

**IMPLEMENTING DIFFERENTIATED INSTRUCTION IN ISLAMIC BOARDING
SCHOOL: AN EXPERIENCE OF AN INDONESIAN EFL TEACHER**

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of
Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education**



By:

Putri Harum

20322095

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL AND SCIENCES
UNIVERSITAS ISLAM INDONESIA
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APPROVAL SHEET

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By:

Putri Harum

20322095



Approved on 05th of June 2024

Supervisor:

Willy Prasetya, S.Pd., M. A.

NIK. 173220502

RATIFICATION SHEET

**IMPLEMENTING DIFFERENTIATED INSTRUCTION IN ISLAMIC BOARDING
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By:


Putri Harum

20322095

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Board of Examiners

Chairperson : Willy Prasetya, S.Pd., M.A. 

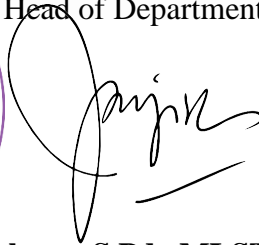
First Examiner : Dr. Ista Maharsi, S.S., M.Hum. 

Second Examiner : Astri Hapsari, S.S., M.TESOL. 

Yogyakarta, 14 June 2024

Department of English Language Education
Faculty of Psychology and Socio-Cultural Sciences
Islamic University of Indonesia

Head of Department,



Puji Rahayu, S.Pd., MLST., Ph.D.

NIP. 053310402

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis is my own original work and does not contain the work or part of the work of others, except for those cited in the quotations and references.

Yogyakarta, 13 Mei 2024

The Writer



Putri Harum

20322095

MOTTO

“Seeking knowledge is obligatory for every Muslim.”

_HR. Ibnu Majah

“Waktu tak tahu arti menunggu. Jika kamu hanya diam dan terus meragu, jangan sesali apa yang berlalu”

_Afterai

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. My beloved parents, Dr. M. Tata Taufik, M. Ag., and Dra. Iis Mulyati, who have given me the best inspirations, prayers, love and everything.
2. My beloved brothers and sisters, Baitsatul Hasanah, Muhsin Arafat, Aisyah Shalihah, Imam Muttaqien, Ali Basyar, Zaakyah, Khairun Nisa, Rasyiidah, and M. Al-Faiq who have supported me and are always there to be ready to help in every situation.
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IMPLEMENTING DIFFERENTIATED INSTRUCTION IN ISLAMIC BOARDING SCHOOL: AN EXPERIENCE OF AN INDONESIAN EFL TEACHER

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ABSTRACT

Although several studies have discussed how differentiated English instructions were implemented, research on differentiated instruction in Islamic Indonesia EFL boarding school-based education context is still limited. The current study attempts to explore the English language teaching strategies, methods, and approaches implemented by an English as a Foreign Language (EFL) teacher at an Islamic Boarding School (IBS) in Kuningan, West Java. For that purpose, a descriptive qualitative method is implemented to get a clear picture of how the participant design, teach, and evaluate English lessons. The participant was an English teacher who has been teaching English for eight years. The data for this study were collected using semi-structured interviews. The data were then coded and categorized to find out what strategies, methods, and approaches that the participant implemented. The results indicated that the Communicative Language Teaching (CLT) method and some other techniques were used by the participant. This study is expected to give a clear picture of how an English teacher implemented differentiated instructions in a school with different culture and characteristics from common schools. With that, future researchers may have insight into the differences between English language teaching in common schools and Islamic boarding schools.

Keywords: *Differentiated Instruction, English as a Foreign Language, English Language Teaching, Islamic Boarding School, Teaching Strategies.*

CHAPTER I

INTRODUCTION

1.1. Background of the study

Nowadays, English has an important role as an international language that is often used by foreigners who live in new areas to communicate. Therefore, learning the English language becomes a must, as people need to be fluent in English or at least know the basics to support their life progress especially for those who are engaged in education, such as students and teachers. In Indonesia, there are various types of schools, including regular schools and boarding schools. Regular school, or a traditional school, can be defined as a school system without dormitories, and boarding school is a school system with dormitories, with learners, teachers, and school administrators living in dormitories (Lestari & Pratolo, 2019). Some of these schools are operated by the state or government (public schools), and some others are operated by foundations (private schools). Mostly, the education system at Islamic Boarding Schools (IBS) requires students to use Arabic and English for daily conversation, and some are more focused on one of them or other languages. In addition, some boarding schools implement rules to separate classes for boys and girls, as well as boarding schools that are observed by the researcher. The learners in IBS are not allowed to bring their phones, so they cannot explore what they want to learn by themselves using their phones. At the same time, technology greatly affects learners' language development and there are many people who learn languages using social networking sites, listening to music, and watching undubbed movies and television shows (Larsen-Freeman & Anderson, 2011). Therefore, teachers must be more selective in choosing the material to be taught, take advantage of existing

facilities, and also consider what strategies are suitable for their students in order to keep learners' attention.

According to Lestari & Pratolo (2019), one of the important factors determining the success of teachers in teaching EFL is strategy. By using the appropriate strategy, it can help students maximize their learning potential (Kumaravadivelu, 2006). Meanwhile, the education system in regular schools and IBS is different; hence, the strategies used in teaching and learning activities in IBS are also different from those used in regular schools. Especially in the context of teaching English. In addition, the instructional approach effective for a certain set of students might not be suitable for another group (Raza, 2018). Moreover, Kumaravadivelu (2006) and Brown (2002) stated that there is no single approach or method of teaching language universally suited to all foreign language teaching contexts.

