# APPENDICES

## Appendix 1 Research Instruments

### Interview Guide

| No | Interview Questions | Participant's Response |
|---|---|---|
| **1.** | **Teacher's Qualifications and Experiences** | |
| | 1. How long have you been an English teacher?<br>2. How long have you been implementing differentiated learning strategies?<br>3. Have you ever attended any training related to differentiated learning strategies?<br>4. Where did you receive the training?<br>5. How did the training influence your understanding of differentiated learning strategies?<br>6. How did the training influence your teaching practices in the classroom?<br>7. What do you know about differentiated learning strategies? | |
| **2.** | **The Importance and The Effectiveness of Differentiated Learning Strategies** | |
| | 1. Why do you think differentiated learning strategies is important?<br>2. How do differentiated learning strategies help meet students' individual needs?<br>3. How would you describe the flexibility of differentiated learning strategies compared to other teaching methods?<br>4. How do you see the effectiveness of differentiated learning strategies in your classroom?<br>5. How do differentiated learning strategies affect your time in planning and teaching? | |

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| | 6. How do differentiated learning strategies influence your effort or thinking process when preparing lessons? | |
| **3.** | **Implementation of Differentiated Learning Strategies** | |
| | 1. How do you implement differentiated learning strategies in your classroom?<br>2. What are teaching methods do you usually use to accommodate students' differences?<br>3. What kinds of media or resources do you use in differentiated learning?<br>4. How do you choose or adapt learning materials for different students?<br>5. How do you assess students in a differentiated learning environment? | |
| 4. | **Challenges in Implementing Differentiated Learning Strategies** | |
| | 6. What are challenges do you face when implementing differentiated learning strategies?<br>7. How does class size affect the implementation of differentiated learning?<br>8. How does student diversity influence your teaching?<br>9. What difficulties do you face in preparing materials or resources for differentiated learning? | |

**Observation Sheets**

| Class:<br>Date of Observation: | | | | |
|---|---|---|---|---|
| No | Domains of Differentiated Learning | Activites | Check | Description |
| 1. | Method | • Teacher uses different teaching methods to accommodate students' differences<br>• Teacher provides a variety of learning activities based on students' needs<br>• Teacher helps students understand the material in different ways | | |
| 2. | Media | • Teacher uses various learning media (visual, auditory, or interactive)<br>• Teacher uses a combination of media such as text, images, audio, or video<br>• The media used supports different student learning preferences | | |
| 3. | Material | • Teacher uses learning materials | | |

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| | | based on the Independent Curriculum<br>• Teacher adjusts the materials based on students' needs and abilities<br>• Teacher uses additional resources such as modules or online materials | | |
| 4. | Assessment | • Teacher uses formative assessment during the learning process<br>• Teacher involves students in peer assessment activities<br>• Assessment is adjusted to students' different abilities<br>• Teacher uses performance-based assessment | | |

## Appendix 2 Interview and Observation Results

### Interview Results

Interview date: 19th May 2025

| No | Interview Questions | Participant's Response |
|---|---|---|
| | **Teacher's Qualifications and Experiences** | |
| 1. | How long have you been an English teacher? | It has been 27 years, since 1998 |
| 2. | How long have you been implementing differentiated learning strategies? | It has been 2–3 years since the implementation of the Merdeka Curriculum. However, this concept has actually been in practice for a long time without people realizing it. |
| 3. | Have you ever taken a training course related to differentiated learning strategies? | Yes, I have taken a training course on differentiated instruction. |
| 4. | Where did you receive the training? | The training was held at SMAN 2 Kuala Kapuas and featured supervisors and special guest speakers |
| 5. | How did that training influence your understanding of differentiated instruction? | Helping me as a teacher to understand that every student has different abilities, so we need to adapt our teaching methods to ensure that all students can achieve the learning objectives. |
| 6. | How did the training influence your teaching practices in the classroom? | The training has made me as a teacher more aware of the need to adapt their teaching methods to students' needs, such as grouping students based on their varying abilities. |
| 7. | What do you know about differentiated learning strategies? | Differentiated learning is the art of teaching, in which teachers adapt their teaching strategies to students' varying abilities and backgrounds. |
| | **The Importance and The Effectiveness of Differentiated Learning Strategies** | |

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|---|---|---|
| 1. | Why do you think differentiated learning strategies is important? | Because a single class includes students with varying abilities and backgrounds, teachers need to adapt their teaching so that all students can understand the material. |
| 2. | How do differentiated learning strategies help meet the individual needs of students? | By grouping students based on their varying abilities, students with lower abilities can learn from their more capable peers. |
| 3. | How would you describe the flexibility of differentiated learning strategies compared to other teaching methods? | All learning strategies complement one another, so none is more flexible than the others, but they can be adapted to the classroom situation. |
| 4. | How do you view the effectiveness of differentiated learning strategies in your classroom? | Differentiated learning is quite effective because it helps students understand the material according to their abilities. |
| 5. | How do differentiated learning strategies affect the time you spend planning and implementing lessons? | It doesn't take up too much time. It's possible to adjust the class schedule already set by the school. |
| 6. | How do differentiated learning strategies affect your effort or thought process in preparing lessons? | Differentiated instruction requires careful consideration of students' characteristics, but this is part of a teacher's responsibility in designing instruction. |
| | **Implementation of Differentiated Learning Strategies** | |
| 1. | How do you implement differentiated learning strategies in your classroom? | Grouping students with different abilities into one class, using various media to meet each student's needs, and employing a variety of methods to understand each student's personality. |
| 2. | What are teaching methods do you usually use to accommodate students' differences? | Using lectures, discussions, and other methods as needed by the students. |
| 3. | What kinds of media or resources do you use in differentiated learning? | Using various media such as YouTube, interactive TV, laptops, LCD projectors, PowerPoint, and student worksheets. |

