

CHAPTER I

INTRODUCTION

A. Background

Learning has a different meaning from learning. Learning as a learning process that is built by the teacher to develop thinking creativity that can improve students' thinking skills, and can improve the ability to construct new knowledge. Learning is also an effort to improve good mastery of the subject matter. This is certainly different from the definition of learning, which can be interpreted as an effort to gain intelligence or knowledge, practice, change behavior or responses caused by experience. It can be concluded that the definition of learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is a process to help students to learn well. Meanwhile, another definition states that learning is an assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students can occur.

Every student in the educational field has unique learning styles that are influenced by a variety of factors, including aptitude, motivation, and prior knowledge. This difference creates an incentive for students to convey information effectively. As a result, the idea of teaching differentiation emerged as a way to address the aforementioned problem. By implementing this strategy, the teacher may provide more

relevant and engaging learning experiences for each student, enabling them to reach their full potential in the learning process.

Differentiated learning is an attempt to adjust the learning process in class to meet the learning needs of each individual (Herwina, 2021). Differentiated learning is creating a class that has diversity by providing opportunities for students to master the material, process ideas, and improve the learning outcomes of each student so that they can learn even more effectively (Faiz et al., 2022). Differentiated learning can increase student activity and learning outcomes and can provide opportunities for students to be able to learn naturally and efficiently (Wulandari, 2022). With differentiated learning students as a whole get full support from the teacher to hone the field they want. Students can feel that learning is their right by providing opportunities for students to explore themselves (Basir et al., 2023).

Meanwhile The shift from traditional learning to differentiated learning occurs in response to the needs of diverse students. Differentiated learning adapts methods, content and assessment based on students' individual abilities, interests and learning styles, improving engagement and learning outcomes. The implementation of this strategy allows teachers to be more creative and responsive in addressing learning challenges, especially in an inclusive education context. Thus, differentiated learning is important to maximize the potential of each student.

According to Ki Kajar Dewantara, every individual is unique. Ki Hajar Dewantara reminds teachers that children's education should look at the nature of the child and connect it with the nature of the times. This varied nature of children results in differences in the way students learn, differences in absorption and various other differences. Teachers must be observant of this diversity and cannot impose a certain way of learning according to the theory that they believe is good for students. Students also have the right to receive learning according to their own way of learning, because that is their nature. In order to fulfill these differences, differentiated learning is one of the solutions that teachers should understand. Differentiated learning is a term derived from English differentiated instruction. In KBBI, differentiated learning is a process or philosophy for effective teaching by providing multiple ways of understanding new information for all students in a diverse classroom community, including ways to: acquire content; process, construct, or reason ideas; and develop learning products and assessment measures so that all students in a classroom with diverse backgrounds can learn effectively. The process of differentiating lessons is done to address the learning needs, styles or interests of individual students.

The implementation of differentiated learning makes students feel cared for, valued and challenged to learn. Content that matches learning readiness, interesting processes, and challenging products will increase students' motivation to learn. A teacher's expertise in building a positive classroom

environment atmosphere is needed. Thus, the profile of Pancasila students will be easier to realize.

Reflects the complexity of implementing differentiated learning in grade XI. During the assessment of students' abilities, the teacher makes significant progress in guiding and explaining material that meets each student's needs. This diversity includes differences in background, interests and learning styles, all of which have an impact on how students understand and cope with the challenges of learning English. In addition, time management and day-to-day source are important factors in planning activities that can meet various learning needs. The teacher must also adjust to the large number of students in one class who frequently hinder the ability to provide individual attention. This phenomenon highlights the need for more flexible and innovative teaching strategies to increase the effectiveness of reading education, as well as the importance of student learning for teachers to be able to execute this strategy more successfully.

Differentiated learning is not always implemented well, though. Limited resources, a variety of student backgrounds that impact the learning process, and teachers' ignorance of differentiated learning's tenets and practices are some of the difficulties SMAN 5 Tana Toraja faces. Additionally, instructors' efficacy in the classroom may be hampered by a lack of training in differentiated instruction.

As an example, the results of students' English language learning also serve as a crucial indicator of the different learning outcomes. According to

research, when students are engaged in learning that meets their needs, they gradually become more motivated and produce better learning outcomes (Tomlinson, 2001; Subban, 2006). However, this strategy's shortcomings frequently result in students' failure to meet academic standards.

Because of this, the purpose of this study is to identify and analyze the differences in the implementation of the English language learning program at SMAN 5 Tana Toraja. By understanding these challenges, it is hoped that effective solutions will be developed to raise the standard of instruction and student learning outcomes.

It is expected that the challenges faced in implementing differentiated learning in teaching English reading will be identified. This research aims to explore and understand how the diversity of students' abilities, limited resources, and limited time affect the effectiveness of learning strategies implemented by teachers. It is also hoped that through this analysis, practical solutions can be found that can assist teachers in designing and implementing learning that is more adaptive and responsive to students' individual needs. In addition, the results of this study are expected to provide insights for the development of educational policies that support the implementation of differentiated learning, so as to improve students' learning outcomes in English reading as a whole. Thus, this research not only contributes to academic understanding, but also to better educational practices at SMAN 5 Tana Toraja.

B. Research Question

The Research Question for research thesis regarding the challenges in implementation differentiated learning in learning English at SMAN 5 TANA TORAJA can be formulated as follow:

1. What are the challenges that teachers face while implementing differentiated instruction in English language classes?

C. Objectives of the Research

The objectives of this research is:

1. To identify the challenges faced by teacher in implementing differentiated learning in English classes.

D. Significance of the Research

The data collected would b useful for:

1. Students

This research is expected to be useful for students For this research increases motivation and interest in learning English, develops critical and creative thinking skills, and improves academic achievement. .

2. Teacher

This research is expected to enhancing teachers in challangesin implementation of differentiated learning in classroom learning. Also can make teachers know how to improve effective teaching skills, develop innovative learning strategies, and enhance professionalism.

3. The Next Researcher

The researcher is expected that this research can be a reference for the same topic in their research.

E. Research Methodology

In collecting data in this research, the researcher used qualitative research method. This type of method is concerned with developing explanations of social phenomena (Johnson, 2023). The purpose of this research is the researcher wants to know what Challenges do teacher face in implementing differentiated learning in English reading classes, students' perceptions of the differentiated learning methods applied in English reading and the impact of implementing differentiated learning on students' reading achievement in English.

F. Key Terms Definition

1. Differentiated Learning

An instructional approach that tailors teaching methods, materials, and assessments to meet diverse student needs, abilities, and interests.

2. Challenges in Implementation

Obstacles teachers face while applying differentiated instruction, including time constraints, large class sizes, lack of resources, and insufficient training.

3. Learning English

Learning english refers to the process in which each student learns to understand and use English, both in written and spoken form. This

process facilitates communication between students and the learning environment, including teachers, media and learning materials. English language teaching focuses on four basic skills: listening, speaking, reading and writing. It is not just about teaching grammar or vocabulary.