The Differentiated Instruction (DI) methods designed for gifted education by Tomlinson (2001) offer flexibility that allows them to be adapted to various educational contexts, including Islamic Boarding Schools (IBS). Some IBS might have already adopted principles from gifted education within their programs and observed the benefits in creating a more adaptive learning environment. Such case studies can provide practical insights into how teachers implement differentiated English instruction in IBS. This approach not only enhances the quality of education but also ensures that each student receives the attention and support tailored to their unique needs.

1.2. Limitation of the Problem

Based on the background above, this research focused on differentiated instructions in EFL context and how EFL teacher implemented differentiated English instruction in IBS.

1.3. Formulation of the Problem

Although several studies have explored the implementation of differentiated English instruction, research specifically focusing on how differentiated instructions in applied within Islamic Indonesia EFL boarding school-based education context is still limited. The problem of the study was formulated;

1. How were differentiated instructions implemented by English teacher in IBS?

1.4. Objective of the Study

In this study, the researcher tries to find out how differentiated instructions are implemented by the participant in IBS to teach English.

1.5. Significance of the Study

This study is expected to give a clear picture of how an English teacher implemented differentiated instructions in a school with a different culture and characteristics from common schools.

CHAPTER II

LITERATURE REVIEW

2.1. Differentiated Instruction (DI)

Differentiated Instruction is a teaching approach that adapts instruction to students' different learning needs. Tomlinson (2001) stated that diversifying instruction involves altering the classroom dynamics, providing students with various ways to absorb information, understand concepts, and articulate their understanding. Diverse manifestations of differentiated instruction are evident in nearly every language classroom through various ways. For example, empowering students to select their reading and writing materials, providing additional time for certain learners to finish assigned tasks, adjusting assessments according to individual proficiency levels, and allocating specific time for particular assignments (Raza, 2018). According to Tate (2004), she stated that sometimes, the methods students use to learn call for teachers to adjust how they teach. That is why there are several models that the teacher needs to consider while adapting the strategies that will be used for teaching.

This study adopted from Raza (2018) regarding the adaptation model of teaching strategies, which are translations of Tomlinson's (2001) different instructions, to find answers to this research question. The researcher decided to adopt this model because the latest curriculum from the Ministry of Education of the Republic of Indonesia in 2022 which is *Merdeka Curriculum* has the same concept with different instructions. Therefore, discussions about differentiated instruction are often connected to discussions about *Merdeka Curriculum* and these share similarities as both

give teachers the flexibility to use different teaching methods to meet the needs of all students (Dinana et al., 2024 & Pranajaya et al., 2022). The components are;

2.1.1. Understanding student population

This is the first step in adapting teaching strategies because Yigit and Tatch (2017) stated that understanding the learners, their learning proficiency, and their language needs are important things that must be done by language teachers at the beginning of the semester. Understanding the characteristics of students allows teachers to adapt strategies that suit their learning styles. Because the first step for teachers to provide a more effective student learning environment is knowledge of student learning styles (Lee & Kim 2014).

2.1.2. Filtering the instruction

When deciding on a learning method, the teacher must consider the cultural, linguistic, and educational background of the learner because the experiences of L1 students and their difficulties in the development of L2 students may not be the same (Raza, 2018). Beside that, the most meaningful learning is when the topics are relevant to the students' life, needs and interests which also the students themselves are actively engaged in creating, understanding and connecting to knowledge (Pramesti, 2018).

2.1.3. Increasing student participation

Language teachers should try to involve students in activities and discussions, for example, by using topics related to their culture and interests and discussing certain things related to learning activities to increase student participation in class both for learning and decision-making (Raza, 2018). Moreover, the teacher should create activities use what students like to increase their

enthusiasm or use interesting and fun materials such as watching the video and listening to the audio, and also some teachers choose to have debate and discussion to get all students involved in learning English (Lestari & Pratolo, 2019). Additionally, Gocer (2010) stated that class and non-class applications allow students to obtain gains that are in accordance with the objectives.

2.1.4. Considering value clarification as a teaching method

According to Suryani (2010) stated that VCT (Value Clarification Technique) learning model application is very flexible and some things that teacher can do are try to make free and open dialogue by individually, giving a good moral message, and do not force students to give a particular respond or to accept a particular principal.

2.1.5. Keeping a teaching journal

Keeping a teaching journal is helpful for the teacher to evaluate their teaching strategies. Hardianti (2020) described that forms of evaluation and assessment are formative tests that can be held every midterm by writing tests and making observation notes for each student as non-test instruments. The purpose of this component is to describe the success of the learning process and become a reference for further learning.

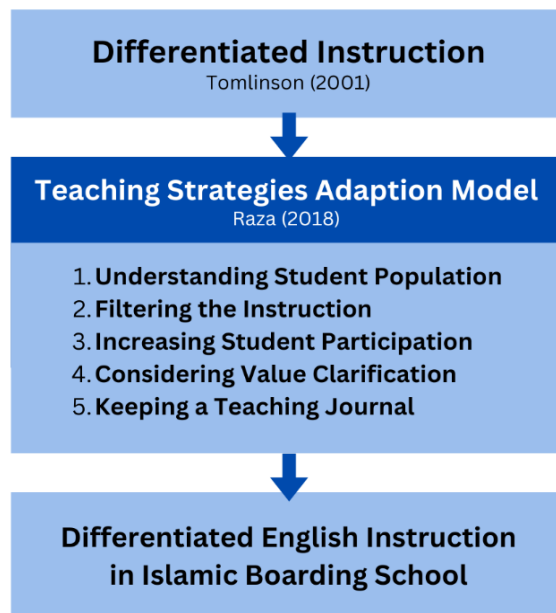
2.2. English in Islamic Boarding School (IBS)

