

CHAPTER I

INTRODUCTION

A. Background of Study

Different students have different needs when it comes to learning, and one of a teacher's duties is to give an assessment experience that lets each student show what they've learned while considering their interests, needs, and learning styles. A teacher may differentiate their instruction in response to a student's needs. With various techniques, including texts, lessons, and interest groups, a teacher can differentiate material, processes, or products based on a student's readiness, interests, and learning profile (Tomlinson, 2001). Because performance evaluation tasks give students autonomy and choice, they can assist teachers in achieving this goal.

There is a close relationship between independent learning and independent curriculum. One could argue that the fundamental tenets of independent education serve as the base around which this curriculum is built. A solid understanding of the phrase will make understanding an independent curriculum and its implementation in the teaching and learning process easier. The concept of teaching in hadith Imam Muslim (1476). The authority of this hadith, narrated by Imam Muslim, teaches about the softness and ease of preaching and conveying knowledge. It tells about the task of the Prophet

Muhammad P.B.U.H and the basic principles he taught to spread knowledge and da'wah, namely by making it easier than difficult. This hadith shows that Islam, as a religion of grace, does not put humanity under pressure but helps their religious obligations and live their lives. This concept shows how to see different human situations affectionately, thoughtfully, and realistically. Therefore, the Prophet emphasized that delivery must be tailored to the needs and abilities of each person without causing unnecessary difficulties. This hadith is relevant to learning and education because it encourages the teacher or educators to impart knowledge so students can understand and accept it without burdening or causing difficulties. In line with the principle of differentiated learning, the teacher can tailor their teaching according to the abilities and needs of each individual.

إِنَّمَا بُعِثْتُكُمْ مُبَسِّرِينَ وَلَمْ تُبْعَثُوا مُعَسِّرِينَ

The teacher can use various strategies to differentiate performance assessments for all students, but in some cases, students with disabilities might require more conventional adjustments or modifications to demonstrate their learning. The concept of Differentiated learning is also implied in the Al-Qur'an surah Al-Hujurat, verses 13.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ

أَكْرَمَكُمْ عِنْدَ اللَّهِ أَنْفَعُكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

God divided humanity into countries and tribes so that they may get to know one another. It is unlawful for humans to make distinctions between races, religions, and even between individuals themselves. It is illegal for a man to feel superior to others and degrade them. The variety of student's abilities and traits is crucial to education and requires consideration. The effectiveness of learning that occurs or changes throughout the learning process determines the quality of learning results, effective learning and quality learning are inseparably connected. As stated by Joyce and others (2009), Differentiated assessment is a continuous process that the teacher uses to determine their students' needs and strengths. Data is gathered from various sources before, during, and after instruction. To accommodate students' varying learning needs, interests, and abilities, the teacher must consider multiple assessment strategies and ways for students to demonstrate their understanding. Since differentiated assessment involves the teacher taking into account various assessment opportunities to suit each student's needs, interests, abilities, and prior learning, it can improve student learning.

In addition, Oktaviani (2024) analysed An Analysis of Independent Curriculum Implementation in English Subject (Benefits and Challenges). The participants were a teacher and fifteen students from three classes. From her research, she found that In implementing the independent curriculum in the classroom. Preparing and planning in class is the first step toward learning. For

the students to complete the non-cognitive testing examination, the teacher opens the session, checks attendance, and asks about each student's health. Afterward, the teacher conducts a cognitive diagnostic evaluation to determine the learner's preferred learning method and essential competencies; however, this evaluation is limited to the start of the semester.

The researcher concludes from that previous study that the gaps enriching the learning experience with differentiation and projects can positively contribute to the independent curriculum's success in achieving holistic educational goals. The previous researcher, Oktaviani (2024), focused on the benefits and challenges of the teacher implementing an independent curriculum. Besides that, Oktaviani (2024), the researcher can increase teacher participation to see the differences in the teacher teaching in independent curriculum schools and to take many views from the results.

This study aims to analyze differentiated assessment in English subjects by implementing an independent curriculum at SMAN 5 Banjarmasin. By analyzing, the researcher can find out the concrete steps of the teacher in implementing differentiated assessment in English learning at school and see how the teacher implement differentiated assessment in differentiated learning where the teacher can see the assessment process directly and know the benefits of implementing differentiated assessment in English subjects. This research

examines the views of teachers and students at SMAN 5 Banjarmasin. This research will begin in October 2024. The researcher collected data through interviews and classroom observations. As a result, the researcher is interested in conducting a study entitled “**DIFFERENTIATED ASSESSMENT IN ENGLISH SUBJECT WITHIN INDEPENDENT CURRICULUM IMPLEMENTATION.**”

B. Definition of Key Terms

Several terms related to the research are clarified to avoid misconceptions.

1. Differentiated Assessment

Differentiated assessment uses various methods and tools to accommodate students' diverse learning needs, styles, and abilities. This research focuses on the differentiated assessment of English subjects in SMAN 5 Banjarmasin and finds out how the teacher used differentiated assessments.

2. English Subject

English is the academic study of the English language, literature, and writing. Education encompasses reading, writing, speaking, and listening skills, as well as the study of literature and language conventions. This research uses differentiated assessment in SMAN 5 Banjarmasin to assess existing English skills.

3. Independent Curriculum

An independent curriculum is the process of teaching, designing, developing, and delivering a curriculum not mandated or prescribed by an external authority, such as a government or educational institution. In this research, The researcher collected data on the implementation of the independent curriculum in English subjects from the teachers' and students' viewpoints on the differentiated assessment they experienced while teaching and learning English.

4. Teacher and Students' views

The teacher and student views refer to teachers' and students' perceptions of differentiated assessment in English subjects within independent curriculum implementation.

5. Benefit

A benefit is an outcome or advantage from an activity, decision, or situation. Generally, benefit refers to a positive impact, such as better inside or emotional well-being. In this research, the researcher looks at the advantages of using differentiated assessment in an independent curriculum from both the teacher's and student's perspectives. It might include classroom teaching systems, evaluation procedures, or teacher teaching strategies.

C. Research Questions

Based on the problems described in the research background, the researcher decided to explore two research questions, as follows:

1. How does the teacher implement differentiated assessment in English subject within the independent curriculum context?
2. What are the benefits of implementing differentiated assessment in English subject as viewed from the teacher and students perspectives?

D. Objectives of Study

According to the research questions, the research aims to analyze:

1. To identify the implementation of differentiated assessment in English subject within the independent curriculum context.
2. To find the benefits implementation of differentiated assessment in English subject as viewed from the teacher and students perspectives.

E. Significance of Study

This study will provide helpful information to the teacher, students, and researcher about implementing differentiated assessment in an independent curriculum and the benefits of implementing differentiated assessment by the teacher and students in class.

The significance of researching differentiated assessment in the English subject within an independent curriculum implementation lies in its potential to improve student engagement, motivation, academic achievement, and language

proficiency. This research can offer educators and curriculum developers valuable insights by investigating teacher's and students' perspectives and experiences, recognizing best practices and strategies, and assessing the alignment with curriculum goals.

Learning environments can be made more efficient and equitable by considering the effects of promoting inclusive education, meeting the needs of diverse students, and encouraging critical thinking and communication skills. Additionally, evaluating the significance of professional development and training for a teacher can guide initiatives to improve their ability to use differentiated assessment effectively.