

## APPENDICES

### Appendix I. Translation of Al – Qur'an

No.	Name of The Surah	Indonesian	English
1.	Al – Baqarah verse 269 يُؤْتِي الْحِكْمَةَ مَنْ يَشَاءُ ۚ وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا ۚ وَمَا يَذَّكَّرُ إِلَّا أُولُوا الْأَلْبَابِ	"Dia (Allah) menganugerahkan hikmah kepada siapa yang dikehendaki. Siapa yang dianugerahi hikmah, sungguh dia telah dianugerahi kebaikan yang banyak. Dan tidak ada yang dapat mengambil pelajaran (darinya), kecuali orang- orang yang memiliki akal sehat"	"He (Allah) grants wisdom to those whom He wills, and whoever is granted wisdom is certainly blessed with a great wealth. And none can learn from it except those who are endowed with intellects"

## Appendix II. Research Instrument

### A. Research Instrument for RQ 1

**What are the factors of differentiated learning within an independent curriculum contribute to students' progress and satisfaction with ELT?**

Factors involving “Students” in implementing differentiated instruction refers to students’ attitude, motivation, confidence, proficiency gaps and schemata (Lavania and Mohamad Nor, 2021).

#### 1. Interview guideline to the students

No	Stage	Interview questions	Participant's responses
1.	Students' attitude	1. What is your attitude towards learning that offers choice in how you learn? a. Does it help your learning progress? (students progress) b. How did you feel when you were given a choice of how to learn in the lesson? Does this make you feel more comfortable? (students satisfaction)  2. How often do you feel challenged by material that matches your ability? a. How does this affect your learning progress? (students progress)	
2.	Students' motivation	1. Do you feel more motivated to learn when tasks or materials are tailored to your needs?	

		<p>a. Do you feel that your understanding of the material is deeper afterwards? (student's progress)</p> <p>b. What type of learning option makes you most satisfied and excited to learn? (students' satisfaction)</p> <p>2. How big a role do your friends play in motivating you to learn in differentiated learning?</p> <p>a. Do you feel you progress faster when you study with friends than when you study alone? Why? (students' progress)</p> <p>b. Do you feel more satisfied with your learning outcomes when learning is motivated by friends? (students' satisfaction)</p>	
3.	Students' confidence	<p>1. Do you think that receiving differentiated instruction was helpful in developing yourself and confidence?</p> <p>a. Is there a difference in your learning outcomes when the task is customized compared to a typical task? (students' progress)</p> <p>b. Are there things that could make you feel more satisfied in your learning if your confidence increased? (students' satisfaction)</p> <p>2. Do you tend to participate more actively in class when you feel confident?</p> <p>a. Do you feel your learning progress improves when you are more active</p>	

		<p>and confident in class? (students' progress)</p> <p>b. Do you feel that self-confidence is a major factor in achieving student satisfaction?</p>	
4.	Students' proficiency gaps	<p>1. How do you maintain the face of difficult assignments or concepts in the classroom?</p> <p>a. How has this challenge affected your ability to understand the material? (students' progress)</p> <p>b. Is there a difference in your satisfaction with the learning material when you find it difficult compared to when you find it easier? (students' satisfaction)</p> <p>2. What do you do if you feel you don't understand the material? Do you seek help from friends, teachers or other sources?</p> <p>a. Do you feel that the help helped improve your understanding (such as grades and enthusiasm for learning) and How did this affect your satisfaction with the learning process?</p>	
5.	Students' schemata	<p>1. When you encounter new material, how does your existing knowledge help you understand the material?</p> <p>a. Do you find it easier to learn material if you already have a basic understanding of the topic? (students progress)</p> <p>b. Do you feel more satisfied with differentiated learning when your prior</p>	

