

**CONTENT DIFFERENTIATION STRATEGIES IN ENGLISH
READING INSTRUCTION: A DESCRIPTIVE STUDY IN
MERDEKA CURRICULUM CONTEXT**

THESIS

This thesis is submitted to fulfill the requirements for ‘Sarjana’
degree in English Tadris Study Program



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Demikian permohonan ini kami ajukan. Terima kasih.

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PREFACE

First and foremost, I would like to express my deepest gratitude to Allah SWT for His blessings, guidance, and strength, which have enabled me to complete this thesis entitled **“Content Differentiation Strategies in English Reading Instruction: A Descriptive Study in Merdeka Curriculum Context”** as one of the requirements to obtain a Bachelor of Education degree in the English Tadris Study Program, Faculty of Tarbiyah IAIN Curup.

The author realizes that this thesis is still far from perfect. Therefore, the author sincerely welcomes all constructive criticism and suggestions for future improvement. It is hoped that this thesis will provide valuable contributions to readers, especially in teachers’ strategies in motivating students and students’ motivation in learning English.

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Bismillahirrahmanirrahim...

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The researcher finished this thesis entitled “Content Differentiation Strategies in English Reading Instruction: A Descriptive Study in Merdeka Curriculum Context”. This thesis is presented in order to fulfill of the requirement for the degree of Strata 1 in English Tadris Study Program of IAIN Curup. However, the researcher will not be able to finish this thesis well without the help, guidance, contribution, support, and motivation from others. Here the writer would like to present her deepest appreciation to:

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6. The four English teachers of SMP NEGERI 3 REJANG LEBONG for their participation as respondents and their valuable contributions to this research.
7. My beloved family, especially my mother, my father, and my sisters, for their endless love, prayers, support, and encouragement throughout my journey in completing this study.

Finally, the author realizes that this thesis is still far from being perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for the improvement of this thesis. The author hopes that this research will contribute to the development of education, particularly in the field of English Language Education. For acknowledgement above and those are not mentioned, may Allah SWT give them the best reward. Aamiin.

Curup, July 2026

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DEDICATION

This thesis is dedicated to:

Unable to say anything, Allah is the only reason why I can finish this thesis. Thank you so much for allowing me to complete this thesis as quickly as I hoped. There is no miracle expect by Allah SWT. In the name of Allah and his messenger Muhammad SAW, I dedicated this thesis to:

1. My beloved parents, Whom I consider my two angels, whom I deeply appreciate. Mr. Herman, my hero, who always encourages me to be a strong and steadfast woman. And Mrs. Megawati, who always inspires me to be a strong and admirable woman. You are the best parents in the world.
2. My beloved sister, Megy Herman Melaty, thank you for always supporting me and for always making me happy every moment.
3. To all my family, my cousins, and my nieces whose names I cannot mention one by one, thank you so much for always supporting me.
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and every separation, I've learned that not everyone is meant to be together until the end. In the end, I realized that the person who was stayed with me throughout this journey is myself. The beginning is not the end, better late than ever.

Finally, the author realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for its improvement. It is hoped that the findings of this study will be beneficial to English lecturers, students, future researchers, and readers, particularly within the English Tadris Study Program.

MOTTO

*“Maka sesungguhnya bersama kesulitan ada kemudahan.
Maka apabila engkau telah selesai (dari suatu urusan),
Tetaplah bekerja keras (”untuk urusan yang lain).
Dan hanya kepada Tuhanlah engkau berharap.
(qs al-insyirah: 6-7)*

ABSTRACT

SEPTA OCTAVIA : Content Differentiation Strategies in English Reading Instruction: A Descriptive Study in Merdeka Curriculum Context

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Hadi Suhermanto, M.Pd

This study aims to describe the strategies, reported implementation, and challenges of content differentiation in English reading instruction within the Merdeka Curriculum context. Using a qualitative descriptive design, this study involved four English teachers (T1–T4) at SMP Negeri 3 Rejang Lebong as participants. Data were collected through semi-structured interviews, supplemented by a single teaching module used as a limited cross-check for one participant, as classroom observation could not be conducted within the time available for this research — a limitation acknowledged transparently and reflected in the phrasing of the second research question.

Findings show that the four teachers reported a spectrum of practice ranging from systematic, explicit differentiation (tiered texts, proficiency-based grouping) to explicit rejection of differentiating reading materials, descriptively associated with differences in reported training access. Regarding reported implementation, teachers described broadly similar lesson structures with varying frequency of differentiation; these findings remain tentative given the limited observational data available. Regarding challenges, teachers reported a substantial and unevenly distributed preparation burden, resource gaps specific to each teacher's approach, student-level barriers, and — in one case — institutional pressures that appeared to discourage differentiation.

This study concludes that content differentiation in reading instruction at this school is not uniformly practiced, but varies according to training access, resource availability, and institutional pressure experienced by each teacher. Further research incorporating classroom observation and fuller document analysis is recommended to verify these self-reported findings.

Keywords: content differentiation, reading instruction, Merdeka Curriculum, English language teaching, qualitative descriptive research

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CHAPTER I

INTRODUCTION

A. Background of the Research

Reading comprehension stands as a fundamental skill in English language learning, serving not merely as a decoding process but as a complex cognitive activity involving meaning construction and critical thinking development. As Duke and Pearson emphasize, effective reading comprehension requires active engagement with texts, strategic processing, and the ability to construct meaning through interaction between the reader and the written material.¹ In Indonesian secondary schools, English reading instruction faces a critical challenge: classrooms contain students with significantly varied reading proficiency levels, interests, and learning needs. This diversity demands instructional approaches that address individual differences rather than treating all students uniformly.²

The implementation of Merdeka Curriculum in 2022 marks Indonesia's educational shift toward student-centered and differentiated learning approaches. This curriculum explicitly emphasizes recognizing student diversity and adapting teaching methods to meet individual learning needs.³

Among differentiated instruction's three dimensions—content, process, and

¹ Nell K. Duke and P. David Pearson, "Effective Practices for Developing Reading Comprehension," in *What Research Has to Say About Reading Instruction*, 4th ed., ed. S. Jay Samuels and Alan E. Farstrup (Newark, DE: International Reading Association, 2011), 205-242.

² Fuad Abdul Hamied, "Research-Based English Language Education in Indonesia: Issues and Challenges," in *Situating English Language Education in Diverse Contexts*, ed. Subhan Zein (Singapore: Palgrave Macmillan, 2020), 75-94

³ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *Panduan Pembelajaran dan Asesmen Kurikulum Merdeka* (Jakarta: Kemendikbudristek, 2022), 5-12.

product—content differentiation serves as the foundational element. According to Tomlinson, content differentiation involves adjusting what students learn and the materials through which they access information, ensuring all students can engage with curriculum objectives while being appropriately challenged.⁴ In reading instruction, this means providing texts at varying complexity levels, offering multiple resources on similar topics, and matching materials to students' reading abilities while maintaining common learning objectives.

Despite Merdeka Curriculum's theoretical emphasis on differentiation, a significant gap exists between policy expectations and classroom implementation. Research indicates that Indonesian English teachers face considerable challenges implementing content differentiation in reading instruction, including insufficient training, limited preparation time, large class sizes, and scarcity of leveled English reading resources. As Hasnah and Dahliana found, teachers encounter multiple barriers that prevent effective differentiation despite understanding its importance.⁵ Furthermore, while existing studies have examined general differentiated instruction practices, limited empirical investigation exists specifically focused on how English teachers differentiate reading content within Merdeka Curriculum contexts. Azkiyah and Renandya observe that while theoretical benefits are well-

⁴ Carol Ann Tomlinson, *How to Differentiate Instruction in Mixed-Ability Classrooms*, 2nd ed. (Alexandria, VA: ASCD, 2001), 45-72.

⁵ Yenni Hasnah and Syarifah Dahliana, "Teachers' Challenges in Implementing Differentiated Instruction in English Classrooms," *Journal of English Education and Linguistics Studies* 9, no. 2 (2022): 215-234.

documented, practical implementation in Indonesian EFL contexts remains problematic due to contextual constraints and limited pedagogical support.⁶

The urgency of this research is underscored by several critical factors. First, national assessments reveal widening reading proficiency gaps among Indonesian students, with significant variations even within the same grade levels. Second, Merdeka Curriculum's nationwide implementation creates immediate need for evidence-based guidance on translating differentiation principles into actual practice. Third, teachers currently implement reading instruction with limited empirical examples of effective content differentiation strategies specifically designed for Indonesian EFL contexts. Without understanding how teachers address—or struggle to address—diverse reading proficiency levels through content differentiation, educational stakeholders cannot provide appropriate support or professional development.

Preliminary observations conducted by the researcher at junior high schools in Curup, Rejang Lebong from Januari 2026 revealed concerning patterns. Among the three teachers, only one demonstrated systematic approaches to differentiating reading materials, while others predominantly used uniform texts regardless of student proficiency levels. At the differentiating school, teachers reported positive impacts on engagement and comprehension but identified substantial challenges in material preparation and assessment. Specifically, observations revealed that when teachers used tiered reading texts (simplified, standard, and advanced versions), struggling readers

⁶ Siti Nurul Azkiyah and Willy A. Renandya, "Addressing Learner Diversity through Differentiated Instruction in Indonesian EFL Contexts: A Review," *Indonesian Journal of Applied Linguistics* 12, no. 3 (2023): 587-603

showed increased participation and completion rates, while advanced readers remained engaged with challenging materials. However, teachers reported spending 3-4 hours weekly preparing differentiated materials and expressed uncertainty about effectively assessing which students needed which level. These preliminary findings underscore the need for in-depth investigation into reading content differentiation practices.

This study addresses the identified gap by exploring content differentiation strategies specifically in English reading instruction within Merdeka Curriculum contexts. By focusing exclusively on reading content differentiation, this research provides detailed examination of how teachers select, adapt, and provide varied reading materials to meet diverse student needs. The findings will contribute empirical evidence to the limited research on differentiated reading instruction in Indonesian EFL contexts and offer practical insights supporting teachers in implementing effective content differentiation aligned with Merdeka Curriculum principles.

B. Research Question

Based on the background described above, this study addresses the following research questions:

1. What strategies do English teachers use to differentiate reading content for students with different proficiency levels?
2. How do English teachers report implementing reading content differentiation in their classrooms within the Merdeka Curriculum context?

3. What challenges do English teachers face in implementing reading content differentiation, and how do they address these challenges?

C. Research Objectives

In accordance with the research questions, this study aims to achieve the following objectives:

1. To identify and describe the strategies English teachers use to differentiate reading content for students with different proficiency levels.
2. To explore and describe how English teachers report implementing reading content differentiation in their classrooms within the Merdeka Curriculum context.
3. To examine the challenges English teachers, face in implementing reading content differentiation and the strategies they employ to address these challenges.

D. Delimitation of the Research

This study is delimited to specific parameters to ensure focused and manageable investigation:

1. Subject Focus

This research focuses exclusively on content differentiation in reading instruction. While differentiated instruction encompasses content, process, and product dimensions, this study concentrates specifically on how teachers differentiate reading materials and content. This delimitation allows for in-depth examination of reading content differentiation strategies without addressing all differentiation dimensions or language skills.

The study examines reading content differentiation specifically within Merdeka Curriculum implementation, ensuring findings are relevant to current educational policy in Indonesia.

2. Participants

The study involves four English teachers at the Junior High School who actively implement content differentiation in their reading instruction. These teachers were purposively selected based on preliminary observations indicating their engagement with differentiated practices in reading lessons.

3. Time Frame

Data collection is conducted during February-April 2026

E. Significances of the Research

This research holds significance for both theoretical understanding and practical application in English language teaching:

1. Theoretical Significance

This study contributes to the growing body of literature on differentiated instruction by providing empirical evidence specifically focused on reading content differentiation in an EFL context. While differentiated instruction theory has been extensively developed in Western educational contexts, research examining its application in Indonesian settings, particularly within Merdeka Curriculum frameworks, remains limited. By investigating reading content differentiation practices, this research extends theoretical understanding of how differentiation principles are adapted and implemented in diverse cultural and educational contexts. The findings

provide empirical grounding for theoretical discussions about the relationship between curriculum policy and classroom implementation, particularly regarding how global pedagogical concepts are contextualized within specific educational systems.

2. Practical Significance

The findings offer practical value for multiple stakeholders in English language education:

- a. For English Teacher, this research provides concrete examples and strategies for differentiating reading content in their classrooms. By documenting successful practices and identifying effective approaches, the study offers models that teachers can adapt to their contexts while helping them anticipate potential obstacles.
- b. For students, this research indirectly benefits learners by promoting their access to appropriately levelled reading materials that match their proficiency levels. When reading content is effectively differentiated, students are more likely to experience increased engagement, reduced frustration, improved comprehension, and enhanced motivation in English reading activities.
- c. For other researchers, this study establishes a foundation for further investigations into differentiated instruction in EFL contexts. The findings provide baseline data that can be extended through experimental studies examining the effectiveness of specific differentiation strategies, comparative studies across different educational levels or regions, or

mixed-methods research investigating the relationship between content differentiation and student learning outcomes.

F. Definition of the Key Terms

To ensure clarity and consistency throughout this study, the following key terms are defined as they are used in this research:

1. Content differentiation

Content differentiation refers to the instructional practice of modifying, adapting, or providing varied learning materials to address students' diverse learning needs, readiness levels, and interests. According to Tomlinson, content differentiation involves adjusting what students learn or the materials and resources through which they access information.⁷ In this study, content differentiation specifically pertains to how teachers vary reading materials accommodate students with different English reading proficiency levels.

2. Reading Content

Reading content refers to the actual materials, texts, and resources that students engage with during reading instruction. For this study, reading content includes both printed and digital texts, ranging from textbook passages to authentic materials such as news articles, short stories, and informational texts.

⁷ Tomlinson, *How to Differentiate Instruction*, 45-72.

3. Merdeka Curriculum

Merdeka curriculum (Kurikulum Merdeka) is Indonesia's current national curriculum framework, officially launched by the Ministry of Education, Culture, Research, and Technology in 2022 and progressively implemented across schools. According to Ministry guidelines, Merdeka Curriculum is designed to provide greater flexibility and autonomy in the learning process, emphasizing student-centered approaches, project-based learning, and recognition of individual student differences.⁸ Within this framework, teachers are encouraged to adapt instruction, including learning materials, to meet diverse student needs—a principle directly relevant to content differentiation practices examined in this study.

4. Reading proficiency levels

Reading proficiency levels refer to students' varying abilities to comprehend English texts, encompassing skills such as decoding, vocabulary recognition, literal and inferential comprehension, and reading fluency. In this study, reading proficiency levels are categorized as beginning, intermediate, and advanced, consistent with the tiered text levels (simplified, standard, and advanced) referenced throughout the study. Recognition of these varying proficiency levels forms the basis for content differentiation, as teachers adapt reading materials to match students' current capabilities while supporting continued growth.

⁸ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, *Panduan Pembelajaran dan Asesmen*, 8-10.

G. Organization of the Research

This research is organized into five chapters, each serving a specific purpose in presenting the study comprehensively:

1. Chapter 1: Introduction provides the foundation for the research by presenting the background, identifying the research problem and gap, stating the research questions and objectives, delimiting the study's scope, explaining the research significance, and defining key terms.
2. Chapter 2: Literature review presents the theoretical framework and examines relevant literature on differentiated instruction, content differentiation, reading instruction in EFL contexts, and Merdeka Curriculum principles. This chapter also reviews previous related studies to position the current research within the existing scholarly conversation.
3. Chapter 3: Research methodology describes the research design, setting, and participants, explains data collection methods including classroom observations, teacher interviews, and document analysis, outlines data analysis procedures, and addresses issues of trustworthiness and ethical considerations.
4. Chapter 4: Findings present the research results organized according to the research questions, describing the differentiation strategies teachers use, how these strategies are implemented in classroom practice, and the challenges teachers encounter along with their solutions.
5. Chapter 5: Discussion and Conclusion interprets the findings in relation to the theoretical framework and previous research, discusses implications for

theory and practice, acknowledges the study's limitations, offers recommendations for teachers, students and suggests directions for future research.

CHAPTER II

LITERATURE REVIEW

A. Differentiated Instruction

1. Definition and Principles

Differentiated instruction represents a pedagogical framework designed to address diverse learning needs in contemporary classrooms. According to Tomlinson, differentiated instruction is a teaching philosophy in which teachers proactively plan varied approaches to what students need to learn, how they will learn it, and how they can express what they have learned to increase the likelihood that each student will learn as effectively as possible.⁹ This approach challenges the traditional one-size-fits-all model, recognizing that students differ significantly in readiness levels, interests, learning preferences, and prior experiences.

The theoretical foundation draws from Vygotsky's Zone of Proximal Development (ZPD), which proposes that learning occurs most effectively when instruction targets the zone between what learners can do independently and what they can accomplish with guidance.¹⁰ This principle directly supports differentiation, as it implies that different students require different levels and types of support to progress in their learning.

Several core principles guide differentiated instruction implementation. First, all students engage with equally important work even when tasks vary in complexity. As Tomlinson and Moon explain, respect for

⁹ Carol Ann Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners*, 2nd ed. (Alexandria, VA: ASCD, 2014), 4.

¹⁰ Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*, ed. Michael Cole et al. (Cambridge, MA: Harvard University Press, 1978), 86.

students requires that each learner works with challenging tasks focused on essential understandings and skills.¹¹ Second, ongoing assessment continuously informs instructional decisions about students' readiness, interests, and learning profiles. Third, flexible grouping allows students to work in various configurations depending on learning goals and needs. Research by Deunk et al. demonstrates that effective differentiated instruction creates more equitable learning opportunities, allowing all students to make academic progress regardless of starting points.¹²

In English language learning contexts, differentiation becomes particularly crucial. EFL classrooms typically contain students with widely varying proficiency levels, vocabulary knowledge, and literacy skills. As Wan notes, English language learners benefit significantly from differentiated instruction because it provides targeted support addressing specific language needs while maintaining access to grade-level concepts.¹³

2. Dimensions of Differentiation

Tomlinson identifies three primary elements teachers can differentiate: content, process, and product.¹⁴ Content differentiation addresses what students learn and the materials through which they access curriculum concepts. Teachers may provide texts at different reading levels,

¹¹ Carol Ann Tomlinson and Tonya R. Moon, *Assessment and Student Success in a Differentiated Classroom* (Alexandria, VA: ASCD, 2013), 11

¹² Marjoke Deunk, Maaïke Smale-Jacobse, Hester de Boer, Suzanne Doolaard, and Roel J. Bosker, "Effective Differentiation Practices: A Systematic Review and Meta-Analysis of Studies on the Cognitive Effects of Differentiation Practices in Primary Education," *Educational Research Review* 24 (2018): 31-54

¹³ Grace Wan, "Differentiated Instruction: Hong Kong Prospective Teachers' Teaching Efficacy and Beliefs," *Teachers and Teaching: Theory and Practice* 22, no. 2 (2016): 148-176

¹⁴ Carol Ann Tomlinson, *How to Differentiate Instruction in Mixed-Ability Classrooms*, 2nd ed. (Alexandria, VA: ASCD, 2001), 72.

offer varied resources on the same topic, or adjust information complexity.¹⁵

Process differentiation involves how students make sense of content through varied activities, scaffolding levels, or pacing.¹⁶ Product differentiation addresses how students demonstrate learning through varied formats such as written reports, presentations, or multimedia projects.¹⁷

This study focuses specifically on content differentiation in reading instruction. Content serves as the foundation for learning—if students cannot access content at appropriate levels, subsequent learning becomes significantly more challenging. As Tomlinson emphasizes, content differentiation ensures all students have entry points into curriculum that match their current capabilities.¹⁸ In reading instruction, access to appropriately leveled texts directly impacts students' ability to engage with and comprehend material, making content differentiation the essential first step in ensuring all learners can participate meaningfully in literacy learning.

