

Appendix A
Transliterations

Transliteration	English Transliteration	Indonesian Translation
<p>Wa min āyātihī khalqus-samāwāti wal-arḍi wakhtilāfu alsinatikum wa alwānikum, inna fī zālika la`āyātil lil-'ālimīn</p>	<p>And among the signs of his power are the creation of heaven and earth and the different languages and colors of your skin. Verily in that are indeed signs for those who know</p>	<p>Dan di antara tanda-tanda (kebesaran)-Nya ialah penciptaan langit dan bumi, perbedaan bahasamu dan warna kulitmu. Sungguh, pada yang demikian itu benar-benar terdapat tanda-tanda bagi orang-orang yang mengetahui.</p>

Appendix B

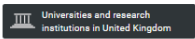
Data Extraction Sheet and Scimago Rank

Data Extraction sheet – Summary characteristics

Table 3.2					
<i>Summary characteristics Ruth Boelens, Michiel Voet, Bram De Wever</i>					
Author	Year	Journals	Aim	Population	Finding
Ruth Boelens, Michiel Voet, Bram De Wever	2018	Computers & Education	The aim to offer flexibility in terms of time and place to a diverse student population. However, specific attention for the diversity of this group, and how to cater individual needs, is still scarce. Therefore, this study explores instructors' strategies for and beliefs about differentiated instruction in blended learning, together with how the differences between instructors can be explained.	Teachers	Findings reveal that the most commonly used differentiated instruction strategy in a blended learning context was providing students with additional support throughout product development.

Scimago Rank.

Computers and Education

COUNTRY United Kingdom 	SUBJECT AREA AND CATEGORY Computer Science ↳ Computer Science (miscellaneous) Social Sciences ↳ Education ↳ E-learning	PUBLISHER Elsevier Ltd.	H-INDEX <h1>164</h1>
PUBLICATION TYPE Journals	ISSN 03601315	COVERAGE 1976-2020	INFORMATION Homepage How to publish in this journal

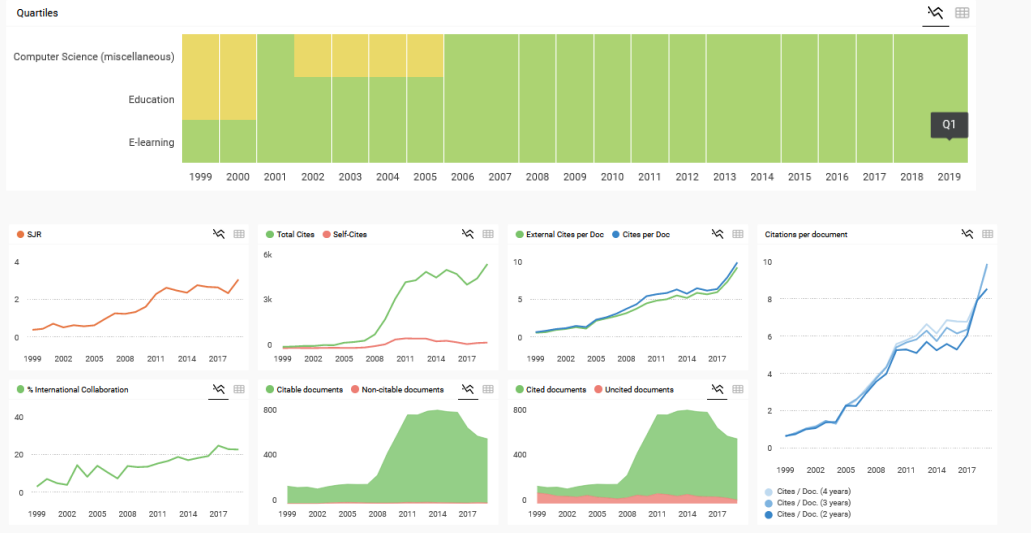


Figure 3.1 Scimago Rank of Ruth Boelens, Michiel Voet, Bram De Wever

Data Extraction sheet – Summary characteristics

Table 3.3					
<i>Summary characteristics Lisbeth M. Brevik, Ann Elisabeth Gunnulfsen, Joseph S. Renzulli</i>					
Author	Year	Journals	Aim	Population	Finding
Lisbeth M. Brevik, Ann Elisabeth Gunnulfsen, Joseph S. Renzulli	2017	Teaching and Teacher Education	To study concerning student teachers' understanding of differentiation for high-achieving secondary school students with higher learning potential.	Teachers and students	The findings provide illustrations of practices with differentiated instruction for high-achieving students with higher learning potential. Although the student teachers from the TE and ME programs agreed that differentiated instruction for these students matters, and despite their varying teaching experiences, they had very limited practice in enacting such differentiation. The detailed examples of how student teachers within and across the cases expressed concerns emphasize the complex nature of the identification of students and differentiation to

					address their needs.
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Scimago Rank.

