

**IMPLEMENTATION OF DIFFERENTIATED LEARNING IN  
TEACHING ENGLISH SUBJECT**

A PAPER

Submitted as Partial Fulfilment of Requirement  
for having a Bachelor Degree



By:

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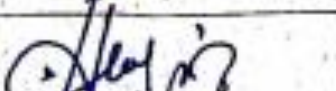
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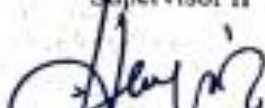
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## STATEMENT OF ORIGINALITY

The writer states that this paper entitled "IMPLEMENTATION OF DIFFERENTIATED LEARNING IN TEACHING ENGLISH SUBJECT" is my own writing with some quotation from some sources by using the accepted scientific method.

The writer makes this statement according to the truth. The writer does not conduct any activities that are categorized as plagiarism. The writer will be responsible for any risk that will happen in the future if it is proven to offend the ethnicity of scientific writing.

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**ABSTRACT**  
**IMPLEMENTATION OF DIFFERENTIATED LEARNING**  
**IN TEACHING ENGLISH SUBJECT**

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**Abstract:** This research aims to **find out** how the the implementation of differentiated learning in teaching English subject and the strength and weakness of differentiated leaning in senior high-school, this research used a descriptive qualitative method to describe the data. The primary data sources were collected in eleventh grade SMA Negeri 1 Garawangi, while secondary data sources were collected from interview with the teacher consist of 13 questions related to the implementation of differentiated learning. **The results of this study are that the implementation of differentiated learning in teaching English subjects has been carried out by fulfilling the three components of differentiated learning namely content, process, and product. In its implementation, the researcher found several strength and weakness. The strengths include embracing diversity, increasing student engagement, and fostering personalized learning, while the weaknesses include complicated preparation, limited facilities, and varying teacher teaching methode and style. The researcher also found several obstacles such as the ability of teachers and infrastructure. The solution provided is to develop teacher competencies such as holding technical guidance, outreach and training for teachers. In addition, the school also seeks to improve the facilities and infrastructure owned by the school.**

**Keywords:** *Merdeka Curriculum, Differentiation Learning, Strength and Weakness*

## **PREFACE**

Praise comes to Allah SWT, The God Almighty and The Most Merciful who has granted his blessing for each human being. May Allah bless the prophet, Muhammad SAW as the last of messenger, his households, his companions, and those who follow him until the day of Judgement. The researcher really wants to thanks God for giving her strength and health that because of Allah's blessings she could finish her paper.

This paper, entitled “**IMPLEMENTATION OF DIFFERENTIATED LEARNING IN TEACHING ENGLISH SUBJECT**” , is written as a part of requirements for completing the Bachelor Degree in English Education Study Program, Faculty of Teachers Training and Education, Universitas Kuningan. This paper is aimed to analyze the implementations of merdeka curriculum in differentiation learning in teaching analytical exposition text.

This paper hopefully can give contributions for all readers and become inspire for other researchers who will undertake further research in a related field. The researcher realizes this paper is still far from being perfect. Therefore, critical comments and suggestions from those who are deeply concerned with such topic are welcomed.

Kuningan, June 2024

**Euis Risya Kamila**  
**20190410012**

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The Researcher

Euis Risya Kamila



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