

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, purpose of the study, scope of the study, and significance of the study.

1.1 Background of the Study

As is well known, each student has diverse characteristics ranging from ways of thinking, interacting, talents and interests, learning motivation, and so on. These differences in characteristics are necessary, as they will synergize into harmony in the classroom learning process; both heterogeneous and homogeneous (Defitriani, 2018).

In classroom learning activities, students need the teacher's role as a leader to facilitate teaching and learning activities. Teachers are required to be able to embrace the different characteristics of each student. This is consistent with the teacher's pedagogical competence, namely the ability to manage to learn, one of which includes understanding students and developing students to realize their various potentials (Defitriani, 2018). It's just that students haven't discovered the right learning methods to help them reach their full potential. Teachers must consider the best learning methods to meet the needs of their students. Teachers can implement the learning that suits students' needs by paying attention to learning readiness, learning interests, and learning profiles through differentiated instruction (Nurahman, 2022).

(Marks et al., 2021) stated that differentiated instruction is as a pedagogical strategy in which teachers alter curricular content, actively create a range of teaching techniques, and frequently review the intended learning outcomes. As a result, the teacher's objective in a differentiated classroom is to enable students to rapidly and effectively connect their new information to their prior learning and build upon it. Teachers who use differentiated instruction must create lessons for every student that take into account their readiness, interests, and prior knowledge. Currently, schools in the region have not implemented differentiated teaching due to a variety of factors such as a lack of professional development, a lack of time, or viewing differentiated teaching as a passing educational fad that will be replaced by something new (Lora Robinson et al., 2014).

In high school classrooms, students need to improve their learning styles in order to succeed in higher education. As a result, The requirements of every student must be met by teachers, who must also help them develop the intellectual skills necessary to succeed in higher education. Furthermore, teachers must understand that there is no single method for differentiating instruction; it is a matter of understanding their students' levels and different practices. Because the target language is different from the student's native language, the process of learning English as a foreign language can be complicated.

Many studies have claimed that differentiated instruction in EFL classes has positive effects. A favourable impact on students' interest in and attitudes towards the lessons being taught, according to research on differentiated instruction (Karadag & Yasar, 2010). It has been demonstrated that implementing differentiated instruction in the context of English as a Foreign Language is

successful in fostering students' reading comprehension, speaking skills, and listening comprehension, as well as having an impact on vocabulary learning and literacy skills in students (Suwastini et al., 2021).

According to teachers, differentiated instruction provides advantages based on students' typical needs and can assist make learning activities more effective. Teachers who employ differentiated instruction adopt a flexible method of instruction and alter the material and the manner in which it is delivered. Additionally, the strategy offers teachers a powerful framework founded on the conviction that all children can learn, with methods that may be applied selectively and deliberately in accordance with the standards, subject matter, and learner requirements (Burkett, 2013).

There are several studies on the implementation of differentiated instruction in foreign language classrooms. However, only a few previous studies have been conducted on the implementation of differentiated instruction that focuses on the five aspects of differentiated instruction. However, some previous studies have only used two aspects, namely content and process.

Differentiated instruction looks at the differences in each student. Therefore, it is required to have professional teachers with different expertise in subject matter, didactics and pedagogy. Thus, teacher experience and teacher education can be considered as important variables in the implementation of differentiated instruction (Suprayogi et al., 2017). In practice, teachers implemented differentiated instruction without realizing it with various methods used, but teachers did not explain how to implement differentiated instruction based on the five aspects. This indicates that there is a possibility that teachers do not understand how to implement

differentiated instruction in EFL classrooms. Therefore, teachers need to understand how to implement it in EFL classroom to measure the achievement of the five aspects based on student characteristics.

Therefore, the researcher attempts to fill the gap by analyzing the implementation of differentiated instruction in EFL classrooms based on five aspects: content, process, product, affect, and learning environment.

1.2 Research Questions

Based on the background, the researcher formulates the following research question:

How do the teachers implement differentiated instructions in EFL senior high schools in Bogor?

1.3 Purpose of the Study

The purpose of the research is to find out the implementation of differentiated instructions in EFL classes at Bogor Senior High School.

1.4 Scope of the Study

Based on the background information, the researcher will concentrate on teachers' perceptions of differentiated instruction and how teachers implement EFL learning in the senior high school classroom. As a research reference, the researcher drew on Carol Ann Tomlinson's 2014 book *The Differentiated Classroom Responding to the Needs of All Learners*. The study involved eight EFL teachers in four high schools in Bogor.

1.5 Significance of the Study

The writer hopes that this research will help English teaching and learning.

1. Significance for teachers

Teachers can implement learning strategies, develop ideas for lesson planning, and change teacher creativity in the EFL classroom by implementing differentiated instruction.

2. Significance for students

Students will have the opportunity to fulfill their academic potential with the implementation of differentiated instruction in EFL classrooms, meeting the needs of students in a successful and meaningful learning process. Furthermore, EFL classrooms will cultivate students' interest in the English language, allowing them to practice reading comprehension, speaking skills, and listening comprehension.

3. Significance for researchers

The researcher can demonstrate how to improve understanding of differentiated instruction in English classrooms.