Teaching and Teacher Education

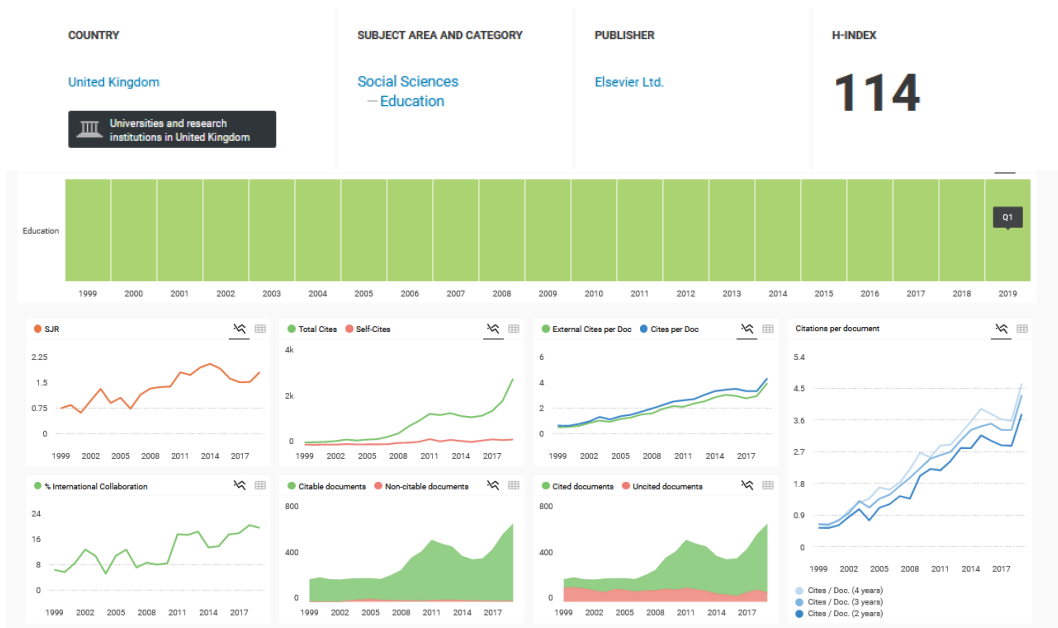


Figure 3.2 Scimago Rank of Lisbeth M. Brevik, Ann Elisabeth Gunnulfsen, Joseph S. Renzulli

Data Extraction sheet – Summary characteristics

Table 3.4

Summary characteristics Clarissa Haymon & Andrea Wilson

Author	Year	Journals	Aim	Population	Finding
Clarissa Haymon & Andrea Wilson	2020	Teaching and Teacher Education	To evaluate the effectiveness of Achieve 3000, a technology-enhanced program for differentiating reading instruction	Students	Findings suggest that the Achieve 3000 program was effective for meeting the specialized differentiated instructional needs of advanced learners in reading.

Scimago Rank.

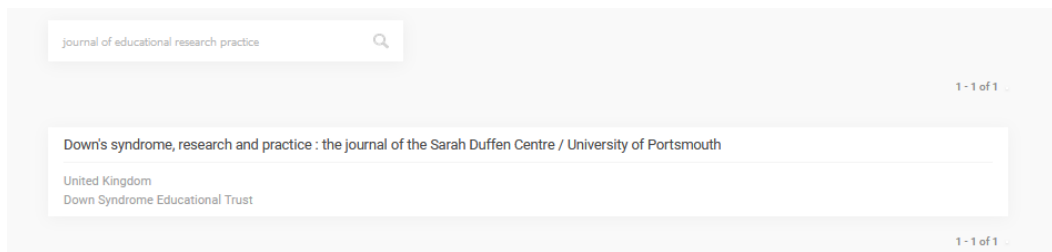


Figure 3.3 Scimago Rank of Clarissa Haymon & Andrea Wilson

Data Extraction sheet – Summary characteristics

Table 3.5					
<i>Summary characteristics Catherine A. Little, D. Betsy McCoach, and Sally M. Reis</i>					
Author	Year	Journals	Aim	Population	Finding
Catherine A. Little, D. Betsy McCoach, and Sally M. Reis	2014	Journal of Advanced Academics	To examined the effects on achievement of an instructional approach involving choice, differentiated instruction, and extensive, supported, independent reading, with corresponding elimination of regular reading instruction.	Teachers and Students	Results indicated similar results overall for treatment and control group students, with treatment outperforming control on reading fluency at two of the schools. The findings demonstrate that the intervention resulted in similar or higher scores for fluency and similar scores for comprehension, despite the diminished whole-group and smallgroup instruction provided in the intervention as compared with regular reading classes..

