

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

In this chapter, the researcher presents the finding and discussion of study. The data obtained from observation, interview and documentation which are discussed on the theory and concept from the preceding chapter. This chapter The implementation of diagnostic test to know the english student proficiency within the differentiated instruction at seventh grade students in SMP Negeri 2 Proppo.

A. Research Findings

In this research, the researcher would like explain the finding of the study based on the research focus, what the implementation does the teacher use and how does the teacher implementation of diagnostic test to know the english student proficiency within the differentiated instruction at seventh grade students in SMP Negeri 2 Proppo.

1. The Implementation of Diagnostic Test Differentiated Instraction to Determine the Level of English Proficiency at Seventh Grade Students in SMP Negeri 2 Proppo

Based on the first observation and documentation in the seventh grade at SMP Negeri 2 Proppo, on 15th August 2024. Researchers used several steps to explain these findings. Teacher activities at the first meeting, the teacher greets students and starts a prayer together before learning, after that asks how the students are doing while taking attendance of students in the class, after that the teacher begins to provide an overview of what to prepare, the teacher provides an overview, benefits, and informs the learning objectives, after that the teacher begins to provide pictures as a lighter to students, and the teacher instructs students to make observations of the picture. Before the teacher conducts the test the teacher first makes a cognitive diagnostic test question as many as ten (10) questions about self-introduction, after that the teacher gives the question sheet to the students then instructs the students to work on the questions on the question sheet, the teacher informs that the time to do the questions is

thirty minutes in the first hour is occupied with a diagnostic test, After the students finished working on the questions, the teacher collected the question sheets that had been done by the students, for the last ten minutes the teacher gave scores with three categories, namely “upper, middle, and lower’, then the teacher formed three groups, followed by the teacher informing the learning material at the next meeting, and finally the lesson was closed with greetings and prayers together.

Based on the second observation and documentation in the seventh grade at SMP Negeri 2 Proppo, on 22nd August 2024. Researchers used several steps to explain these findings. Teacher activities, namely at the second meeting, the teacher entered the classroom to say greetings, ask how the students were doing and take attendance, after that the teacher started learning in chapter 1, namely self-introduction, after the teacher finished explaining the teacher instructed students to join the group that had been formed at the first meeting last week, The teacher gives worksheets to students then students discuss with their group mates, in the upper group the teacher instructs to make self-introduction sentences, in the middle group the teacher instructs to complete the overlapping sentences, and in the lower group the teacher instructs to look up the meaning in the dictionary, the teacher gives a little direction to students who have upper abilities then let them work independently. After finishing the teacher instructs the upper group to become peer tutors to the middle group and the teacher frees students to ask the teacher if there is something they don't understand, and for the lower group the teacher provides direction through pictures or videos and provides opportunities to ask questions in completing the task, after that the teacher instructs the students as representatives to read out the results of their discussion, the other groups respond and the teacher provides reinforcement for what has been presented by the students. After the representatives of each group presented the results of their work, after the process was completed the teacher carried out the learning process using differentiated learning where this learning approach focuses on the individual needs of each student, in

this learning will adjust learning materials and activities based on the level of student abilities, interests and learning styles of students. Some students easily absorb knowledge from hearing and seeing, other students more easily understand lessons by looking at pictures and illustrations. This difference occurs because each child has a different learning style, the high-low interest of children in each lesson can also affect their ability to absorb knowledge during learning in the classroom, so that the diversity of student conditions does not hinder the process of students absorbing knowledge, teachers need to implement differentiated teaching in the classroom, Differentiated teaching needs to involve the use of various teaching methods and materials that are suitable for the conditions of students in the classroom. Seventh grade teachers use video-based learning and peer tutors, teachers make use of existing technology to convey material to students then teachers convey material by means of oral, practice, and discussion, besides that teachers encourage students to go deeper into the material through presentations.

