

**AN ANALYSIS OF ENGLISH FOREIGN LANGUAGE
TEACHERS PERCEPTION OF DIFFERENTIATED
INSTRUCTION**

THESIS



SELA SENTIA
SRN. 2111230023

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TADRIS FACULTY
FATMAWATI SUKARNO STATE ISLAMIC
UNIVERSITY BENGKULU
2025**

**AN ANALYSIS OF ENGLISH FOREIGN LANGUAGE
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INSTRUCTION**

THESIS

Submitted as a partial requirements for the degree of
Sarjana pendidikan (S.Pd) in English Education Study
Program Tarbiyah and Tadris Faculty UIN Bengkulu



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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO (UINFAS) BENGKULU
Alamat : Jl. Raden Fatah Kelurahan Pagar Dewa Bengkulu 38211
Telepon: (0736) 51276-51171-53879 Faxsimli: (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

STATEMENT OF AUTHENTICITY

Name : Sela Sentia
NIM 2111230023
Study Program : Tadris Bahasa Inggris
Fakulty : Tarbiyah dan Tadris

I hereby declare that my thesis entitled **“An Analysis of English Foreign Language Teachers Perception of Differentiated Instruction.”** is my own work or research and is not a plagiarism of the work of others. If in the future it is known that this thesis is the result of plagiarism, I am ready to be subject to academic sanctions.

Bengkulu, July 2025
Stated by,

Sela Sentia
NIM. 2111230023



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Alamat : Jl. Raden Fatah Kelurahan Pagar Dewa Bengkulu 38211

Telepon: (0736) 51276-51171-53879 Faksimili: (0736) 51171-51172

Website: www.uinfashengkulu.ac.id

RATIFICATION

This is to certify the thesis entitled "AN ANALYSIS OF ENGLISH FOREIGN LANGUAGE TEACHERS PERCEPTION OF DIFFERENTIATED INSTRUCTION" by Sela Sentia (2111230023) has been approved by the board of Thesis Examiners as the requirement for degree of *Sarjana* in English Education Program.

Chairman

Dr. Syamsul Rizal, M.Pd
NIP.1969012919999031001

Secretary

Endang Haryanto, M.Pd
NIP. 198605042023211019

Examiner I

Fera Zasrianita, M.Pd
NIP. 197902172009122003

Examiner II

Hanura Febriani, M.Pd
NIP. 199002142020122004

Bengkulu, September 2025

Approved by
Dean of Tarbiyah and Tadris Faculty



Dr. Mns Mulyadi, M.Pd

NIP. 197005142000031004



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Alamat : Jl. Raden Fatah Kelurahan Pagar Dewa Bengkulu 38211

Telepon: (0736) 51276-51171-53879 Faksimili: (0736) 51171-51172

Website: www.uinfasbengkulu.ac.id

ADVISOR SHEET

Subject : Sela Sentia
NIM : 2111230023
Study Program : Tadris Bahasa Inggris
To : The Dean of Faculty of Tarbiyah and
Tadris UINFAS Bengkulu

The thesis entitled "An Analysis of English Foreign Language Teachers Perception of Differentiated Instruction." has been guided, examined, and corrected in accordance with the suggestions of Supervisors I and II. Therefore, the thesis has fulfilled the requirements for the munaqosyah examination.

Bengkulu, July 2025

Advisor I

Advisor II


Risnawati, M.Pd
NIP. 197405231999032002


Hanura Febriani, M.Pd
NIP. 199002142020122004



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Alamat : Jl. Raden Fatah Kelurahan Pagar Dewa Bengkulu 38211
Telepon: (0736) 51276-51171-53879 Faksimili: (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

LETTER OF ADVISOR'S APPROVAL

Advisor I and Advisor II state that the thesis written by:

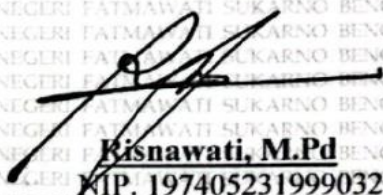
Name : Sela Sentia
NIM : 21112300023
Study Program : Tadris Bahasa Inggris
Fakulty : Tarbiyah dan Tadris
Thesis Title : An Analysis of English Foreign Language
Teachers Perception of
Differentiated Instruction.

Has been guided, reviewed, and updated according to the
suggestions of Advisor I and Advisor II. Therefore, the thesis has met
the requirements for research permission.

Bengkulu, July 2025

Advisor I

Advisor II


Risnawati, M.Pd
NIP. 197405231999032002


Hanura Febriani, M.Pd
NIP. 199002142020122004



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FATMAWATI SUKARNO (UINFAS) BENGKULU
Alamat : Jl. Raden Fatah Kelurahan Pagar Dewa Bengkulu 38211
Telepon: (0736) 51276-51171-53879 Faksimili: (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

THESIS APPROVAL

Name : Sela Sentia
NIM : 2111230023
Study Program : Tadris Bahasa Inggris
Fakulty : Tarbiyah dan Tadris
Thesis Tittle : An Analysis of English Foreign Language Teachers
Perception of Differentiated Instruction.