Scimago Rank.

Journal of Advanced Academics

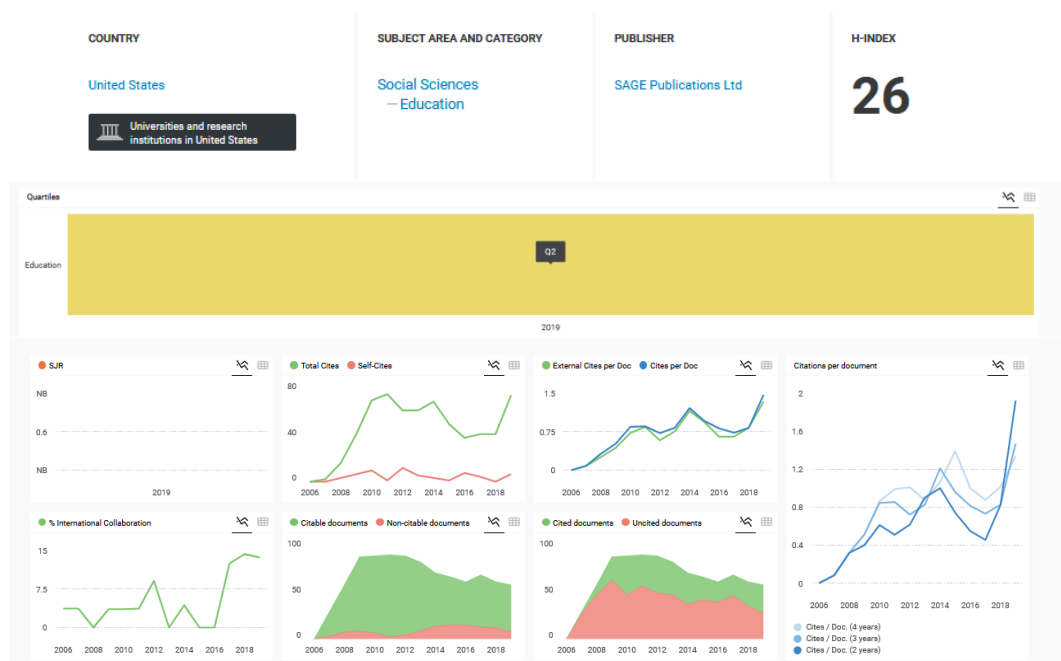


Figure 3.4 Scimago Rank of Catherine A. Little, D. Betsy McCoach, and Sally M. Reis

Appendix C

Instrument and Data Extraction

Differentiated instruction + EFL Reading Comprehension + Secondary school

SCREENING AND SELECTING TOOL

Reviewer name:
Date:
Author name/ Study ID:
Year:
Title:
Journal:

	Include	Exclude
Population		
Intervention		
Comparators		
Outcomes		
Study Design		
Overall Decision		

Note Adapted from: Boland et al., 2014 as quated in (Jessica, 2016)

Screening and Selecting Tool

Research Question : How does differentiated instruction have an impact on reading comprehension for Secondary School?

Inclusion criteria (based on PICOT)

Population : Secondary or Middle School

Intervention : Differentiated instruction improving EFL reading comprehension

Comparator : Differentiated instruction in EFL compared with each other or without differentiated instruction

Outcomes : Any positive impact in EFL reading Comprehension for middle/secondary school

Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 01 March 2021

Database : Science Direct

Author name : Mohammad Aliakbari & Jaber Khales Haghhigh

Year : 2014

Title : On the Effectiveness of Differentiated Instruction in the Enhancement of Iranian Learners Reading Comprehension in Separate Gender Education

Journal : International Conference on Current Trends in ELT

Population	EFL for secondary school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
Comparators	Differentiated instruction in EFL Reading Comperhension	Differentiated instruction not in EFL
Outcomes	Positive impact and Privillage of differentiated instruction in Reading comprehension	Impact in another topic
Study Design	Journal, articles, thesis, dissertation or systematic review from 2010 to 2020	Published out of the period time established
Overall Decision	INCLUDED	EXCLUDED

Screening and Selecting Tool

Research Question : How does differentiated instruction have an impact on reading comprehension for Secondary School?