B. Content Differentiation in Reading Instruction

1. What is Content Differentiation

Content differentiation in reading refers to providing students with varied reading materials matching their individual proficiency levels while maintaining focus on common learning objectives. According to Tomlinson

¹⁵ Tomlinson, *How to Differentiate Instruction*, 73-75.

¹⁶ Tanya Santangelo and Carol Ann Tomlinson, "The Application of Differentiated Instruction in Postsecondary Environments: Benefits, Challenges, and Future Directions," *International Journal of Teaching and Learning in Higher Education* 20, no. 3 (2009): 310.

¹⁷ Carol Ann Tomlinson and Marcia B. Imbeau, *Leading and Managing a Differentiated Classroom* (Alexandria, VA: ASCD, 2010), 16.

¹⁸ Tomlinson, *The Differentiated Classroom*, 79.

and Allan, content differentiation involves adjusting text complexity, offering multiple reading selections on similar topics, and ensuring all students can access grade-level concepts through appropriately levelled materials.¹⁹ The primary purpose is ensuring all students work within their zone of proximal development, encountering texts that are challenging yet accessible with appropriate support. As Shanahan et al. emphasize, students make greatest reading progress when engaging with texts at their instructional level—materials presenting some challenge but remaining comprehensible with effort and scaffolding.²⁰

In EFL contexts, content differentiation becomes particularly critical due to wide variation in students' English reading proficiency. Research by Renandya and Jacobs indicates that many EFL students are routinely assigned materials far above their proficiency levels, resulting in minimal comprehension and negative attitudes toward reading.²¹ Content differentiation addresses this by ensuring all students can access materials that support both comprehension and continued language development.

a. Strategies for Differentiating Reading Content

Tiered texts involve providing multiple text versions on the same topic at different complexity levels. As Tomlinson explains, tiered materials allow all students to engage with the same essential concepts

¹⁹ Carol Ann Tomlinson and Susan Demirsky Allan, *Leadership for Differentiating Schools and Classrooms* (Alexandria, VA: ASCD, 2000), 48.

²⁰ Timothy Shanahan, Douglas Fisher, and Nancy Frey, "The Challenge of Challenging Text," *Educational Leadership* 69, no. 6 (2012): 58-62.

²¹ Willy A. Renandya and George M. Jacobs, "Extensive Reading and Listening in the L2 Classroom," in *English Language Teaching Today: Linking Theory and Practice*, ed. Hayo Reinders (New York: Springer, 2016), 97-110

while working with texts matched to their reading abilities.²² Research by Reis et al. demonstrates that students reading tiered texts matched to their proficiency levels show significantly higher comprehension and engagement compared to when all read identical texts.²³

Text selection and adaptation involve choosing appropriate materials from existing resources or modifying texts to suit student needs. According to Walpole and McKenna, effective text selection considers vocabulary difficulty, sentence complexity, text structure, content familiarity, and visual support.²⁴ Teachers may select different articles or adapt texts by simplifying vocabulary, shortening sentences, or adding visual supports.

Scaffolding and support materials provide varied levels of support helping students access content. As Clark and Graves note, scaffolding can include pre-teaching vocabulary, providing background knowledge, offering graphic organizers, or supplying audio support.²⁵ This approach allows teachers to maintain common texts when appropriate while differentiating the support students receive.

Flexible grouping based on reading proficiency serves as an organizational strategy enabling content differentiation. As Worthy and

²² Carol Ann Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners*, 2nd ed. (Alexandria, VA: ASCD, 2014), 87.

²³ Sally M. Reis, Deborah E. Burns, and Joseph S. Renzulli, *Curriculum Compacting: The Complete Guide to Modifying the Regular Curriculum for High Ability Students* (Mansfield Center, CT: Creative Learning Press, 1992).

²⁴ Sharon Walpole and Michael C. McKenna, *Differentiated Reading Instruction: Strategies for the Primary Grades* (New York: Guilford Press, 2007), 67-68.

²⁵ Kathleen F. Clark and Michael F. Graves, "Scaffolding Students' Comprehension of Text," *The Reading Teacher* 58, no. 6 (2005): 572, <https://doi.org/10.1598/RT.58.6.6>

Prater emphasize, grouping must remain flexible, with students moving between groups as skills develop.²⁶

b. Text Complexity and Readability

Understanding text complexity serves as foundation for effective content differentiation. Text complexity is multidimensional, encompassing quantitative factors, qualitative features, and reader-task considerations. Quantitative measures include objective features such as word length, sentence length, and word frequency. Various readability formulas assess these dimensions, including Flesch-Kincaid Grade Level, Lexile Framework, and ATOS. As Hiebert and Mesmer note, these formulas provide useful initial estimates of text difficulty by analyzing linguistic features correlating with comprehension challenges.²⁷

Qualitative dimensions require human judgment to evaluate, such as meaning or purpose, text structure, language clarity, and knowledge demands. According to Common Core State Standards, qualitative evaluation considers whether text purpose is explicit or implicit, structure simple or complex, and language literal or figurative.²⁸

Reader and task considerations acknowledge that text difficulty varies based on who is reading and for what purpose. As Snow notes, the

²⁶ Jo Worthy and Kathryn Prater, "'I Thought about It All Night': Readers Theatre for Reading Fluency and Motivation," *The Reading Teacher* 56, no. 3 (2002): 294-297.

²⁷ Elfrieda H. Hiebert and Heidi Anne E. Mesmer, "Perspectives on the Difficulty of Beginning Reading Texts," in *Reading More, Reading Better*, ed. Elfrieda H. Hiebert (New York: Guilford Press, 2009), 395-430.

²⁸ National Governors Association Center for Best Practices and Council of Chief State School Officers, *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (Washington, DC: Authors, 2010), 57.

same text may be more or less challenging depending on readers' motivation, interest, background knowledge, and reading purpose.²⁹ In EFL contexts, additional factors influence text complexity including cultural references, idioms, assumed background knowledge, and unfamiliar text structures. As Day and Bamford emphasize, EFL teachers must consider both linguistic complexity and cultural accessibility when selecting differentiated materials.³⁰

C. Reading Comprehension in EFL

1. Nature of Reading Comprehension

Reading comprehension is a complex cognitive process extending beyond decoding to encompass meaning construction from text. According to Grabe, reading comprehension involves drawing meaning from printed text and interpreting information appropriately, requiring integration of multiple processes including word recognition, syntactic parsing, semantic processing, and discourse-level understanding.³¹

Reading comprehension operates at multiple levels. Literal comprehension involves understanding explicit information directly stated in text. As Kintsch notes, literal comprehension requires constructing a mental representation of the text's surface meaning.³² Inferential

²⁹ Catherine E. Snow, "Reading for Understanding: Toward an R&D Program in Reading Comprehension" (Santa Monica, CA: RAND Corporation, 2002), 11.

³⁰ Richard R. Day and Julian Bamford, *Extensive Reading in the Second Language Classroom* (Cambridge: Cambridge University Press, 1998), 63-65.

³¹ William Grabe, *Reading in a Second Language: Moving from Theory to Practice* (New York: Cambridge University Press, 2009), 14.

³² Walter Kintsch, "Comprehension: A Paradigm for Cognition" (Cambridge: Cambridge University Press, 1998), 93.

comprehension requires drawing conclusions and understanding implicit relationships not directly stated. Critical comprehension involves evaluation and analysis of text content, author's purpose, and credibility.

Schema theory provides crucial theoretical foundation for understanding reading comprehension. According to Anderson and Pearson, schemas are organized knowledge structures that readers activate when encountering new information.³³ When readers possess relevant schemas, they more easily integrate new information and construct coherent mental representations. In EFL contexts, reading comprehension presents unique challenges. As Koda emphasizes, EFL readers must simultaneously develop language proficiency and reading comprehension skills, creating a double burden not faced by native speakers.³⁴

2. Reading Challenges in Indonesian EFL Contexts

Indonesian EFL learners face several distinctive challenges. Vocabulary limitations significantly constrain comprehension. Research by Kweldju indicates that Indonesian students often possess insufficient vocabulary knowledge to comprehend grade-level texts.³⁵ Grammatical complexity presents obstacles as English employs structures differing substantially from Indonesian. As Arono notes, students struggle with

³³ Richard C. Anderson and P. David Pearson, "A Schema-Theoretic View of Basic Processes in Reading Comprehension," in *Handbook of Reading Research*, ed. P. David Pearson (New York: Longman, 1984), 255-291.

³⁴ Keiko Koda, *Insights into Second Language Reading: A Cross-Linguistic Approach* (New York: Cambridge University Press, 2005), 4.

³⁵ Siusana Kweldju, "Lexically-Based Language Teaching: A Theoretical Model and Its Classroom Implementation," *TEFLIN Journal* 17, no. 2 (2006): 154-165.

embedded clauses and complex syntax.³⁶ Limited exposure to English texts outside classrooms compounds these challenges. Lengkanawati demonstrates that Indonesian students read English far less frequently than Indonesian texts, resulting in slower reading rates and less developed strategies.³⁷ Cultural and background knowledge gaps create additional barriers, as many texts assume knowledge unfamiliar to Indonesian students.³⁸

3. Importance of Appropriate Text Levels

The concept of instructional-level texts provides framework for understanding appropriate difficulty. According to Betts' framework, readers experience three levels: independent (95%+ accuracy), instructional (90-94% accuracy with support), and frustration (below 90% accuracy).³⁹ As Carver notes, students make greatest progress reading at instructional level.⁴⁰

Research on extensive reading emphasizes appropriate text levels for language development. Day and Bamford argue that EFL learners benefit most from reading large quantities at or slightly below current proficiency

³⁶ Arono, "Improving Students' Reading Comprehension through Collaborative Strategic Reading (CSR)," *Journal of English Language Teaching* 3, no. 1 (2014): 1-14.

³⁷ Nenden Sri Lengkanawati, "EFL Teachers' Competence in the Context of English Curriculum 2004: Implications for EFL Teacher Education," *TEFLIN Journal* 16, no. 1 (2005): 79-92.

³⁸ Beatrice S. Mikulecky and Linda Jeffries, *Reading Power*, 4th ed. (White Plains, NY: Pearson Education, 2007), 8.

³⁹ Emmett Albert Betts, *Foundations of Reading Instruction* (New York: American Book Company, 1946), 445-454.

⁴⁰ Ronald P. Carver, *Reading Rate: A Review of Research and Theory* (San Diego, CA: Academic Press, 1990), 85.

level.⁴¹ The impact extends to student motivation. As Guthrie and Klauda explain, when students encounter **texts** they can comprehend successfully, they develop reading self-efficacy and intrinsic motivation.⁴²

In Indonesian EFL classrooms, appropriate text-level matching becomes particularly critical given wide proficiency variations. As Renandya emphasizes, Indonesian students need maximum exposure to comprehensible input during limited class time.⁴³

D. Merdeka Curriculum Context

1. Overview of Merdeka Curriculum

Merdeka Curriculum represents Indonesia's latest educational reform, launched by the Ministry of Education in 2022. According to Ministry guidelines, Merdeka Curriculum is designed as a flexible framework emphasizing essential competencies, providing greater teacher autonomy, and focusing on developing students' character alongside academic knowledge.⁴⁴

The development emerged from recognition that previous frameworks often resulted in overly rigid implementation not adequately addressing student diversity. As Indarta et al. explain, while K-13

⁴¹ Richard R. Day and Julian Bamford, *Extensive Reading in the Second Language Classroom* (Cambridge: Cambridge University Press, 1998), 7-8.

⁴² John T. Guthrie and Susan Lutz Klauda, "Engagement and Motivational Processes in Reading," in *Handbook of Individual Differences in Reading: Reader, Text, and Context*, ed. Peter Afflerbach (New York: Routledge, 2016), 41-53.

⁴³ Willy A. Renandya, "The Power of Extensive Reading," *RELC Journal* 38, no. 2 (2007): 133-149

⁴⁴ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *Panduan Pembelajaran dan Asesmen Kurikulum Merdeka* (Jakarta: Kemendikbudristek, 2022), 5-8.

emphasized student-centered learning theoretically, implementation frequently became teacher-centered and content-heavy.⁴⁵

Several core principles distinguish Merdeka Curriculum. First, learning simplification reduces learning objectives allowing deeper exploration. Second, teacher autonomy is explicitly promoted, with flexibility to select materials and adjust approaches. As Faiz and Kurniawaty argue, this represents significant shift from previous top-down implementation.⁴⁶ Third, competency-based learning focuses on what students can demonstrate rather than content mastery alone.

2. Differentiation Expectations in Merdeka Curriculum

Merdeka Curriculum explicitly positions differentiated instruction as central pedagogical expectation. Ministry guidelines state that teachers should recognize student diversity and provide varied learning experiences accommodating different readiness levels, interests, and learning styles.⁴⁷ The framework expects teachers to differentiate content, process, and product across instruction.⁴⁸

Assessment is designed to support differentiation through emphasis on formative assessment and learning progression monitoring. As

⁴⁵ Yose Indarta, Nizwardi Jalinus, Waskito Waskito, and Agariadne Dwinggo Samala, "Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 2 (2022): 3011-3024

⁴⁶ Aiman Faiz and Imas Kurniawaty, "Konsep Merdeka Belajar Pendidikan Indonesia dalam Perspektif Filsafat Progresivisme," *Konstruktivisme: Jurnal Pendidikan dan Pembelajaran* 14, no. 1 (2022): 55-64

⁴⁷ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, *Panduan Pembelajaran dan Asesmen*, 15-18.

⁴⁸ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, *Panduan Pembelajaran dan Asesmen*, 22-25.

Rasmitadila et al. note, assessment framework encourages varied methods including observations, portfolios, and performance tasks.⁴⁹

Despite supportive frameworks, implementation presents challenges. Research indicates many teachers lack sufficient differentiation training, struggle with accurate assessment, and face resource constraints.⁵⁰

3. Reading Instruction in Merdeka Curriculum

Reading instruction holds prominent position through the School Literacy Movement that curriculum incorporates. Framework emphasizes developing literacy skills across all subjects, recognizing reading as foundational for all learning.⁵¹ For English instruction, Phase D (grades 7-9) specifies students should comprehend various text types including narratives, procedural, descriptive, and informational texts.⁵² Curriculum acknowledges students will demonstrate competencies at different levels, explicitly supporting differentiated approaches.

Teaching modules provide frameworks teachers can adapt rather than prescriptive plans. As Pratiwi et al. explain, this flexible structure enables content differentiation by allowing teachers to maintain common objectives

⁴⁹ Rasmitadila, Reza Rachmadtullah, Achmad Samsudin, Ernawulan Syaodih, Megan Asri Humaira, and Mohammad Fahmi Tambunan, "Exploring Student Teachers' Challenges towards Online Learning Implementation during COVID-19 Pandemic: Lecturers' Perspectives," *Journal of Physics: Conference Series* 1882 (2021): 012159

⁵⁰ Siti Nurul Azkiyah and Willy A. Renandya, "Addressing Learner Diversity through Differentiated Instruction in Indonesian EFL Contexts: A Review," *Indonesian Journal of Applied Linguistics* 12, no. 3 (2023): 595

⁵¹ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *Panduan Gerakan Literasi Sekolah di Sekolah Menengah Pertama* (Jakarta: Kemendikbudristek, 2022), 12-15.

⁵² Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *Capaian Pembelajaran Bahasa Inggris Fase D* (Jakarta: Kemendikbudristek, 2022), 3-7.

while varying specific materials.⁵³ The resource environment presents both opportunities and constraints. While flexibility allows diverse materials, many schools face limited access to varied English reading materials at different levels, particularly leveled readers appropriate for EFL learners.⁵⁴

E. Review of Related Studies

Previous research on differentiated instruction in EFL contexts has established its theoretical value and practical implementation challenges. This section reviews three recent studies that directly inform the current research, examining differentiated instruction implementation across various contexts and highlighting gaps this study addresses.

1. Study 1: Differentiated Instruction in Afghan EFL Context

Tajik, Noor, and Golzar (2024) conducted a mixed-methods study investigating Afghan EFL students' perceptions of differentiated instruction and contributing factors at the collegial level.⁵⁵ The research involved 102 EFL students at Herat University, Afghanistan, who completed questionnaires about their perceptions of differentiated instruction, alongside interviews with three English department teachers exploring their implementation experiences. The study examined five main differentiation elements: learning environment, content, process, product, and assessment.

⁵³ Wiwik Pratiwi, Sholeh Hidayat, and Suherman, "Kurikulum Merdeka Sebagai Kurikulum Masa Kini," *Jurnal Teknologi Pendidikan Dan Pembelajaran* 10, no. 1 (2023): 85.

⁵⁴ Yenni Hasnah, "Implementasi Kurikulum Merdeka di Sekolah Menengah: Tantangan dan Peluang," *Jurnal Pendidikan Indonesia* 11, no. 2 (2023): 178-189.

⁵⁵ Omid Tajik, Saeedullah Noor, and Jamila Golzar, "Investigating Differentiated Instruction and the Contributing Factors to Cater EFL Students' Needs at the Collegial Level," *Asian-Pacific Journal of Second and Foreign Language Education* 9, no. 74 (2024)

Findings revealed that students strongly perceived their teachers' use of differentiated instruction across all five elements, with learning environment receiving highest ratings. Students valued supportive classroom atmospheres where they felt safe asking questions without criticism. Regarding content differentiation specifically, teachers reported providing varied reading materials aligned with different proficiency levels and adjusting text complexity based on student readiness. However, teachers identified significant challenges including limited access to varied English materials, large class sizes (40-50 students), insufficient training in differentiation strategies, and time constraints for preparing differentiated materials. Despite challenges, both students and teachers recognized differentiation's positive impacts on engagement, motivation, and learning outcomes.

