

CHAPTER I

INTRODUCTION

A. Research Context

The heterogeneity of students in the classroom is a reality that English teachers often face. Students have varying levels of English proficiency, influenced by factors such as previous learning experience, study styles, and motivation. This is certainly a challenge for teachers to create effective and meaningful learning for all students.

SMP Negeri 2 Proppo is one of the junior high schools in Pamekasan Regency that has an English language learning programme. However, based on interviews when the researchers conducted a pre-survey, there are still some students who have difficulty in learning English. Current learning still uses the same method for all students. This causes students who have lower English proficiency to be left behind, while students who have higher English proficiency feel bored and unchallenged. This shows that English learning at SMP Negeri 2 Proppo has not been fully effective in meeting the diverse learning needs of students. So, with the diversity of students' level of understanding, there is a need for a diagnostic test to measure students.

English language ability, so that teachers can adjust to students' needs. Diagnostic tests in education are often used to evaluate students' understanding of certain materials before learning begins. This helps teachers to assess students' initial level of understanding so that teachers can design learning according to student needs. by applying the diagnostic test, the teacher will find it easier to choose material that is relevant to what students need in the classroom. The link with the Merdeka Curriculum can be seen from the philosophy of the Merdeka Curriculum which emphasises adaptive and student centred.

By using diagnostic tests, teachers can understand the individual needs of each student and design learning experiences that suit them. Diagnostic test is an instrument used to identify the difficulties in learning. Every test aranged to determine one or more the students weekness. In this case, the teacher must know how to start the teaaching process and what kinds of ability that the teacher wants to apply. If the teacher does not do it, the students weekness can not detected¹. This is in line with the

¹Hughes, Testing for Language Teachers, 15.

differentiated instruction approach that prioritizes students' needs in learning and allows teachers to adjust their approach according to students' needs and interests. So, diagnostic testing can be an effective tool in the implementation of differentiated instruction as it helps create a learning environment that is more responsive to students' individual needs. By understanding students' initial level of understanding, teachers can devise lesson plans that are more focused and relevant to them.

In the context of English language learning, diagnostic tests can assess various aspects of English language skills, such as listening, reading, writing and speaking². The results of diagnostic tests can serve as a reference for designing differentiated instruction tailored to the needs of individual students. Diagnostic tests help teachers understand students' initial abilities, allowing them to determine the appropriate content, processes, and learning products that align with students' learning needs.³

This research may lie in its specific focus on the implementation of diagnostic tests to assess students' proficiency levels in English in the context of differentiated learning. In some studies there are several gaps in the implementation of diagnostic tests in differentiated learning including the lack of research on specific diagnostic tests where many studies discuss differentiated learning, but there are still few that focus on the implementation of diagnostic tests, especially in English language learning what are effective tests for assessing student abilities. Some studies have discussed diagnostic test questions, but not many have analysed the comparison between various measuring methods, such as the use of online-based tests and traditional written tests which are more effective. And some of the points included in this research that strongly emphasize ways to effectively implement diagnostic tests in differentiated instruction. This could involve specific measurement techniques or approaches used in tailoring instruction to the needs of individual students. The study may have a clear objective of identifying students' proficiency levels in English for specific purposes in the context of differentiated learning. Then the focus on differentiated instruction suggests that the study considered how the customized approach might affect diagnostic test results and overall student learning. This could

²https://www.onestopenglish.com.translate.google/assessinglearning/assessmentmattersdiagnostictests/157300.article?x_tr_sl=en&x_tr_tl=id&x_tr_hl=id&x_tr_pto=tc. Acces on 28 october 2024, time 00.26

³ Mellia Alifiana, Penggunaan Tes Diagnostik Dalam Model Pembelajaran Berdiferensiasi, article ISSN:3031-3422, p. 75

be in contrast to more general research on diagnostic testing that does not consider differentiated contexts. Thus, the main difference of this study compared to other studies is the focus on the implementation and influence of diagnostic tests in the context of differentiated learning, which suggests a more specialized and focused approach in the measurement of students' proficiency levels.

Differentiated instruction can be used as a suitable approach to address student heterogeneity in the classroom. Differentiated learning recognizes the different abilities of students, and it provides a variety of approaches to learning content, processes and products to suit individual learning needs. However, to implement differentiated instruction effectively, teachers need to have a deep understanding of each student's prior knowledge and learning style. Differentiated instruction is a teaching and learning process where learners can learn subject matter according to their own abilities, preferences and needs so that they are not frustrated and feel like failures in their learning experience⁴. With the diversity of students' English language abilities, teachers are directed to conduct diagnostic tests.

