

DIFFERENTIATED LEARNING AND STUDENTS
INTEREST IN ENGLISH AT GRADE XI OF SMAN 1
KEDUNGADEM

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
In partial fulfillment of requirements
For the degree of Sarjana in the English Education Departmen

By:
AHMAD NURUL MUSTOFA
NIM 21120046

ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025

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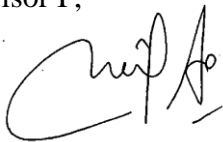
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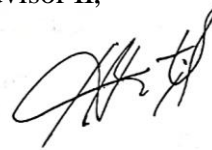
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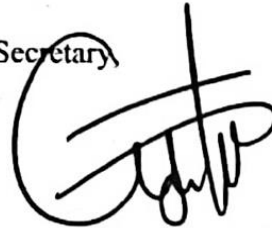
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MOTTO

“Sesibuk apapun kamu, jangan pernah lupa sholat”

(MOM)

“Tidak ada mimpi yang gagal, yang ada hanyalah mimpi yang tertunda,
Cuma sekiranya kalian merasa gagal dalam mencapai mimpi. Jangan khawatir
mimpi – mimpi lain bisa di ciptakan.”

(Windah Basudara)

“Kenangan itu ibarat air di telapak tangan tidak peduli apakah tanganmu
terbuka atau menggenggamnya erat-erat, air itu akan tetap menetes setetes demi
setetes hingga habis. Namun, kesejukan air itu tak terlupakan”.

(Wang Lin)

“Kesuksesan bukanlah tentang menjadi orang lain,
Tapi tentang menjadi versi terbaik dari diri sendiri”.

(Jing Jiu)

“Orang lain gak akan bisa paham *struggle* dan masa sulit nya kita yang
mereka Ingintahu hanya bagian *success stories*. Berjuanglah untuk diri sendiri
walaupun Gak ada yang tepuk tangan. Kelak diri kita di masa depan akan sangat
bangga Dengan apa yang kita perjuangkan hari ini, tetap Berjuang ya”.

(Anonym)

“Jika jalannya terasa mudah, maka kamu berada di jalan yang salah”.

(Monkey D. Luffy)

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أَحْمَدُ اللَّهِ رَبِّ الْعَالَمِينَ

First for most I would like to thank my creator, my lord, the Most Merciful and the Most Gracious Allah S. W.T. For making it all possible for me to complete this dissertation, for showing me that there is a light to every tunnel. My lord has shown me the importance of Sabr, in every situation even at a time when I felt most doubtful. I would also like to praise May Allah bless peace and blessing upon the messenger Prophet Muhammed (peace be upon him) who has guided me and blessed me to a better life.

A verse that I will forever live by in the Holy book of Islam in the Quran that says:

وَيَرْزُقُهُ مِنْ حَيْثُ لَا يَحْتَسِبُ وَمَنْ يَتَوَكَّلْ عَلَى اللَّهِ فَهُوَ حَسْبُهُ إِنَّ اللَّهَ بَلِّغَ أَمْرَهُ قَدْ جَعَلَ اللَّهُ لِكُلِّ شَيْءٍ قَدْرًا

And whoever puts their trust in Allah, then He 'alone' is sufficient for them. Certainly, Allah achieves His Will. Allah has already set a destiny for everything. [Quran 65:3]

patience,

I would also like to thank my supervisor, assistance, and encouragement while I was completing this dissertation. Thank you for being available whenever I have a question or concern, whether in person or by email.

I want to thank my friends for continually reminding me of my plans and achievements,

even when I found the university to be an overwhelming experience. Thank you for all the memories, laughs, cries, and, most importantly, being present when I needed you most. May Allah bless you with every success and endless chances to succeed. Special thanks the gang at university and my best friends and I also want to thank myself for always saying to me - "study as much as your heart desires, my kid". Thank you for always believing in me.

At last, I want to thank Amma (my mother). Thank you, mama, for always believing in me and giving me the opportunity and luxury to study. For being present when my father wasn't. She was my father and mother, and I cannot thank her enough.

May Allah SWT bless my mother in this life and the next al-Akhirah إِنْ شَاءَ اللَّهُ

This one is for you, Mama

`Even if it doesn't seem like it, it going to be okay.'-

STATEMENT OF AUTHORSHIP

I, the undersigned below:

Name : Ahmad Nurul Mustofa

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

DIFFERENTIATED LEARNING AND STUDENTS INTEREST IN ENGLISH AT GRADE XI OF SMAN 1 KEDUNGADEM

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 14 July 2025



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ABSTRACT

Mustofa, Ahmad Nurul. 2025. *Differentiated Learning and Students Interest in English at Grade XI of SMAN 1 Kedungadem*. Thesis, English Education Department Faculty of Languages and Art Education IKIP. Advisors :1) Meiga Ratih Tirtanawati, M.Pd., 2) Chyntia Heru Woro Prastiwi, M.Pd.