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| 4. | How do you choose or adapt learning materials for different students? | The material is adapted to the modules or textbooks used in the Merdeka Curriculum and combined with group work so that students can help one another in understanding the material. |
| 5. | How do you assess students in a differentiated learning environment? | Assessment is conducted in a variety of ways, such as presentations or assignment evaluations. |
| | **Challenges in Implementing Differentiated Learning Strategies** | |
| 1. | What are challenges do you face when implementing differentiated learning strategies? | It is essential to truly understand the needs of each student, given their varying abilities and backgrounds. There are no challenges related to teaching materials, as these are already provided by the school. |
| 2. | How does class size affect the implementation of differentiated learning? | Class size is not a major obstacle to implementing differentiated instruction. |
| 3. | How does student diversity influence your teaching? | Student diversity actually poses a challenge because teachers must understand each student as an individual. |
| 4. | What difficulties do you face in preparing materials or resources for differentiated learning? | There are no major obstacles in preparing materials. It takes approximately one week to prepare the materials, in accordance with the learning schedule. And since the school provides the necessary resources, this is not a major obstacle either. However, it still requires effort to understand the students' needs. |

**Observation Results**

Observation Day 1

| Class: XI-A<br>Date of Observation: 20th May 2025 | | | | |
|---|---|---|---|---|
| No | Domains of Differentiated Learning | Activites | Check | Description |
| 1. | Method | • Teacher uses different teaching methods to accommodate students' differences | ✓ | The teacher asked the students to come to the front and present their work, and then the other students discussed their classmates' presentations with each other |
| | | • Teacher provides a variety of learning activities based on students' needs | ✓ | The teacher provided various activities such as writing personal experience, discussion, and presentation |
| | | • Teacher helps students understand the material in different ways | ✓ | The teacher explained the material, gave writing tasks, and allowed discussion to support different understanding levels |
| 2. | Media | • Teacher uses various learning media (visual, | | No learning media were clearly observed during the lesson |

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| | | auditory, or interactive)<br>• Teacher uses a combination of media such as text, images, audio, or video<br>• The media used supports different student learning preferences | | No learning media were clearly observed during the lesson<br><br>Media support was not clearly observed during the lesson |
| 3. | Material | • Teacher uses learning materials based on the Independent Curriculum<br>• Teacher adjusts the materials based on students' needs and abilities<br>• Teacher uses additional resources such as modules or online materials | ✓<br>✓ | The teacher used a textbook based on the Independent Curriculum.<br>The teacher used personal experience material and allowed students to write about their own experiences<br><br>The teacher only used a textbook based on the Independent Curriculum |
| 4. | Assessment | • Teacher uses formative assessment during the learning process<br>• Teacher involves students in peer | ✓ | The teacher monitored students' progress while they were writing their personal experience text<br><br>Peer assessment was not observed during the lesson. |

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| | | assessment activities | | |
| | | • Assessment is adjusted to students' different abilities | ✓ | Students completed the same task, but they were free to write based on their own experiences and ability levels. |
| | | • Teacher uses performance-based assessment | ✓ | The teacher allowed the students to present their work in front of the class |

Observation Day 2

| Class: XI-A<br>Date of Observation: 27th May 2025 | | | | |
|---|---|---|---|---|
| No | Domains of Differentiated Learning | Activites | Check | Description |
| 1. | Method | • Teacher uses different teaching methods to accommodate students' differences | ✓ | The teacher used video-based instruction, lecture method, group discussion, group presentation, and individual writing tasks during the lesson |
| | | • Teacher provides a variety of learning activities based on students' needs | ✓ | The teacher provided various activities such as watching a video, discussing in groups, presenting |

