

**INVESTIGATING THE IMPLEMENTATION OF DIFFERENTIATED
INSTRUCTION IN ENGLISH CLASSROOM AT SMAN 13 BANJARMASIN**

SARJANA'S THESIS

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REG. NUMBER: 2110117210028



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY**

2025

**INVESTIGATING THE IMPLEMENTATION OF DIFFERENTIATED
INSTRUCTION IN ENGLISH CLASSROOM AT SMAN 13 BANJARMASIN**

***SARJANA'S* THESIS**

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the *Sarjana*
Pendidikan Program in English Language Education Study Program**

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FACULTY OF TEACHER TRAINING AND EDUCATION
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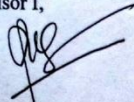
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Banjarmasin, October 2024

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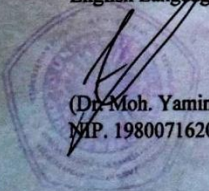
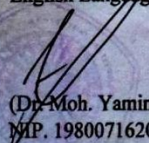
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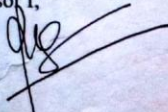
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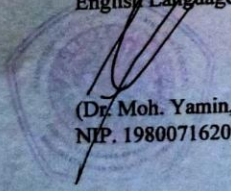
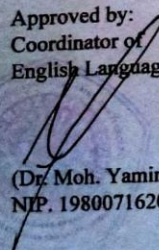
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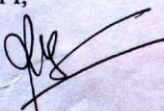
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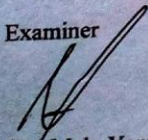
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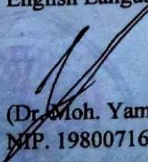
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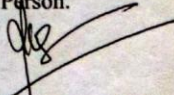
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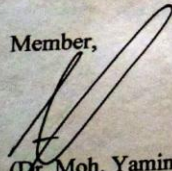
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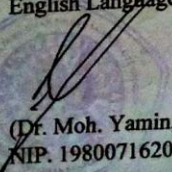
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ABSTRACT

Ramadhani, Fahmi. 2025. Investigating the Implementation of Differentiated Instruction in English Classroom at SMAN 13 Banjarmasin. Sarjana's Thesis. English Department, Faculty of Teachers' Training and Education, Lambung Mangkurat University, Banjarmasin. The First Advisor: Dr. Rina Listia, M.Pd., the second advisor: Dr. Noor Eka Chandra, M.Pd.

Keywords: Implementation, Differentiated Instruction, English Classroom

The appearance of Differentiated Instruction (DI) addresses to fulfil of students' needs, which are completely different. In practice, this method has been adopted in several schools, especially who are belong to Sekolah Penggerak. One of the schools that has implemented DI is SMAN 13 Banjarmasin. However, the application of DI in this school is not applied every time, particularly in the English subject, due to time constraints. That's why this research focused on how does the implementation of DI in the English classroom at SMAN 13 Banjarmasin? This research is also concerned about how the aspects (readiness, interest, learning profile) and elements (content, process, product) of DI are represented in the practice.

This research uses a descriptive Qualitative method approach. The data were gathered from the subject, who is the English teacher of SMAN 13 Banjarmasin. The instruments that were used such as observation, interview, and documentation. The data was analysed with Miles and Huberman's model.

Findings of the research revealed that the implementation of DI needs diagnostic assessment and Modul Ajar Berdiferensiasi to help teachers in the classroom. Besides, the teacher frequently utilizes the readiness aspect in the form of students' level of competence as well as product element because easiest to use. Moreover, both aspects and elements of DI are always combined in a learning activity, and the teacher never uses three elements at the same time.

In conclusion, the implementation of DI in the English Classroom started from filling out the Diagnostic Assessment and preparing Modul Ajar Berdiferensiasi. Furthermore, the aspects such as readiness means background knowledge – interest means favour and hobbies – learning profile means learning style. Meanwhile, content refers to a variety of assessment – process refers to a variety of teacher's guidance – product refers to a variety of students' work. The researcher suggests holding a training on DI for all teachers in order to develop their skills using this method.

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3. Dr. Moh. Yamin, M.Pd, the Head of English Language Education Study Program of Lambung Mangkurat University, as well as the examiner;
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The Researcher

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