English is one of the official or main languages that must be used for daily communication in Islamic boarding schools. As stated by Wafiroh and Indah (2022), Islamic boarding schools are suitable places to implement language use because they require students to communicate using the main languages within the school environment, and English is one of these main languages. In a study conducted by Lestari and Pratolo (2019), they examined the Strategies that are implemented

by teachers to teach English in IBS using in-depth interviews as a method to collect the data from five English teachers in IBS. The outcome of this study showed that teacher education background, student motivation, the teacher's understanding of the student's character, and the norms applied in IBS became the determinants of which strategies were used by the English teachers in IBS.

2.3. Theoretical Framework

Figure 2.3 1 Theoretical Framework



CHAPTER III

METHODOLOGY

3.1. Research Design

In the current study, the researcher employed descriptive qualitative research to highlight the differentiated English instructions implemented in an Islamic boarding school (IBS). A descriptive qualitative approach is used for this study because it enables a more detailed, extensive, and in-depth investigation of the topic.

3.2. Research Setting and Participants

This research paper focused on one participant, an EFL teacher at the IBS in Kuningan. The participant is 32 years old and has approximately 8 years of teaching experience in IBS and 4 years in Regular school. The teacher, given the Nafi, holds a Bachelor's degree in English Education from Universitas Islam pseudonym Negeri (UIN) Ar-Raniry Banda Aceh and is currently completing his Master's degree in the same study program at UIN Syarif Hidayatullah Jakarta. Nafi has also attended two teaching training sessions outside of IBS: one on teacher creativity in Aceh and another on teacher competence in Tangerang. Additionally, he served as the Language Advisory Council (LAC) member for 3 years at IBS. Up to now, he has been a speaker at five teaching strategy workshops, which are among the annual events at the IBS.

3.3. Data Collection and Research Instrument

For the data collection, the researcher used Semi-Structured Interviews by using zoom meetings. Somehow, semi-structured Interviews was used in this study because it would make the

participant feel comfortable and the researcher was more convenient to collect the data more in-depth. The data were taken twice through a zoom meeting. The first interview lasted for 17 minutes and the second interview lasted for 1 hour and 52 minutes. With the consent of the participant, the zoom is recorded and then analyzed to answer research questions.

The researcher makes questions according to components from Raza (2018). However, the questions that the researcher lists below are solely used for the basic purpose of the findings, then there are follow-up questions to make the findings more in-depth.

Table 3.3 1 Matrix of Interview Questions

Construct	Components	Interview Questions
	1. Understanding student population	1. What do you usually do to understand your students' characteristics?
	2. Filtering the Instructions	2. What instruction is suitable for the characteristics of your students?
Differentiated Instruction by Tomlinson (2001) which has been translated by Raza (2018) into five components.	3. Increasing student participation	3. How do you increase student participation in your class

4. Considering value clarification as a teaching method	4. What is the importance of teaching moral values to students? How do you do it?
5. Keeping a teaching journal	5. How do you document your teaching?
	6. What are the benefits of such documentation?

3.4. Data Analysis Technique

The researcher analyzed the data obtained from the participant using thematic analysis from Heriyanto (2018) and Braun and Clarke (2006) to answer the question. To manage the data, the researcher transcribed the data, categorized it into common themes and analyzed it.

Table 3.4 1 Sample of Data, Constructs, Coding, Theme

Component	Transcript	Main idea	Code
Filtering the Instruction	<i>(Solution from the cultural curriculum in Islamic boarding schools)</i> the solution is in my own class, now I have explored everything and put aside the memorization. But the mahfudzot teacher can't say that because he memorizes it, so actually it just	(10) One of the methods that Nafi uses to overcome the problem of the culture of memorizing is by	

depends on the lesson, but the exploring everything and
problem is that the English putting aside
teacher has the background, the memorization. Explore
content knowledge must actually here in the form of 10/FI/EFT/11/001
be an English teacher. material, learning, and
(What is meant by explore the assessments (the
solution above) the form of the questions given are no
material, the learning, the longer questions that rely
assessment, that. So the on memorization).
(Translated version)
assessment is no longer based on
questions that rely on
memorization but more on
questions that are explored by the
child, for example (10).

3.5. Trustworthiness

In this study, the researcher employed several strategies, with a primary focus on member checking to ensure the trustworthiness of this qualitative study. Member checking is a crucial process where participants review and validate the accuracy of the data and the researcher's interpretation of it. The data is provided back to participants to verify its accuracy and alignment with their own experiences (Birt et al., 2016). This technique enhances the credibility and confirmability of the findings.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Findings

The findings were obtained based on the question in this research, the teaching strategies are implemented by the teacher in IBS. The results from the interview were analyzed into five themes: 1) Understanding student population, 2) Filtering the instructions, 3) Increasing student participation, 4) Considering value clarification, 5) Keeping a teaching journal.