Keywords: Differentiated Learning, Learning Interest, English, Independent Curriculum, SMAN 1 Kedungadem.

This research aims to analyze the implementation of differentiated learning and its impact on English learning interest of grade XI students at SMAN 1 Kedungadem. The approach used in this research is descriptive qualitative with data collection techniques in the form of observation, interview, and questionnaire. The results showed that teachers used differentiated learning strategies by adjusting methods, media, and assignments according to students' learning styles and interests. Questionnaire data from 30 students shows that 93% of students have a very high interest in learning English after the implementation of differentiated learning. Factors supporting this increased interest in learning include flexibility in choosing learning methods, variety of learning media, and positive support from teachers. The findings suggest that a differentiated learning approach is effective in creating an inclusive and enjoyable learning environment. This research contributes to the development of student-centered learning theory and serves as a reference for the implementation of the independent curriculum in secondary schools.

ABSTRAK

Mustofa, Ahmad Nurul. 2025. *Pembelajaran Yang Berbeda Dan Minat Siswa Dalam Bahasa Inggris di Kelas XI SMAN 1 Kedungadem*. Program Studi Pendidikan Bahasa Inggris Fakultas Pendidikan Bahasa dan Seni IKIP. Dosen Pembimbing :1) Meiga Ratih Tirtanawati, M.Pd., 2) Chyntia Heru Woro Prastiwi, M.Pd.

Kata kunci: Differentiated Learning, Minat Belajar, Bahasa Inggris, Kurikulum Merdeka, SMAN 1 Kedungadem.

Penelitian ini bertujuan untuk menganalisis implementasi pembelajaran berdiferensiasi dan dampaknya terhadap minat belajar bahasa Inggris siswa kelas XI di SMAN 1 Kedungadem. Pendekatan yang digunakan dalam penelitian ini adalah deskriptif kualitatif dengan teknik pengumpulan data berupa observasi, wawancara, dan kuesioner. Hasil penelitian menunjukkan bahwa guru menggunakan strategi pembelajaran yang berbeda dengan menyesuaikan metode, media, dan penugasan sesuai dengan gaya belajar dan minat siswa. Data kuesioner dari 30 siswa menunjukkan bahwa 93% siswa memiliki minat yang sangat tinggi untuk belajar bahasa Inggris setelah penerapan pembelajaran berdiferensiasi. Faktor-faktor yang mendukung peningkatan minat belajar ini antara lain fleksibilitas dalam memilih metode pembelajaran, variasi media pembelajaran, dan dukungan positif dari guru. Temuan ini menunjukkan bahwa pendekatan pembelajaran berdiferensiasi efektif dalam menciptakan lingkungan belajar yang inklusif dan menyenangkan. Penelitian ini berkontribusi pada pengembangan teori pembelajaran yang berpusat pada siswa dan menjadi referensi untuk implementasi kurikulum mandiri di sekolah menengah.

PREFACE

All praise and gratitude to Allah SWT, the Almighty, for all the outpouring of His grace and hydayat so that the author is able to complete the thesis entitled “*Differentiated Learning and Students Interest in English at Grade XI of SMAN 1 Kedungadem*”. This thesis is timely. This thesis is written in order to fulfill the requirements to achieve a Bachelor of Education degree in the English Education Program, Faculty of Language and Arts, IKIP PGRI Bojonegoro. In completing the study and writing this thesis, the author received a lot of help both teaching, guidance and direction from various parties both directly and indirectly. For this reason, the author expresses his deepest appreciation and gratitude to:

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9. Favorite authors Andrea Hirata, A. Fuadi, Moh. Assad, they are the author's glasses to see the beauty of daring to dream and the magic in achieving it. To travel is to involve.
10. Finally, the author would like to thank one figure who has been quietly struggling without stopping, a simple man with high dreams, but often difficult to guess the contents of his mind and heart. Thank you to the author of this thesis, namely myself, Ahmad Nurul Mustofa. A child who is stepping towards the age of 22 years who is known to be stubborn but sometimes his nature is like a child in general. Thank you for being present in this world, for surviving so far, and for continuing to walk through all the challenges that the universe presents. Thank you

for being brave enough to be yourself. I'm proud of every little step you take, for all the achievements that may not always be celebrated by others. Even though sometimes your expectations don't match what the universe gives, keep learning to accept and be grateful for whatever you get. Never get tired of trying, be happy wherever you are. Celebrate everything in you and make yourself shine wherever you rest. I pray, may the steps of your little feet always be strengthened, surrounded by great people, and your dreams will be answered one by one.

