

**CHALLENGES IN IMPLEMENTATION OF DIFFERENTIATED
LEARNING IN LEARNING ENGLISH IN XI
AT SMAN 5 TANA TORAJA
THESIS**



WRITTEN AND SUBMITTED BY

TASYA YANTI RINI

NIM: 221112047

In partial fulfilment of the requirements for undergraduate degree

English Education Study Program

**ENGLISH EDUCATION DEPARTEMENT
TEACHERS TRAINING AND EDUCATION FACULTY
CHRISTIAN UNIVERSITY OF INDONESIA TORAJA
(UKI TORAJA)**

2025

**CHALLENGES IN IMPLEMENTATION OF DIFFERENTIATED LEARNING IN
LEARNING ENGLISH IN XI AT SMAN 5 TANA TORAJA**

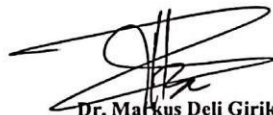
THESIS

WRITTEN AND SUBMITTED BY:

TASYA YANTI RINI

221112047

Head of English Education Study Program



Dr. Markus Deli Girik Allo, M.Pd

NIDN. 0922129701

SURAT KETERANGAN

Yang bertanda tangan di bawah ini adalah Pembimbing Skripsi dari:

Nama : Tasya Yanti Rini

NIM : 221112047

menyatakan bahwa mahasiswa yang namanya disebut di atas dinyatakan layak untuk mengikuti Ujian Skripsi

Pembimbing I



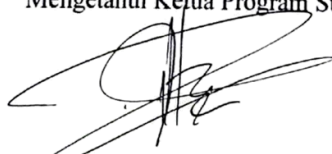
Sushy Teko Patanduk, S.S., M.Pd.

Pembimbing II



Dr. Yizrel Nani Sallata, M.Pd.

Mengetahui Ketua Program Studi,



Dr. Markus Deli Girik Allo, M.Pd.

RECOMMENDATION SHEET

Title of Thesis : **CHALLENGES IN IMPLEMENTATION OF DIFFERENTIATED
LEARNING IN LEARNING ENGLISH IN XI AT SMAN 5 TANA TORAJA**

Writer's Identity :

Name : Tasya Yanti Rini
Register Number : 221112047
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education
Program : Undergraduate (S1)

Accepted by the team of advisors to be proposed to the committee of examination (S1), Language Education Study Program, Teacher Training and Education Faculty, Christian University of Indonesia Toraja.

Makale, 21 Februari, 2024

Advisors:

1. Sushy Teko Patanduk, S.S., M.Pd.

()

2. Dr. Yizrel Nani Sallata, M.Pd.

()

**APPROVAL OF THE EXAMINING
COMMITTEE**

This thesis was accepted by the examining committee of the Teacher Training and Education Faculty, Christian University of Indonesia Toraja with Dean's testimonial No HK.06/19/UKI Toraja.DFKIP/2025 in partial fulfilment of the undergraduate English Education Study Program on Monday, February 24, 2025.

Makale, 24 Feb 2025

Approved By:
The Dean of Teacher Training and
Education Faculty


Daud Rodi Palimbong, S.Pd., M.Pd.
NIDN 0930098202

Committee :

Chairman : Sushy Teko Patanduk, S.S., M.Pd.

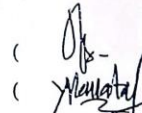
Secretary : Dr. Yizrel Nani Sallata, M.Pd.

Member :

1. Matius Tandikombong, S.Pd., M.Pd.

2. Dr. Viktor Siumarlata, M.Pd.

3. Dra. Rachel, M.Pd.

()

()

()

()

()

DECLARATION OF OWNERSHIP

I here by cerify that this thesis entitled "**CHALLENGES IN IMPLEMENTATION OF DIFFERENTIATED LEARNING IN ENGLISH LEARNING IN XI AT SMAN 5 TANA TORAJA**" is honestly my own work. I am fully aware that I have quoted some statements and ideas from various sources, and they are properly acknowledge in the next.

If the above statements' is proven otherwise, then I am to accept the sanction that is specified by the English Education Study Program, Teachers Training and Education Faculty Christian University of Indonesia Toraja.

Makale, 27 MARET 2025



Tasya Yanti Rini

ABSTRACT

TASYA YANTI RINI 2025. CHALLENGES IN IMPLEMENTATION OF DIFFERENTIATED LEARNING IN LEARNING ENGLISH IN XI AT SMAN 5 TANA TORAJA. (Supervised by Sushy Teko Patanduk and Yizrel Nani Sallata)

The aim of this study is the objective of the research to identify the challenges faced by teacher in implementation learning in english classss and to analyze students' perception of the differentiated learning method applied, the writer used descriptive qualitative research. The results showed that students generally felt that the teacher's presentation of the material met their needs, especially when using varied methods such as videos, discussions, and independent practice. Nonetheless, some students still face challenges in understanding certain aspects such as complex grammar and listening skills.