		<p>knowledge is sufficient to help in the learning process? (student satisfaction)</p> <p>2. Do you think your teacher offers you the opportunity to participate in class discussions that are connected to your interests and experiences?</p> <p>a. Does it make it easier for you to understand the lesson? Why or why not? (students' progress)</p> <p>b. Do you feel this is an important aspect to have a positive impact on your learning satisfaction? (students' satisfaction)</p>	
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## 2. Student's observation protocol

No.	Stage	Indicator	Aspect observed	Notes and reflection
1.	Attitude	Students' progress	1. Are students actively involved in discussions and learning activities?	
			2. Students show courtesy towards teachers and classmates.	
		Students' satisfaction	1. Students feel comfortable with the interactions that occur in class. 2. Do students show a positive attitude towards differentiated learning? (Regarding positive attitude, here it means that they show higher interest and actively participate in various class activities designed according to their needs.) the learning material?	
2.	Motivation	Students progress	1. Students show initiative to learn independently. 2. Students are eager to complete learning tasks. 3. Students actively seek additional learning resources other than from	

			the teacher, such as from friends or the internet	
		Students satisfaction	<ol style="list-style-type: none"> <li>1. Are students interested in finding out more about the material being taught?</li> <li>2. Are students present on time and complete in each session?</li> </ol>	
3.	Confidence	Students progress	<ol style="list-style-type: none"> <li>1. Students are confident when doing tasks in front of the class.</li> <li>2. Students do not hesitate to ask questions if they have difficulties.</li> <li>3. Students dare to express their opinions in class.</li> </ol>	
		Students satisfaction	<ol style="list-style-type: none"> <li>1. Does the student seem confident when doing the task without asking for much help?</li> <li>2. Students show confidence when explaining the concepts they have learned.</li> </ol>	
4.	Proficiency gaps	Students progress	<ol style="list-style-type: none"> <li>1. Students show a lack of understanding of the basic materials needed for learning.</li> </ol>	

			<p>2. Students often need extra help to understand the concepts taught.</p> <p>3. Students have difficulty in completing tasks according to ability level.</p>	
		Students satisfaction	<p>1. Students show a confused or frustrated expression while working on the task.</p> <p>2. Students often appear lazy or reluctant to engage in learning activities.</p>	
5.	schemata	Students progress	<p>1. Students can relate the subject matter to real-world situations.</p> <p>2. Students use prior knowledge to solve new tasks</p>	
		Students satisfaction	<p>1. Students demonstrate a good understanding of the topic being studied.</p> <p>2. students are satisfied with the feedback provided related to their understanding of knowledge.</p>	



## B. Research Instrument for RQ 2

### What are the challenges discover by teachers in putting differentiated learning strategies in an Independent Curriculum for ELT?

The challenges faced by the teacher are Time and effort in preparing and designing the learning process and Lack of support from fellow teachers (Suryati and Ratih, 2023).

#### 1. Interview guideline to the teacher

No.	Stage	Interview questions	Participant's responses
1.	Time and effort in preparing and designing the learning process	<p>1. Can you describe a time when you had to put a lot of time and effort into creating a lesson plan?</p> <p>a. What strategies did you employ to ensure that the lesson plan was both effective and interesting for your students?</p> <p>b. How did you balance the need for a comprehensive lesson plan with the time constraints you faced?</p> <p>2. Do you think the time and work needed to prepare and plan lessons is reasonable, or do you feel not enough time?</p> <p>a. So, do you have a specific strategy to reduce the time it takes to prepare the learning material?</p> <p>3. Have you ever been forced to prioritize lesson planning and preparation over</p>	

		other facets of your personal or professional life?	
2.	Lack of support from fellow teachers	<p>1. Have you ever felt that other educators are unwilling to provide their knowledge to you?</p> <p>a. How did it affect your work and well-being?</p> <p>2. What strategies do you employ to to deal with the difficulties caused by lack of support from colleagues?</p> <p>3. How frequently do you feel that your fellow educators contribute to helping you advance your career?</p>	