Inclusion criteria (based on PICOT)

Population : Secondary or Middle School

Intervention : Differentiated instruction improving EFL reading comprehension

Comparator : Differentiated instruction in EFL compared with each other or without differentiated instruction

Outcomes : Any positive impact in EFL reading Comprehension for middle/secondary school

Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 03 March 2021

Database : Science Direct

Author name : Natalie Förster , Elisabeth Kawohl & Elmar Souvignier

Year : 2018

Title : Short- and long-term effects of assessment-based differentiated reading instruction in general education on reading fluency and reading comprehension

Journal : Learning and Instruction

Population	EFL for seconday school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
Comparators	Differentiated instruction in EFL Reading Compherension	Differentiated instruction not in EFL
Outcomes	Positive impact and Privillage of differentiated instruction in Reading comprehension	Impact in another topic
Study Design	Journal, articles, thesis, dissertation or systematic review from 2010 to 2020	Published out of the period time established
Overall Decision	INCLUDED	EXCLUDED

Screening and Selecting Tool

Research Question : How does differentiated instruction have an impact on reading comprehension for Secondary School?

Inclusion criteria (based on PICOT)

Population : Secondary or Middle School

Intervention : Differentiated instruction improving EFL reading comprehension

Comparator : Differentiated instruction in EFL compared with each other or without differentiated instruction

Outcomes : Any positive impact in EFL reading Comprehension for middle/secondary school

Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 03 March 2021

Database : Science Direct

Author name : Eva Machû

Year : 2015

Title : Analyzing Differentiated Instructions in Inclusive Education of Gifted Preschoolers

Journal : Social and Behavioral Sciences

Population	EFL for seconday school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
Comparators	Differentiated instruction in EFL Reading Compherension	Differentiated instruction not in EFL
Outcomes	Positive impact and Privillage of differentiated instruction in Reading comprehension	Impact in another topic
Study Design	Journal, articles, thesis, dissertation or systematic review from 2010 to 2020	Published out of the period time established
Overall Decision	INCLUDED	EXCLUDED

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Research Question : How does differentiated instruction have an impact on reading comprehension for Secondary School?

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Intervention : Differentiated instruction improving EFL reading comprehension

Comparator : Differentiated instruction in EFL compared with each other or without differentiated instruction

Outcomes : Any positive impact in EFL reading Comprehension for middle/secondary school

Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2021

Reviewer name : Deni Ansyari

Date : 03 March 2020

Database : Science Direct

Author name : Wendelien Vantiegheema,, Iris Rooseb, Esther Gheysensa, Júlia Griful-Freixeneta, Karolien Keppensc, Ruben Vanderlindc, Katrien Struyvena &Piet Van Avermaet

Year : 2020

Title : Professional vision of inclusive classrooms: A validation of teachers ' reasoning on differentiated instruction and teacher-student interactions

Journal : Studies in Educational Evaluation

Population	EFL for secondary school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
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Outcomes : Any positive impact in EFL reading Comprehension for middle/secondary school

Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 07 March 2021

Database : Science Direct

Author name : Ruth Boelens, Michiel Voet, Bram De Wever

Year : 2018

Title : The design of blended learning in response to student diversity in higher education: Instructors' views and use of differentiated instruction in blended learning

Journal : Computers & Education

Population	EFL for secondary school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
Comparators	Differentiated instruction in EFL Reading Comperhension	Differentiated instruction not in EFL
Outcomes	Positive impact and Privillage of differentiated instruction in Reading comprehension	Impact in another topic
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Overall Decision	INCLUDED	EXCLUDED

Screening and Selecting Tool

Research Question : How does differentiated instruction have an impact on reading comprehension for Secondary School?

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Outcomes : Any positive impact in EFL reading Comprehension for middle/secondary school

Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 09 March 2021

Database : Science Direct

Author name : Lisbeth M. Brevik a, Ann Elisabeth Gunnulfsen a & Joseph S. Renzulli b

Year : 2018

Title : Student teachers' practice and experience with differentiated instruction for students with higher learning potential

Journal : Teaching and Teacher Education

Population	EFL for secondary school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
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Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 10 March 2021

Database : Science Direct

Author name : Hilary Dack

Year : 2018

Title : The role of teacher preparation program coherence in supporting candidate appropriation of the pedagogical tools of differentiated instruction

Journal : Teaching and Teacher Education

Population	EFL for secondary school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
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Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 10 March 2021

Database : Science Direct

Author name : Debbie De Neve, Geert Devos & Melissa Tuytens

Year : 2014

Title : The importance of job resources and self-efficacy for beginning teacher s' professional learning in differentiated instruction

Journal : Teaching and Teacher Education

Population	EFL for secondary school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
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Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 13 March 2021