This study is relevant to the current research as it demonstrates practical differentiation implementation in an EFL context where resources are limited and class sizes large—conditions similar to many Indonesian schools. However, while Tajik et al. examined students' perceptions across all differentiation dimensions, the current study focuses specifically on content differentiation strategies in reading instruction, providing deeper examination of one critical differentiation aspect. Additionally, while their study addressed general EFL instruction, this research specifically investigates reading content differentiation within Merdeka Curriculum

implementation, a context-specific framework not addressed in the Afghan study.

2. Study 2: Systematic Review of Differentiated Instruction in ESL/EFL Classrooms

Religioni, Meilinda, Alawiyah, and Farrel (2024) conducted a systematic literature review analyzing differentiated instruction implementation in ESL and EFL classrooms.⁵⁶ The review examined 16 empirical studies published between 2019-2023, analyzing how teachers differentiated content, process, product, and learning environment across diverse contexts including Indonesia, Malaysia, Turkey, and European countries.

Findings indicated that content differentiation frequently involved tiered reading materials matched to student proficiency levels, with teachers providing simplified texts for struggling readers while offering complex authentic materials for advanced learners. Regarding reading specifically, reviewed studies showed teachers differentiated content by adjusting text length, vocabulary difficulty, and structural complexity. The review identified common strategies including providing multiple text versions on similar topics, using graded readers, incorporating visual supports differently across proficiency levels, and pre-teaching vocabulary selectively based on student needs. However, the review also revealed persistent implementation challenges: teachers reported spending 3-5 hours

⁵⁶ Anggita Religioni, Citra Meilinda, Ainun Alawiyah, and Lavinia M. Farrel, "Differentiated Instructions in ESL and EFL Classrooms: A Systematic Literature Review," *STAIRS: English Language Education Journal* 5, no. 2 (2024): 123-132

weekly preparing differentiated materials, struggled to assess student reading levels accurately, and faced difficulties managing multiple reading groups simultaneously in large classes.

This systematic review is highly relevant as it synthesizes recent research on differentiated instruction in EFL contexts, establishing that content differentiation in reading remains underutilized despite recognized benefits. The review's findings on common strategies and challenges provide comparative framework for understanding practices in the current study's context. However, while Religioni et al. synthesized existing research across multiple contexts, their review did not examine Indonesian Merdeka Curriculum implementation specifically. The current study addresses this gap by investigating how content differentiation occurs within this specific policy framework, providing empirical evidence from actual classroom practice rather than synthesizing published research.

3. Study 3: Differentiated Learning in Merdeka Curriculum English Teaching

Oktoma, Nugroho, Suryana, and Jamal (2025) examined differentiated learning implementation in English teaching within Merdeka Curriculum at senior high school level.⁵⁷ The qualitative study employed classroom observations and teacher interviews with structured questions to explore how differentiated learning aligned with Merdeka Curriculum principles and identify practical challenges. The research focused on how

⁵⁷ Eko Oktoma, Moch. Asmawi Bakri Nugroho, Yudi Suryana, and Muhammad Jamal, "Differentiated Learning in Teaching English Subject of The Merdeka Curriculum," *IJORE: International Journal of Recent Educational Research* 6, no. 2 (2025): 362-378

teachers differentiated content, process, and product in English instruction, examining both strengths and obstacles encountered.

Results revealed that differentiated learning enhanced student participation and learning outcomes, with teachers adapting content through varied materials matching student abilities. However, implementation presented substantial difficulties including complex preparation demands, resource constraints limiting access to differentiated materials, and varied teacher competencies in differentiation strategies. Teachers reported that while Merdeka Curriculum explicitly encourages differentiation, practical guidance and supporting materials remained insufficient, leaving teachers to develop strategies independently. The study recommended enhancing teacher training, providing technical guidance for differentiation, and improving school facilities and resources to support implementation.

This study directly informs the current research as it examines differentiated instruction within Indonesian Merdeka Curriculum contexts, the same framework guiding this investigation. Oktoma et al.'s findings on implementation challenges—resource constraints, preparation demands, insufficient guidance—provide important context for understanding obstacles teachers face. However, their study examined general English teaching across all skills at senior high school level, while the current research focuses specifically on content differentiation in reading instruction at junior high school level. This focused approach allows deeper examination of specific strategies teachers employ for differentiating

reading content and how they navigate challenges particular to reading instruction.

F. Research Gap and Positioning of Current Study

The reviewed studies establish that differentiated instruction benefits EFL learners but presents significant implementation challenges, particularly regarding resource availability, teacher preparation time, and pedagogical knowledge. While these studies examine differentiation broadly across various contexts, several gaps remain. First, limited research specifically investigates content differentiation in reading instruction despite reading being fundamental in language learning. Second, few studies examine differentiation implementation within Indonesia's Merdeka Curriculum framework, particularly at junior high school level where reading proficiency gaps are pronounced. Third, existing research primarily focuses on general differentiation practices or student outcomes rather than providing detailed examination of specific strategies teachers use to differentiate reading content in resource-constrained settings.

The current study addresses these gaps by providing focused investigation of content differentiation strategies specifically in reading instruction within Merdeka Curriculum implementation at Indonesian junior high schools. By concentrating on reading content differentiation, this research offers detailed analysis of how teachers select, adapt, and provide varied reading materials—an aspect addressed only generally in previous studies. Furthermore, by examining both successful strategies and challenges

within Merdeka Curriculum's specific policy context, this study contributes practical insights for supporting teachers implementing differentiation aligned with current Indonesian educational policy. The findings extend existing knowledge by documenting actual classroom practices in content differentiation for reading, an area requiring greater empirical attention in Indonesian EFL literature.

G. Conceptual Framework

This study is grounded in a conceptual framework that integrates three interrelated dimensions: the theoretical foundation of content differentiation, its contextual implementation within Indonesia's Merdeka Curriculum, and the practical challenges teachers encounter in classroom practice. Together, these dimensions explain how and why content differentiation strategies unfold as they do in Indonesian junior high school EFL reading instruction.

At the theoretical level, differentiated instruction —particularly content differentiation— is positioned as the central pedagogical principle guiding this research. Drawing from Tomlinson's differentiated instruction framework and Vygotsky's Zone of Proximal Development, content differentiation is understood as the deliberate adjustment of reading materials to match students' varied proficiency levels, ensuring all learners access curriculum content within their optimal learning zone. Specific strategies of content differentiation in reading —including tiered texts, text selection and adaptation, scaffolding and support materials, and flexible grouping— serve as the analytical lens for examining teacher practice in this study. These

strategies are further evaluated through the lens of text complexity theory, which encompasses quantitative, qualitative, and reader-task dimensions, providing criteria for assessing the appropriateness of differentiated reading materials.

At the contextual level, Merdeka Curriculum serves as the policy framework within which content differentiation is implemented. The curriculum's explicit mandate for differentiated instruction, its flexible teaching module design, and its competency-based approach to reading in Phase D (grades 7–9) create both the opportunity and the obligation for teachers to differentiate reading content. However, contextual factors — including limited availability of leveled English reading materials, large class sizes, and variation in teacher preparation— mediate how differentiation principles translate into actual classroom practice. These contextual factors do not negate differentiation; rather, they shape the specific forms it takes, and the adaptations teachers must make.

At the practical level, this framework recognizes that implementation challenges are not peripheral but constitutive of how content differentiation operates in real classrooms. Challenges such as resource scarcity, time constraints for material preparation, difficulties in accurate proficiency assessment, and classroom management complexity interact with teachers' pedagogical knowledge and professional agency to produce the differentiation practices observable in the field. Understanding these challenges is therefore integral to understanding content differentiation

itself—not as failures of implementation, but as part of the complex ecology of teaching practice.

The conceptual framework is presented as a vertical hierarchical diagram (Figure 1). At the top, the Merdeka Curriculum policy context forms the overarching boundary layer, represented by a dashed outer frame, within which all pedagogical activity occurs. Beneath it, a solid inner box represents the theoretical foundations — comprising four interconnected constructs: differentiated instruction (Tomlinson), Zone of Proximal Development (Vygotsky), text complexity framework, and EFL reading comprehension research — that collectively inform teachers’ pedagogical decision-making. Downward arrows from the theoretical foundations box lead to the focal phenomenon box at the centre: the four content differentiation strategies in reading (tiered texts, text selection and adaptation, scaffolding and support, and flexible grouping). A bidirectional arrow connects the focal phenomenon to the implementation challenges box at the base, represented by a dashed border to signal its mediating rather than deterministic role. Solid arrows indicate primary shaping influence (top-down); dashed arrows indicate feedback and bidirectional influence (bottom-up), reflecting that teachers’ practical adaptations and challenges also shape how theory is interpreted and how policy is enacted. This dynamic framework guides the data collection instruments, the analytical categories, and the interpretive lens applied throughout this study.

the four specific content differentiation strategies are positioned. The fourth level, the implementation challenges box at the base with its dashed border, is connected to the focal phenomenon by a bidirectional arrow: challenges shape the strategies teachers are able to employ (upward feedback), while the strategies teachers attempt also expose and generate challenges (downward influence). Taken together, this vertical framework makes visible the argument that content differentiation strategies do not emerge in a vacuum but are simultaneously mandated by policy, guided by theory, and constrained and adapted by practical realities — a complex interplay that this study examines through qualitative descriptive inquiry.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

1. Research Approach

This study employs a qualitative research approach to investigate content differentiation strategies in English reading instruction within Merdeka Curriculum contexts. According to Creswell and Poth, qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to social or human problems, involving emerging questions and procedures with data typically collected in participants' settings.⁵⁸ This approach is appropriate for this study because it enables in-depth exploration of teachers' actual practices, decision-making processes, and experiences implementing content differentiation phenomena that cannot be adequately captured through numerical data alone.

The qualitative approach allows the researcher to examine content differentiation as it naturally occurs in authentic classroom contexts rather than in controlled experimental conditions. As Merriam and Tisdell explain, qualitative research is particularly suitable when researchers seek to understand how people interpret their experiences, construct their worlds, and attribute meaning to their experiences.⁵⁹ In this study, understanding how teachers conceptualize content differentiation, why they select specific

⁵⁸ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2018), 6-7.

⁵⁹ Sharan B. Merriam and Elizabeth J. Tisdell, *Qualitative Research: A Guide to Design and Implementation*, 4th ed. (San Francisco, CA: Jossey-Bass, 2016), 15.

strategies, and how they navigate implementation challenges requires qualitative inquiry that captures the complexity and context-dependency of instructional practices. Furthermore, qualitative research's flexibility permits the researcher to adapt data collection strategies as new insights emerge during fieldwork, ensuring comprehensive exploration of content differentiation practices.

This research is situated within an interpretive paradigm, recognizing that multiple realities exist and that understanding is constructed through interaction between researcher and participants. According to Lincoln and Guba, the interpretive paradigm assumes that reality is socially constructed, that variables are complex and interwoven, and that findings emerge through researcher-participant interaction.⁶⁰ This philosophical stance aligns with the study's purpose to understand teachers' perspectives and practices within their specific social and institutional contexts rather than seeking generalizable laws or cause-effect relationships.

2. Type of Research

This study specifically employs a qualitative descriptive research design. Qualitative descriptive studies aim to provide comprehensive summaries of specific phenomena or events in everyday language, staying close to the data and the surface of words and events rather than moving to high levels of abstraction or interpretation.⁶¹ As Sandelowski emphasizes,

⁶⁰ Yvonna S. Lincoln and Egon G. Guba, *Naturalistic Inquiry* (Newbury Park, CA: SAGE Publications, 1985), 37.

⁶¹ Margarete Sandelowski, "Whatever Happened to Qualitative Description?" *Research in Nursing & Health* 23, no. 4 (2000): 334-340

descriptive qualitative studies are valuable when straight descriptions of phenomena are desired, particularly in applied fields where understanding what is happening and how is the primary goal.⁶²

Qualitative descriptive design is particularly appropriate for this study for several reasons. First, the research aims to describe content differentiation strategies teachers use rather than to test theories, measure effectiveness, or develop new theoretical frameworks. The focus is on documenting existing practices comprehensively and accurately. Second, limited empirical research exists specifically describing reading content differentiation within Merdeka Curriculum contexts, making detailed description an essential foundation for future research. Third, descriptive design allows the researcher to remain close to participants' language and perspectives, presenting findings in accessible terms useful for practitioners, policymakers, and teacher educators who need practical insights rather than highly theoretical interpretations.

The descriptive approach in this study does not mean atheoretical or unsystematic inquiry. Rather, as Kim et al. note, qualitative description involves systematic data collection and analysis while maintaining lower levels of interpretive inference compared to other qualitative approaches such as phenomenology, grounded theory, or ethnography.⁶³ This study draws upon differentiated instruction theory and reading comprehension principles as sensitizing concepts guiding inquiry, but the primary emphasis

⁶² Sandelowski, "Whatever Happened to Qualitative Description?" 336.

⁶³ Heejung Kim, Kyung Hee Sefcik, and Christine Bradway, "Characteristics of Qualitative Descriptive Studies: A Systematic Review," *Research in Nursing & Health* 40, no. 1 (2017): 23-42

remains on describing what teachers do, how they do it, and what challenges they encounter in their own terms and contexts.

B. Research Setting

1. Research Site

This research is conducted at SMP Negeri 3 Rejang Lebong, a public junior high school (SMP Negeri) located in Kecamatan Curup Timur, Rejang Lebong, Bengkulu, Indonesia. SMP Negeri 3 Rejang Lebong was selected as the research site through purposive sampling based on several specific criteria aligned with the study's focus and objectives.

First, the school has been implementing Merdeka Curriculum since the framework's phased national rollout beginning in 2022, providing teachers with several years of experience adapting their instruction to the new curriculum framework. This implementation period ensures that teachers have moved beyond initial adoption phases and have developed more established practices worth investigating. Second, preliminary observations conducted in January 2026 indicated that English teachers at this school actively engage with content differentiation in their reading instruction, employing varied materials and grouping strategies essential criteria for a study examining differentiation practices. Third, the school administration expressed openness to educational research and willingness to support the study through access to classrooms, teachers, and instructional materials. Fourth, the school's location is accessible to the

researcher, facilitating the prolonged engagement and multiple visits necessary for comprehensive qualitative data collection.

C. Research Participants

1. Participant Selection

Participants for this study are selected through purposive sampling, a non-probability sampling technique where researchers intentionally select individuals who can provide rich information relevant to the research questions. As Patton explains, purposive sampling involves selecting information-rich cases for in-depth study, where one can learn a great deal about matters of central importance to the research purpose.⁶⁴ This sampling approach is appropriate for qualitative descriptive research aiming to understand specific phenomena deeply rather than to generalize findings to broader populations.

The study involves four English teachers from SMP Negeri 3 Rejang Lebong who meet specific selection criteria established to ensure participants can provide relevant, detailed information about content differentiation in reading instruction. The selection criteria include: (1) currently teaching English at junior high school level (grades 7, 8, or 9); (2) teaching reading as a regular component of their English instruction; (3) demonstrating evidence of implementing content differentiation strategies in their reading lessons based on preliminary observations or recommendations

⁶⁴ Michael Quinn Patton, *Qualitative Research & Evaluation Methods*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2015), 264-265.

from school administrators; (4) having minimum two years of teaching experience to ensure sufficient pedagogical knowledge and classroom management skills; (5) willingness to participate in the study including classroom observations and interviews; and (6) currently implementing Merdeka Curriculum in their teaching.

These criteria ensure that participants possess the experience, knowledge, and practices necessary to address the research questions meaningfully. Teachers who have not implemented content differentiation or who teach only beginning classes with relatively homogeneous proficiency levels would provide limited insights into differentiation strategies and challenges. Similarly, very novice teachers still developing fundamental teaching skills might not yet have established differentiation practices worth investigating. The purposive selection of teachers already engaging with content differentiation enables the study to examine actual implementation rather than hypothetical practices or intentions.

Participant recruitment begins with consultation with the school principal and English department coordinator to identify teachers meeting the selection criteria. The researcher then approaches potential participants individually, explaining the study's purpose, procedures, time commitments, and voluntary nature. Teachers who express interest receive detailed information sheets and informed consent forms. Final participant selection considers practical factors including teaching schedules that allow for

observation during reading lessons and teachers' willingness to commit to multiple observations and interviews over the research period.

D. Data Collection Methods

This study employs three primary data collection methods to gather comprehensive information about content differentiation strategies in English reading instruction: classroom observations, semi-structured interviews, and document collection. The use of multiple data collection methods enables triangulation, enhancing the credibility and depth of findings by examining the phenomenon from different perspectives and through different data sources.⁶⁵

1. Classroom Observations

Classroom observations serve as the primary data collection method for understanding how teachers implement content differentiation in reading instruction. According to Merriam and Tisdell, observation is the best technique when an activity, event, or situation can be observed firsthand and when fresh perspectives are sought on the issue being investigated.⁶⁶ Observations allow the researcher to directly witness differentiation strategies in action rather than relying solely on teachers' self-reports, which may not fully capture actual classroom practices or may be influenced by social desirability.

⁶⁵ Uwe Flick, *An Introduction to Qualitative Research*, 6th ed. (London: SAGE Publications, 2018), 444-445.

⁶⁶ Merriam and Tisdell, *Qualitative Research*, 139.

Each observation focuses on a complete reading lesson, typically lasting 60 minutes (2 x 30-minute periods). Observations are conducted during regularly scheduled English classes when reading instruction is the primary focus, ensuring authentic implementation contexts. The researcher assumes a non-participant observer role, positioning herself unobtrusively in the classroom to minimize disruption while maintaining sufficient proximity to observe teacher-student interactions, materials used, and student engagement.

During observations, the researcher documents several key elements aligned with the research questions. First, the types and characteristics of reading materials used, including text complexity levels, topics, lengths, formats (printed, digital, visual), and whether materials vary across students or groups. Second, how teachers organize students for reading activities, noting grouping strategies (whole class, small groups, pairs, individual), group composition (heterogeneous or homogeneous by proficiency), and whether grouping arrangements change during lessons. Third, instructional strategies teachers employ to support diverse readers, including scaffolding provided, differentiated task assignments, varied questioning levels, and adjustments made during instruction. Fourth, resources and supports teachers use such as graphic organizers, vocabulary lists, visual aids, or audio materials, and whether these supports differ across student groups.

