

**Differentiated Instruction Immersion to Enhance Student  
Listening and Speaking Skills: A Gap Analysis of  
*MyEnglishStep.com* as a Digital Learning Materials for Junior  
High School**



*Mencerdaskan dan  
Memartabatkan Bangsa*

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

**Pieter**

**1202620008**

**English Language Education Study Program**

**Faculty of Language and Arts**

**Universitas Negeri Jakarta**

**2024**

## LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Pieter

No. Registrasi : 1202620008

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : **DIFFERENTIATED INSTRUCTION IMMERSION TO ENHANCE STUDENT LISTENING AND SPEAKING SKILLS: A GAP ANALYSIS OF MYENGLISHSTEP.COM AS A DIGITAL LEARNING MATERIALS FOR JUNIOR HIGH SCHOOL**

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### DEWAN PENGUJI

**Ketua Penguji/Pembimbing I**



Prof. Dr. Ilza Mayuni, M.A.

NIP. 195906221986022001

**Penguji Ahli Materi**



Suci Maharani, M.Pd.

NIP. 199112182022032007

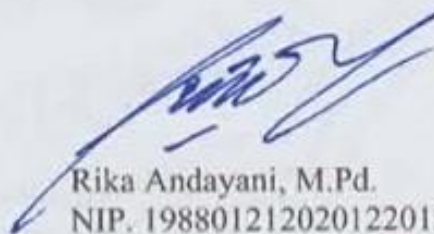
**Pembimbing II**



Tara Mustikaning Palupi, M.Hum.

NIP. 198706222019032010

**Penguji Ahli Metodologi**



Rika Andayani, M.Pd.

NIP. 198801212020122012

Jakarta, 25 Juli 2024

**Dekan Fakultas Bahasa dan Seni**



Dr. Eliana Muliastuti, M.Pd.

NIP. 19680529 199203 20

## LEMBAR PERNYATAAN ORISINALITAS

Skripsi ini diajukan oleh:

Nama : Pieter

No. Registrasi : 1202620008

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

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NIM. 1202620008



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UPT PERPUSTAKAAN

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Telepon/Faksimili: 021-4894221  
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Nama : Pieter  
NIM : 1202620008  
Fakultas/Prodi : Bahasa dan seni / Pendidikan Bahasa Inggris  
Alamat email : Pieter.workspace@gmail.com

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## ABSTRACT

Pieter. (2024). Differentiated Instruction Immersion to Enhance Student Listening and Speaking Skills: A Gap Analysis of MyEnglishStep.com as a Digital Learning Materials for Junior High School

Every student's unique background, interests, and learning profile present challenges for teachers in delivering effective lessons. Differentiated Instruction (DI) addresses these diverse needs by offering personalized educational experiences. Integrating DI with digital learning resources enhances students' listening, speaking, reading, and writing skills, particularly in English language learning contexts. MyEnglishStep.com (MES) as a digital resource was designed in 2021 for junior high school students and teachers to support students' diverse needs in learning English. As a preliminary study identify that MES lacks DI strategies. This study aims to compare teacher feedback between old MES and new MES to indicate the gap. Qualitative method is used in this study, which is gap analysis. Results indicate that the new MES effectively enhances these aspects, providing a personalized learning experience that significantly improves vocabulary, knowledge acquisition, and critical thinking abilities. The integration of digital tools and self-assessment methods fosters a student-centered learning model, enhancing engagement and responsibility. This comprehensive approach enriches the educational experience and prepares students for real-world challenges, marking the new MES as a substantial advancement in language learning strategies. Further research is suggested to explore the necessity of ongoing teacher support in clarifying MES activities to avoid potential student confusion.

Keywords: Differentiated Instruction (DI), MyEnglishStep (MES), Digital Learning, Readiness, Interest, Learning Profile, Junior High School, English Skills.

## ABSTRAK

Pieter. (2024). *Imersi Instruksi yang Berdiferensiasi untuk Meningkatkan Keterampilan Mendengarkan dan Berbicara Siswa: Analisis Kesenjangan MyEnglishStep.com sebagai Materi Pembelajaran Digital untuk Sekolah Menengah Pertama*

Setiap latar belakang, minat, dan profil pembelajaran siswa yang unik menghadirkan tantangan bagi guru dalam menyampaikan pelajaran yang efektif. Pembelajaran yang dibedakan (*Differentiated Instruction, DI*) mengatasi kebutuhan beragam ini dengan menawarkan pengalaman pendidikan yang dipersonalisasi. Mengintegrasikan *DI* dengan sumber daya pembelajaran digital meningkatkan keterampilan mendengarkan, berbicara, membaca, dan menulis siswa, terutama dalam konteks pembelajaran bahasa Inggris. *MyEnglishStep.com (MES)* sebagai sumber daya digital dirancang pada tahun 2021 untuk siswa dan guru sekolah menengah pertama guna mendukung kebutuhan beragam siswa dalam belajar bahasa Inggris. Sebuah studi pendahuluan mengidentifikasi bahwa *MES* kurang memiliki strategi *DI*. Penelitian ini bertujuan untuk membandingkan umpan balik guru antara *MES* lama dan *MES* baru untuk menunjukkan kesenjangan yang ada. Metode kualitatif digunakan dalam penelitian ini, yaitu analisis kesenjangan. Hasil penelitian menunjukkan bahwa *MES* baru secara efektif meningkatkan aspek-aspek ini, memberikan pengalaman belajar yang dipersonalisasi yang secara signifikan meningkatkan kosakata, akuisisi pengetahuan, dan kemampuan berpikir kritis. Integrasi alat digital dan metode penilaian mandiri mendorong model pembelajaran yang berpusat pada siswa, meningkatkan keterlibatan dan tanggung jawab. Pendekatan komprehensif ini memperkaya pengalaman pendidikan dan mempersiapkan siswa menghadapi tantangan dunia nyata, menjadikan *MES* baru sebagai kemajuan substansial dalam strategi pembelajaran bahasa. Penelitian lebih lanjut disarankan untuk mengeksplorasi kebutuhan dukungan guru yang berkelanjutan dalam menjelaskan aktivitas *MES* guna menghindari potensi kebingungan siswa.