4.1.1. Understanding student population

Understanding student population is a basic thing that all teachers must undertake before beginning to teach. However, since students have diverse backgrounds and their characteristics are still developing, Nafi faces challenges in fully understanding his students. To address this, Nafi employs three methods to understand his students better. First, he engages in observation both inside and outside the classroom. Nafi observes the students' daily activities not only during class but also throughout their activities in the dormitory, as the boarding system allows for 24-hour observation. This comprehensive monitoring helps him understand how various daily activities can influence their language learning. Additionally, the Islamic boarding school has class classifications, such as classes B, C, D, and E. These classifications do not separate students based on intelligence but rather facilitate easier observation of their needs by the teachers. Nafi found that the observation results from each class were different; therefore, the approach used by the teacher varied. For instance, the questions he asks and the time allocated for tasks vary depending

on the class and also the depth and exploration of the material taught are adjusted to each class according to their specific needs.

“.....Teaching in class B and class D is definitely different. The methods and approaches I use vary between the two. For example, the types of questions I ask, the timing, the duration of activities, and several other aspects are distinct for each class.”

(13/UND/OBS/II/016)

(Translated version)

Secondly, Nafi incorporates daily assignments and formative assessments into his teaching. In every session, he assigns tasks to students to measure their abilities and identify their language needs. These assignments are carefully analyzed to assess student progress. Beyond daily assignments, Nafi also reviews exam results to evaluate student progress and to refine his teaching strategies. Additionally, living in the same environment as his students allows Nafi to provide evening lessons and extra courses when there is not enough class time. This close proximity enables him to follow up with students more effectively, as he acts not only as their teacher but also as a caregiver. This unique arrangement offers Nafi the opportunity to get to know his students better and to provide more personalized activities that enhance their language skills.

“From the exam results, from the learning results, we can identify the students’ needs.”

(9/UND/FE/II/034)

(Translated version)

“Of course, there are daily assignments, well, daily assignments, even every meeting there must be assignments, so from those assignments we analyze what the needs are....”

(11/UND/DA/II/001)

(Translated version)

Lastly, Nafi reported that he uses informal interviews to understand and address his students' challenges more deeply. This approach also helps him build closer relationships with his students. The approach involves asking questions to identify obstacles students are facing and

carefully addressing their disruptions. Nafi does not set aside specific times for these interactions; instead, he utilizes any free time available after lessons or outside the classroom. However, if there are significant issues concerning learning or matters affecting a student's performance, he addresses them outside of class hours for a more focused discussion. If the issue concerns several students, Nafi will discuss it during class whenever time permits.

“I will ask questions to understand the student's capacity. For example, if a student's struggles with a particular problem, I need to determine why. It might indicate a gap in their understanding of other things.”

(4/UND/II/II/001)

(Translated version)

“...for example, ‘What are your weaknesses? Why? What is the problem with you not understanding this?’”

(16/UND/II/II/022)

(Translated version)

4.1.2. Filtering the instructions

In the interview, Nafi explained that effective learning needs to be systematic. By "systematic," he means following Bloom's Taxonomy, which includes critical thinking and creative thinking skills. This system starts at the foundation with the curriculum and extends to the lesson plans. However, Nafi believes that all these elements are just tools, and the teacher plays the most crucial role in the teaching and learning process. For formal education, it is essential to have a well-structured syllabus with clear goals. This ensures that teachers do not just deliver content; instead, they guide students to gradually absorb and understand knowledge. Nafi emphasizes that the selection of teaching material should be tailored to meet students' needs, making it easier for them to comprehend and achieve their learning objectives. He likens the material to a bridge or ladder that leads students toward their educational goals.

“Systematically, it can be formed from foundation, namely ee... the curriculum, a derivative of the curriculum is ee... the lesson plan and the lesson plan are only a weapon, but this is not a matter of the gun. Yes, the gun is a weapon, this is a matter of who is the man behind the gun. Whoever is a teacher, a teacher plays a very important role, right?”

(2/FI/STM/II/012)

(Translated version)

On the other hand, Nafi reported that there are so many teaching strategies that can be used or even created. For example, he mentions reading with engagement, self-collection, and problem solving. Nafi usually created a situation and asked the students to develop solutions. In his view, simulation is one of the most important strategies. However, he noted that not all strategies can work in different classes, it is not certain that the strategies we use successfully in class A can also be successful in class B. That is why Nafi have to understand his students well so he can determine what strategy is appropriate for them to achieve learning goals.

“...for example, the strategy might be reading with engagement, which means there must be a correlation between the new knowledge we gain and the knowledge we already have. Then, other strategies can be self-collection, for example when the student ee... finds difficult sentences in the text, then asks about those sentences, ee... then they discuss them together. Then another strategy could be problem solving, yes, by creating a situation and then how to solve it, so I think simulation is the most important because if a student just reading, remembering, that is the level of forgetting that is more..... higher...”

(5/FI/EFT/II/006)

(Translated version)

In addition, Nafi explained that one common habit among students at this IBS is reliance on memorization. Even for subjects that require analysis and exploration, such as language, they tend to depend heavily on memorizing information. To address this issue, Nafi emphasizes exploration and minimizes the focus on memorization. He achieves this by integrating learning

materials and assessments that prioritize critical thinking over memorization. Instead of asking factual questions, Nafi might be asking questions that can stimulate students to think critically.

“The form of the material, the learning, the assessment, are explored. So, the assessments are no longer based on questions that rely on memorization but instead focus on questions that encourage exploration and critical thinking. Yes, for example, it looks like the question ‘in your opinion...’ or Okay, what do you think if we order tickets online? What are the benefits?’ ...”

(10/FI/EFT/II/001)

(Translated version)

When discussing the challenges in determining teaching strategies, Nafi initially shared that he encountered many difficulties due to his limited knowledge and experience. However, he explained that these difficulties lessen with experience. Over time, he has reached points of insight and understanding, making it easier for him to choose effective strategies. Nafi noted that the problems faced by students tend to be consistent year after year, allowing him to better anticipate situations and create appropriate responses. Now, he finds it much easier to select and implement teaching strategies because he has become familiar with common student issues.