Data are recorded through detailed field notes written during and immediately after observations. Field notes include both descriptive

information documenting what occurs and reflective notes capturing the researcher's interpretations, questions, and emerging insights.⁶⁷ The researcher uses an observation protocol structured around key focus areas but maintains flexibility to note unexpected or particularly significant occurrences. When permitted by teachers and appropriate given classroom dynamics, the researcher may also collect photographs of materials or classroom arrangements (with student faces obscured) to supplement written documentation.

2. Semi-Structured Interviews

Semi-structured interviews provide essential data for understanding teachers' perspectives, intentions, decision-making processes, and experiences implementing content differentiation. As Rubin and Rubin explain, interviews allow researchers to enter another person's perspective and explore meanings that cannot be directly observed.⁶⁸ While observations reveal what teachers do, interviews illuminate why they employ specific strategies, how they make differentiation decisions, what challenges they encounter, and what solutions they find effective.

The study conducts two interview sessions with each participating teacher: an initial interview before or early in the observation period and a follow-up interview after observations are completed. Each interview lasts

⁶⁷ Robert E. Stake, *The Art of Case Study Research* (Thousand Oaks, CA: SAGE Publications, 1995), 62-66.

⁶⁸ Herbert J. Rubin and Irene S. Rubin, *Qualitative Interviewing: The Art of Hearing Data*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2012), 3.

approximately 45 to 60 minutes and is conducted at a time and location convenient for participants, typically in teachers' offices or empty classrooms during non-teaching hours. This two-interview structure serves complementary purposes. The initial interview establishes rapport, gathers background information about teachers' experiences and contexts, and explores their general understanding and practices of content differentiation in reading. The follow-up interview allows for deeper exploration of specific strategies observed, clarification of decisions or actions, and discussion of challenges and solutions with concrete classroom examples fresh in both teacher and researcher minds.

Interviews follow a semi-structured format with prepared guiding questions while maintaining flexibility to pursue emerging topics and probe interesting responses. According to Galletta, semi-structured interviews balance structure ensuring key topics are addressed with openness allowing participants to introduce issues they consider important.⁶⁹ The interview guide includes questions aligned with each research question.

- a. For the first research question about strategies, interviews explore what differentiation strategies teachers use, how they determine which strategies to employ, what types of materials they provide to different students, and how they assess whether materials are appropriately matched to student levels.

⁶⁹ Anne Galletta, *Mastering the Semi-Structured Interview and Beyond: From Research Design to Analysis and Publication* (New York: NYU Press, 2013), 24.

- b. For the second research question about implementation, interviews examine how teachers organize reading lessons incorporating differentiation, how they manage multiple materials or groups simultaneously, how they determine student grouping, and how frequently they differentiate content versus using common materials.
- c. For the third research question about challenges, interviews investigate what obstacles teachers encounter implementing differentiation, what resources they need but lack, how they address challenges when they arise, and what supports would help them differentiate more effectively.

It is important to note that for RQ2 specifically, interview data on implementation practices serve a triangulating function: they corroborate and contextualize the primary evidence obtained through classroom observation and document analysis (RPP/modul ajar), rather than standing alone as evidence of what actually occurs in the classroom. Observation and document analysis remain the primary instruments for RQ2, consistent with the principle that self-reported practice must be verified against directly observed and documented practice.

Interviews are conducted in Indonesian, the participants' first language, to ensure they can express their thoughts fully and naturally without language barriers. With participants' consent, interviews are audio-recorded to capture complete and accurate data. Immediately after each interview, the researcher writes reflective memos noting key themes, interesting insights, and questions for follow-up. Audio recordings are

transcribed verbatim, and if any portions are in English (such as when teachers discuss English terminology), these are maintained in English within transcripts while surrounding Indonesian content is transcribed as spoken.

To ensure systematic grounding of each instrument item in the theoretical framework established in Chapter II, the following blueprint maps every interview question and observation indicator to its relevant theoretical source and corresponding research question. This mapping demonstrates construct validity and supports triangulation between the two instruments.

Table 3.1. Blueprint of Interview Instrument

Research Focus	Aspect	Indicators / Interview Probes	Theoretical Basis
Background Information	Teaching experience	Length of teaching experience; number of classes and grade levels currently taught	Kemendikbudristek (2022)
	Merdeka Curriculum implementation	Duration of MC implementation; types and duration of professional training received	Faiz & Kurniawaty (2022); Indarta et al. (2022)
	Conceptualization of content differentiation	Teachers' definition of content differentiation; stated rationale and importance for reading instruction	Tomlinson & Allan (2000) p.48; Tomlinson (2001) p.72
RQ 1: Strategies for Content Differentiation	Tiered texts	Use of multiple text versions on same topic at different complexity levels; sources and creation process	Tomlinson (2014) p.87; Walpole & McKenna (2007) pp.67–68; Reis et al. (1992)

	Text adaptation	Vocabulary simplification, sentence shortening, structural modification; visual support added to adapted texts	Walpole & McKenna (2007) pp.67–68; Snow (2002) p.11; Hiebert & Mesmer (2009)
	Scaffolding & support materials	Types of support provided (graphic organizers, vocabulary lists, visual aids, audio support); whether support differs across proficiency levels	Clark & Graves (2005) p.572; Tomlinson (2001) pp.73–75; Day & Bamford (1998) pp.63–65
	Flexible grouping	Grouping criteria based on proficiency; frequency of regrouping; how groups are decided	Worthy & Prater (2002) pp.294–297; Graves et al. (2007) pp.312–315; Deunk et al. (2018)
	Student choice in text selection	Whether students select their own texts; how choice is structured; impact on motivation and engagement	Tomlinson & Imbeau (2010) p.16; Guthrie & Klauda (2016) pp.41–53
	Additional differentiation strategies	Other strategies used beyond the four main categories; frequency and rationale	Tomlinson (2014); Religioni et al. (2024) pp.123–132
	ZPD alignment	How teachers ensure materials match students' current reading level; awareness of instructional-level principle	Vygotsky (1978) p.86; Betts (1946) pp.445–454; Shanahan et al. (2012)
RQ 2: Implementation Practices	Lesson structure with differentiation	Typical lesson flow (pre-, whilst-, post-reading); how differentiation is integrated across phases; transitions between activities	Tomlinson (2014); Kemendikbudristek (2022) pp.15–25; Pratiwi et al. (2023) p.85
	Simultaneous group	Techniques for managing different groups doing different tasks;	Tomlinson (2001); Deunk et al. (2018);

	management	classroom routines that enable concurrent differentiation	Religioni et al. (2024) pp.123–132
	Frequency of differentiation	How often content is differentiated (every lesson, sometimes, certain topics); factors influencing the decision	Tomlinson & Moon (2013) p.11; Azkiyah & Renandya (2023) p.595
	Merdeka Curriculum influence on practice	How MC policy shapes differentiation decisions; opportunities enabled and structural constraints imposed	Kemendikbudristek (2022) pp.15–25; Faiz & Kurniawaty (2022); Hasnah (2023); Oktoma et al. (2025)
	Maintaining common learning goals	Strategies to keep all students moving toward same objectives despite different materials	Tomlinson (2014); Kemendikbudristek (2022) — CP Phase D
RQ 3: Challenges & Solutions	Main implementation barriers	Identified challenges: limited leveled materials, large class sizes, time constraints, insufficient training	Azkiyah & Renandya (2023) p.595; Tajik et al. (2024); Hasnah (2023) pp.178–189
	Resource gaps	Materials needed but unavailable; impact of resource scarcity on teaching quality	Hasnah (2023) pp.178–189; Renandya & Jacobs (2016) pp.97–110
	Preparation time burden	Hours per week spent preparing differentiated materials; sustainability given workload	Religioni et al. (2024) pp.123–132; Azkiyah & Renandya (2023) p.595
	Teacher-developed solutions	Strategies found effective; collaborative or individual solutions; professional agency in problem-solving	Oktoma et al. (2025) pp.362–378; Tajik et al. (2024)

	Support needs	Training, materials, reduced class size, institutional support needed for more effective CD	Oktoma et al. (2025) pp.362–378; Kemendikbudristek (2022)
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Table 3.1 presents the blueprint of the interview instrument. Questions are organized by research focus corresponding to each research question. The Indicators/Interview Probes column specifies what each question intends to elicit, while the Theoretical Basis column identifies the specific sources from Chapter II that ground each aspect of inquiry.

Table 3.2. Blueprint of Classroom Observation Checklist

Research Focus	Section / Aspect	Observable Indicators	Theoretical Basis
RQ 1: Content Differentiation Strategies	Section 1: Reading Materials & Content Differentiation	Reading materials provided at different complexity levels	Tomlinson (2014) p.87; Shanahan et al. (2012); Hiebert & Mesmer (2009)
		Multiple text versions on same topic visible (tiered texts)	Tomlinson (2014) p.87; Reis et al. (1992); Walpole & McKenna (2007) pp.67–68
		Texts have been adapted or simplified for some students	Walpole & McKenna (2007) pp.67–68; Snow (2002) p.11; Hiebert & Mesmer (2009)
		Different text formats used (printed,	Clark & Graves

		digital, visual)	(2005) p.572; Day & Bamford (1998) pp.63–65; Tomlinson (2001) pp.73–75
		Visual support varies by text difficulty level	Clark & Graves (2005) p.572; Mikulecky & Jeffries (2007) pp.8–10; Day & Bamford (1998)
	Section 3: Scaffolding & Support Materials	Vocabulary support provided (lists, glossaries, pre-teaching)	Clark & Graves (2005) p.572; Kweldju (2006) pp.154–165; Koda (2005) p.4
		Graphic organizers used to support comprehension	Clark & Graves (2005) p.572; Anderson & Pearson (1984) pp.255–291; Grabe (2009) p.14
		Visual aids (pictures, diagrams) support reading	Day & Bamford (1998) pp.63–65; Mikulecky & Jeffries (2007) pp.8–10; Clark & Graves (2005)
		Audio or digital support available for some students	Clark & Graves (2005) p.572; Tomlinson (2001) pp.73–75; Tajik et al. (2024)
		Teacher provides scaffolded instructions or examples	Vygotsky (1978) p.86; Clark & Graves (2005)

			p.572; Tomlinson & Moon (2013) p.11
		Support materials differ by student proficiency level	Tomlinson (2014) p.87; Shanahan et al. (2012); Betts (1946) pp.445–454
RQ 2: Implementation Practices	Section 2: Student Grouping & Organization	Students are grouped by reading proficiency level	Worthy & Prater (2002) pp.294–297; Graves et al. (2007) pp.312–315; Deunk et al. (2018)
		Grouping is flexible and changes during lesson	Worthy & Prater (2002) pp.294–297; Deunk et al. (2018); Tomlinson (2001)
		Different groups receive different reading materials	Tomlinson (2014) p.87; Religioni et al. (2024) pp.123–132
		Group composition appears intentionally planned	Tomlinson & Moon (2013) p.11; Graves et al. (2007) pp.312–315
	Section 4: Implementation & Classroom Management	Teacher circulates to monitor different groups	Tomlinson (2001); Deunk et al. (2018) p.35; Oktoma et al. (2025)
		Different groups receive different amounts of teacher attention	Tomlinson & Moon (2013) p.11; Tajik et al. (2024); Religioni et al. (2024)

		Teacher makes adjustments during lesson based on student needs	Tomlinson & Moon (2013) p.11; Guthrie & Klauda (2016) pp.41–53
		Students demonstrate varied engagement levels	Guthrie & Klauda (2016) pp.41–53; Renandya & Jacobs (2016) pp.97–110; Renandya (2007)
		Time allocation allows for differentiated activities	Religioni et al. (2024) pp.123–132; Azkiyah & Renandya (2023) p.595; Oktoma et al. (2025)

Table 3.2 presents the blueprint of the classroom observation checklist. The 20 observable indicators are organized into four sections corresponding to the four content differentiation strategies identified in the Conceptual Framework: Reading Materials & Content Differentiation (Section 1); Student Grouping & Organization (Section 2); Scaffolding & Support Materials (Section 3); and Implementation & Classroom Management (Section 4). Indicators in Sections 1 and 3 primarily address RQ1; Sections 2 and 4 primarily address RQ2, with Items 18 and 20 also addressing RQ3.

3. Document Collection

Document collection provides the third data source, offering concrete artifacts that triangulate observation and interview data while revealing aspects of differentiation not fully visible during limited

observation periods. Documents represent naturally occurring data that exist independently of the research process, providing authentic evidence of teachers' planning, materials, and assessment practices.⁷⁰ As Merriam and Tisdell note, documents can furnish descriptive information, verify emerging hypotheses, offer historical understanding, and track change and development.⁷¹

The study collects several types of documents from participating teachers. First, lesson plans or teaching modules (Rencana Pelaksanaan Pembelajaran/RPP or Modul Ajar) for reading lessons, which reveal how teachers plan for differentiation, what objectives they establish for varied learner groups, and how they articulate differentiation strategies in written planning documents. Second, reading materials teachers actually use with students, including texts at different complexity levels, simplified or adapted materials, supplementary readings, and any tiered texts or text sets addressing common topics at varied difficulty levels. Third, instructional support materials such as graphic organizers, vocabulary support sheets, comprehension guides, or visual aids that teachers provide differently across student groups. Fourth, assessment tools teachers use to determine students' reading levels or monitor progress, including reading assessments, comprehension checks, or informal evaluation tools informing grouping and material selection decisions.

⁷⁰ Ienn A. Bowen, "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* 9, no. 2 (2009): 27-40

⁷¹ Merriam and Tisdell, *Qualitative Research*, 162.

Documents are collected throughout the data collection period, with teachers providing copies during or after observations when specific materials are used, and during interviews when discussing strategies or materials. The researcher requests both digital and physical copies as available, photographing materials when other copying is impractical. For each document collected, the researcher records contextual information including which teacher provided it, what class or lesson it was used in, and what purpose it served.

Document analysis focuses on examining how materials reflect differentiation in reading content. The researcher analyses texts for complexity characteristics including vocabulary difficulty, sentence structure, length, visual support, and content density. Materials are examined for evidence of tiering, scaffolding variations, or multiple text options on similar themes. Lesson plans are analysed for explicit differentiation intentions, grouping strategies, and assessment-based decision-making. The analysis identifies patterns across teachers' documents, unique approaches individual teachers employ, and connections between planned and implemented differentiation.

Realization of Data Collection. Within the time available for this study, classroom observation as planned above could not be carried out, and document collection was realized to a limited extent: a single teaching module (modul ajar), covering a general English unit rather than a reading-specific lesson, was obtained from one participating teacher (T2). This

document could not be corroborated with a matching observation, but its content was cross-checked descriptively against T2's interview responses. Consistent with the principle that self-reported practice requires independent verification wherever possible, the study reports this limitation transparently: findings for RQ2 rely primarily on teachers' self-reported accounts of implementation, supplemented by this single document where relevant, rather than on the full triangulation of observation, interview, and document data originally planned. Research Question 2 and Research Objective 2 are phrased accordingly (see Chapter I) to reflect what the available data can support, and this limitation is discussed further in Chapter V.

E. Data Analysis Technique

This study employs an interactive model of qualitative data analysis following the framework developed by Miles, Huberman, and Saldaña, which consists of three concurrent and iterative activities: data condensation, data display, and drawing and verifying conclusions.⁷² These activities do not occur in a strict linear sequence but operate simultaneously throughout the research process, with each activity informing and refining the others. The analysis begins during data collection and continues through the final stages of writing, ensuring that emerging insights continuously shape subsequent data gathering and interpretation.

⁷² Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2014), 12–14.

The first stage is data condensation, which encompasses all processes of selecting, focusing, simplifying, abstracting, and transforming raw data. This stage begins with the transcription of audio-recorded interviews verbatim, ensuring accurate and complete representation of participants' words. Field notes from classroom observations are expanded and refined immediately after each session while details remain fresh. Once transcription and field note elaboration are complete, the researcher reads all data materials thoroughly and repeatedly to achieve immersion in the data. Initial coding is then applied to the data — a process of labelling segments of data with descriptive terms that capture what is happening.⁷³ The coding process applies both descriptive codes (labelling what teachers do — e.g., “tiered text use”, “proficiency grouping”) and in vivo codes (using participants' own words as labels) to remain close to the data and preserve participants' perspectives. Following initial coding, related codes are grouped into broader categories and subsequently developed into overarching themes corresponding to the research questions: content differentiation strategies, implementation patterns, and challenges encountered.

The second stage is data display, which involves organizing condensed data into structured formats that facilitate comparison and analysis. In this study, data display takes several forms. Matrices and summary tables are constructed to compare differentiation strategies across participating teachers, enabling the researcher to identify both commonalities and variations in practice. Narrative summaries are developed for each teacher to preserve the

⁷³ Johnny Saldaña, *The Coding Manual for Qualitative Researchers*, 3rd ed. (London: SAGE Publications, 2016), 4–5.

contextual richness of individual practices. Visual maps are produced to display relationships between observed strategies, stated intentions from interviews, and available documents, making patterns visible and supporting systematic comparison across data sources. Data display is not a static product but a working tool that is revised and refined as analysis deepens.

The third stage involves drawing and verifying conclusions. Conclusions about content differentiation strategies, implementation processes, and challenges are drawn tentatively and progressively, beginning with initial hunches during data collection and becoming more refined as analysis proceeds. Each tentative conclusion is verified by returning to the raw data to confirm whether it is adequately grounded in evidence from multiple sources. Cross-source verification is particularly important in this study: a pattern identified in observation field notes is checked against interview data and corroborated by document analysis before being confirmed as a finding. Throughout all three analytical stages, the researcher maintains an analytical memo journal documenting decision-making processes, evolving interpretations, and reflexive notes about the researcher's own potential biases and assumptions. These analytical memos serve as an audit trail that enhances the trustworthiness of findings and supports transparent reporting.

F. Trustworthiness of the Study

Ensuring the trustworthiness of qualitative research requires deliberate and systematic application of strategies that address credibility, transferability, dependability, and confirmability — the four criteria proposed by Lincoln and

Guba as qualitative parallels to the quantitative standards of internal validity, external validity, reliability, and objectivity.⁷⁴ This study employs multiple strategies to address each criterion throughout data collection, analysis, and reporting.

