

**DIFFERENTIATED INSTRUCTIONS IMPLEMENTED IN EFL SENIOR
HIGH SCHOOLS IN BOGOR: A NARRATIVE INQUIRY RESEARCH**



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***A Skripsi Submitted in Partial Fulfillment of the Requirements for the
Degree of “Sarjana Pendidikan”***

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
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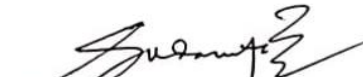
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ABSTRACT

Sri Mulyani. 2023. *Differentiated Instructions Implemented in EFL Senior High Schools in Bogor: A Narrative Inquiry Research*. Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

This study aimed how differentiated instruction is implemented in English as a foreign language classes in senior high schools. In order to see its implementation in differentiated instruction, this study is based on five aspects: Content, Process, Product, Affect, and Learning Environment. This research used a narrative inquiry method using interviews and questionnaires. The research was conducted in Bogor from four different schools. The participants were eight English teachers from each school. The researcher analyzed data from interviews and questionnaires using steps that included transcribing, organizing data, and coding. The findings of this study are that teachers' perceptions of differentiated instruction are teaching that favors students by paying attention to their characters, needs, potential, abilities, and learning styles. The implementation of differentiated instruction is found by using a variety of teaching methods (visual, auditory, and kinesthetic), assessing students at the beginning of the school year in the form of psychological tests/pretests, and diverse class groupings. At all educational levels, differentiated instruction should be employed to add greater diversity to the teaching and learning process.

Keywords: *Differentiated Instruction, EFL Classroom, and Classroom Practice*

ABSTRAK

Sri Mulyani. 2023. *Differentiated Instructions Implemented in EFL Senior High Schools in Bogor: A Narrative Inquiry Research*. Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan pengajaran yang berbeda dalam kelas bahasa Inggris sebagai bahasa asing di Sekolah Menengah Atas. Untuk melihat penerapannya dalam pengajaran yang berbeda, penelitian ini didasarkan pada lima aspek: Konten, Proses, Produk, Pengaruh, dan Lingkungan Belajar. Penelitian ini menggunakan metode penyelidikan naratif dengan menggunakan wawancara dan kuesioner. Penelitian ini dilakukan di Bogor dari empat sekolah yang berbeda. Partisipan penelitian ini adalah delapan guru bahasa Inggris dari masing-masing sekolah. Peneliti menganalisis data dari wawancara dan kuesioner dengan menggunakan langkah-langkah yang meliputi transkrip, pengorganisasian data, dan pengkodean. Temuan dari penelitian ini adalah bahwa penerapan pengajaran yang berbeda ditemukan dengan menggunakan metode pengajaran yang bervariasi (visual, auditori, dan kinestetik), melakukan asesmen siswa di awal tahun ajaran dalam bentuk psikotes/pretest, dan pengelompokan kelas yang beragam. Di semua tingkat pendidikan, pengajaran berdiferensiasi harus digunakan untuk menambah keragaman dalam proses belajar mengajar.

Kata Kunci: *Pengajaran Diferensiasi, Kelas Bahasa Inggris sebagai Bahasa Asing, Praktik di Ruang Kelas*

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I remember the words that made me feel excited and energized in working on this thesis defense.

“Anyway, hard things will happen to us. We will recover. We will learn from it. We will grow more resilient because of it and as long as we are fortunate enough to be breathing. We will be breathe in, breathe through, breathe deep, breathe out.”