Bengkulu, July 2025

Advisor I

Advisor II

Rispawati, M.Pd

NIP. 197405231999032002

Hanura Febriani, M.Pd

NIP. 199002142020122004

Approved by

Head of Department of Language Education

M. Hidayatullah, M.Pd

NIP. 197805202007101002

MOTTO

“Sesungguhnya sesudah kesulitan ada kemudahan”

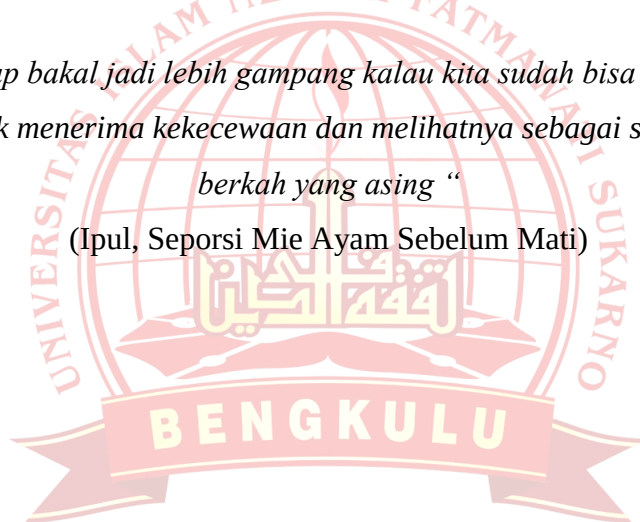
(QS AL-Insyirah:6)

*“Hadapi semuanya langsung dimuka, apapun yang terjadi tidak
apa”*

(Hindia, Ramai Sepi Bersama)

*“Hidup bakal jadi lebih gampang kalau kita sudah bisa belajar
untuk menerima kekecewaan dan melihatnya sebagai sebuah
berkah yang asing “*

(Ipul, Seporsi Mie Ayam Sebelum Mati)



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ABSTRACT

Sela Sentia (2025) : An Analysis of English Foreign Language Teachers Perception of Differentiated Instruction

Advisor I : Risnawati, M,Pd

Advisor II : Hanura Febriani, M.Pd

This research was conducted to analyze how EFL teachers perceive and implement differentiated instruction in the English classroom. Differentiated instruction is essential because students have diverse readiness, interests, and learning styles. Tomlinson (1999) states that it enables teachers to adjust content, process, and product to meet students' individual needs through ongoing assessment and flexible grouping. This approach supports inclusive, student-centered learning by recognizing and responding to each student's unique characteristics.

The study uses a mixed-method approach combining qualitative and quantitative methods. Data were collected through questionnaires, interviews, and classroom observations with two EFL teachers at a vocational high school in Kepahiang, Indonesia. The results revealed that teachers have a positive perception of differentiated instruction and acknowledge its importance in addressing learner diversity. Observational data confirmed that teachers applied differentiation by modifying content, learning processes, and final outputs based on student characteristics.

However, challenges in implementation remain, such as limited facilities, lack of parental support, and difficulties in grouping students effectively. Despite these obstacles, the teachers demonstrated a strong commitment to practicing inclusive, student-centered instruction. This research provides insights into how differentiated instruction is implemented in the Indonesian EFL context and emphasizes the need for institutional support and continuous professional development to improve its effectiveness.

Keywords : *Differentiated Instruction, EFL Classroom, Teacher's Perception.*

ABSTRAK

Sela Sentia (2025) : Analisis Persepsi Guru Bahasa Inggris terhadap Pembelajaran Berdiferensiasi
Advisor I : Risnawati, M,Pd
Advisor II : Hanura Febriani, M.Pd

Penelitian ini dilakukan untuk menganalisis bagaimana persepsi dan penerapan pembelajaran berdiferensiasi oleh guru Bahasa Inggris sebagai bahasa asing (EFL) di dalam kelas. Pembelajaran berdiferensiasi sangat penting karena siswa memiliki tingkat kesiapan, minat, dan gaya belajar yang beragam. Tomlinson (1999) menyatakan bahwa pendekatan ini memungkinkan guru menyesuaikan konten, proses, dan produk pembelajaran untuk memenuhi kebutuhan individu siswa melalui asesmen berkelanjutan dan pengelompokan yang fleksibel. Pendekatan ini mendukung pembelajaran yang inklusif dan berpusat pada siswa dengan mengakui serta merespons karakteristik unik masing-masing siswa.

Penelitian ini menggunakan pendekatan metode campuran yang menggabungkan metode kualitatif dan kuantitatif. Data dikumpulkan melalui angket, wawancara, dan observasi kelas terhadap dua orang guru Bahasa Inggris di salah satu sekolah menengah kejuruan di Kepahiang, Indonesia. Hasil penelitian menunjukkan bahwa guru memiliki persepsi positif terhadap pembelajaran berdiferensiasi dan mengakui pentingnya pendekatan ini dalam merespons keberagaman peserta didik. Data observasi mengonfirmasi bahwa guru menerapkan diferensiasi dengan menyesuaikan materi, proses pembelajaran, dan hasil akhir berdasarkan karakteristik siswa.

Namun, dalam pelaksanaannya masih ditemukan beberapa tantangan, seperti keterbatasan fasilitas, kurangnya dukungan dari orang tua, serta kesulitan dalam mengelompokkan siswa secara efektif. Meskipun menghadapi berbagai hambatan, para guru tetap menunjukkan komitmen yang kuat dalam menerapkan pembelajaran yang inklusif dan berpusat pada siswa. Penelitian ini memberikan gambaran mengenai implementasi pembelajaran berdiferensiasi dalam konteks pengajaran Bahasa Inggris di Indonesia serta menekankan perlunya dukungan institusi dan pengembangan profesional berkelanjutan untuk meningkatkan efektivitasnya.

Kata Kunci: Pembelajaran Berdiferensiasi, Kelas Bahasa Inggris, Persepsi Guru.

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Bengkulu, July 2025
Researcher

Sela Sentia
NIM. 2111230023

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- Appendix XI Research Permit Letter
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