Database : Science Direct

Author name : Marilena Nicolae

Year : 2014

Title : Teachers' beliefs as the differentiated instruction starting point: research basis

Journal : Social and Behavioral Sciences

Population	EFL for secondary school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
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Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 13 March 2021

Database : Science Direct

Author name : Robbert Smit & Winfried Humpert

Year : 2012

Title : Differentiated instruction in small schools

Journal : Teaching and Teacher Education

Population	EFL for secondary school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
Comparators	Differentiated instruction in EFL Reading Comperhension	Differentiated instruction not in EFL
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Outcomes : Any positive impact in EFL reading Comprehension for middle/secondary school

Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 17 March 2021

Database : Science Direct

Author name : Saskia Stollman a, Jacobiene Meirink , Michiel Westenberg & Jan van Driel

Year : 2019

Title : Teachers' interactive cognitions of differentiated instruction in a context of student talent development

Journal : Teaching and Teacher Education

Population	EFL for secondary school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
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Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 23 March 2021

Database : Science Direct

Author name : Cristina Tulbure

Year : 2011

Title : Differentiated instruction for pre-service teachers: An experimental investigation

Journal : Social and Behavioral Sciences

Population	EFL for secondary school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
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Outcomes : Any positive impact in EFL reading Comprehension for middle/secondary school

Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 24 March 2021

Database : Science Direct

Author name : Stavroula Valiandes

Year : 2015

Title : Evaluating the impact of differentiated instruction on literacy and reading in mixed ability classrooms: Quality and equity dimensions of education effectiveness

Journal : Studies in Educational Evaluation

Population	EFL for seconday school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
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Reviewer name : Deni Ansyari

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Journal : Studies in Educational Evaluation

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Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 25 March 2021

Database : Proquest

Author name : Clarissa Haymon & Andrea Wilson

Year : 2020

Title : Differentiated Reading Instruction With Technology for Advanced Middle School Students' Reading Achievement

Journal : Journal of Educational Research & Practice

Population	EFL for secondary school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
Comparators	Differentiated instruction in EFL Reading Compherension	Differentiated only and Reading only
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Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 26 March 2021

Database : Proquest

Author name : John T. Guthrie, Angela McRae, Cassandra S. Coddington, Susan Lutz Klauda, Allan Wigfield & Pedro Barbosa

Year : 2009

Title : Impacts of Comprehensive Reading Instruction on Diverse Outcomes of Low- and High-Achieving Readers

Journal : Journal of Learning Disabilities

Population	EFL for secondary school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
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Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 26 March 2021

Database : Proquest

Author name : John T. Guthrie, Angela McRae, Cassandra S. Coddington, Susan Lutz Klauda, Allan Wigfield & Pedro Barbosa

Year : 2007

Title : Using Planned Enrichment Strategies with Direct Instruction to Improve Reading Fluency, Comprehension, and Attitude toward Reading: An EvidenceBased Study

Journal : The Elementary School Journal

Population	EFL for secondary school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
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Study design : Journal, articles, books, thesis, dissertations published between 2010 until 2020

Reviewer name : Deni Ansyari

Date : 28 March 2021

Database : Sage

Author name : Catherine A. Little, D. Betsy McCoach and Sally M. Reis

Year : 2014

Title : Effects of Differentiated Reading Instruction on Student Achievement in Middle School

Journal : Journal of Advanced Academics

Population	EFL for seconday school	Upper or lower grade/level
Interventions	Differentiated instruction + Reading Comprehension	Differentiated only and Reading only
Comparators	Differentiated instruction in EFL Reading Compherension	Differentiated only and Reading only
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Study Design	Journal, articles, thesis, dissertation or systematic review from 2010 to 2020	Published out of the period time established
Overall Decision	INCLUDED	EXCLUDED

Curriculum Vitae

Personal Details

Name : Deni Ansyari

Place and Date of Birth : Banjarmasin, 19 Mei 1997

Gender : Laki-Laki

Religion : Islam

Marital Status : Belum Kawin

Address : JL Sungai Andai RT 37 No 03 Banjarmasin Utara

Formal Education

2003-2009 SDN Pekauman 3 Banjarmasin

2010-2013 SMPN 27 Banjarmasin

2013-2016 SMAN 11 Banjarmasin

Organization Experience

2010-2013 Member of Osis at SMPN 27 Banjarmasin

2013-2016 Member of Osis at SMAN 11 Banjarmasin

Teaching Experience

2018 Teaching Practice I UIN Antasari Banjarmasin

2019 Teaching Practice II MA Muhammadiyah 1 Banjarmasin

2020 KKN at Desa Beringin Kabupaten Tanah Bumbu Kalimantan Selatan