Credibility — the confidence that findings accurately represent participants' realities — is established through several complementary strategies. Triangulation is the primary strategy, achieved in two forms: data source triangulation (comparing data from observations, interviews, and documents to corroborate emerging patterns) and methodological triangulation (examining the phenomenon through multiple collection methods, so that weaknesses in one method are compensated by the strengths of others). Prolonged engagement at the research site across multiple observation sessions allows the researcher to build trust with participants and gain deeper understanding of contextual factors influencing differentiation practices. Member checking constitutes a further critical strategy: preliminary findings and interpretations are shared with participating teachers at the conclusion of data collection, inviting them to confirm, correct, or elaborate on the researcher's interpretations. Any discrepancies between the researcher's interpretations and teachers' feedback are examined and resolved through additional discussion, ensuring that findings genuinely reflect participants' perspectives rather than researcher impositions.

⁷⁴ Yvonna S. Lincoln and Egon G. Guba, *Naturalistic Inquiry* (Newbury Park, CA: SAGE Publications, 1985), 289–331.

Transferability — the extent to which findings may be applicable to other contexts — is addressed through the provision of thick description. Rather than making direct claims of generalizability, this study provides sufficiently detailed contextual descriptions of the research setting, participants, instructional conditions, and social environment so that readers can make informed judgments about the relevance of findings to their own contexts. As Lincoln and Guba note, the researcher's responsibility is to provide enough contextual information that readers themselves can assess the degree of transferability; the burden of judgment lies with those wishing to transfer findings.⁷⁵

Dependability — the stability and consistency of the research process — is ensured through the maintenance of a detailed inquiry audit. The researcher documents all methodological decisions, including the rationale for participant selection, decisions about observation focus, modifications to interview questions based on emerging findings, and analytical choices made during coding and categorization. This documentation creates a traceable record that enables others to assess the logic and consistency of the research process. The use of a semi-structured observation protocol and a standardized interview guide across all participants further supports consistency in data collection without constraining the flexibility necessary for qualitative inquiry.

Confirmability — the degree to which findings reflect participants' perspectives rather than researcher bias — is addressed through reflexivity and

⁷⁵ Lincoln and Guba, *Naturalistic Inquiry*, 316.

the maintenance of the analytical memo journal described in the data analysis section. Throughout the research process, the researcher actively examines and documents her own assumptions, professional background as an English teacher, and potential preconceptions about content differentiation that might influence data collection and interpretation. By making these potential biases explicit rather than denying them, the researcher enables readers to assess how such perspectives may have shaped the research process and findings. Additionally, all raw data — interview transcripts, observation field notes, and collected documents — are preserved and can be made available for external audit, further supporting the confirmability of the study.

G. Ethical Considerations

Conducting research involving human participants requires careful attention to ethical principles that protect participants' rights, dignity, and welfare. This study adheres to ethical standards in educational research as articulated by the American Educational Research Association (AERA) and consistent with Indonesian research ethics guidelines.⁷⁶ The following ethical principles guide all aspects of this research from initial site access through data collection, analysis, and reporting.

Informed consent is the foundational ethical requirement of this study. Prior to commencing data collection, formal institutional approval is obtained from the school principal and relevant education authority in Rejang Lebong. Each participating teacher receives a written information sheet explaining the

⁷⁶ American Educational Research Association, *Code of Ethics* (Washington, DC: AERA, 2011), 1–3.

study's purpose, the nature and duration of their participation, what data will be collected and how it will be used, potential risks or inconveniences involved, and their rights as research participants. Teachers provide written informed consent before any observations or interviews commence. Consent is sought as a continuous process rather than a single event: participants are reminded at the beginning of each observation and interview session that they may choose not to participate on any given occasion without explanation or consequence. Teachers are explicitly informed that consenting to the study does not bind them to participate in all sessions.

The voluntary nature of participation is maintained throughout the research period. Participants have the right to withdraw from the study at any time without penalty, obligation to explain their decision, or negative consequences for their professional standing or relationship with the researcher, institution, or university. Should a participant withdraw mid-study, all data collected from that individual will be removed from the dataset and not used in analysis or reporting, unless the participant specifically consents to the use of previously collected data. The researcher ensures that the power differential between researcher and teacher participants does not result in any perceived pressure to continue participation.

Confidentiality and privacy protection are maintained throughout all stages of the research. The school's name and individual participants' names are replaced with pseudonyms or codes in all research records, transcripts, and written reports. Any identifying information — including distinctive teaching

approaches or personal details — that could enable readers to identify specific individuals or the school is carefully handled and omitted or generalized in published findings where necessary. Audio recordings are stored in password-protected digital files accessible only to the researcher, and physical research materials are stored securely. All data are retained for the period required by institutional policy and then destroyed in accordance with data management protocols. Regarding student privacy, classroom observations focus solely on teachers' instructional behaviours and the learning environment rather than on individual student performance or behaviours. Should students appear in any photographs of classroom materials or arrangements, their faces are obscured prior to any use of such images in reports or presentations. No identifiable student data are collected, recorded, or reported at any point in the study.

The potential risk of harm to participants is carefully considered and minimized. The primary risk in this study is professional sensitivity: teachers may feel that observations and questions about their differentiation practices implicitly evaluate their professional competence. The researcher addresses this risk by emphasizing consistently that the study aims to understand current practices and challenges rather than to evaluate or judge individual teachers, and that there are no right or wrong approaches — the goal is to document the reality of teaching. Findings are reported in ways that avoid singling out individual teachers for criticism, focusing instead on patterns across participants and the broader contextual challenges affecting practice. As a reciprocal benefit, participating teachers are offered access to the completed

research findings, which may provide professionally useful insights about effective differentiation strategies and how peers navigate implementation challenges.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding of The Research

This chapter presents the findings of this study and discusses them in relation to the theoretical framework established in Chapter II, organized by research question. Each section first describes what participants reported (Findings), supported where relevant by summary tables and a figure, and then discusses these findings in relation to theory and prior research (Discussion). Data are drawn primarily from semi-structured interviews with the four participating teachers — T1, T2, T3, and T4 — at SMP Negeri 3 Rejang Lebong, supplemented by a single teaching document obtained from T2. As explained in Chapter III, classroom observation could not be conducted within the time available for this study; this limitation is reflected in the cautious, self-report-qualified language used throughout, particularly in Section 4.2, and is discussed further in Chapter V.

1. Strategies for Differentiating Reading Content

a. Tiered Texts and Individualized Reading Approaches

Providing multiple versions of a text at different complexity levels — tiered texts — represents one of the most direct forms of content differentiation identified in the literature.⁷⁷ Among the four teachers, only T1 described this as a deliberate, named strategy.

⁷⁷Carol Ann Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners*, 2nd ed. (Alexandria, VA: ASCD, 2014), 87.

We usually differentiate the texts — the text can be shorter for students who cannot read well, while it stays as it is for those who can. For example, by creating a group for those who can and those who cannot.

(T1, Interview, June 3, 2026)

T1 further explained that determining which students needed which version relied on an assessment-based judgment: "By giving an assessment. If they can answer, it means they are capable; if they cannot answer, we adjust the level of the reading material" (T1, Interview, June 3, 2026).

T2 relied instead on an individualized, one-on-one instructional approach: "Students are usually called forward one by one, like private tutoring" (T2, Interview, June 4, 2026). T3 reported rarely using different reading texts, citing a single shared lesson material: "I rarely use different reading texts, because within one lesson material it cannot really be differentiated" (T3, Interview, June 4, 2026). T4 was the most explicit in describing the absence of tiered texts in whole-class instruction: "We do not use different reading texts according to students' abilities, because of the demands of graduation targets, score targets, and end-of-term testing targets" (T4, Interview, June 4, 2026), adding that differentiation felt meaningfully possible only through individual attention outside class.

b. Text Adaptation and Vocabulary Simplification

Adapting existing materials — particularly through vocabulary simplification — is identified in the literature as a core content differentiation strategy.⁷⁸ All four teachers reported some form of vocabulary-level adaptation, though for different purposes.

T1 described modifying texts herself when leveled materials were unavailable, changing vocabulary "so students understand better" (T1, Interview, June 3, 2026). T2 reported simplifying sentences "using our own language" (T2, Interview, June 4, 2026). T3's account centered on pronunciation and spelling rather than sentence complexity: "How to read the word 'very' — in the dictionary pronunciation system, students are not used to following the context" (T3, Interview, June 4, 2026). T4 reported a more limited, whole-class form of vocabulary adaptation: "We consider the students to be the same. Sometimes we use difficult vocabulary to help students simplify that difficult word" (T4, Interview, June 4, 2026).

c. Scaffolding and Support Materials

Scaffolding — including graphic organizers, vocabulary support, and visual aids — is theorized as a means of helping students access content while working within their Zone of Proximal Development.⁷⁹ All

⁷⁸Sharon Walpole and Michael C. McKenna, *Differentiated Reading Instruction: Strategies for the Primary Grades* (New York: Guilford Press, 2007), 67-68.

⁷⁹Kathleen F. Clark and Michael F. Graves, "Scaffolding Students' Comprehension of Text," *The Reading Teacher* 58, no. 6 (2005): 572.

four teachers reported using such materials, but differed on whether support varied by proficiency level.

Only T1 tailored support materials by level: "It depends, differentiated according to students' ability level" (T1, Interview, June 3, 2026). T2, T3, and T4 each stated support materials were uniform across students, with T4 tying this directly to her broader stance: "All students must get the same support material because we cannot differentiate between students" (T4, Interview, June 4, 2026).

d. Student 4 Interest and Choice in Text Selection

Allowing students choice over reading materials is associated in the literature with increased motivation and engagement.⁸⁰⁸¹ Three of the four teachers reported allowing some choice; T4 reported none.

T1 offered choice tied to interest; T2 linked choice explicitly to motivation ("students must be interested in reading the text so that they have the will to learn," T2, Interview, June 4, 2026); T3 reported students gravitating to shorter texts and described a distinctive letter-by-letter pronunciation strategy not reported by others. T4, consistent with her broader position, reported that students never selected their own texts, since materials depended on the textbook.

⁸⁰Carol Ann Tomlinson and Marcia B. Imbeau, *Leading and Managing a Differentiated Classroom* (Alexandria, VA: ASCD, 2010), 16.

⁸¹John T. Guthrie and Susan Lutz Klauda, "Engagement and Motivational Processes in Reading," in *Handbook of Individual Differences in Reading: Reader, Text, and Context*, ed. Peter Afflerbach (New York: Routledge, 2016), 41-53.

e. Flexible and Mixed Grouping as an Organizational Strategy

Flexible grouping based on reading proficiency is presented in the literature as an organizational strategy enabling content differentiation.⁸² The four teachers' accounts diverged here: T1 described grouping tied to proficiency, while T2, T3, and T4 each described deliberately mixed, heterogeneous grouping rather than ability grouping.

T2 described groups that "change and are shuffled every time we are about to make a group... whoever is lacking, average, or more advanced, all of them are mixed" (T2, Interview, June 4, 2026). T4 described actively preventing students from grouping by self-perceived ability: "Sometimes students want to be with those who are good with those who are good... that is not allowed. So everyone is mixed" (T4, Interview, June 4, 2026).

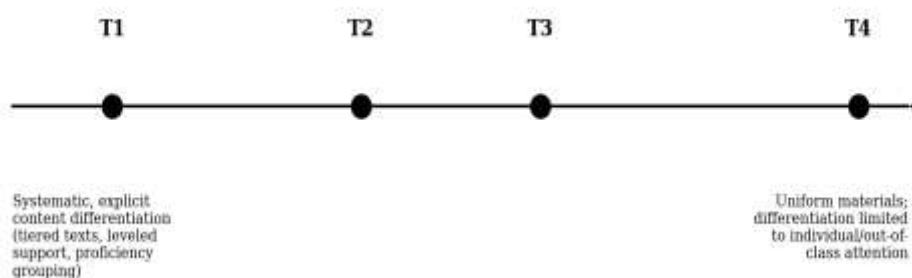
f. Variation in Content Differentiation Practice Across Teachers

Table 4.1 summarizes the strategies reported by each teacher, and Figure 4.1 depicts these four teachers' practice along a descriptive spectrum from systematic, explicit differentiation to uniform, undifferentiated instruction.

⁸²Jo Worthy and Kathryn Prater, "I Thought about It All Night": Readers Theatre for Reading Fluency and Motivation," *The Reading Teacher* 56, no. 3 (2002): 294-297.

Table 4.1*Summary of Reported Strategies for Content Differentiation by Teacher*

Aspect	T1	T2	T3	T4
Tiered reading texts	Yes, systematic	No (individual approach)	Rarely	No, explicit rejection
Basis for leveling	Assessment	Pronunciation	Pronunciation/spelling	Long-term observation
Support materials by level	Yes	No (uniform)	No (uniform)	No (uniform)
Grouping approach	By proficiency, flexible	Mixed/heterogeneous	Mixed/heterogeneous	Mixed, homogeneous grouping disallowed
Student text choice	Yes	Yes	Yes (short texts)	No (textbook-bound)
Formal MC training	Yes (workshop/seminar)	Yes (bimtek)	None reported	None reported

**Figure 4.1***Spectrum of Reported Content Differentiation Practice Across Teachers*

As Table 4.1 and Figure 4.1 illustrate, T1 reported the most systematic and explicit set of practices; T2 and T3 reported individualized attention and vocabulary adaptation without tiering texts or support materials by level; and T4 reported the most limited practice, explicitly treating students uniformly. This variation corresponds descriptively with teachers' reported training backgrounds: T1 and T2

each attended formal Merdeka Curriculum training, while T3 and T4 reported never having done so.

B. Discussion

The spectrum of practice observed — from T1’s systematic use of tiered texts, assessment-based leveling, and proficiency-based grouping, to T4’s explicit non-differentiation of reading texts — is broadly consistent with Tomlinson’s observation that differentiated instruction is not a fixed set of techniques but a teaching philosophy that individual teachers adopt to varying degrees.⁸³ T1’s assessment-based method of deciding which students needed which text level corresponds descriptively to the instructional-level principle in reading pedagogy, in which materials are matched to a level at which a student can perform with appropriate support,⁸⁴ consistent with a Vygotskian rationale for tiering, in which instruction is most effective when targeted to what a student can achieve with guidance.⁸⁵

T2 and T3’s reliance on individualized attention rather than tiered materials, and their description of deliberately mixed rather than proficiency-based grouping, is a notable departure from the flexible, proficiency-based grouping model emphasized in the literature. This does not necessarily indicate a deficient practice; it suggests these teachers may be operationalizing differentiation through individualized process-level support rather than

⁸³Tomlinson, *Differentiated Classroom*, 87.

⁸⁴Emmett Albert Betts, *Foundations of Reading Instruction* (New York: American Book Company, 1946), 445-454.

⁸⁵Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*, ed. Michael Cole et al. (Cambridge, MA: Harvard University Press, 1978), 86.

content-level material variation — a distinction the interview data can describe but not evaluate for effectiveness.

The consistent use of mixed, heterogeneous grouping by T2, T3, and T4 — framed by T4 explicitly as intended to build cooperation rather than to match instruction to ability — stands in contrast to the proficiency-based flexible grouping model in the literature.⁸⁶ Whether mixed grouping in these classrooms supports or constrains reading-level differentiation cannot be determined from interview data alone; this is precisely the kind of question classroom observation — not available in this study — would be positioned to answer.

T4's account is the most theoretically significant divergence: her statement that treating all students identically was necessary given graduation and scoring targets suggests a perceived tension between summative accountability pressures and differentiation. This finding is reported descriptively, as T4's own framing, not as an evaluation of her approach.

The correspondence between reported training background and the sophistication of reported strategies is a descriptive pattern in this small sample, not a demonstrated causal relationship, but it is consistent with the broader Indonesian literature identifying training access as a factor associated with teachers' capacity to implement differentiated instruction.⁸⁷

⁸⁶Marjolein Deunk et al., "Effective Differentiation Practices: A Systematic Review and Meta-Analysis of the Cognitive and Affective Outcomes of Differentiation Practices," *Educational Research Review* 24 (2018): 31-54.

⁸⁷Yenni Hasnah and Syarifah Dahliana, "Teachers' Challenges in Implementing Differentiated Instruction in English Classrooms," *Journal of English Education and Linguistics Studies* 9, no. 2 (2022): 215-234.

1. Implementation of Content Differentiation in EFL Reading Instruction

a. Lesson Flow and Sequencing

All four teachers described a broadly similar overall lesson sequence — introducing material, guiding comprehension, and closing with reflection or assessment — while differing in where differentiation was reported to occur within that sequence. T3 reported a notably different starting point, prioritizing student reading interest ahead of standard staged phases: "Phases like the pre-reading phase and others are a bit difficult to apply; so what is applied at the beginning is student interest in reading first" (T3, Interview, June 4, 2026).

b. Managing Groups and Materials During Lessons

Flexible grouping practices, discussed in Section (e) as a strategy, are reported here in terms of in-lesson management.⁸⁸

T2 described focusing attention differentially within mixed groups: "The strategy is more focused on the ones who are lacking and the ones who are average; the ones who are more advanced are still guided" (T2, Interview, June 4, 2026). T3 described mixed groups managed around mutual assistance, and T4 described using group presentation to compare students rather than to differentiate materials.

c. Frequency of Differentiation in Practice

T1 reported inconsistent frequency due to time pressure; T2 reported near-constant frequency driven by ongoing student need; T3

⁸⁸Worthy and Prater, "I Thought about It All Night," 294-297.

reported differentiation by topic, extending to exam items as well as texts; T4 reported that differentiation, in the sense described by the other teachers, did not apply consistently.

d. Cross-Checking Reported Practice Against Available Documentation (T2)

Document analysis provides evidence that exists independently of self-report, allowing reported practice to be cross-checked against material artifacts of planning.⁸⁹ Of the four teachers, only T2 provided a document — a teaching module for a general Grade VII unit not specifically focused on reading differentiation — examined here as a limited, illustrative cross-check rather than comprehensive verification.

The module's consistent use of shuffled, mixed-ability group activities is broadly consistent with T2's account of groups that "change and are shuffled every time." The module shows no evidence of tiered reading texts, consistent with T2 not describing leveled texts in interview. However, the module documents tiered writing support (a writing frame for students needing it; an extension task for more proficient students) that T2 did not mention in her interview — evidence of differentiation the self-report omitted.

e. Discussion

Findings for RQ2 must be interpreted cautiously given the absence of observation and the limited document data available. Within

⁸⁹Glenn A. Bowen, "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* 9, no. 2 (2009): 27-40.

that constraint, the cross-check in Section (d) illustrates both the promise and the limits of document analysis as a partial substitute for observation: it lent modest corroboration to one claim (absence of tiered texts) while surfacing a practice (tiered writing support) that interview data alone had not captured. This suggests that, had observation and documents been available for all four teachers, the RQ2 findings reported here might have been enriched or revised in ways this study cannot determine. The internal consistency between each teacher's reported frequency of differentiation here and her reported strategy sophistication (e.g., T2's near-constant differentiation corresponding to her active, individualized RQ1 strategy; T4's largely absent differentiation corresponding to her RQ1 account of uniform treatment) strengthens confidence in the interview data as a description of each teacher's self-understanding of her own practice, though it does not resolve whether that self-understanding corresponds to observable classroom behavior.