2. The Problems of Diagnostic Test and Differentiated Instruction in English Language Learning at Seventh Grade Students SMP Negeri 2 Proppo

in this section the researcher wants to know the problems in the implementation of diagnostic test and differentiated instruction in english language learning in this case researchers conducted interviews and documentation in in SMP Negeri 2 Proppo

Based on the results of interviews and documentation conducted by researchers to Dwi Ernawati as a seventh grade teacher in SMP Negeri 2 Proppo, on 29th August 2024. The following are the results of interviews with English language subject teachers in SMP Negeri 2 proppo.

Researcher: what are the problems encountered when implementing diagnostic tests and differentiated instruction in seventh grade?

a. Students answer correctly by chance

Based on the results of interviews and documentation obtained from the seventh grade English teaching teacher, that there are several problems encountered when carrying out diagnostic tests to students, the teacher feels it is not easy to analyze in detail about student abilities. Sometimes students give the correct answer by chance, so the teaching teacher cannot know significantly and has difficulty getting information on where each student's ability is. The results of this interview are in accordance with the theory put forward by Hughes which explains that to analyze in detail about students' abilities is not easy for teachers, some students give answers by chance.

“I have difficulty in identifying the results of students' diagnostic tests, because sometimes students give the correct answers by chance, I need accurate results so that I can determine the next learning steps”.¹

b. Students lack confidence

Based on the results of interviews and documentation obtained from the seventh grade English teaching teacher, that there are several problems encountered when conducting diagnostic tests to students, some students when carrying out diagnostic tests they are not confident in their answers so they cheat on their friends, therefore the teacher finds it difficult to find out the abilities of students, because the answers obtained by students do not come from the results of their thinking but the results of their friends. The results of this interview are in accordance with the theory put forward by Wenny Hulukati which explains the understanding of self-confidence which is the biggest obstacle in acting, students feel doubtful, making it difficult for students to develop.

¹ Interview, Dwi Ernawati, on August 29, 2024

“One of my difficulties in conducting diagnostic tests in class is when students lack confidence in their own opinions so that not a few students engage in cheating behavior between friends”.²

c. Different students’ understanding

Based on the results of interviews and documentation obtained from the seventh grade English teaching teacher, that there are several problems encountered when conducting diagnostic tests to students, Every student has a different level of understanding, so some teaching teachers sometimes have difficulty in choosing suitable methods to be applied in class, teachers must be smart in applying learning methods so that students can meet their learning needs. The results of this interview are in accordance with the theory put forward by Tomlinson, differentiated instruction embody common sense, they still can be difficult to achieve, because we see few examples of them. The examples that are out there, however, offer a productive way to start exploring differentiated instruction.

“One of my difficulties in implementing differentiated instruction in the classroom is that each student has a different level of understanding, so sometimes it is difficult for me to apply the same method to all students”.³

d. Limited resources

Based on the results of interviews and documentation obtained from the seventh grade English teaching teacher, Inadequate learning resource facilities can have a negative impact on the teaching-learning process and student learning outcomes. Some of the impacts that can occur

² Interview, Dwi Ernawati, on August 29, 2024

³ Interview, Dwi Ernawati, on August 29, 2024

include Lowering students' interest in learning, Inhibiting students' access to learning resources, students will feel bored when the student learning process requires new innovations, so because of these obstacles the teacher at least makes a new breakthrough so that the teaching and learning process is more conducive, it is a challenge for teachers how to be able to utilize some of the existing facilities. The results of this interview are in accordance with the theory put forward by Richard E. Mayer, Limited Resources Insufficient facilities or learning resources to carry out differentiated teaching.

“And my last difficulty remains in the realm of differentiated instruction is insufficient facilities or learning resources to implement differentiated learning, which is also one of my obstacles”.⁴

3. The Solutions of Diagnostic Test and Differentiated Instruction in English Language Learning at Seventh Grade Students SMP Negeri 2 Proppo

In this section the researcher wants to know the solutions in the implementation of diagnostic test and differentiated instruction in english language learning in this case researchers conducted interviews and documentation in SMP Negeri 2 Proppo.⁴

Based on the results of interviews and documentation conducted by researchers to Dwi Ernawati as a seventh grade teacher in SMP Negeri 2 Proppo, on 29th August 2024.