*Kata kunci: Instruksi Berdiferensiasi (DI), MyEnglishStep (MES), Pembelajaran Digital, Kesiapan, Minat, Profil Pembelajaran, Sekolah Menengah Pertama, Keterampilan Inggris.*

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I dedicate this thesis to my beloved parents who have gone and have dreams of seeing their children get a bachelor's degree. Now here I am. I have reached that, thanks to the support of father and mother with advice, messages, and other things that have been done for me all.

Finally, I hope this thesis can be useful for readers. I realize that this writing is far from perfection, therefore, any constructive criticism and suggestions are highly expected for future improvements.

Jakarta, 18 June 2024

Pieter

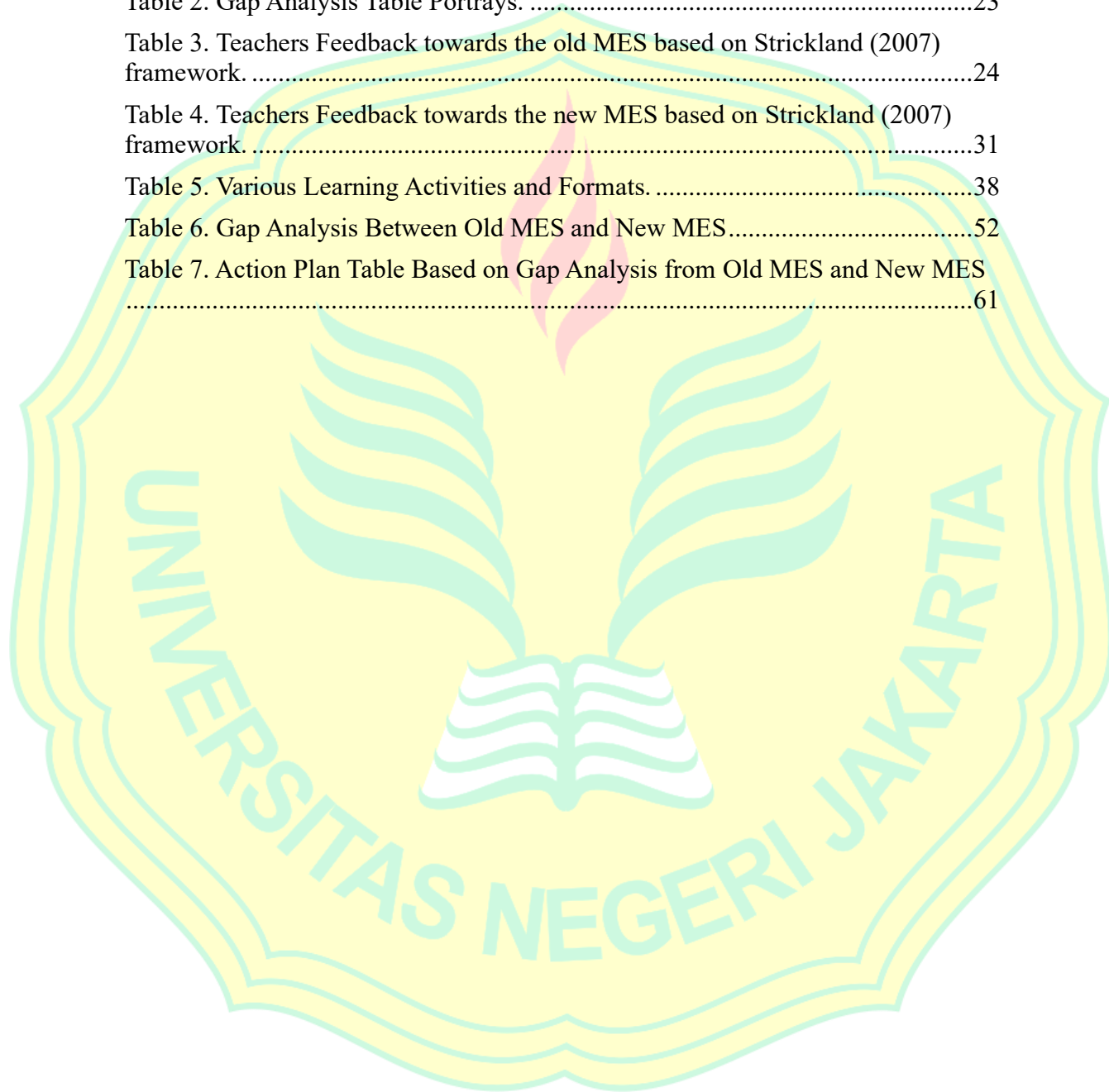


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