4.1.3. Increasing student participation

In the interview, Nafi stated that teacher must focus on strategies that increase student participation, such as using a variety of activities and selecting effective media. He employs many varied activities in his teaching to minimize student boredom and encourage students to engage with each challenge presented. In his classes, he uses engaging methods like discussion groups and collaborative projects to actively involve students. Additionally, Nafi recognizes that students have varying strengths in language acquisition—some are dominant in auditory learning, others in visual or kinesthetic approaches. Hence, the teacher decides to provide teaching variations in each material to respond to the diverse strengths of the students. Activities outside the classroom can

also increase student participation. Sometimes Nafi invites students out of class to explore matters related to the material and to simulate situations created so that learning feels more real.

"The students have different strengths; some are audio-dominant, some are visual, and some are kinesthetic. Therefore, ee... I incorporate variations in teaching, not just focusing on the majority of the strengths"
(20/ISP/VAC/II/003)
(Translated version)

As a result of Nafi's observations and data, he reported that group discussions are the most frequent and effective strategy used. He stated that the choice of group discussion goes beyond improving students' critical thinking and deepening their understanding of the material. Group discussion also help maintain students' focus by actively involving them in the learning process and encouraging them to address challenges within the group, such as choosing a leader and dividing tasks. In addition, group discussions provide a platform for students to help each other and share knowledge. Students who were previously not confident become more assured because they can rely on their peers for information and support. Nafi believes that if a student does not participate, it may be due to a lack of awareness or difficulty with the material. However, in a group setting, students can complement each other's strengths and weaknesses. Group discussions also promote greater student engagement, especially during presentations. The collaborative nature of these discussions often leads to improved presentation quality and fosters a sense of enthusiasm and mutual support within the class, the example by applause and recognition. To make it more interesting, Nafi creates challenges at each meeting to motivate students by fostering a competitive spirit between groups. Furthermore, He often asks questions that stimulate students to think and discuss so that they can express their opinions well.

"Firstly, we can help each other, share knowledge, so that the students who previously lacked confidence become more

confident because in their group there are friends who can explain things to one another. Because usually students who do not participate often struggle because they do not understand. But with friends, they can compliment each other. Secondly, group discussion also helps them to be more active, there might be a presentation where students share their findings, followed by applause. So, I use group discussion in almost every meeting.”
(3/ISP/VAC/II/016)
(Translated version)

Apart from group discussion, Nafi also uses role play several times a semester when there is enough time to make the learning process feel more real. He creates a certain situation then asks the child to find a solution, which is also done to train students in solving a problem. One of the materials used by Nafi to create miniature dramas or role plays is descriptive material. Nafi gives several questions that prompt students to explain or tell more deeply about a situation, then he creates a simulation of a real situation by asking several trigger questions.

“...Then it is like role play, for example, creating a situation so that learning can feel more real.”
(4/ISP/VAC/I/005)
(Translated version)

Another way that Nafi uses to increase student participation is by adding information into the textbook material that is aligned with the students' culture and interests. For example, when discussing the topic of hat shops and explaining various hat models in the text, the teacher added relevant information about hijabs in various styles in the girls' class. On the other hand, in the boys' class, the teacher uses sports shop topics or other interesting things that boys usually talk about.

“When the topics are related to various types of hats, I provide examples of different types of hijabs in the class for girls, and various sports equipment in the class for boys to attract their attention and interest.”
(12/ISP/VAC/II/002)
(Translated version)

The second point is selecting effective media. Nafi employs a variety of engaging tools to attract students' attention, making the teaching and learning process more enjoyable and preventing boredom. The choice of media requires thoughtful consideration, as it should aim to facilitate English language comprehension and ensure alignment with educational objectives as well as enrich students' understanding of the language.

“Media selection should first be appropriate, targeted, and effective, and then used correctly to achieve the learning objectives...”

(5/ISP/PMD/I/002)

(Translated version)

Nafi utilizes media familiar to students, such as films, songs, images, videos, and PowerPoint presentations. However, in language learning, he emphasizes the use of video and audio to better engage students. This decision is based on his experience and observations, indicating that most students showed greater enthusiasm for audio and visual content compared to reading. Reading can be perceived as monotonous because the process of digesting information takes longer. Furthermore, Nafi mentioned that video and audio could help him to enhance the learning process. Therefore, with the audio and visual elements, he can create a more engaging learning atmosphere that encourages student development.

“Because language learning is more engaging for the majority of students when there are audio and visuals in class, I often use these two media to stimulate students, rather than just reading, which can be quite monotonous and lead to quicker boredom.”

(21/ISP/PMD/II/011)

(Translated version)

According to him, establishing a comfortable learning atmosphere and ensuring successful learning depends on the teacher's initiative because the teacher believes that actually there is no such thing as a lack of facilities as long as the teacher is initiative and creative. Additionally, Nafi

mentioned that when selecting content for media, aside from aligning it with the textbook and material to be taught, he also asked for students' opinions and considered them to determine their interests.

In addition to participating in class, students can also participate in decision making, for example in making assignment deadline decisions. On several occasions, Nafi handed over the selection of assignment deadlines to his students, but he still led them by paying attention and considering student activities outside of the class which were quite busy. Nafi did not leave the decision completely up to the students because the students still joked more often, so they still had to be under his supervision and direction. Apart from that, because the activity most often used by Nafi is group discussions, indirectly they also participate in the selection of group leaders, group secretaries and other divisions according to the concept that Nafi created. But for students who still do not participate after the various ways that Nafi did, he will appoint him to be the group representative in conveying the results of the discussion at the end.