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| | | • Teacher helps students understand the material in different ways | ✓ | ideas, and writing sentences.<br><br>The teacher explained the material, gave writing tasks, and allowed discussion to support different understanding levels |
| 2. | Media | • Teacher uses various learning media (visual, auditory, or interactive)<br><br>• Teacher uses a combination of media such as text, images, audio, or video<br>• The media used supports different student learning preferences | ✓<br><br>✓<br><br>✓ | The teacher used an interactive TV and YouTube video during the lesson.<br><br>The teacher combined video, audio, visual explanation, and written examples in teaching.<br>The media supported students through visual and auditory learning |
| 3. | Material | • Teacher uses learning materials based on the Independent Curriculum<br>• Teacher adjusts the materials based on students' needs and abilities | ✓<br><br>✓ | The teacher used a textbook based on the Independent Curriculum. |

| | | | | |
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| | | • Teacher uses additional resources such as modules or online materials | ✓ | The teacher used YouTube videos as additional learning resources. |
| 4. | Assessment | • Teacher uses formative assessment during the learning process<br><br>• Teacher involves students in peer assessment activities<br><br>• Assessment is adjusted to students' different abilities<br><br>• Teacher uses performance-based assessment | ✓<br><br><br><br><br><br><br>✓ | The teacher monitored students' understanding during discussion and practice activities<br><br>Peer assessment was not observed during the lesson.<br><br>Students completed the same task<br><br>Students were asked to explain the material and make passive voice sentences which were submitted to the teacher |

**Appendix 3 Photo of an English teacher being interviewed**



## Appendix 4 Reaserch Letter

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN**
**FAKULTAS TARBIYAH DAN KEGURUAN**
Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
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Nomor : B- 1009 /Un.14/III.1/PP.00.9/06/2026 17 Juni 2026
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth.Kepala SMAN 2 Kuala Kapuas
Kota Kuala Kapuas, Provinsi Kalimantan Tengah

*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 | : Sulistyani Izati Husna |
| NIM | : 210101030869 |
| Program Studi | : Tadris Bahasa Inggris |
| Fakultas | : Tarbiyah dan Keguruan |
| Alamat | : Jl. Manunggal II Gg. V No. 107 |
| No HP | : 0895354407238 |

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) Fakultas Tarbiyah dan Keguruan 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, 17 Juni 2026
Wakil Dekan Bidang Akademik dan Kelembagaan,

Dr. Ahmad Salabi, S.Ag., M.Pd.
NIP 197212112008011009

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan

PEMERINTAH PROVINSI KALIMANTAN TENGAH
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**SMA NEGERI 2 KUALA KAPUAS**
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SURAT KETERANGAN MELAKSANAKAN PENELITIAN
Nomor : 421.3/466/14/SMAN-2 KPS/V/2026

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 2 Kuala Kapuas menerangkan bahwa :

| | |
|---|---|
| Nama | : **SULISTYANI IZATI HUSNA** |
| Tempat, Tanggal Lahir | : Palangka Raya, 18 Agustus 2004 |
| NIM | : 210101030869 |
| Program Studi, Fakultas | : S1 – Tadris Bahasa Inggris,<br>Fakultas Tarbiyah dan Keguruan<br>Universitas Islam Negeri Antasari, Banjarmasin |

telah melaksanakan kegiatan Penelitian di SMA Negeri 2 Kuala Kapuas dalam rangka penyelesaian Tugas Akhir/Penulisan Skripsi berjudul **"DIFFERENTIATED LEARNING STRATEGIES IN ELT: A CASE STUDY OF INDEPENDENT CURRICULUM IMPLEMENTATION"** dari tanggal 14 April 2025 sampai dengan tanggal 20 Juni 2025

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya

Kuala Kapuas, 29 Mei 2026
Plt. Kepala Sekolah,

**SETIARINI, S.Pd.**
NIP. 19700107199512200 4

# Appendix 5 Consultation Notes

**Consultation Notes**

Name of Advisor: Nani Hizriani, S.Pd, MA

| No. | Day/Date | Notes | Signature |
|---|---|---|---|
| 1. | 21st October 2024 | Theoritical review consultation | |
| 2. | 9th May 2025 | Chapter 1-3 consultation and request for research permit signature | |
| 3. | 27th April 2026 | Consultation the data | |
| 4. | 25th May 2026 | Chapter 4 finding and discussion consultation | |
| 5. | 15th June 2026 | Chapter 5 closure consultation | |
| 6. | 18th June 2026 | Final consultation on chapter 1-5 | |

## Appendix 6 Translation of Qur'an

| Name of the Surah | Indonesian | English |
|---|---|---|
| Al-Qur'an surah Al-Isra' verse 84:<br>قُلْ كُلٌّ يَّعْمَلُ عَلٰى شَاكِلَتِهٖ ۗ فَرَبُّكُمْ اَعْلَمُ بِمَنْ هُوَ اَهْدٰى سَبِيْلًا | Katakanlah (Muhammad), Setiap orang berbuat sesuai dengan pembawaannya masing-masing. Maka Tuhanmu lebih mengetahui siapa yang lebih benar jalannya | Say, ˹O Prophet,˺ "Everyone acts in their own way. But your Lord knows best whose way is rightly guided." |

# CURRICULUM VITAE

| | | |
|---|---|---|
| 1. | Full Name | : Sulistyani Izati Husna |
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| 8. | Organization/Work experience | : - |
| | a. | |
| | b. | |
| 9. | Academic Achievement | : - |
| | a. | |
| | b. | |
| 10. | Non-Academic Achievement | : - |
| | a. | |
| | b. | |
| 11. | List of Scientific Works | : - |
| | a. | |
| | b. | |

Banjarmasin, 18th June 2026



Sulistyani Izati Husna