Researcher: How the solution will be implemented to overcome the problem?

a. Create Questions That Are Easy For Students To Understand

⁴ Interview, Dwi Ernawati, on August 29, 2024

Based on the results of interviews and documentation obtained from seventh grade English teaching teachers, that the solution to overcoming the problems faced as stated above is that before the teacher carries out the diagnostic the teacher makes several multiple choice questions that are easy for students to understand so that students are not confused in working on the questions, in this way the teacher can easily get significant information.

“To overcome the problem of students who gave the correct answer by chance, I made a multiple-choice cognitive diagnostic test question that was easy for students to understand”.⁵

b. Use The Quantum Learning Method

Based on the results of interviews and documentation obtained from seventh grade English teaching teachers, that the solution to overcoming the problems faced as stated above is that to overcome students who lack confidence in the classroom, the teacher chooses a quantum learning approach where the teacher will utilize learning skills, communication skills in a pleasant environment, so that students will think hard to achieve success, so that they will have the courage to express ideas either forum discussions among friends or more creative students in expressing their opinions and being able to utilize the information that is the basis of the student's idea.

“To overcome the problem of students who gave the correct answer by chance, I made a multiple-choice cognitive diagnostic test question that was easy for students to understand”.⁶

c. Use Diverse Methods

⁵ Interview, Dwi Ernawati, on August 29, 2024

⁶ Interview, Dwi Ernawati, on August 29, 2024

Based on the results of interviews and documentation obtained from seventh grade English teaching teachers, that the solution to overcoming the problems faced as stated above is that to overcome students who Different students' understanding in the classroom, Teachers use diverse approaches, such as a variety of teaching methods so that each student can learn in a way that suits them, about how to take notes and try different ways to take notes and also consider different methods to organize their information, such as webs, outlines, storyboards and matrices. They talk about all the ways they can express their understanding such as through essays, historical fiction, monologues, poetry, caricatures or character sketches.

“To make it easier for teachers and students, I took the initiative to not only use one method when teaching in class, so there are several methods that are applied to students because each student has different abilities”.⁷

d. Using Online Video As Learning

Based on the results of interviews and documentation obtained from seventh grade English teaching teachers, that the solution to overcoming the problems faced as stated above is that to overcome students who Limited Resources, In this modern era, various multimedia technologies are diverse and sophisticated, so teachers utilize online videos to be used as lessons for students where by presenting these online videos students will get new innovations, a new learning atmosphere, and more importantly, these learning videos can be easily accessed by students when they are not in the classroom.

“To overcome the problem of limited resources, I utilize technology, which in this day and age, the development of technology

⁷ Interview, Dwi Ernawati, on August 29, 2024

is diverse, so I utilize online resources such as providing learning videos that can also be accessed by students”.⁸

B. Research Discussion

In this part, the researcher tries to discuss all of the data that has been written above, which the data was found while the researcher conducted the study, this section concerns three discussions to statements about the problem in chapter one. The first is how the implementation of diagnostic tests and differentiated instruction to determine the level of English proficiency at seventh grade students of SMP Negeri 2 Proppo, the second what are the problems in the implementation of diagnostic tests and differentiated instruction in English language learning at seventh grade students SMP Negeri 2 Proppo, and the third what are the solutions in the implementation of diagnostic tests and differentiated instruction in English language learning at seventh grade students SMP Negeri 2 Proppo. Therefore, the researcher begins to discuss by organizing an arrangement based on the data above.

1. The Implementation of Diagnostic Test and Differentiated Instruction to Determine the Level of English Proficiency at Seventh Grade Students SMP Negeri 2 Proppo

Based on the result of observation, interview and documentation conducted by the researcher, the researcher can see how the implementation of diagnostic tests to know the English student proficiency within the differentiated instruction at seventh grade students in SMP Negeri 2 Proppo.