From the description above leads to one conclusion, that the absence of a test instrument that functions to diagnose students' concept errors in English learning materials, has a prolonged impact that can affect the learning process in the future. Therefore, it is very important for an educator to identify the level of understanding of the concept of students so that appropriate treatment can be given. Therefore, it is necessary to carry out a diagnosis of the level of understanding of students, in carrying out diagnostics it is very necessary to have a test instrument, namely a reasoned multiple choice diagnostic test that can reveal the level of understanding of student concepts. This reason is the basis, so that researchers are interested in conducting research and developing test instruments with the research title "The Implementation of Diagnostic Test to Know The English Students Proficiency within The Differentiated Instruction at seventh grade in SMP Negeri 2 Proppo".

B. Research Focus

1. How is the implementation of diagnostic test differentiated instruction to determine the level of English proficiency at seventh Grade Students of SMP Negeri 2 Proppo students?

⁴ Heny Kristiani et al., Model Pengembangan Pembelajaran Berdiferensiasi (differentiated instruction), 18.

2. What are the problems in the diagnostic tests and differentiated instruction in English language learning at seventh grade student SMP negeri 2 proppo?
3. What are the solutions in the diagnostic tests and differentiated of instruction in English language learning at seventh Grade Students SMP Negeri 2 Proppo?

C. Research Objective

Based on the formulation of the problem that has been made, the following are the research objectives of the thesis "The Implementation of Diagnostic Test to Know The English Students Proficiency within The Differentiated Instruction At seventh Grade Students SMP Negeri 2 Proppo":

1. To find out how is the implementation diagnostic tests differentiated instruction to determine the level of English proficiency at seventh Grade Students of SMP Negeri 2 Proppo students.
2. To find out the problems in the of diagnostic tests and differentiation of instruction in English language learning at seventh Grade Students SMP Negeri 2 Proppo.
3. To find out the solutions in the of diagnostic tests and differentiation of instruction in English language learning at seventh Grade Students SMP Negeri 2 Proppo.

D. Significance of Study

This research can provide benefits theoretically and practically as follows:

1. Theoretical Significance

Enriching the repertoire of knowledge in the field of English language education, especially related to the application of diagnostic tests and differentiated learning, Contributing empirically to the effectiveness of the use of diagnostic tests and differentiated learning in improving students' English skills⁵.

⁵ Ma'mun Hanif, "Assessment Evolution: Crafting Diagnostic Tests to Empower the Independent Curriculum in English Education at MTs Negeri 5 Brebes," 1146.

2. Practical Significance

a. For English Teachers

Providing practical guidance on using diagnostic tests to identify individual student learning needs. Providing concrete examples of differentiated learning strategies that can be applied in the classroom based on diagnostic test results⁶.

b. For student

Helping students to better understand their strengths and weaknesses in learning English. Providing students with the opportunity to participate in learning that is tailored to their individual needs and learning styles.

c. For school

Providing feedback to schools for developing more effective and efficient English language learning programs. Improving the overall quality of English language learning in schools.

d. For researcher

Providing research results that can be used as a reference for further research on diagnostic tests and differentiated learning. Enriching research methodologies in the field of English language education.

⁶ Ma'mun Hanif, 1146.

E. Scope and Limitation of Study

Scope is range of the thing that a subject. It means that scope is refers to the problem or issue that the researcher wants to study with the project.

Scope means is arrangement or organization of things the subject to know

what the study will explain and focus on the specific the study not explain to other study that unsuitable with it. The scope of study only focused on How is the implementation of diagnostic test differentiated instraction to determine the level of English proficiency At seventh Grade Students of SMP Negeri 2 Proppo students, What are the problems in the implementation of diagnostic tests and differentiated instraction in english language learning at seventh grade student SMP negeri 2 proppo, What are the solutions in the implementation of diagnostic tests and differentiated of instruction in English language learning at seventh Grade Students SMP Negeri 2 Proppo

F. Definition Of Keyterm

To avoid some erroneous interpretations of the title of the study, researchers need to explain the key terms used. Therefore, researcher want to clarify and explain the terms used.

1. Diagnostic Tests

Tests designed to identify a student's weaknesses and strengths in a particular area. In this thesis, diagnostic tests are used to determine students' English skills.

2. English Language Skills

Proficiency or proficiency in using English, including aspects of listening, speaking, reading, and writing.

3. Differentiated instruction

Differentiated instruction consists of the efforts of teachers to respond to variance among learners in the classroom.