### Appendix III. Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Sifat : Penting  
Lampiran : 1 (Satu) Berkas  
Hal : Mohon Izin Riset

30 Desember 2024

Yth. Kepala MTsN 1 Kotawaringin Barat  
Kota Pangkalan Bun

*Assalamu'alaikum Wr.Wb*

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Tasya Amalia Putri  
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Fakultas : Tarbiyah dan Keguruan  
Alamat : JL. HM. Rafi'i BTN. Cemara Permai No. B 15  
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Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

*Wassalamu'alaikum Wr.Wb*

Banjarmasin, 30 Desember 2024

Wakil Dekan Bidang Akademik dan Kelembagaan,



Prof. Dr. Ahmad Muradi, M.Ag.  
NIP 197808082005011006

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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**SURAT KETERANGAN SELESAI PENELITIAN**

NOMOR : 396 /Mts.15.1.1/PP.00/06/2025

Yang bertanda tangan dibawah ini :

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4. Jabatan : Plh. Kepala Madrasah
5. Unit Kerja : MTs Negeri 1 Kotawaringin Barat

Menyatakan dengan sesungguhnya bahwa :

1. Nama : Tasya Amalia Putri
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Telah melakukan penelitian di MTs Negeri 1 Kotawaringin Barat pada tanggal 7 Januari s.d 18 Februari 2025 dengan Judul ***"EXPLORING STUDENT'S PROGRESS AND SATISFACTION WITH DIFFERENTIATED LEARNING IN ELT WITHIN AN INDEPENDENT CURRICULUM"***.

Demikianlah Surat Keterangan ini kami buat untuk dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Bangkalan Bun, 04 Juni 2025  
 Plh. Kepala  
  
 Bonosakti Prihambodo,S.Pd.  
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## Appendix IV. Photographs

### A. Interview with the students





## B. Interview with a teacher











## C. Observation in Class



## Appendix V. Consultation Schedule and Notes

### CONSULTATION NOTES

Name of Advisor: Dr. Hj. Raida Asfihana, M.Pd

No.	Day/Date	Notes	Signature
1.	Tuesday, 2 April 2024 (Offline)	<ul style="list-style-type: none"> <li>Expand the definition of key terms</li> <li>Expand the theoretical review</li> <li>Change steps on research design</li> </ul>	
2.	Wednesday, 29 May 2024 (WhatsApp)	<ul style="list-style-type: none"> <li>Change into thesis format</li> </ul>	
3.	Friday, 14 June 2024 (Offline)	<ul style="list-style-type: none"> <li>Formulation of gaps in chapter I</li> <li>Research question correction</li> <li>Add more description about participants</li> <li>Add more narration in chapter II</li> </ul>	
4.	Monday, 15 July 2024 (Offline)	<ul style="list-style-type: none"> <li>Research design correction</li> <li>Revision of the contents for the data section in chapter III</li> <li>Instrument of interview correction</li> </ul>	
5.	Friday, 13 September 2024 (WhatsApp)	<ul style="list-style-type: none"> <li>Approval for conduct research</li> </ul>	
6.	Friday, 3 January 2025 (WhatsApp)	<ul style="list-style-type: none"> <li>Consultation about participants and research setting before conduct research</li> </ul>	
7.	Thursday, 8 May 2025 (Offline)	<ul style="list-style-type: none"> <li>Consultation about chapter IV (findings, participants, and interview extract)</li> <li>Citation correction</li> </ul>	
8.	Tuesday, 3 June 2025 (WhatsApp)	<ul style="list-style-type: none"> <li>Consultation and revision of chapter V</li> <li>Word and sentences correction</li> <li>Grammar and tenses correction</li> <li>Abstract correction</li> <li>Approval to be exam</li> </ul>	

## CURRICULUM VITAE

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10. Non Academic Achievement : -
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Banjarmasin, 11 Juni 2025



Tasya Amalia Putri