Based on the results of the study, it is stated that there are several stages for carrying out diagnostic tests as stated in the pocket book of the

⁸ Interview, Dwi Ernawati, on August 29, 2024

Ministry of Education and Culture, namely determining topics, identifying assessment materials, and making simple questions in accordance with the material to be taught, then giving questions to students to work on, after completion of the work the teacher provides an assessment of the students' work, when the assessment has been determined, the teacher forms three groups according to the students' work. After the assessment stage has been completed, the teacher forms three groups according to the ability of the students. The teacher assigns tasks to the groups with different instructions, the upper group is told to make self-introduction sentences, the middle group fills in the missing sentences, and the lower group looks up the meaning in the dictionary.

Based on the research, there is something that is in accordance with the Ministry of Education and Culture pocket book

- a. Preparation for Cognitive Diagnosis Assessment Periodic
 - a) Making an Assessment Implementation Plan
 - b) Identification of Assessment Materials
 - c) Develop 10 simple questions
- b. Implementation of Assessment
- c. Diagnosis and Follow-up Assessment
 - a) Process the assessment results
 - b) Based on the assessment results, divide students into 3 groups
 - c) Assess the learning of the topic that has already been taught before starting a new learning topic
 - d) Repeat the same process, until students reach the expected level of competence. competency level.⁹

⁹ Buku Saku, "Asesmen Diagnosis Kognitif Berkala.", Kemendikbud

Based on the results of the study, it is stated that the implementation of diagnostic tests is effective to see students' strengths and weaknesses in English lessons, so that students will get learning materials according to their abilities. The results of these interview are in accordance with the theory put forward by Hughes who said that diagnostic tests are used to determine students' weaknesses and strengths in learning which aims to determine the material needed in the learning process.

Based on the research there are suitable with the Hughes said that the diagnostic test can be used to know the weakness and the strength of the students in learning. The aim of this test to decide the material needed in the next teaching process. Diagnostic test is an instrument used to identify the difficulties in learning. Every test arranged to determine one or more the students weakness. In this case, the teacher must know how to start the teaching process and what kinds of ability that the teacher wants to apply. If the teacher does not do it, the students weakness can not detected¹⁰

Based on the results of the study, that differentiated instructions there is a student-focused approach, where the teacher must know in advance the level of ability of the students and must also know what strategies are suitable to be applied in class, in class seven the teacher uses image and video media to convey material in class not only that the teacher also uses peer teaching methods so that students find ideas are also easier to explore a material.

Based on the research there are suitable with the Richard E. Mayer said The term multimedia conjures up a variety of meanings. You might think of watching a podcast on your smartphone or playing a strategy game on your tablet that is, multimedia as a handheld experience. You might think of sitting in a room where images are presented on one or more screens and music or other sounds are presented via speakers that is, multimedia as a "live" performance. Alternatively, you might think of sitting at a computer screen that presents graphics on the screen along with

¹⁰ Hughes, Testing for Language Teachers, 15.

spoken words from the computer's speakers that is, multimedia as an online lesson. Other possibilities include watching a video on a TV screen while listening to the corresponding words, music, and sounds or watching a Power Point presentation along with listening to the speaker's corresponding commentary. Low tech examples of multimedia include a chalk-and-talk presentation, in which a speaker draws or writes on a blackboard (or uses an overhead projector) while presenting a lecture or a textbook lesson consisting of printed text and illustrations. In sum, most academic learning situations involve multimedia learning because students encounter words and graphics.¹¹