On the other hand, the boarding school system provides additional advantages. The teacher can closely monitor students' progress outside the classroom, and he encourages those with less interest and participation in the class to participate in extracurricular activities. This serves as a means to cultivate students' interest in language learning, encouraging them to be more active while improving their English language skills. Extracurricular activities such as drama contests, spelling bees, public speaking, weekly conversations, and daily vocabulary.

4.1.4. Considering value clarification

Furthermore, in every teaching and learning activity, the teacher instills good values in students and ensures their understanding of these values. These include honesty, compassion,

unity, and other values that contribute to shaping students' positive personalities and prove beneficial for their future. The advantage for students at IBS is that the teacher can monitor and guide them in their daily life in the dormitory directly because they live in the same environment. Therefore, the teacher not only ensures students' understanding of the values taught but also ensures their application in everyday life. The technique used by the teacher to instill these values is through an eliciting technique. The teacher encourages students to think about the questions asked, especially regarding awareness, a value that he wants to instill in students because he believes that students' attitudes stem from their level of awareness. Through the questions that have been given, students can understand why it is important to obey parents, show respect for teachers and elders, and learn how to treat others.

“The most important moral is awareness. Can these students care, can they aware, can they be aware of the situation? Aware and caring means being sensitive. They need to be sensitive to the situation. Like that. So, it is very important.”

(2/CVL/I/028)

(Translated version)

4.1.5. Keeping a teaching journal

Keeping a teaching journal serves to evaluate how well students develop during the learning process and to identify areas for teachers' professional growth. At the IBS where Nafi teaches, each teacher is required to report on their students' progress during year-end or semester-end meetings. Therefore, Nafi analyzed through students' written assignment and verbal responses, both in and out of class, to identify their weaknesses. He also employs several methods to document the learning process, with the most frequently used being lesson plans and daily progress reports. Although Nafi's approach may not be extremely detailed, he finds it to be helpful. In addition to lesson plans and daily reports, Nafi sometimes documents the learning process through videos or recordings if needed. He also observes changes in student notes over time, as

these can provide valuable data for analysis. After each learning session, Nafi consistently evaluates his teaching methods and strategies to ensure continuous improvement.

“I document student progress through my lesson plans and daily reports. What the student achieved every day, right, that is what I document. While the documentation process is not highly detailed, it still captures the essential progress.”

(2/KTJ/LPDP/I/004)

(Translated version)

The teacher utilizes this data to comprehend how teaching methods and strategies can be adapted to meet students' needs. After analyzing the data, the teacher identified several mistakes made by students, which were addressed in the subsequent lesson by adjusting the material based on students' needs and shortcomings from the previous meeting. The teacher reported organizing three skills—writing, structure, and reading comprehension—according to their difficulty levels in teaching. According to the teacher's experience, writing is the most challenging to teach due to students' limited information and low literacy. Additionally, the teacher mentioned that, based on several theories, writing, as a productive skill, poses a higher level of difficulty compared to receptive skills. Structure is challenging due to its mathematical nature, involving numerous formulas that must be learned. Lastly, reading comprehension is a difficult skill to teach, requiring not only reading but also a deep understanding to answer questions effectively.

“According to what I've done and my experiences, the most difficult subjects to teach are writing, followed by structures, and then reading comprehension.”

(23/KTJ/ANL/II/007)

(Translated version)

To overcome the difficulties, the teacher enriches the students' language features and vocabulary, provides knowledge about the steps in writing, guides them in brainstorming the topic,

provides feedback on language usage in writing, and encourages critical thinking through post-reading questions. Additionally, regular exercises are given to enhance their skills.

4.2. Discussions

The understanding of the students is relevant with Lestari and Pratolo (2019) and Yigit and Tatch (2017) That the Teachers' understanding of the student's character became one of the determinants of strategies that were used by the English teachers in IBS and also understanding the learners, their learning proficiency and their language needs are important things that must be done by language teachers at the beginning of the semester and also by deepening understanding students, the teacher can create a better environment that supports their English learning. Additionally, the formative assessment conducted by the teacher is in accordance with Hardianti's (2020) explanation of one form of evaluation that can be implemented. In the other hand, Pramesti (2018) the writer of the Teaching of English at Pondok Pesantren Nurul Falah book stated that the most meaningful learning are topics are relevant to the students' life, needs and interests and also the students themselves are actively engaged in creating, understanding and connecting to knowledge.

Several teaching strategies have been tried by the teacher. However, group discussion and role play strategies have been deemed suitable for application to students at school. Consideration of the student's motivational background, situation, and condition is the basis for determining the chosen strategy. This action must be carried out by teachers who know more about the condition of the students being taught. According to Dwi (2023) the teacher's role as a learning facilitator is crucial in helping students with their learning process including exploring students' potential, encouraging active participation, providing resources, offering guidance, and using educational

technology to enrich the learning experience. This is because the teacher's job is not only to transfer knowledge but also to ensure that the knowledge provided can be well understood and developed by students.