2. Challenges in Implementing Content Differentiation

a. Time and Material Preparation Burden

Time constraints in preparing differentiated materials are widely reported in the literature on differentiated instruction in EFL contexts.⁹⁰ The four teachers reported markedly different estimates: T1 approximately six hours per week, T2 two to four hours, T3 eight hours

⁹⁰Anggita Religioni et al., "Differentiated Instructions in ESL and EFL Classrooms: A Systematic Literature Review," *STAIRS: English Language Education Journal* 5, no. 2 (2024): 123-132.

(the highest), and T4 no additional preparation burden at all, relying on an existing semester program.

b. Resource Limitations

Scarcity of leveled English reading materials is identified as a recurring barrier to differentiated reading instruction in the Indonesian EFL literature.⁹¹ T1 identified leveled texts as a need she addresses by self-sourcing online; T2 identified the burden of locating her own media; T3 identified audio resources as lacking; T4 identified dictionary shortage among students as the main gap, rather than a teaching-material gap.

c. Student-Level Barriers to Differentiation

T2 reported those persistent difficulty with punctuation and pronunciation despite repeated explanation; T3 described student demotivation when facing difficult texts; T4 described an uneven pattern of dictionary use among students as a source of disengagement.

d. Structural and Administrative Constraints

T4 alone described institutional factors shaping her approach: graduation and scoring targets discouraging text differentiation, and administrative reporting demands competing with instructional focus: "We are burdened by the number of classes we teach, and also because we are only halfway through teaching when the principal is already requesting the recap results" (T4, Interview, June 4, 2026).

⁹¹Yenni Hasnah, "Implementasi Kurikulum Merdeka di Sekolah Menengah: Tantangan dan Peluang," *Jurnal Pendidikan Indonesia* 11, no. 2 (2023): 178-189.

e. Teacher-Developed Solutions and Support Needs

Table 4.2 summarizes each teacher's reported preparation burden, main challenge, coping strategy, and desired support.

Table 4.2

Summary of Reported Challenges, Solutions, and Support Needs by Teacher

Aspect	T1	T2	T3	T4
Prep. time/week	~6 hours	2–4 hours	~8 hours	None (built-in)
Main resource gap	Leveled texts	Supplementary media	Audio materials	Student dictionaries
Main challenge type	Preparation time	Student mechanics (punctuation/pronunciation)	Student motivation	Institutional/administrative
Coping strategy	Adapts from internet	Individual calling, varied media	Motivating, accessible materials	Building student trust/rapport
Desired support	Further training	Smaller class sizes	Materials suited to student condition	Simple training

f. Discussion

The wide variation in reported preparation time is consistent with prior findings that differentiated instruction imposes a substantial and unevenly distributed preparation burden on EFL teachers, particularly where leveled materials must be created rather than sourced ready-made.⁹² This burden appears directly related to each teacher's RQ1 strategy: T1 and T3, who described more resource-intensive practices, also reported higher preparation demands, while T4, who reported not differentiating reading texts, reported no additional burden — a further

⁹²Religioni et al., "Differentiated Instructions," 123-132.

indication of internal consistency in how each teacher describes her own practice.

T4's account of institutional pressures echoes concerns in the Indonesian literature regarding tension between standardized assessment accountability and the flexibility differentiated instruction requires under Merdeka Curriculum policy, which formally encourages teacher autonomy and recognition of individual student differences.⁹³ Reported by only one of four teachers, this tension cannot be generalized from this data alone but identifies a concrete obstacle worth further investigation.

The student-level barriers described by T2, T3, and T4 point toward a dimension of challenge located in student response rather than teacher preparation or institutional constraint. Whether these patterns reflect a need for different differentiation approaches, different scaffolding, or factors outside this study's reading-content focus cannot be determined from the available data, but they represent a consistent thread across three of the four teachers' accounts.

3. Chapter Summary

This chapter has presented and discussed findings for all three research questions. Regarding strategies (RQ1), the four teachers reported a spectrum of practice from systematic tiered-text differentiation to explicit non-differentiation, descriptively associated with differences in reported training access. Regarding implementation (RQ2), self-reported accounts

⁹³Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, Panduan Pembelajaran dan Asesmen Kurikulum Merdeka (Jakarta: Kemendikbudristek, 2022), 5-12.

suggest broadly similar lesson structures with varying frequency of differentiation; these findings remain tentative given the absence of classroom observation and the limited document data available, as illustrated by the single T2 cross-check in Section (d). Regarding challenges (RQ3), teachers reported a substantial and unevenly distributed preparation burden, resource gaps specific to each teacher's approach, student-level barriers, and — in one case — institutional pressures discouraging differentiation. Chapter V discusses the broader implications of these findings, the limitations of this study, and recommendations arising from them.

CHAPTER V

CONCLUSION

A. Conclusion

This study set out to describe the strategies, implementation, and challenges of content differentiation in EFL reading instruction among four English teachers at SMP Negeri 3 Rejang Lebong under the Merdeka Curriculum. Regarding strategies (RQ1), the four teachers reported a spectrum of practice ranging from systematic tiered-text differentiation and proficiency-based grouping to an explicit rejection of differentiating reading texts, a spectrum descriptively associated with differences in teachers' reported access to formal curriculum training. Regarding implementation (RQ2), teachers' self-reported accounts suggest broadly similar lesson structures with varying frequency and consistency of differentiation, though what this study reports about implementation remains necessarily tentative given the absence of classroom observation and the limited document data available. Regarding challenges (RQ3), teachers reported a substantial and unevenly distributed preparation burden, resource gaps specific to each teacher's approach, student-level barriers to engagement, and — in one case — institutional pressures that appeared to discourage differentiation altogether.

Taken together, these conclusions suggest that content differentiation in reading instruction at this school is neither uniformly practiced nor uniformly absent, but varies considerably from teacher to teacher in ways connected to training access, resource availability, and institutional pressure. Where differentiation exists, it appears in this study to be sustained largely by

individual teacher initiative rather than institutional structures designed to support it. Bridging the gap between the Merdeka Curriculum's stated aspiration for differentiated, student-centered instruction and the realities described by teachers in this study will likely require attention to training access, shared material resources, and institutional conditions that allow differentiation to be planned for rather than improvised under pressure — questions this study has been able to raise through teachers' own accounts, but which future research with fuller observational access will be needed to answer more conclusively.

B. Implications

1. Theoretical Implications

This study's conclusions extend the application of Tomlinson's differentiated instruction framework to a specific, under-examined context: EFL reading instruction in Indonesian junior high schools under the Merdeka Curriculum.⁹⁴ The spectrum of practice observed — from systematic tiered-text differentiation to explicit non-differentiation grounded in accountability pressures — suggests that differentiation frameworks developed largely in Western, English-first-language contexts may need to account more explicitly for the structural pressures (national assessment targets, large class sizes, limited formal training access) that shape whether

⁹⁴Eko Oktoma et al., "Differentiated Learning in Teaching English Subject of The Merdeka Curriculum," *IJORER: International Journal of Recent Educational Research* 6, no. 2 (2025): 362-378.

and how EFL teachers in under-resourced contexts are able to adopt them.⁹⁵ The pattern in which teachers preferred mixed, heterogeneous grouping over proficiency-based grouping — in some cases as a deliberate pedagogical choice rather than an oversight — also raises a question the existing literature does not fully address: whether proficiency-based grouping, as commonly recommended, is universally regarded by practicing teachers as the preferred organizational strategy for differentiation, or whether competing goals such as peer collaboration are sometimes prioritized instead.

2. Practical Implications

For teachers, this study's conclusions suggest that the preparation burden associated with creating tiered reading materials is a genuine and variable constraint, not a uniform one; teachers who lack ready access to leveled materials may benefit most from shared repositories of pre-leveled texts or collaborative material development among colleagues, reducing the individual burden of adaptation reported by T1 and T3.

For school administrators, T4's account of competing pressure between differentiation and administrative reporting demands, and T2's request for smaller class sizes, point toward concrete, actionable areas

⁹⁵Siti Nurul Azkiyah and Willy A. Renandya, "Addressing Learner Diversity through Differentiated Instruction in Indonesian EFL Contexts: A Review," *Indonesian Journal of Applied Linguistics* 12, no. 3 (2023): 595.

where institutional support — rather than teacher-level effort alone — may be needed to enable differentiation in reading instruction.⁹⁶

For policymakers and teacher training providers, the association observed between formal Merdeka Curriculum training and more systematic differentiation practice, together with T3 and T4's reports of never having received such training, suggests that access to training may be an uneven and consequential factor in how differentiation is implemented at the classroom level, warranting attention in the ongoing rollout of the curriculum.

C. Limitations of the Study

This study has several limitations that qualify the conclusions presented above and should be considered when interpreting them.

First, and most substantially, classroom observation — planned in Chapter III as the primary instrument for Research Question 2 — could not be conducted within the time available for this research. As a result, conclusions regarding implementation rest on teachers' self-reported accounts rather than independently observed classroom practice, and are reported using language that reflects this limitation (e.g., "reported," "described," rather than unqualified claims about what teachers do).

Second, document analysis was realized to a limited extent: a single teaching module was obtained from one of the four participating teachers (T2),

⁹⁶Omid Tajik, Saeedullah Noor, and Jamila Golzar, "Investigating Differentiated Instruction and the Contributing Factors to Cater EFL Students' Needs at the Collegial Level," *Asian-Pacific Journal of Second and Foreign Language Education* 9, no. 74 (2024).

and this document addressed a general English unit rather than a lesson specifically focused on differentiated reading content. While this document provided a useful, illustrative point of cross-check (section *d*), it cannot substitute for the fuller document and observation triangulation originally planned across all four participants.

Third, this study involved four teachers at a single school (SMP Negeri 3 Rejang Lebong), which was a deliberate delimitation to allow in-depth qualitative investigation rather than broad generalization. Consistent with the qualitative descriptive design adopted in this study, the conclusions are not intended to generalize to other schools or teachers; readers are instead offered thick description of this specific context so that they may judge the transferability of these conclusions to their own settings.

Fourth, self-reported data of the kind that dominates this study's conclusions is inherently subject to the possibility that participants describe their practice in ways that reflect their own understanding or their sense of what is expected of them, rather than practice as it would appear to an external observer — a limitation the study has sought to mitigate through explicit, cautious language rather than through claims of independent verification it cannot support.⁹⁷

⁹⁷Yvonna S. Lincoln and Egon G. Guba, *Naturalistic Inquiry* (Newbury Park, CA: SAGE Publications, 1985), 316.

D. Recommendations

1. For Teachers

Teachers seeking to strengthen content differentiation in reading instruction may consider building a shared bank of leveled reading texts over time, rather than creating tiered materials individually for each lesson, to reduce the preparation burden reported by several participants in this study. Where proficiency-based grouping is not currently used, teachers might consider trialling it alongside existing mixed-grouping practices for specific reading tasks, to compare its effects on engagement and comprehension in their own classrooms.

2. For School Administrators

School leadership may consider reviewing whether administrative reporting demands placed on teachers compete with instructional planning time, as reported by one participant in this study, and whether institutional resources — such as shared leveled-text repositories, smaller class sizes where feasible, or protected preparation time — could reduce the individual burden of implementing content differentiation.

3. For Future Research

Given the methodological limitations of this study, future research on this topic would benefit substantially from classroom observation and fuller document analysis — the two instruments originally planned but not realized here — to independently verify the self-reported implementation patterns described in this study. A study designed with sufficient lead time to

secure observational access across all participating classrooms would be well positioned to examine directly the relationship this study could only describe indirectly: between what teachers report about their differentiation practices and what actually occurs during reading instruction. Future research might also examine the specific tension, raised by one participant in this study, between summative assessment accountability and differentiated instruction under the Merdeka Curriculum, across a larger sample of schools.

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APPENDIX 1

INTERVIEW DATA ANALYSIS TABLE (INTERVIEW DATA ANALYSIS/CODING TABLE)

This appendix presents the audit trail of the data analysis process described in Chapter III (Data Analysis Technique), which follows the interactive model proposed by Miles, Huberman, and Saldana: data condensation, data display, and conclusion drawing/verification. The table below traces how raw data excerpts from interviews with the four teachers (T1-T4) were coded (open coding) and grouped into the categories or themes underlying the findings in Chapter IV, organized by research question (RQ).

A. Data Analysis for Research Question 1 (RQ1 — Content Differentiation Strategy)

No	Partisipan	Kutipan Data Mentah (Wawancara)	Kode	Kategori/Tema
1	T1	"We usually differentiate the texts — the text can be shorter for students who cannot read well, while it stays as it is for those who can."	Tiered-text creation	Tiered Reading Texts
2	T1	"By giving an assessment. If they can answer, it means they are capable; if they cannot answer, we adjust the level of the reading material."	Assessment-based leveling	Basis for Leveling
3	T2	"Students are usually called forward one by one, like private tutoring."	Individualized instruction	Individualized Approach (no tiering)
4	T2	"The support material used is a graphic organizer. Yes, the support material is the same for every student."	Uniform scaffolding	Support Materials — Uniform
5	T3	"I rarely use different reading texts, because within one lesson material it cannot really be differentiated."	Rare text tiering	Tiered Reading Texts — Limited
6	T3	"How to read the word 'very' — in the dictionary pronunciation system, students are not used to following the context."	Pronunciation-based adaptation	Text Adaptation (word-level)
7	T4	"We do not use different reading texts according to students' abilities, because of the demands of graduation targets, score targets, and end-of-term testing targets."	Explicit non-differentiation	Rejection of Text Differentiation
8	T4	"We consider the students to be the same. Sometimes we use difficult vocabulary to help students simplify that difficult word."	Whole-class uniform treatment	Support Materials — Uniform
9	T1	"It depends, differentiated according to students' ability level." (support materials)	Level-based scaffolding	Support Materials — Tiered
10	T2	"The groups change and are shuffled every time ... whoever is lacking, average, or more advanced, all of them are mixed."	Heterogeneous grouping	Mixed/Flexible Grouping

No	Partisipan	Kutipan Data Mentah (Wawancara)	Kode	Kategori/Tema
11	<i>T4</i>	"Sometimes students want to be with those who are good with those who are good ... that is not allowed. So everyone is mixed."	Enforced heterogeneous grouping	Mixed/Flexible Grouping
12	<i>T3</i>	"I have used alphabet letters before so that students are more interested in learning ... every word is given its pronunciation directly."	Phonetic scaffolding strategy	Distinctive Teacher Strategy

B. Data Analysis for Research 2 (RQ2 — Implementation Reporting)

In accordance with the methodological limitations acknowledged in Chapters III and V, the categories in this section are derived from self-report interview data, with a single point of document cross-checking (T2 teaching module).

No	Partisipan	Kutipan Data Mentah (Wawancara/Dokumen)	Kode	Kategori/Tema
1	T1	"Starting from introduction, comprehension, discussion, comprehension practice, reflection, and finally assessment."	Multi-stage lesson sequence	Lesson Flow — Structured
2	T3	"Phases like the pre-reading phase and others are a bit difficult to apply; so what is applied at the beginning is student interest in reading first."	Interest-first, non-standard sequence	Lesson Flow — Adapted
3	T2	"The strategy is more focused on the ones who are lacking and the ones who are average; the ones who are more advanced are still guided."	Differentiated attention in mixed groups	In-Lesson Group Management
4	T1	"Often, but also sometimes not, because there is no time."	Inconsistent frequency (time-limited)	Frequency of Differentiation
5	T2	"Often, even every meeting, depending on the students."	High/consistent frequency	Frequency of Differentiation
6	T4	Absence of reported differentiation frequency, consistent with uniform-treatment stance (see RQ1 code #7).	Non-differentiation confirmed	Frequency of Differentiation — Absent
7	T2 (Document)	Teaching module shows shuffled, mixed-ability group activities (paired role-play, group games) across all sessions.	Document-confirmed mixed grouping	Cross-Check: Grouping (Corroborated)
8	T2 (Document)	No tiered reading texts found in module; single shared passage used per session.	Absence of tiered texts (document)	Cross-Check: Tiered Texts (Corroborated)
9	T2 (Document)	Module shows tiered writing support (writing frame vs. extension task) not mentioned in interview.	Undisclosed differentiation practice	Cross-Check: New Information (Divergent)

C. Data Analysis for Research 3 (RQ3 — Challenges and Solutions)

No	Partisipan	Kutipan Data Mentah (Wawancara)	Kode	Kategori/Tema
1	T1	"Six hours is realistic. And six hours is not finished all at once because there are other tasks as well."	Moderate prep burden (~6h/week)	Time & Preparation Burden
2	T2	"It depends, sometimes two hours and sometimes four hours each meeting."	Lower, variable prep burden	Time & Preparation Burden
3	T3	"It is realistic because it is eight hours per week, every meeting."	High prep burden (~8h/week)	Time & Preparation Burden
4	T4	"There does not need to be preparation because there is already a semester program."	No additional prep burden	Time & Preparation Burden — Absent
5	T1	"What is needed is reading material at different levels ... it can be found on the internet or modified ourselves."	Leveled-text scarcity, self-sourced	Resource Limitation — Materials
6	T2	"The obstacle is that we have to look for the media ourselves, so it slightly slows down the teaching process."	Supplementary media scarcity	Resource Limitation — Media
7	T3	"The learning resource that is not yet available but needed is audio."	Audio resource scarcity	Resource Limitation — Audio
8	T4	"What is needed in class is only dictionaries, which students lack."	Student-side resource gap	Resource Limitation — Student Dictionaries
9	T2	"We have already explained ... but the students still do not understand it ... how to differentiate punctuation marks and their pronunciation."	Persistent student mechanics difficulty	Student-Level Barrier
10	T3	"If a student has already seen a difficult reading text, the student becomes less enthusiastic because they feel less capable."	Motivation drop on difficult text	Student-Level Barrier
11	T4	"Only five students bring a dictionary, while the others do not ... end up being busy with their own activities."	Uneven engagement/resource use	Student-Level Barrier
12	T4	"We are burdened by the number of classes we teach ... the principal is already requesting the recap results."	Administrative reporting pressure	Structural/Institutional Constraint
13	T1	"The solution to overcome that challenge is adapting from the internet ... further training."	Self-sourcing + training request	Coping Strategy & Support Need
14	T2	"Calling students one by one, using various media ... using smaller classes."	Individualized coping + class-size request	Coping Strategy & Support Need
15	T3	"Providing material that is easy to	Motivational materials	Coping Strategy & Support

No	Partisipan	Kutipan Data Mentah (Wawancara)	Kode	Kategori/Tema
		digest and providing encouragement ... materials that must be adjusted to the students' condition."	+ support request	Need
16	<i>T4</i>	"Making students not afraid of their teacher first, then making them enjoy ... simple training only."	Relational coping + minimal training request	Coping Strategy & Support Need

Note: The codes and categories in this table results from the researcher's open coding process and were subsequently grouped into themes presented narratively in Chapter IV. Raw data excerpts are displayed in English, consistent with the translations used in Chapter IV, while the original Indonesian transcripts are documented separately by the researcher in accordance with the procedures outlined in Chapter III.