As an ordinary human being, the author realizes that the preparation of this thesis is far from perfect due to the limited abilities and knowledge possessed by the author. Therefore, for mistakes and shortcomings in writing this thesis, the author apologizes and is willing to accept constructive criticism. Finally, the author hopes that this thesis can provide benefits for anyone who reads it.

Bojonegoro,

A handwritten signature in black ink, appearing to read 'Ahmad', with a horizontal line underneath.

Ahmad Nurul Mustofa

21120046

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CHAPTER I

INTRODUCTION

A. Background of the Study

Education is the most important thing for humans because it gives them the ability to live a better life. Education has a broad meaning, and the core of education is the interaction between teachers and students to achieve goals. This type of interaction between teachers and students occurs in an environment called the educational environment, which consists of the physical environment, social environment, and intellectual environment. Education and learning are related to values. Educating means giving, growing and instilling values to students so that they can actively contribute to improving their abilities, potential and individual characteristics.

In accordance with the National Education System Law article 1 paragraph (1) (Law Number 20 of 2003 concerning the National Education System) which states that. Education is a conscious effort in realizing a learning environment and a pleasant process when the learning process of students actively develops their potential. Education cannot be separated from the teaching and learning process, according to Pane & Darwis Dasopang in (2020) the learning process is a system that involves a unity of components that are interrelated and interact with each other to achieve the expected results optimally in accordance with the predetermined goals. the implementation of differentiated learning often faces various challenges. Suryati, Ratih, and Maryadi (2023) it was noted that the challenges faced by teachers included time

and effort in preparing and designing the learning process and lack of support from other teachers, while the challenges faced by schools were related to human resources and student readiness. Therefore, adequate support for teachers is essential to improve their ability to apply this method.

Learning interest is an important factor in learning in any high school. according to Utami, Rahma, and Anggraini (2020) Interest is a development process in mixing all existing abilities to direct individuals to an activity that interests them. When students feel that learning matches their interests and needs, the motivation to learn will be higher. Dhahana Aris Saputra, Aryo Andri, and Joko Sulianto (2023) shows that students who have an interest in learning will feel interested and happy to carry out activities related to classroom learning.

However, In today's world of education, differentiated learning has become a major focus, especially in high school English teaching. This method allows teachers to tailor lessons to the different needs, interests and abilities of students. According to Tomlinson and Imbeau (2023) differentiated learning creates an inclusive learning environment, where every student can actively participate in English language teaching, where students often have different levels of mastery, the implementation of this strategy has the potential to greatly increase students' engagement and interest in learning. the implementation of differentiated learning often faces various challenges. Suryati, Ratih, and Maryadi (2023) it was noted that the challenges faced by teachers included time and effort in preparing and designing the learning process and lack of support from other teachers, while the challenges faced by

schools were related to human resources and student readiness. Therefore, adequate support for teachers is essential to improve their ability to apply this method.

In addition, the application of differentiated learning can be a flexible and non-rigid curriculum that only believes in one way to achieve educational goals in schools. Because every student has a unique personality. According to Fitriyah and Bisri (2023) the uniqueness and diversity inherent in each child include: learning style (e.g. auditory learning style, visual learning style, kinesthetic learning style), academic ability (high, medium, low), speed in understanding lessons (there are students who are fast in understanding lessons, some are medium, even slow), learning orientation (mastery, performance approach, performance avoidance) motivation (high, medium, low), self-efficacy (high, medium, low), interest (interest in certain subjects, for example math, language, or science) personality (for example introvert or extrovert), including socio-economic status / SSE (high, medium, low SSE).

Interest in learning English is one of the important factors that influence students' success in mastering this language. Students who have high interest tend to be more motivated to practice, explore and apply English in their daily lives. And students who lack interest often experience difficulties because they don't feel connected to the material or the teaching methods used. To increase this interest, teachers need to create an interesting learning atmosphere, such as using interactive media, linking the material to real life, or giving students the freedom to choose tasks that suit their interests Elyza et al (2022). With a responsive approach, interest in learning English can be increased, so that

students are not only able to master the language, but also enjoy the learning process.