Many researches indicate that teaching strategies linked to creative learning can boost students' abilities and group discussion is one of the creative learnings which is intertwined with students' creativity, encouraging their learning goals, peer connections, and information exchange (Rahmat, 2023). As Rahmat (2023) argued that group discussion helps students improve their learning by using what they know together to create new ideas and be more creative as well as builds on what they already know and gaining new insights from others. Moreover, in a group discussion, students have their tasks which can indirectly foster a sense of responsibility and they can share knowledge which can reduce students' feelings of self-doubt when realizing the results of their discussion because they can help and complement each other. This is in accordance with Rahmat's study (2023) who found out that during the speaking class, Group Discussion was discovered to be helpful as it encourages interaction and learning, boosts students' motivation to speak, and fosters respect for others' ideas.

The result showed the participant emphasizes that simulation is more important than simply reading or memorizing, because the possibility of forgetting is higher with the latter two methods. In the new version of Bloom taxonomy in the cognitive domain which consists of six levels, remembering is included in the lower-order thinking skills, while simulations and presentations are included in the applying category, which is a higher level than remembering (Anderson & Krathwohl, 2001). This is because dialogues replicate communication scenarios in everyday life as stated by Finocchiaro and Bonomo (1973) a conversation where individuals listen to a speaker and respond-dialogue, either by speaking themselves-monologue, or by taking actions, is highly

suitable for practicing language in real communication situations. Another benefit of it is that a dialogue is one of language learning activities that involves the four language skills and can take place anywhere and anytime (Hardianti, 2020).

The results also indicated that it is crucial for teachers to comprehend the reasons why students may not participate or lack high motivation before selecting appropriate teaching methods. This is in accordance with Brown's (2007) perspective, emphasizing that understanding the factors contributing to both successful and unsuccessful learners empower teachers to cultivate a classroom environment conducive to implementing effective strategies for success. Moreover, using topics related to the student's culture, and interests, and using fun materials such as watching videos and listening to audio, will increase the student's enthusiasm and participation (Raza, 2018 and Lestari & Pratolo, 2019). According to the participant, several extracurricular activities that he mentioned contribute significantly to students' language development as the out-of-class environment and activities have a substantial impact on the language learning process. This approach involves continuous monitoring of students' progress and providing additional support. This is in accordance with Gocer's (2010) statement that non-class activities allow students to develop their abilities and achieve learning goals.

Furthermore, engaging in open dialogue with students, and delivering positive moral messages fosters a closer teacher-student relationship and provides the teacher with the flexibility to do so, is aligns with Suryani's (2020) statement about VCT. On the other hand, the effective use of media and varied activities carried out by the teacher is in accordance with Lestari & Pratolo's (2019) perspective on enhancing student participation through a variety of activities and media. Furthermore, the participant employs various methods to overcome teaching difficulties, such as

enhancing students' understanding of writing steps, developing ideas, enriching vocabulary, and providing exercises to improve their English skills by Mahajan & Singh (2017).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

In conclusion, the teacher's implementation of differentiated instruction in teaching English has proven particularly beneficial in the school setting. This is evidenced by the noticeable improvement in students' skills under the participant's guidance. Furthermore, the strategies used by participants for learning English at Islamic Boarding Schools is to understand students starting from the students' learning abilities, background, language needs, character and other aspects that also affect their learning. These strategies, emphasized by experts in the field, not only foster critical thinking and deeper understanding of the material but also stimulate creativity and peer learning. The involvement in group discussions addresses hurdles, like maintaining focus and encouraging participation, while role plays contribute to real-world language application and problem-solving skills. Then the teacher can analyze the student data that has been learned to then determine the context of the appropriate material, interesting activities that can increase student participation, and activities or methods that teach good values. Encouraging the students with less interest and participation in the class to participating in extracurricular activities are an option to develop their English skill. In addition, the strategies used also considers teaching journals that can be made in any form to improve teacher teaching in each lesson. Although there are many other important components that support teaching strategies, teachers can learn them over time because more complex learning challenges can be solved with experience and high experience.

Finally, the findings of this study showed the strategies are implemented by the participant

as an English teacher in IBS. These findings also showed that strategies used by the teacher in IBS did not significantly differ with five components that Raza (2018) translated from Differentiated Instruction by Tomlinson (2001).

5.2. Suggestion

The findings of the current study can be employed to develop English teaching in IBS and also can be used by teachers to teach English in a classroom with similar students' characteristics. Therefore, it is hoped that this study can give a clear picture of how an English teacher implement differentiated English instructions in a school with different culture and characteristics from common schools. Since this study specifically focused on differentiated English instructions in Islamic Boarding School, future research is needed to see how teaching English in common school with differentiated instruction. Future research should also discuss what are the differences between English language teaching in common schools and Islamic boarding schools.

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APPENDICES

Appendix 1 Interview Question

1. What do you usually do to understand your students' characteristics?
2. What instruction is suitable for the characteristics of your students?
3. How do you increase student participation in your class?
 - Apakah anda pernah menggunakan media-media atau apa untuk meningkatkan partisipasi siswa anda? Pemilihan medianya seperti apa?
4. What is the importance of teaching moral values to students? How do you do it?
 - Bagaimana anda memastikan nilai tersebut dipahami oleh siswa? Bagaimana Anda melakukannya?
5. How do you document your teaching? What are the benefits of such documentation?