Method	Lower	Middle	Upper
Video Based Learning	✓		
Peer teaching		✓	✓

In the learning process in the classroom, the teacher uses the video-based learning method and also peer tutors because of the differences in student abilities, the teaching teacher uses these two methods for the teaching process. Based on the research are suitable the Hamzah Pagarra said Videos can reinforce students' sense of emotion and response to effective learning. In the psychomotor domain, videos have the advantage of showing how things work, learning videos that record motor activities can provide opportunities for students to observe and re-evaluate these activities. As non-print teaching materials, videos are rich in information to be shared in the learning process because learning can reach students directly. In addition In addition, videos add a new dimension to learning,

¹¹ Richard E. mayar "Multimedia_Learning.Pdf."

learners do not only see images from printed teaching materials and sounds from audio programs, but in the the sound of the audio program, but in the video, students can get both, namely moving images along with the accompanying sound the sound that accompanies it.¹² Based on the research there are suitable with the nurlina ariani said Peer Teaching Method This teaching method is carried out by means of discussion, or also by presenting the results of the discussion. presentation of the results of the discussion. The group presents the material from the discussion and give their friends the opportunity to ask questions. The group answer every question.¹³

2. The Problems of Diagnostic Test and Differentiated Instruction in English Language Learning at Seventh Grade Students in SMP Negeri 2 Proppo

In this section, the researcher will explain what are the problems in the implementation of diagnostic test and differentiated instruction in English language learning at seventh grade students in SMP Negeri 2 proppo.

1) Students answer correctly by chance

The results of this interview are in accordance with the theory put forward by Hughes which explains that to analyze in detail about students' abilities is not easy for teachers, some students give answers by chance. Based on the research there are suitable with the Hughes said But it is not so easy to obtain a detailed analysis of a student's command of grammatical structures something that would tell us, for example, whether she or he had mastered the present perfect or past tense distinction in English. In order to be sure of this, we would need a number of examples of the choice the student made between the two structures in every different scontext that we thought was significantly different and important enough

¹² Hamzah Pagarra "Buku Media Pembelajaran.Pdf," 64.

¹³ nurlina ariani "528087-Buku-Ajar-Belajar-Dan-Pembelajaran-62f6322b.Pdf," 113.

to warrant obtaining information on. A single example of each would not be enough, since a student might give the correct response by chance.¹⁴

2. Students lack confidence

The results of this interview are in accordance with the theory put forward by Wenny Hulukati which explains the understanding of self-confidence which is the biggest obstacle in acting, students feel doubtful, making it difficult for students to develop. Based on the research there are suitable with the Wenny Hulukati said Self-confidence plays a very important role in one's success in life. A person may miss out on valuable opportunities due to lack of self-confidence. Lack of confidence is one of the biggest obstacles to action. People who are not confident are not only hesitant to act, they don't act at all. There are many people who have great potential in themselves, but that potential is not developed or utilized because they do not have confidence.¹⁵

3. Different students' understanding

The results of this interview are in accordance with the theory put forward by Tomlinson, differentiated instruction embody common sense, they still can be difficult to achieve, because we see few examples of them. The examples that are out there, however, offer a productive way to start exploring differentiated instruction. Based on the research there are suitable with the Tomlinson said Although differentiated classrooms embody common sense, they still can be difficult to achieve. In part, it is difficult to achieve a differentiated classroom because we see few examples of them. The examples that are out there, however, offer a productive way to start exploring differentiated instruction.¹⁶

4. Limited Resources

The results of this interview are in accordance with the theory put forward by Richard E. Mayer, Limited Resources Insufficient facilities or

¹⁴ Hughes, *Testing for Language Teachers*, 15–16.

¹⁵ Hulukati, "Pengembangan Diri Siswa SMA," 2.