Therefore, This study aims to analyze how the implementation of differentiated learning can increase interest in learning English at SMAN 1 Kedungadem. The selection of this school is based on the diversity of student characteristics that include differences in learning styles, academic ability levels, and motivation towards English learning, making it an appropriate place to implement a differentiated approach to meet individual learning needs more optimally. In addition, SMAN 1 Kedungadem is known as a school that actively adopts learning innovations, including efforts to increase students' interest in challenging subjects, such as English. This research is expected to provide insights into the effectiveness of differentiated learning in the context of student diversity, as well as a reference for other schools in Indonesia in managing classes that are more responsive to student needs and improving the overall quality of English learning.

B. Research Problems

From the background explanation that has been described in detail above, the problem formulations that will be useful as a reference in this preparation are:

1. How is the implementation of differentiated learning in English at grade 11 of SMAN 1 Kedungadem?
2. How is the students interest during differentiated learning in English at grade 11 of SMAN 1 Kedungadem?

C. Research Objective

The focus of this research is:

1. To identify and describe how differentiated learning is implemented in english language teaching for Grade 11 students at SMAN 1 Kedungadem
2. To analyze students' interest during the implementation of differentiated learning in English at Grade 11 of SMAN 1 Kedungadem.

D. Significances of the Study

There are several advantages that can be achieved from this research.

Including:

1. Theoretical Significances
 - e. This research helps develop the theory of differentiated learning by providing empirical evidence on how it is applied in English education at SMAN 1 Kedungadem. It also helps enrich the existing literature on how effective learning that considers student diversity is.
 - f. This research also provides insight into how an independent curriculum can be implemented through a differentiated learning approach, which emphasizes freedom and creativity in the teaching and learning process. This supports the idea that education should be student-centered and attentive to their unique needs.

2. Practical Significances

a. To teachers

This research can be used as a reference for teachers who want to implement differentiated learning effectively in the classroom. By understanding the issues and approaches required, teachers can create learning activities that are more interesting and in line with students' interests, increasing students' involvement in the learning process.

b. For School

This study provides useful insights for SMAN 1 Kedungadem on the implementation of differentiated learning approaches. The school can improve the overall quality of learning by accommodating students' diverse needs, interests and learning styles. It is expected that students' interest in English lessons can increase by applying appropriate methods, such as providing learning media options and assignments that match students' interests. This will not only make the learning environment more interesting, but will also encourage students to participate more actively in the learning process. Therefore, the school can better achieve its educational goals and produce students who are better prepared to face future difficulties.

c. To researchers

The results of this study can provide valuable knowledge and experience for readers because the research applied qualitative research methods. Through observations and interviews, researchers can deeply understand the dynamics of learning in the classroom, as well as the challenges faced by teachers in implementing differentiated learning. This will enrich the researcher's methodological skills for future studies.

E. **Definition** of Key Terms

1. Differentiated learning

Differentiated learning is an instructional approach that prioritizes recognizing and meeting the needs of diverse students in the classroom. By modifying teaching strategies, materials, and assessments, educators can create a more inclusive and effective learning environment, which can increase student engagement and achievement. According to Barlian et al (2023) It is a manifestation of student-centered learning that is designed, implemented and assessed to meet students' individual needs by taking into account their readiness, learning interests and learning profiles. Meanwhile, according to Tomlinson & Imbeau (2023) differentiation can be accurately described as classroom practices with a balanced emphasis on individual students and the class as a whole.

2. Implementation

Implamantation can be defined as an activity related to completing work with the use of means to obtain results or achieve the desired intent. According to Moullin et al. (2020) Implementation is a dynamic, context-specific process. Meanwhile, according to Mclaughlin and Schubert quoted by Nurdin and Basyiruddin in Ina Magdalena et al (2020) implementation is a mutually adjusting activity and is an engineering system. This shows that implementation is not just an activity, but also a planned activity to achieve certain goals.

3. English Learning Interest

Interest in learning refers to students' interest and motivation to engage in the learning process. This interest can be intrinsic, where students are triggered by curiosity and personal satisfaction in learning, or extrinsic, which is driven by external factors such as rewards or recognition. According to Utami, Rahma, and Anggraini (2020) Interest is how much someone feels like or interested or dislikes or ignores a stimulus. Interest is a strong impetus for someone to do everything they want. Meanwhile, interest in learning according to Dhahana Aris Saputra et al (2023) interest in learning is an encouragement from within students to learn, giving rise to feelings of pleasure, interest and ultimately a decision in him to learn.