pemahaman dan praktik yang minimal. Pengajaran berdiferensiasi disajikan dalam berbagai jenis: 1) pengajaran berdiferensiasi berbeda, di mana guru menggunakan cara yang berbeda dalam menyajikan materi. Misalnya, guru menggunakan video atau video YouTube dan gambar. 2) proses yang berbeda, di mana guru menerapkan kegiatan kelas yang berbeda seperti diskusi atau kerja kelompok sesuai dengan minat dan profil siswa. 3) diferensiasi produk yang dilakukan melalui produk pembelajaran yang berbeda dari siswa, seperti seperti brosur siswa dan presentasi di kelas. dan 4) lingkungan belajar yang berbeda. Lingkungan belajar yang berbeda dihadirkan dengan mengatur posisi tempat duduk siswa agar sesuai dengan kegiatan. Akan tetapi, para guru juga menghadapi tantangan dalam menerapkan pendekatan Pengajaran Berdiferensiasi ini di kelas. di ruang kelas. Mereka menyatakan bahwa pengajaran berdiferensiasi membutuhkan persiapan yang memakan waktu persiapan yang memakan waktu. Selain itu, para guru menyatakan bahwa mereka kurang memahami pengajaran berdiferensiasi dan guru kurang terampil dalam menerapkannya. Tantangan-tantangan ini menyiratkan bahwa guru harus meningkatkan pengetahuan dan keterampilan mereka untuk menerapkan pengajaran berdiferensiasi yang lebih pengajaran berdiferensiasi yang tepat.

Kata kunci: *Praktek, tantangan, pengajaran berdiferensiasi, kelas Bahasa Inggris.*

ABSTRACT

This research describes differentiated teaching practices in English classes and examines the common challenges English teachers encounter while implementing them at the junior high school level. The selected school was one of the public and private schools in Purwokerto. The study aims to examine the practical strategies teachers use to implement differentiated teaching and identify the challenges they encounter. The descriptive qualitative method was applied for this research. Four English teachers participated in the study. The result depicted that all teachers had implemented differentiated teaching in their classes with the minimum level of understanding and practice. Differentiated teaching activities are presented in different types: 1) differentiated content, in which teachers use different ways of presenting the materials. The teachers used videos or YouTube videos and pictures to explain the materials. 2) differentiated process, in which teachers implement different classroom activities such as discussion or group work according to students' interests and learning profiles. 3) differentiated products performed through different learning products from the students, such as students' flyers and classroom presentations. and 4) different learning environments. The different learning environments were presented by arranging the students' seating positions to fit the activities. However, teachers also encountered challenges implementing this Differentiated Teaching approach in the classrooms. They articulated that differentiated teaching needs time-consuming preparation. In addition, teachers stated that they lack understanding of differentiated teaching and teachers lack skills in implementing it. These challenges imply that teachers must improve their knowledge and skills to implement more appropriate differentiated teaching.

Keywords: *Practices, challenges, differentiated teaching, English class*