

CHAPTER I

INTRODUCTION

Chapter one presents general descriptions of the topic explored and the reason why the writer explores the topic. It includes rationale, research questions, the objective of the research, the scope of the research, significance of the research.

1.1. Rationale

The curriculum is the guidance for all forms of educational programs, both nationally and internationally. The curriculum is a reference for implementing the teaching and learning process used at all levels of education. According to Mulenga (2018) The curriculum is very important because the curriculum carries values, attitudes, beliefs, abilities, knowledge in every aspect of education. The definition of curriculum is regulated in Law Number 20 of 2003 concerning the National Education System, namely a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals.

The implementation of Merdeka curriculum in the 2022/2023 school year in education units is carried out through Merdeka channels. Based on the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 025/H/KR/2022 concerning the implementing education unit for the implementation of the Merdeka curriculum through Merdeka channels in the 2022/2023 academic year phase I, schools can implement an Merdeka curriculum with 3 categories, namely: a) Merdeka belajar; b) Mandiri berubah ; and c) Merdeka.

The differentiated learning has been promoted by KEMENDIKBUD as a teaching and learning strategy based on the implementation Merdeka Belajar curriculum. differentiated learning has actually not been new things in the world of education; rather, it has only been more advanced. It is

believed that using differentiated learning in the classroom will enable students to realize their greatest potential. Students are given the opportunity to learn in their own way and style through the differentiated learning strategy, resulting in successful learning. In order to identify and encourage students' independent learning, teachers must be able to develop individually via autonomous learning.

In differentiated learning, there are four aspects that can be adjusted by the teacher so that the students can understand the content being taught. These aspects are the subjects that need to be learned, the second aspect is process or hard work that students will be doing in class, and the third aspect is the creation of products that are made in the last stages of the lesson that can help students reach their learning objectives and the last is and learning environment as well as the learning climate in the classroom (Wahyuningsari, D., Mujiwati, Y., Hilmiyah, L., Kusumawardani, F., & Sari, I. P. 2022).

The use of differentiated learning will be an implementation of the curriculum flexible and not rigid, where you only believe in one way to achieve your goals education at school. To make this happen, teachers are directed to implement it differentiated learning, namely learning that is adapted to the character, needs, students interests and learning styles. The content in differentiated instruction can be varied, such as varying reading material, varying content by students, interest, varying the activities according to students' learning style and readiness (Setyaningrum et al., 2023).

Learning English is also fraught with different beliefs and perspectives. In certain parts of the world, English is taught in a variety of traditional and modern formats Oktoma E, Nugroho M, Suryana Y., (2023) The main aim of teaching English as foreign in Indonesia according to the Ministry Education, is to provide the society with graduated citizens who are able either to use language skills fluently. Thus, Indonesian's Ministry of Education always provides both teachers and students with the aims of teaching English as a foreign language. The process of learning English as foreign language can be

complicated because of different nature of the target language and mother tongue of the students.

This complication tends to be more severe when each student's unique characteristics are taken into account. Then, the learning process needs to be more sympathetic toward the students' unique characteristics. Such a learning process would place the students the centered of the instructional process, where the teacher mainly acts as a facilitator who strives to find the best methods and strategies to help the students throughout their learning process (Bahous R, Bacha N, and Nabhani M, 2011).

Magableh & Abdullah (2020) have proven that differentiated learning is an effective instructional design to cope with classrooms with students of different ability levels. However, some studies have also shown concern about the weakness in implementing differentiated learning (Aftab 2016, Naka 2018, Ismajli and Imami-Morina, 2018). Considering the many proven benefits of differentiated learning, the present study will explore the approach more closely in order to provide elaboration on what constitutes differentiated learning, how to implement it, what factors affect the success of its implementation, as well as to weigh between the strength and weakness in the implementation of differentiated learning teaching English subject.

The launching of the "Merdeka" curriculum brings about a massive change in the teaching strategies in teaching English subjects. The implementation of Differentiated Learning in teaching urges the teacher to facilitate students' uniqueness in terms of interest, readiness, and learning style into the learning process. The teacher must do the mapping to identify the students' learning needs and then designs the learning which fits the students' diverse needs. Therefore, research in designing Differentiated learning. Even though one class consists of diverse students' character, interests and learning styles the learning process will definitely be different between one student with another. This background is interesting to discuss in this research, so the researcher made research entitled "Implementation of differentiated learning in teaching English subject"

1.2. Research Question

Based on the background above, the researcher formulates the research question as follow:

1. How is the implementation of differentiated learning in teaching english subject to tenth-grade students of SMA Negeri 1 Garawangi?
2. What is the strengths and weakness of differentiated learning in teaching english subject in tenth-grade students of SMA Negeri 1 Garawangi?

1.3. The Objective of Research

Based on the research question, it can be concluded that the research objective is as follow:

1. To explore the implementation of differentiated learning in teaching English subject based on teacher's Point of View.
2. To find the strengths and weakness of differentiated learning in teaching English subject to tenth-grade students of SMA Negeri 1 Garawangi.

1.4. Scope of The Research

Based on the background of the study, this study has scope and limitations. Due the limitation of time , this study is focused on the diffeerentiated Learning on teaching English subject of tenth grade students SMA Negeri 1 Garawangi. The researchers focused on the teaching-learning process.

1.5. Significance of The Research

The researcher hopes that it could be the source of information, references and new information, and new knowledge. In addition:

Theoretically, it hopes that the research can be used for reference for the further research, and to be used as an additional knowledge to improve our knowledge about implementation of the Merdeka Curriculum in differentiation learning especially for teaching English subject.

Practically, the outcome of this study will be beneficial for the teachers, the students and school. The result of this study is expected to assist the teachers to overcome the problems in teaching English especially in teaching English Subject; moreover, this study is expected contributes to a more

comprehensive understanding of how educational strategies, specifically the Merdeka Curriculum, can be effectively utilized to enhance the teaching and learning of differentiated learning in English subject.