- Taylor Swift -

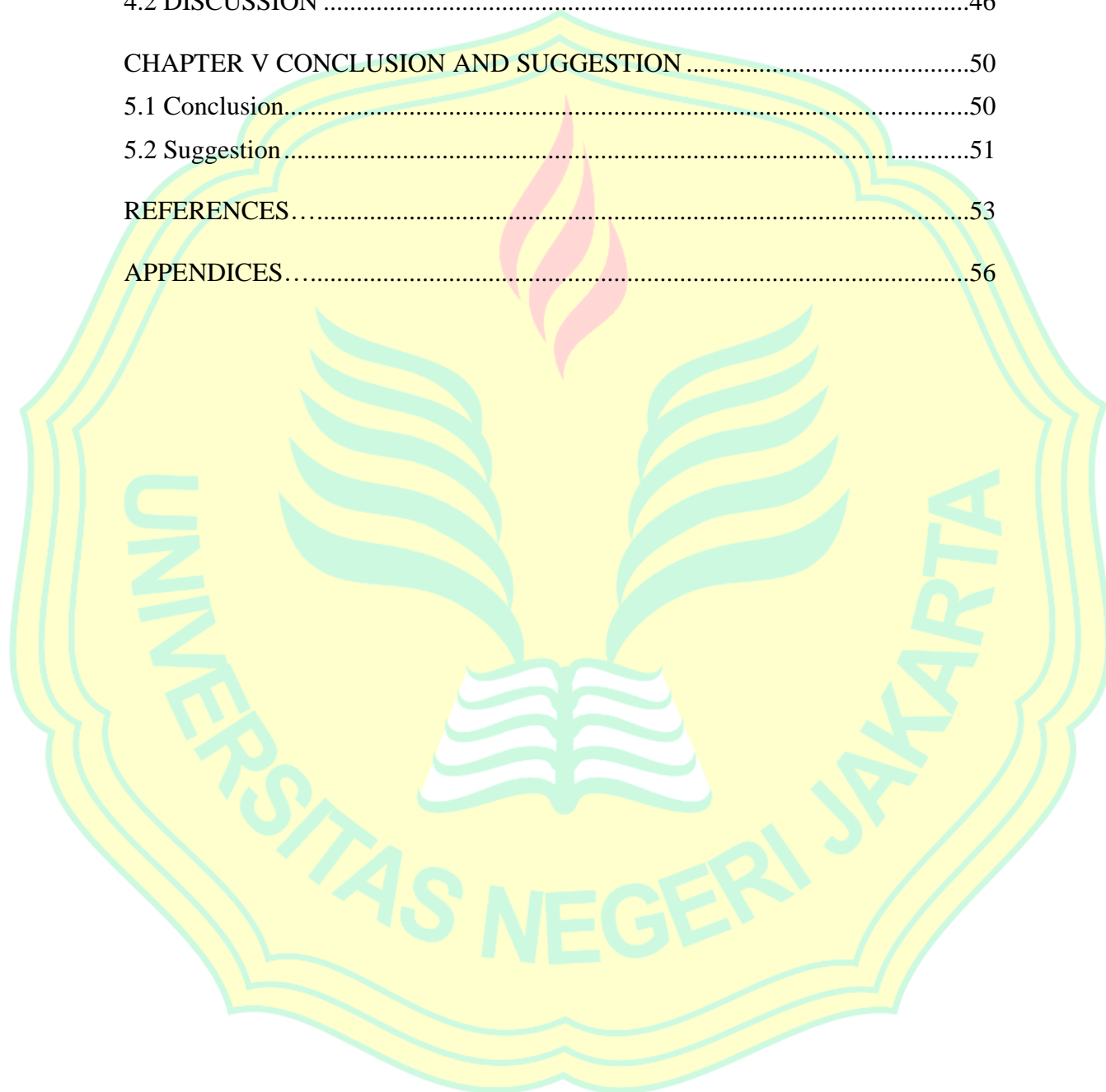
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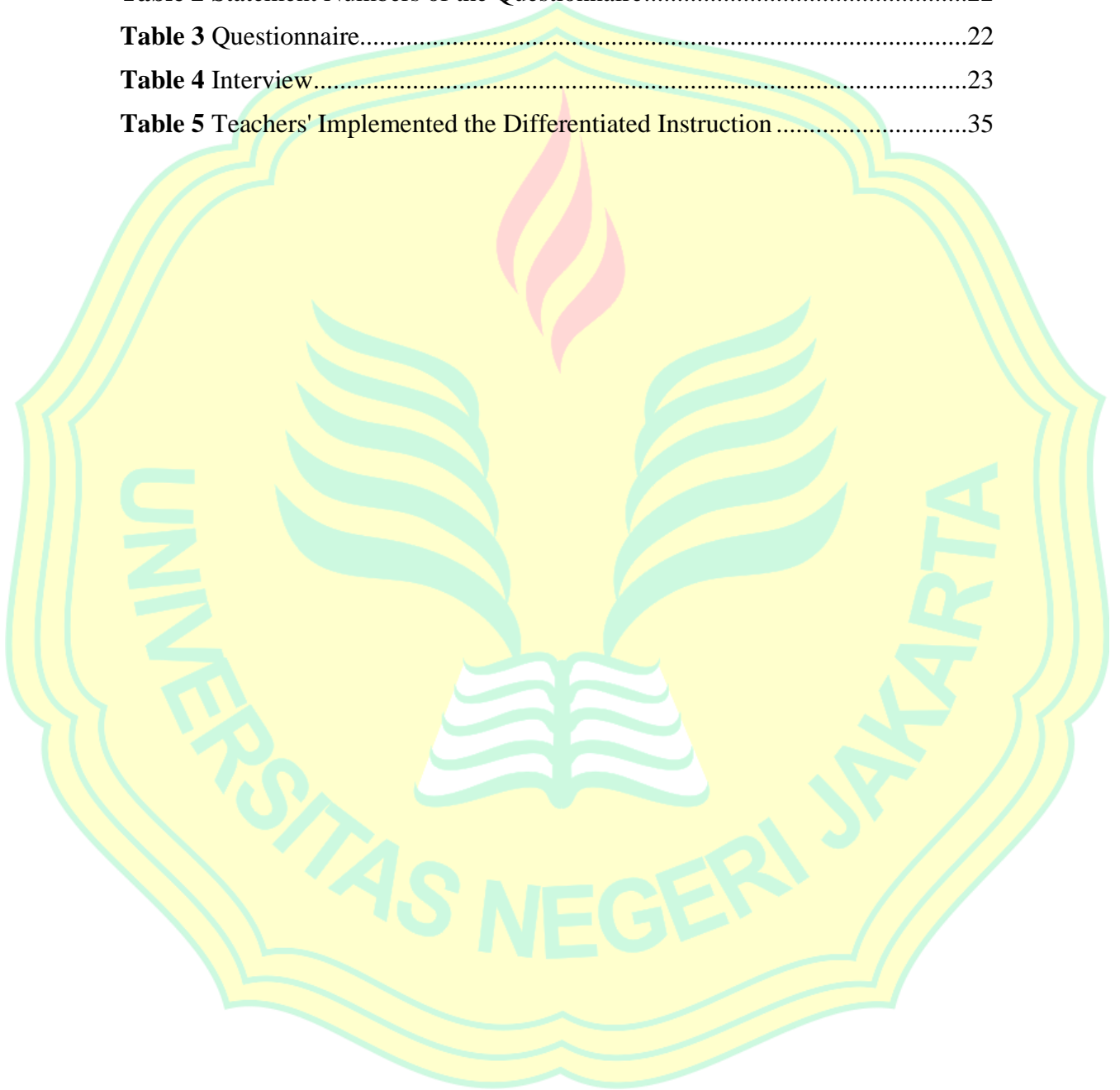
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