APPENDIX 2

RESEARCH PARTICIPANT INTERVIEW TRANSCRIPT

This appendix presents transcripts of the initial interviews with the four teachers participants (T1-T4) as documented by the researcher. In accordance with the principle of participants confidentiality explained in Chapter III (Ethical Considerations), participant identities are presented in coded form (T1-T4) without including full names or employee identification numbers. The participants are presented in Indonesian, the original language of the interviews, consistent with the data collection procedures in Chapter III.

Transkrip Wawancara — T1

Tanggal wawancara: 3 Juni 2026

Waktu: 10.31 WIB

Tempat: SMP Negeri 3 Rejang Lebong

Partisipan: T1

1. 11 tahun.
2. Kelas 8 dan 9. 8A=31 siswa. 8B=29 siswa. 8E=29 siswa. Dan 9G=30 siswa.
3. Menerapkan Kurikulum Merdeka dari 3 tahun. Pernah mengikuti pelatihan resmi yaitu pelatihan workshop dan seminar.
4. Membedakan isi atau bahan bacaan agar pembelajaran lebih efektif.
5. Biasanya membedakan teks, yang bisa teksnya lebih pendek sedangkan yang tidak bisa sebaliknya. Contohnya dengan membuat grup yang bisa dan yang tidak bisa.
6. Dengan memberikan assessment. Jika dia bisa menjawab berarti dia mampu, jika dia tidak bisa menjawab kita standarkan level bacaannya.
7. Iya, menggunakan teks yang berbeda sesuai kemampuan. Cara membuatnya membutuhkan waktu yang panjang, dari sumber teks buku atau media online kita sederhanakan sendiri atau modifikasi sendiri.
8. Iya pernah, biasanya yang diubah yaitu kosakatanya, supaya siswa lebih mengerti.
9. Semuanya dipakai dari graphic organizer, daftar kosakata, dan juga visual. Tergantung dibedakan dari tingkat kemampuan siswa.
10. Iya pernah sesuai minat siswa. Prosesnya kadang disiapkan materinya, kadang dibuat PR buat materi yang mereka inginkan.
11. Tidak ada strategi lainnya.

- 12.** Dimulai dari pengenalan, pemahaman, diskusi, pelatihan pemahaman, refleksi dan terakhir penilaian.
- 13.** Pengelompokan siswa itu fleksibel boleh berubah tapi juga dengan sesuai kemampuan.
- 14.** Sering tetapi juga kadang-kadang karena tidak sempat.
- 15.** Memberikan aturan setelah itu memonitor.
- 16.** Sangat mendukung diferensiasi, menjadikan pembelajaran menjadi lebih fleksibel. Membuat diferensiasi juga mudah.
- 17.** Tantangannya persiapan membutuhkan waktu. Contohnya untuk membuat teks yang berbeda itu membutuhkan waktu yang lama.
- 18.** Yang dibutuhkan adalah materi bacaan yang berbeda level, yang mudah dan yang susah. Dan tidak mempengaruhi pembelajaran karena bisa dicari di internet atau dimodifikasi sendiri.
- 19.** 6 jam itu realistis. Dan 6 jam tidak langsung selesai semua karena ada kesibukan lainnya.
- 20.** Solusinya untuk mengatasi tantangan itu yaitu mengadaptasi dari internet.
- 21.** Dukungan lainnya yaitu pelatihan lebih lanjut.
- 22.** Bagaimana nanti hasil penelitian ini, karena sudah tahu apa yang dibutuhkan, tantangannya apa. Hasil penelitian ini bisa memperbaiki cara belajar atau pemahaman membaca siswa, bisa ada imbasnya?

Transkrip Wawancara — T2

Tanggal wawancara: 4 Juni 2026

Waktu: 08.00 WIB

Tempat: SMP Negeri 3 Rejang Lebong

Partisipan: T2

1. 2022–2026.
2. Kelas 7, 8, dan 9. Kelas 7G=30 siswa. 8F=28 siswa. Dan 9E=28 siswa. Di setiap kelas memiliki kemampuan yang berbeda.
3. 3–4 tahun menerapkan Kurikulum Merdeka. Pernah mengikuti pelatihan yaitu bimtek (bimbingan teknis).
4. Diferensiasi membaca yang unik dalam pembelajaran membaca karena membaca tidak hanya mengenal hurufnya saja tapi juga ada media yang bisa kita pakai. Dan itu sangat penting.
5. Biasanya dipanggil satu persatu ke depan seperti les privat. Contohnya siswa disuruh maju ke depan dan diajarkan membaca dengan cara kita sendiri.
6. Dimulai dari cara siswanya membaca. Tanda-tanda yang diperhatikan yaitu dari pengucapan siswa.
7. Iya, disesuaikan dengan tingkat kemampuan siswa. Sumber teksnya dari buku.
8. Pernah menyederhanakan teks. Yang diubah yaitu kalimatnya yang lebih sederhana dengan memakai bahasa kita sendiri.
9. Materi pendukung yang digunakan yaitu graphic organizer. Iya materi pendukungnya sama setiap siswa.
10. Siswa pernah memilih sendiri teks bacaannya. Prosesnya, siswa harus tertarik membaca teks tersebut agar mereka memiliki kemauan buat belajar.
11. Pernah memakai huruf-huruf abjad agar siswa lebih tertarik dengan pembelajaran.
12. Dengan membuat beberapa kelompok, memberikan penjelasan, dan memberikan huruf-huruf abjad tersebut dan menyuruh mereka menyusun kosakata apa yang diberikan.
13. Kelompoknya berubah-ubah dan diacak setiap mau membuat kelompok. Mana yang kurang, sedang, dan lebih semuanya dicampur.
14. Sering bahkan setiap pertemuan tergantung siswa-siswanya, misalkan siswanya masih belum mengerti tetap mengajarkan itu setiap pertemuan.

15. Yang kurang, yang sedang, dan yang lebih digabung. Strateginya lebih ke fokus dengan yang kurang dan yang sedang, yang lainnya tetap dibimbing.
16. Berpengaruh dalam praktik. Membuat diferensiasinya juga lebih mudah karena memakai media, bagaimana caranya agar pembelajaran itu menarik untuk siswa.
17. Kita sudah menjelaskan sudah kasih tahu, tapi siswanya masih belum memahaminya. Contohnya cara membedakan tanda baca dan pronounce-nya.
18. Materi atau sumber belajar yang belum tersedia biasanya cari sendiri medianya di mana. Kendalanya kita harus mencari sendiri medianya jadi sedikit memperlambat proses mengajar.
19. Tergantung kadang 2 jam dan juga kadang 4 jam setiap pertemuan, itu realistis karena sesuai dengan cara ajar kita sendiri.
20. Cara mengatasinya dengan memanggil siswa satu persatu dengan menggunakan berbagai media agar siswanya lebih mudah mengenal kata-kata.
21. Dukungannya dengan menggunakan kelas lebih kecil.
22. Dari penjelasan itu saja.
23. Pertanyaan terkait penelitian tidak ada.

Transkrip Wawancara — T3

Tanggal wawancara: 4 Juni 2026

Waktu: 09.30 WIB

Tempat: SMP Negeri 3 Rejang Lebong

Partisipan: T3

1. Dari tahun 2005–2026.
2. Kelas 7 dan 9. Kelas 7D=25 siswa. 7E=31 siswa. 7F=28 siswa. Dan 9D=27 siswa. Rentang kemampuan siswa berbeda-beda setiap siswa.
3. 2022–2026. Belum pernah mengikuti pelatihan resmi.
4. Kalau dalam membaca siswa ada yang sedikit fasih ada yang tidak, dimulai dari pronounce-nya yang kurang jadi sangat penting dimulai dari dasar.
5. Tingkat cara bacanya diperhatikan dari pronounce-nya, spelling, cara mereka membaca memang agak susah. Contohnya diambil dari teks kita bedakan yang mana bahasa sehari-hari dan bahasa mana yang sudah ada idiomnya. Kasih pengartian dan cara bacanya.
6. Dari pronounce siswa. Contoh dari very menjadi peri, walaupun ada yang sudah bisa.
7. Jarang menggunakan teks bacaan yang berbeda, karena tidak bisa dalam satu materi dibedakan.
8. Pernah menyederhanakan teks, biasanya yang diubah itu yaitu kosakatanya. Contohnya seperti cara baca kata very kalau di dalam sistem bacaan kamus, siswa tidak terbiasa terikut dengan konteks yang ada. Siswa kebanyakan membaca huruf per huruf.
9. Materi pendukung yang digunakan yaitu visual. Semua siswa mendapatkan materi pendukung yang sama.
10. Siswa pernah memilih sendiri teks bacaannya. Prosesnya biasanya siswa memilih teks yang pendek supaya mereka mudah untuk membaca teks tersebut.
11. Strategi yang digunakan seperti setiap kata dikasih langsung cara membacanya supaya siswa tidak terfokus dengan kata yang tidak ada tanda bacanya.
12. Biasanya mengajar membaca itu pertama dilihat dari minat siswa yang agak kurang, dan mereka ada rasa takut kalau dalam pembelajaran Bahasa Inggris sehingga fase-fase seperti fase pre-reading dan lainnya agak susah untuk diterapkan, jadi yang diterapkan di awal adalah minat siswa untuk membaca terlebih dahulu, bagaimana

cara mereka bisa membaca dan bagaimana cara mengartikan intonasi bacaannya bagaimana. Jadi kita mengambil fase dasar terlebih dahulu.

- 13.** Untuk kelompok biasanya dicampur dan berubah-ubah biar balance.
- 14.** Setiap topik dalam arti kata bukan hanya dari teks saja tapi bisa membaca dari soal yang mau dikoreksi. Yang mempengaruhinya tidak ada karena setiap siswa tertarik untuk membaca teks ataupun soal yang mau dikoreksi.
- 15.** Kelompok yang digabung atau dicampur dan kontribusi mereka di kelompok saling membantu.
- 16.** Membuat diferensiasinya jadi lebih mudah karena kita bisa melihat batas kemampuan siswa-siswa itu sampai mana. Ada siswa yang mampu membaca tapi tidak mampu menulis. Ada yang mampu menulis tapi tidak mampu berbicara.
- 17.** Tantangannya seperti misalkan siswa sudah melihat teks bacaan yang susah, siswa akan kurang semangat karena mereka merasa kurang mampu.
- 18.** Sumber belajar yang belum tersedia tapi dibutuhkan yaitu audio. Tidak terlalu mempengaruhi proses mengajar karena tetap bisa menggunakan cara lainnya.
- 19.** Realistis karena per minggunya 8 jam setiap kali pertemuan.
- 20.** Sebenarnya semuanya tantangan tapi dengan memberikan semangat buat siswa-siswa. Solusinya memberikan materi yang mudah dicerna dan memberikan semangat.
- 21.** Dukungan seperti materi yang harus disesuaikan dengan keadaan siswa.
- 22.** Cari minat membacanya terlebih dahulu kemudian ajarkan bagaimana cara membaca yang benar.
- 23.** Kaitan yang diteliti dengan materinya. Tujuannya untuk apa?

Transkrip Wawancara — T4

Tanggal wawancara: 4 Juni 2026

Waktu: 08.30 WIB

Tempat: SMP Negeri 3 Rejang Lebong

Partisipan: T4

1. 1992–2026.
2. Kelas 7. Kelas 7A=30 siswa. 7B=31 siswa. 7C=30 siswa. Kemampuan siswa pasti berbeda-beda.
3. Baru setahun. Pelatihan resmi juga belum pernah mengikuti.
4. Tidak bisa klasikal di kelas tapi bisa individu seperti les privat atau jam belajar di luar. Agak sedikit tidak penting.
5. Diperhatikan dari siswanya dengan membantu siswa memberikan teks tertentu. Seperti menuliskan di papan tulis teks yang belum siswa kenal dan membantu siswa cara membacanya bagaimana.
6. Biasanya untuk mengetahui kemampuan siswa kita lihat pembelajaran dari sebulan dua bulan ke belakang. Jadi kita bisa membedakan anak bisa atau tidak dengan kemampuannya. Tanda-tandanya jika ada anak yang pintar siswa bisa menjawab pertanyaan.
7. Tidak menggunakan teks bacaan yang berbeda sesuai dengan kemampuan siswa karena tuntutan target kelulusan, target nilai, dan target menguji di akhir sekolah kita akan mengetahui siswa mana yang bisa siswa mana yang masih kurang.
8. Tidak, karena di dalam kelas kita tidak membedakan siswa, kita menganggap siswa-siswa itu sama. Terkadang menggunakan kosakata yang sulit untuk membantu siswa menyederhanakan kata yang sulit itu.
9. Menggunakan graphic organizer dari buku paket terkadang menggunakan graphic organizer dari yang lainnya. Semua siswa harus mendapatkan materi pendukung yang sama karena tidak bisa membedakan siswa.
10. Siswa tidak pernah memilih sendiri teks bacaannya karena tergantung dari buku paket yang ada. Walaupun ada teks bacaan lain dengan tema yang sama mungkin kita bawa materi dari luar dengan jenis teks yang berbeda akan tetapi tidak merubah tema dari buku paket.
11. Tidak, karena cuma tinggal penyesuaian materi saja juga sesuai kemampuan.

12. Prosesnya harus ada pergerakan dari guru dengan mencari kosakata yang sulit dan membantu siswa paham, setelah itu siswa membaca supaya siswa menemukan informasi apa yang diminta dari teks bacaan, dan setelah selesai menjawab pertanyaan langsung refleksi dan evaluasi.
13. Untuk kelompok sering berubah-ubah karena siswa-siswa masih memilih sendiri kelompok mereka. Terkadang siswa mau dengan yang pintar sama yang pintar, jadi yang masih kurang sama yang kurang, itu tidak bisa. Jadi semuanya dicampur. Tujuannya untuk melihat dalam kelompok itu bagaimana kerja samanya.
14. Kadang-kadang sesuai dengan topik tertentu. Karena dalam pembelajaran tidak hanya membaca saja yang harus kita pelajari, terkadang mempelajari kosakata, terkadang speaking sesuai tema, terkadang juga listening. Yang mempengaruhinya kita mulai dulu dari yang mudah ke yang susah karena Bahasa Inggris itu sulit.
15. Didiskusikan, dengan membuat kelompok dan juga tampil ke depan kita bisa membandingkan siswa-siswanya.
16. Mempermudah tapi terkadang kita tidak fokus di kelas karena terbentur banyaknya kelas yang diajar dan juga baru setengah jalan mengajar hasil rekapannya sudah ditagih sama kepala sekolah.
17. Tantangannya tidak ada karena sudah menjadi tugas sehari-hari, jika ada kesulitan dalam belajar biasanya mereka terfokusnya dengan kamus. Misalnya terkadang mau belajar siswa yang hanya membawa kamus hanya 5 siswa, sedangkan yang lain tidak. Jadi siswa-siswa yang tidak membawa kamus malah sibuk dengan kegiatan mereka masing-masing.
18. Sampai hari ini sumber daya yang tidak tersedia yang dibutuhkan tidak ada. Karena sekolah selalu membuat pertemuan mengakumulasi keperluan guru itu apa saja. Yang diperlukan di kelas itu hanya kamus saja yang kurang dari siswa-siswanya. Sebenarnya kamus di perpustakaan itu ada tapi kadang siswa-siswa itu malas mempelajari kamus itu.
19. Tidak harus ada persiapan karena sudah ada program semester yang langsung dikaitkan dengan buku paket, jadi persiapannya dari awal seminggu sebelum memulai pembelajaran.
20. Tantangan di kelas bagaimana caranya siswa bisa fokus belajar dan menyukai pembelajaran itu sedikit sulit. Solusinya membuat siswa tidak takut dengan gurunya terlebih dahulu, baru menyenangkan siswanya dan bagaimana siswa terbiasa dengan Bahasa Inggris.
21. Dukungannya dengan pelatihan sederhana saja.

22. Untuk diferensiasi jangan terfokus sama kontennya saja pelajari juga yang lain. Seperti pemahaman di kelas dan jangan pernah kalah pembelajaran maksudnya harus jadi pendukung untuk pembelajaran dan bagaimana siswa itu bisa percaya kita adalah orang satu-satunya yang mereka percaya dalam pembelajaran kita.

23. Tidak ada pertanyaan.

APPENDIX 3

TEACHING MODULE (T2 PARTICIPANT DOCUMENT)

This appendix reproduces a teaching module obtained from one of the research participant (T2), as used for the document analysis in Sub-chapter (d). This teaching module addresses general learning units (class schedules, online classes, and study habits) and not units specifically focused on reading differentiation, in accordance with the limitations explained in Chapters III and V. The content is reproduced as is from the original document.

***Confidentiality note:** The original document includes one example of a reading text that mentions the instructor's first name/nickname (Mrs. Ayu's Online Class) as context for the material. This name is retained in this reproduction because it is part of the authentic content of the document; researcher and supervisors should consider whether this section needs to be further disguised given the principles of participant confidentiality(T1–T4) applied elsewhere in this thesis.*

MODUL AJAR DEEP LEARNING — MATA PELAJARAN: BAHASA INGGRIS

CHAPTER 4: MY SCHOOL ACTIVITIES

A. IDENTITAS MODUL

Nama Sekolah: SMPN 3 Rejang Lebong

Mata Pelajaran: Bahasa Inggris

Kelas / Fase / Semester: VII / D / Genap

Alokasi Waktu: 22 JP (7 kali pertemuan)

Tahun Pelajaran: 2025/2026

B. IDENTIFIKASI KESIAPAN PESERTA DIDIK

Pengetahuan Awal:

- a. Peserta didik mampu menjelaskan jadwal kelas dan mata pelajaran.
 - b. Peserta didik mampu berbicara tentang tips belajar daring.
 - c. Peserta didik mampu mendeskripsikan kebiasaan belajar.
 - d. Peserta didik mampu menggunakan ekspresi "Can you..." dan "Could you...".
 - e. Peserta didik mampu menggunakan kata keterangan frekuensi (adverbs of frequency).
4. **Minat:** Peserta didik memiliki minat untuk berbagi pengalaman tentang kegiatan sekolah dan kebiasaan belajar mereka.
 5. **Latar Belakang:** Peserta didik berasal dari lingkungan yang beragam dan telah mengalami model pembelajaran tatap muka maupun daring.