No	Transkrip	Ide pokok	Kode
1. Understanding student population (UND)	Memahami siswa saya dengan mengamati siswa dari hari ke hari progresnya, kemudian bagaimana perkembangannya dari hari ke hari. Karakter siswa berbeda-beda karena input dari siswa itu berbeda-beda jadi karakternya juga berbeda-beda.	- Observation (OBS) : dalam & luar kelas - Daily Assignment (DA) - Formative Exam (FE) - Informal Interview (II)	UND/OBS/I/002
2. Filtering the Instructions (FI)	Sejauh yang saya pahami, sebagai seorang guru ini kan, penting untuk seorang guru memiliki PCK (Pedagogy Content Knowledge). sebagai guru bahasa inggris, selain penguasaan content knowledge dan pedagogy cara atau methodology dalam mengajar kita perlu juga, terutama di zaman modern ini kan kita perlu CLT itu kan, Communicative Language Teaching itu, nah, maka caranya adalah, terkadang saya membuat group discussion, kemudian presentasi, leading group discussion dan lainnya agar pembelajarannya lebih bervariasi dan tidak monoton, sehingga siswa bisa lebih keluar daripada hanya menunggu penjelasan dari guru, dalam artian keluar disini mereka bisa lebih berekspresi dan mengutarakan pendapatnya gitu (1).	- Pembelajaran yang sistematis (STM) - Pengajaran yang efektif (EFT) <i>(kaitannya dengan pemilihan cara mengajar yang efektif, pertimbangan menggunakan cara itu, kenapa, dll)</i> (1) Terkadang Nafi membuat group discussion agar pembelajaran lebih bervariasi dan siswa bisa lebih berekspresi dalam menyatakan pendapat mereka.	1/ISP/VAC/I/010
3. Increasing student participation (ISP)	Partisipasi siswa ini kan kita harus paham dulu ya latar belakang siswa tidak berpartisipasi itu apa? Nah latar belakang siswa tidak berpartisipasi itu macem-macem. Pertama, <u>students ability</u> nya, terkadang siswa tidak ingin berpartisipasi karena misalkan dalam pembelajaran bahasa inggris dia sebenarnya bisa menjawab tapi karena keterbatasan informasi dan kosakata lebih memilih "ah sudahlah saya ragu untuk menjawab ini" (1). Yang kedua <u>less confident</u> , dia kurang percaya diri, artinya dia punya kemampuan tapi dia tidak percaya diri untuk menyampaikan gagasan atau jawabannya (2). Nah maka caranya adalah, saya membuat kegiatan2 agar siswa lebih	In term of learning : - Alasan siswa tidak partisipasi (RPT) - Penggunaan media (PMD) - Various Activity (VAC) In term of decision-making : - Deciding on the deadline (DD) - Leader of group discussion (LGD) (1) Students ability menjadi salah satu	1/ISP/RPT/I/005 2/ISP/RPT/I/011

	<p>partisipatif lagi. Tidak hanya mengandalkan satu metode ceramah misalnya yang kemudian membuat siswa menjadi pasif. Jadi untuk itu ya saya harus meningkatkan atau memberikan banyak aktivitas² di dalam kelas sehingga siswa yang merasa bosan bisa lebih berekspresi (3).</p> <p><i>(Penggunaan media)</i> ohh ya jelas, karena yang pertama kan itu, media itu terkait dengan teknologi, saya menggunakan teknologi untuk meningkatkan pembelajaran, tapi teknologi itu juga bukan berarti satu² nya acuan untuk meningkatkan pembelajaran, banyak, aktivitas² di luar kelas misalnya, ya kan, kan tidak harus di dalam kelas. Kita bisa ajak mereka keluar kelas untuk explore, kemudian kayak role play itu ya, kemudian misalkan menciptakan satu situasi sehingga pembelajaran bisa terasa lebih real (4). Nah jadi seperti itu yang saya lakukan.</p> <p><i>(Pemilihan media)</i> cara pemilihan media ini kan pertama, harus tepat guna, tepat sasaran, efektif, kemudian media ini kita gunakan betul² agar tujuan pembelajaran tercapai (5), nah itu yang saya lakukan dalam memilih sebuah media. Seperti itu, misalkan katakanlah konten² nya juga harus disesuaikan. Kemudian dari konten² yang dipilih itu mana yang bisa menggali anak untuk lebih bisa mengeksplorasi. Seperti itu.</p> <p><i>(media yang pernah digunakan)</i> PPT, foto, video, film, lagu, kemudian ini visualisasi yaa terutama terkait dengan sekarang era digital dimana anak juga lebih sangat fasih dalam menggunakan digital ya, apa namanya, mereka itu native digital ya, jadi media² yang saya gunakan itu yang sangat familiar bagi mereka seperti film, lagu, gambar, slide presentation, dan lain sebagainya (6).</p>	<p>alasan siswa tidak berpartisipasi karena terkadang siswa ingin berpartisipasi namun dia merasa ragu karena keterbatasan informasi dan vocabulary yang dia miliki.</p> <p>(2) Alasan lainnya yang membuat siswa tidak berpartisipasi adalah rasa kurang percaya diri karena meskipun dia memiliki kemampuan, dia tetap akan kesulitan dalam menyampaikan gagasan atau jawabannya.</p> <p>(3) Memberikan banyak aktivitas yang bervariasi dapat mengurangi rasa bosan siswa dan membuat mereka menjadi lebih bisa berekspresi</p> <p>(4) Aktivitas² di luar kelas juga dapat meningkatkan pembelajaran partisipasi siswa. Guru dapat mengajak siswa keluar kelas untuk mengeksplor hal-hal yang berkaitan dengan materi</p>	<p>3/ISP/VAC/I/022</p> <p>4/ISP/VAC/I/005</p> <p>5/ISP/PMD/I/002</p> <p>ISP/PMD/I/001</p> <p>6/ISP/PMD/I/006</p>
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