¹⁶ Tomlinson, *The Differentiated Classroom*, 3.

learning resources to carry out differentiated teaching. Based on the research there are suitable with the Richard E. Mayer said Extraneous cognitive load also is caused by high levels of element interactivity, but in this case the element interactivity is due to inappropriate instructional designs that unnecessarily increase the number of interacting elements that learners must process. Inappropriate instructional designs require learners to use working memory resources to process elements that do not lead to knowledge acquisition.¹⁷

1. The solutions of Diagnostic Test and Differentiated Instruction in English Language Learning at Seventh Grade Students in SMP Negeri 2 Proppo

In this section, the researcher will explain what are the Solutions in the implementation of diagnostic test and differentiated instruction in English language learning at seventh grade students in SMP Negeri 2 proppo

1) Create Questions That Are Easy For Students To Understand

The results of this interview are in accordance with the theory put forward by learning and assessment guidebook: early childhood education, primary and secondary education about the solutions to overcome the problem of students giving answers by chance to diagnostic tests carried out by teachers in the classroom. Based on the research there are suitable with learning and assessment guidebook: early childhood education, primary and secondary education explain Tests with questions and answers presented in writing to measure or obtain information about learners' abilities. obtain information about learners' abilities. Written tests can be in the form of essays, multiple choice, descriptions, or other forms of written tests.¹⁸

2) Use The Quantum Learning Method

¹⁷ Richard E. Mayer “Multimedia_Learning.Pdf.”

¹⁸ kemendikbud “Panduan-Pembelajaran-Dan-Asesmen.Pdf,” 30.

The results of this interview are in accordance with the theory put forward by Nurlina Ariani about solutions to overcome the students lack confidence, Based on the research there are suitable Ariani said Quantum Learning is a set of learning approaches and philosophies that are proven effective in schools and businesses for all types of people and all ages. Quantum Learning was first used in Supercamp. In this Supercamp combines confidence, learning skills, and communication skills in a fun environment. communication skills in a fun environment. The Quantum Learning approach will bring delayed success that will hard work to achieve success. It is this hard work that will create a more active nature in finding solutions to problems and being able to utilize learning resources related to the problems faced, so that it will create a more active nature in finding solutions to problems. learning resources related to the problems faced, so that there will be the courage to express ideas both in the forum and in the classroom. students will have the courage to express ideas both in discussion forums among friends and students in expressing their opinions and being able to utilize information that is the basis of able to utilize information that is the basis of the student's idea. Which is the basis of the student's idea. With this tendency, the ability of communication skills and student motivation will be better.¹⁹

3) Use Diverse Methods

The results of this interview are in accordance with the theory put forward by Tomlinson about the solutions to overcome different student understanding. Based on the research there are suitable with the Tomlinson said About how to take notes and try different ways to take notes also consider different methods to organize their information, such as nets, outlines, storyboards, and matrices. They talk about all the ways they can express their understanding such as through essays, historical fiction, monologues, poetry, caricatures or character sketches.²⁰

¹⁹ nurlina ariani “528087-Buku-Ajar-Belajar-Dan-Pembelajaran-62f6322b.Pdf,” 86.

²⁰ Tomlinson, *The Differentiated Classroom*, 5.

4) Using Online Video As Learning

The results of this interview are in accordance with the theory put forward by Richard E. Mayer about the solutions to overcome of Limited Resources. Based on the research there are suitable with the Richard E. Mayer said The term multimedia conjures up a variety of meanings. You might think of watching a podcast on your smartphone or playing a strategy game on your tablet that is, multimedia as a handheld experience. You might think of sitting in a room where images are presented on one or more screens and music or other sounds are presented via speakers that is, multimedia as a “live” performance. Alternatively, you might think of sitting at a computer screen that presents graphics on the screen along with spoken words from the computer’s speakers that is, multimedia as an online lesson. Other possibilities include watching a video on a TV screen while listening to the corresponding words, music, and sounds or watching a PowerPoint presentation along with listening to the speaker’s corresponding commentary. Low tech examples of multimedia include a chalk-and-talk presentation, in which a speaker draws or writes on a blackboard (or uses an overhead projector) while presenting a lecture or a textbook lesson consisting of printed text and illustrations. In sum, most academic learning situations involve multimedia learning because students encounter words and graphics.²¹

²¹ Richard E. Mayer “Multimedia_Learning.Pdf.”