Kebutuhan Belajar:

- f. **Visual:** Peserta didik belajar melalui gambar, infografis, tabel jadwal, dan teks multimodal.
- g. **Auditori:** Peserta didik belajar melalui dialog, rekaman audio (listening), dan diskusi lisan.
- h. **Kinestetik:** Peserta didik belajar melalui permainan (Bingo), bermain peran (role-playing), dan aktivitas membuat produk seperti jadwal atau infografis.

C. KARAKTERISTIK MATERI PELAJARAN

- 6. **Konseptual:** Memahami konsep jadwal, mata pelajaran, aturan kelas daring, dan kebiasaan belajar yang efektif. Memahami fungsi sosial dan struktur teks deskriptif sederhana.
- 7. **Prosedural:** Mampu bertanya dan memberi informasi terkait jadwal, meminta sesuatu secara sopan (Could you...), mendeskripsikan kebiasaan belajar menggunakan adverb of frequency, dan menyajikan informasi dalam bentuk lisan atau tulisan.
- 8. **Relevansi:** Materi sangat relevan karena membahas kegiatan sehari-hari peserta didik di sekolah, baik dalam konteks pembelajaran tatap muka maupun daring, serta membantu mereka membangun kebiasaan belajar yang baik.
- 9. **Tingkat Kesulitan:** Sedang. Materi menggunakan kosakata dan struktur kalimat yang familiar, namun menuntut peserta didik untuk mengintegrasikannya dalam komunikasi lisan dan tulisan yang lebih terstruktur.
- 10. **Struktur Materi:** Materi disusun secara sistematis, dimulai dari pengenalan kosakata dan ekspresi kunci, latihan terbimbing, hingga praktik mandiri dan kolaboratif. Materi terbagi menjadi tiga unit utama: Jadwal Kelas, Kelas Daring, dan Kebiasaan Belajar.

D. DIMENSI PROFIL LULUSAN

- 11. Keimanan dan Ketakwaan terhadap Tuhan Yang Maha Esa, dan Berakhlak Mulia: Terwujud melalui kegiatan berdoa dan menghargai sesama.
- 12. Kewargaan: Memahami dan menaati aturan (aturan kelas daring) sebagai bagian dari komunitas belajar.
- 13. Penalaran Kritis: Menganalisis informasi dari berbagai sumber (teks, audio, gambar) untuk menjawab pertanyaan dan membuat kesimpulan.
- 14. Kreativitas: Menghasilkan karya berupa dialog, jadwal, dan infografis berdasarkan pemahaman materi.
- 15. Kolaborasi: Bekerja sama secara efektif dengan orang lain dalam kegiatan kelompok dan berpasangan.
- 16. Kemandirian: Mengambil inisiatif dan tanggung jawab atas proses dan hasil belajarnya sendiri.

17. Kesehatan: Memahami pentingnya manajemen waktu dan kebiasaan belajar yang baik untuk kesehatan mental.
18. Komunikasi: Berinteraksi dan bertukar ide secara efektif menggunakan Bahasa Inggris dalam konteks yang relevan.

DESAIN PEMBELAJARAN

A. CAPAIAN PEMBELAJARAN (CP) NOMOR: 46 TAHUN 2025

Pada akhir Fase D, peserta didik memiliki kemampuan sebagai berikut:

19. **Menyimak–Berbicara (Listening–Speaking):** Memahami alur informasi secara keseluruhan, gagasan utama dan informasi rinci dari teks lisan tentang topik sehari-hari atau yang sesuai dengan minat; menggunakan bahasa Inggris untuk mengungkapkan gagasan dan pengalaman dalam berbagai jenis teks secara lisan dengan kalimat sederhana dan majemuk baik formal maupun informal sesuai konteks.
20. **Membaca–Memirsa (Reading–Viewing):** Memahami alur informasi, informasi tersurat dan tersirat dari berbagai jenis teks tertulis atau teks multimodal tentang topik sehari-hari atau yang sesuai dengan minat dan meresponnya sesuai konteks.
21. **Menulis–Mempresentasikan (Writing–Presenting):** Mengomunikasikan gagasan dan pengalaman mereka dalam berbagai jenis teks secara tertulis atau teks multimodal tentang topik sehari-hari atau yang sesuai dengan minat dengan mulai menggunakan kalimat sederhana dan majemuk dengan struktur teks dan unsur kebahasaan yang tepat; mengungkapkan pendapat dan mempertahankan argumen tentang suatu isu terkait topik sehari-hari atau yang sesuai dengan minat.

B. LINTAS DISIPLIN ILMU

22. **Matematika:** Penggunaan konsep waktu (jam) dalam membahas jadwal.
23. **Seni Budaya:** Mengenal mata pelajaran Seni Budaya (Art and Culture) dan membuat produk kreatif seperti infografis.
24. **Teknologi Informasi dan Komunikasi (TIK):** Penggunaan aplikasi konferensi video, membuat produk digital, dan memahami aturan dalam pembelajaran daring.
25. **Bimbingan dan Konseling:** Membahas tentang kebiasaan belajar dan manajemen waktu.

C. TUJUAN PEMBELAJARAN

26. **Pertemuan 1–3 (8 JP):** Peserta didik mampu menggunakan bahasa Inggris untuk mengungkapkan gagasan dan pengalaman tentang jadwal kelas dan mata pelajaran sekolah secara lisan dengan kalimat sederhana.
27. **Pertemuan 4–5 (6 JP):** Peserta didik mampu memahami informasi rinci dari teks lisan/multimodal tentang tips belajar dan menggunakan bahasa Inggris untuk berinteraksi (misalnya, meminta sesuatu secara sopan) dalam konteks pembelajaran daring.
28. **Pertemuan 6–7 (8 JP):** Peserta didik mampu mengomunikasikan gagasan dan pengalaman mereka tentang kebiasaan belajar melalui teks deskriptif tertulis sederhana dengan menggunakan struktur teks dan unsur kebahasaan yang tepat.

D. TOPIK PEMBELAJARAN KONTEKSTUAL

Kehidupan Sekolahku: Mengelola Jadwal, Belajar Efektif di Era Digital, dan Membangun Kebiasaan Baik.

E. KERANGKA PEMBELAJARAN

Praktik Pedagogik

- i. **Model Pembelajaran:** Tatap Muka (dengan integrasi teknologi)
- j. **Pendekatan:** Deep Learning (Mindful, Meaningful, Joyful Learning)
 - i. **Mindful Learning:** Peserta didik diajak fokus dan sadar penuh saat menyimak audio, mengamati gambar, dan merefleksikan kebiasaan belajar diri sendiri.
 - ii. **Meaningful Learning:** Materi dihubungkan langsung dengan pengalaman nyata peserta didik (jadwal mereka, pengalaman kelas online) sehingga terasa bermakna.
 - iii. **Joyful Learning:** Pembelajaran dibuat menyenangkan melalui permainan (Bingo), kerja kelompok, dan pembuatan produk kreatif yang memungkinkan ekspresi diri.
- k. **Metode Pembelajaran:** Diskusi, Tanya Jawab, Role Playing (Bermain Peran), Presentasi, Penugasan, Games.

Strategi Pembelajaran Berdiferensiasi:

- l. **Diferensiasi Konten:** Menyediakan materi dalam berbagai format (teks, audio, gambar, infografis). Peserta didik dapat memilih jadwal (A atau B) untuk didiskusikan.
- m. **Diferensiasi Proses:** Memberikan pilihan cara bekerja (individu, berpasangan, kelompok). Memberikan bantuan/scaffolding yang berbeda sesuai kebutuhan, misalnya memberikan contoh dialog atau kerangka tulisan.
- n. **Diferensiasi Produk:** Memberikan kebebasan dalam produk akhir, seperti presentasi lisan, rekaman video, atau infografis digital/cetak untuk menunjukkan pemahaman.

F. LANGKAH-LANGKAH PEMBELAJARAN BERDIFERENSIASI

PERTEMUAN 1–3 (8 JP) — Topik: My Class Schedule (Jadwal Kelasku)

- 29. **Kegiatan Pendahuluan (20 menit):** Mindful: Guru menyapa, mengajak berdoa, memeriksa kehadiran. Apersepsi: "What subjects do you have today? What time does the first class start?" Motivasi: menjelaskan tujuan pembelajaran. Asesmen Diagnostik: menyebutkan mata pelajaran dalam Bahasa Inggris dari gambar.
- 30. **Kegiatan Inti (80 menit):** Eksplorasi: menyimak Audio 4.1–4.4, mengerjakan Worksheet 4.2–4.3. Elaborasi — Diferensiasi Proses: berpasangan mempraktikkan dialog jadwal (Worksheet 4.7), guru berkeliling membimbing, kelompok lebih

cepat membuat dialog lebih kompleks; bermain "Bingo". Konfirmasi & Kreasi — Diferensiasi Produk: membuat jadwal pribadi (Worksheet 4.12), bebas memilih media (hias manual atau Canva); presentasi singkat.

31. **Kegiatan Penutup (20 menit):** Refleksi, rangkuman cara bertanya/memberi informasi jadwal, tindak lanjut, penutup.

PERTEMUAN 4–5 (6 JP) — Topik: My Online Class (Kelas Daringku)

32. **Kegiatan Pendahuluan (15 menit):** Mindful, ice-breaking. Apersepsi: "Have you ever had an online class? What are the rules?" Motivasi: tips belajar daring dan komunikasi sopan.
33. **Kegiatan Inti (55 menit):** Eksplorasi: mengamati Picture 4.4, membaca teks "Ibu Ayu's Online Class", menjawab pertanyaan pemahaman. Elaborasi — Diferensiasi Proses: menyusun kalimat acak (Worksheet 4.19), membuat kalimat permintaan (Worksheet 4.20) individu/berpasangan; bermain "Spin the Wheel" berkelompok. Konfirmasi & Kreasi — Diferensiasi Produk: berkelompok membuat infografis "3–5 tips belajar daring efektif", bebas memilih tips dari buku atau ide sendiri.
34. **Kegiatan Penutup (10 menit):** Refleksi berbagi tips, rangkuman ungkapan "Could you...", tindak lanjut, penutup.

PERTEMUAN 6–7 (8 JP) — Topik: My Study Habits (Kebiasaan Belajarku)

35. **Kegiatan Pendahuluan (15 menit):** Mindful, kuis "Rate Yourself" (Worksheet 4.22). Apersepsi: "Do you always do your homework? Do you sometimes review the lesson?" Motivasi: pentingnya kebiasaan belajar baik.
36. **Kegiatan Inti (95 menit):** Eksplorasi: kosakata kebiasaan belajar (Worksheet 4.23), membaca teks kebiasaan belajar Monita dan Andre, menjawab pertanyaan & melengkapi tabel struktur teks deskriptif. Elaborasi: Adverbs of Frequency; Diferensiasi Proses: latihan melengkapi kalimat (Worksheet 4.34) individu; bermain "Board Game" berkelompok. Konfirmasi & Kreasi — Diferensiasi Produk: menulis teks deskriptif singkat "My Study Habits" (1–2 paragraf) — Dukungan: kerangka tulisan (Worksheet 4.37) bagi yang membutuhkan; Tantangan: menulis tentang kebiasaan belajar teman atau menambah detail lebih kaya bagi yang mahir; membacakan hasil di kelompok kecil.
37. **Kegiatan Penutup (10 menit):** Refleksi kebiasaan baik yang ingin dimulai, rangkuman Adverbs of Frequency, tindak lanjut informasi asesmen sumatif, penutup.

G. ASESMEN PEMBELAJARAN

Asesmen Diagnostik

- o. **Tanya Jawab:** Di awal setiap unit, mengecek pengetahuan awal secara lisan (mis. "Can you name 5 school subjects in English?").
- p. **Kuis Singkat:** Mencocokkan/menamai gambar mata pelajaran atau aktivitas belajar.

Asesmen Formatif

- q. **Tanya Jawab:** Selama pembelajaran berlangsung, seputar materi yang dibahas.
- r. **Diskusi Kelompok:** Mengamati keaktifan, kolaborasi, dan kontribusi ide.
- s. **Observasi:** Mengamati kinerja saat role-play, presentasi, dan permainan menggunakan lembar observasi.
- t. **Latihan Soal/LKPD:** Menilai hasil kerja pada worksheet (mis. 4.4, 4.20, 4.34).
- u. **Produk (Proses):** Umpan balik pada draf jadwal pribadi, draf infografis, dan kerangka tulisan sebelum menjadi produk akhir.

Asesmen Sumatif

- v. **Produk (Proyek):** Jadwal Pribadi Kreatif (kelengkapan, kebenaran, kreativitas); Infografis "My Online Learning Tips" (relevansi konten, kejelasan bahasa, desain).
- w. **Praktik (Kinerja):** Dialog Berpasangan (kelancaran, pelafalan, intonasi, struktur); Presentasi Lisan teks deskriptif kebiasaan belajar.
- x. **Tes Tertulis:** Tes akhir bab mengukur kosakata, Simple Present Tense, dan Adverbs of Frequency dalam konteks kegiatan sekolah.

Mengetahui,

Kepala SMP N 3 Rejang Lebong

(.....)

Rejang Lebong, Januari 2026

Guru Mata Pelajaran (T2)

(.....)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 47 Tahun 2026

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Septa Octavia tanggal 27 April 2026 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Kamis, 26 Februari 2026

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Jumatul Hidayah, M.Pd** **197802242002122002**
2. **Hadi Suhermanto, M.Pd** **197411131999031003**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Septa Octavia**

N I M : **19551056**

JUDUL SKRIPSI : **Content Differentiation Strategies in English Reading Instruction: A Descriptive Study in Merdeka Curriculum Context**

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku.

Ditetapkan di Curup,
Pada tanggal 04 Mei 2026



Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



PEMERINTAH KABUPATEN REJANG LEBONG
**DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU**
Basuki Rahmat No.10 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor: 503/247/IP/DPMPTSP/V/2026

**TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar:
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Wakil Dekan 1 Institut Agama Islam Negeri Curup (IAIN) Nomor: 539/In.34/FT/PP.00.9/05/2026 Tanggal 25 Mei 2026 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL	: Septa Octavia / Tanjung Agung, 1 Maret 2001
NIM	: 19551056
Pekerjaan	: Mahasiswa
Program Studi/Fakultas	: S1 Tadris Bahasa Inggris / Tarbiyah
Judul Skripsi	: "Content Differentiation Strategies In English Reading Instruction: A Descriptive Study In Merdeka Curriculum Context"
Lokasi Penelitian	: SMPN 3 Rejang Lebong
Waktu Penelitian	: 29 Mei 2026 s.d 29 Agustus 2026
Penanggung Jawab	: Wakil Dekan 1 IAIN Curup

Dengan ketentuan sebagai berikut:

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 29 Mei 2026



An. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu
Kabupaten Rejang Lebong
Pdt. Sekretaris,
ACHMAD FAISAL ADRYAN, S.Sos
Perfata Tingkat I/III.d
NIP.19811017 200212 1 004

Tembusan:

1. Wakil Dekan 1 IAIN Curup
2. Kepala Sekolah SMPN 3 RL
3. Yang Bersangkutan
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU BIMBINGAN SKRIPSI

Nama : Serta Octavia
NIM : 19551056
Program Studi : Tadris Bahasa Inggris
Mulai Bimbingan :
Judul Skripsi : Content Differentiation Strategies
in English Reading Instruction:
A Descriptive Study in Merdeka Curriculum Context

Pembimbing I : Jumatul Hidayah, M.Pd
Pembimbing II : Hadi Suhermanto, M.Pd
Akhir Bimbingan :

Pembimbing I			Pembimbing II		
Tanggal	Materi Bimbingan	Paraf	Tanggal	Materi Bimbingan	Paraf
15/April 2026	Bimbingan Judul proposal skripsi	f	16/April 2026	Bimbingan Teori	f
17/April 2026	Bimbingan Bab I -Perbaiki no halaman	f	17/April 2026	Bimbingan Bab I -Perbaiki footnote	f
20/April 2026	Revisi Bab I	f	20/April 2026	Revisi Bab I	f
23/April 2026	Bimbingan Bab II -Tidak ada kelangkaanberikir	f	24/April 2026	Bimbingan Bab II Penomoran sub-bab Perbaiki	f
29/April 2026	Revisi Bab II	f	29/April 2026	Revisi Bab II	f
5/Mei 2026	Bimbingan Bab III -Tidak ada sub-bab Teknik Analisis	f	4/Mei 2026	Bimbingan Bab III -Perbaiki instrumen	f
12/Mei 2026	Revisi Bab III	f	11/Mei 2026	Revisi Bab III	f
18/Mei 2026	Acc Instrument dan Penelitian	f	20/Mei 2026	Acc instrument dan penelitian	f
3/Juni 2026	Bimbingan Bab IV Perbaiki Penomoran Sub-Bab	f	5/Juni 2026	Bimbingan Bab IV Perbaiki Finding dan discussion	f
8/Juni 2026	Revisi Bab IV	f	8/Juni 2026	Revisi Bab IV	f
11/Juni 2026	Bimbingan Bab IV Perbaiki footnote	f	12/Juni 2026	Bimbingan Bab IV -Perbaiki tabel	f
16/Juni 2026	Revisi Bab IV	f	15/Juni 2026	Revisi Bab IV	f
22/Juni 2026	Bimbingan Bab IV dan V	f	22/Juni 2026	Bimbingan Bab IV dan Bab V	f
3/Juli 2026	Bimbingan Bab V Tidak ada sub-bab	f	6/Juli 2026	Bimbingan Bab IV -Perbaiki conclusion	f
13/Juli 2026	Revisi Bab V	f	14/Juli 2026	Revisi Bab V	f
14/Juli 2026	Acc Sidang Munawarasyah	f	24/Juli 2026	Acc Sidang Munawarasyah	f

Pembimbing I,

NIP. 197802242002122002

Curup, 24 Juli 2026

Pembimbing II

NIP. 197411131999031003

- Catatan : 1. Pada saat bimbingan, kartu ini harus diisi dan ditandatangani/Paraf oleh pembimbing
2. Kartu ini harus dilampirkan sebagai syarat pada saat mendaftar sidang
3. Materi bimbingan tertulis secara terinci tentang hal yang dibimbing

LAMPIRAN FOTO