In addition, this study found that a supportive and interactive classroom atmosphere plays an important role in improving students' learning comfort. Students prefer learning in small groups as it allows for more intensive interaction, however, there are also those who feel more comfortable learning alone or in large classes to get guidance from experienced teachers. Teachers also implement differentiated learning by adjusting teaching methods based on students' learning styles, which is proven to help their understanding.

In conclusion, the use of varied teaching methods, a supportive classroom environment and the opportunity to collaborate with classmates contribute significantly to successful English learning. Therefore, it is important for educators to continue to explore innovative learning strategies and adapt them to students' needs in order to optimize learning outcomes.
Keywords: English Language Learning, Teaching Methods, Student Preferences, Collaboration, Differentiated Learning

ABSTRAK

TASYA YANTI RINI 2025. CHALLENGES IN IMPLEMENTATION OF DIFFERENTIATED LEARNING IN LEARNING ENGLISH IN XI AT SMAN 5 TANA TORAJA. (Supervised by Sushy Teko Patanduk and Yizrel Nani Sallata)

Penelitian ini bertujuan untuk mengidentifikasi tantangan yang dihadapi oleh guru dalam melaksanakan pembelajaran di kelas bahasa Inggris dan untuk menganalisis persepsi siswa terhadap metode pembelajaran diferensiasi yang diterapkan, penulis menggunakan penelitian kualitatif deskriptif. Hasil penelitian menunjukkan bahwa para siswa secara umum merasa bahwa penyajian materi yang dilakukan oleh guru telah memenuhi kebutuhan mereka, terutama ketika menggunakan metode yang bervariasi seperti video, diskusi, dan latihan mandiri. Meskipun demikian, beberapa siswa masih menghadapi tantangan dalam memahami aspek-aspek tertentu seperti tata bahasa yang kompleks dan keterampilan mendengarkan.

Selain itu, penelitian ini menemukan bahwa suasana kelas yang mendukung dan interaktif memainkan peran penting dalam meningkatkan kenyamanan belajar siswa. Siswa lebih suka belajar dalam kelompok kecil karena memungkinkan interaksi yang lebih intensif, namun ada juga yang merasa lebih nyaman belajar sendiri atau di kelas besar untuk mendapatkan bimbingan dari guru yang berpengalaman. Guru juga menerapkan pembelajaran yang berbeda dengan menyesuaikan metode pengajaran berdasarkan gaya belajar siswa, yang terbukti membantu pemahaman mereka.

Kesimpulannya, penggunaan metode pengajaran yang bervariasi, lingkungan kelas yang mendukung, dan kesempatan untuk berkolaborasi dengan teman sekelas memberikan kontribusi yang signifikan terhadap keberhasilan pembelajaran bahasa Inggris. Oleh karena itu, penting bagi para pendidik untuk terus mengeksplorasi strategi pembelajaran yang inovatif dan menyesuakannya dengan kebutuhan siswa untuk mengoptimalkan hasil pembelajaran.

Kata kunci: Pembelajaran Bahasa Inggris, Metode Pengajaran, Preferensi Siswa, Kolaborasi, Pembelajaran yang Berbeda

TABLE OF CONTENTS

COVER	i
SURAT KETERANGAN	iii
RECOMMENDATION SHEET	iv
DECLARATION OF OWNERSHIP.....	vi
ACKNOWLEDGEMENT	vii
ABSTRACT.....	x
ABSTRAK	xi
TABLE OF CONTENTS.....	xi
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Quastion.....	6
C. Objectives of the Research.....	6
D. Significance of the Research.....	6
E. Research Methodology.....	7
F. Key Terms Definition	7
CHAPTER II RIVIEW OF LITERATURE.....	10
A. Previous Study	10
B. Some Pertinent Ideas.....	14
C. Theoretical Framework	43
CHAPTER III RESEARCH METHOD	51
A. Research Design.....	51
B. Respondent/Participant/Subject	51
C. Setting	52
D. Research Instrument.....	52
E. Procedure Of Data Colecction	52
F. Techniques of Data Analysis	53
CHAPTER IV FINDING AND DISCUSSION.....	56
A. Finding	56
B. Discussion	71
CHAPTER V CONCLUSION	74
A. Conclusion.....	72

B. Sugestion	75
BIBLIOGHRAPY	77
APPENDIXES	79
CURRICULUM VATE	98