THE ANALYZE THE STUDENTS CHARACTERISTICS TO ACHIEVE DIFFERENTIATED LEARNING IN ENGLISH AT THE EIGHT GRADE OF SMP NEGERI 1 ALASA IN 2024/2025

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CHAPTER I

BACKGROUND

1.1.Background of the Problem

In order to be implemented in learning, students' qualities are a crucial component of pedagogical competency (Janawi, 2019). To carry out a learning process that liberates people, teachers must be able to pay attention to the unique qualities of each learner. In order to allow students the flexibility to develop their potential in accordance with their interests, teachers make an attempt to lead the development of their potential based on their nature (Ramírez, 2019).

Learner characteristics, which are typically defined as the prior experience that students possess along with other aspects of themselves like general abilities, learning expectations, and physical and emotional characteristics of students that affect the effectiveness of learning, are one of the variables in learning design. According to this understanding, the goal of comprehending learner characteristics is to identify the traits of each individual learner, which will yield a variety of data about the learners themselves and crucial information that will serve as a foundation for identifying the best ways to ensure the success of learning activities (Heckel, 2019).

According to Rahmadayanti (2022), a key feature of the Merdeka Curriculum's excellence is its emphasis on core subjects, which promotes a more fulfilling and pleasurable deepening and development of competencies. expanding and strengthening skills.Additionally, schools have the freedom to create and oversee the curriculum, and teachers are free to adapt their instruction to the developmental stage and accomplishments of their students.

One way to implement meaningful learning for kids, develop their innate potential, stabilize the learning process, and recognize person fluctuations in potential is through differentiated learning. In order for students to succeed in learning, differentiated learning instruction employs diagnostic assessment data to adjust the curriculum and teaching tactics to address differences in readiness, interests, and learning profiles (Hasanah et al., 2022).

Marlina (2019) Students' physical attributes, personalities, and behaviors—such as speaking and behaving, completing tasks, solving issues, and so forth—can all differ from one another. Among the variety of student traits, the teacher's knowledge and comprehension of the student's aptitude and personality are the most crucial.

1.2. The Focuses of the Research

The focuses of the research are:

1. Analyzing the students characteristics in learning English
2. Analyzing the students characreristics general and specific in learning English
3. Analyzing the students characteristics to achieve differentiated learning in English

1.3. Formulation of the Problem

Based on the problem formulation described above, the problem formulation in this study is,

1. What are the characteristics of students' in learning English in at the Eight Grade of SMP Negeri 1 Alasa in 2024/2025
2. How to analyze the students' characteristic general and specific in learning English at the Eight Grade of SMP Negeri 1 Alasa in 2024/2025
3. How to analyze the students characteristics to achieve differentiated learning in English at the Eight Grade of SMP Negeri 1 Alasa in 2024/2025

1.4. Objective of the Research

The objectives of the research are to analyze the students characteristics in learning English, to analyze the students characteristics general and specific in learning English, and to analyze the students characteristics to achieve differentiated learning in English at the Eight Grade of SMP Negeri 1 Alasa in 2024/2025.

CHAPTER II
LITERATUR REVIEW

2.1. Theoretical Framework

2.1.1. Students' Characteristics

a) Definition of Characteristic

The term characteristic is derived from the word character, which refers to the psychological, ethical, or personality traits that set one individual apart from others, thus transforming character into characteristics. In addition, the Indonesian dictionary defines a characteristic as possessing a unique quality based on specific traits. The characteristics of students represent behavior patterns and abilities that arise from both innate factors and social environments, thereby shaping their patterns of activity.

Student traits that significantly impact the learning process and its outcomes include intelligence, initial ability, cognitive style, learning style, motivation, and socio-cultural influences. Understanding the level of students' intelligence is essential for selecting the components of instruction, such as objectives, materials, media, strategies, and assessment (Gardner, 1993; Armstrong, 1994). Degeng (1991:6) states that student characteristics are the individual attributes or qualities that students possess. The purpose of analyzing student characteristics is to identify the unique traits of each student.

b) Know and understand student characteristics

(Lestari, 2020) Understanding and gaining insight into students can be achieved by observing and analyzing their communication patterns, attitudes, and behaviors, as these three aspects reveal their inner character or essence. Therefore, it is essential for a teacher to be mindful in their communication and interactions with students throughout all educational activities. Several characteristics of learners can be identified, such as a love of play, constant curiosity, being influential, a tendency to imitate, being pampered, exhibiting bravery, creativity, stubbornness, a penchant for fantasizing, expressing emotions, a desire for praise, a longing for freedom, a tendency to disrupt, a craving for affection and security, a

desire for new experiences, a wish to be acknowledged, an innocent demeanor, a tendency to oppose authority, and a self-centered nature (Meriyati, 2023).

c) **Understanding the Background Characteristic of Students'**

The characteristics of each students are different, the teacher needs to understand the initial characteristics of the students so that he can easily manage everything related to learning including the selection of management strategies, which are related to how to organize teaching, the abilities they have so that the teaching components can be in accordance with the characteristics of the students so that finally the learning can be more meaningful. Based on these abilities, it can be determined where teaching should begin and where it can end. Thus, teaching proceeds from the initial ability to the final ability (final goal) which is the responsibility of the teacher.

Teachers need to consider in preparing the material to be presented, including academic factors and social factors: a. Academic factors academic factors to be studied include the number of students faced in the classroom, the ratio of teachers and students determines learning success, the achievement index, the level of intelligence of students is also important. b. Social factors student maturity and economic factors greatly affect the social factors of students. The aspects revealed in this activity can be in the form of talent, learning motivation, learning style, ability to think, interest etc. This social factor is in relation to society and various other activities that affect how to socialize with others.

2.1.2. Differentiated Learning

Separated learning in creating students' potential, of course, cannot be isolated from issues that will emerge within the field, since until presently there are still numerous instructors who treat understudies similarly within the learning prepare beneath the affection that there's no envy among understudies and within the setting of rise to conveyance of children's rights. Since in the event that there's a contrast in treatment of this, they think it'll cause envy among understudies since one understudy gets extraordinary treatment. In truth, if we notice that the characteristics of understudies and the potential of each child will be distinctive, there may as it

were be a number of potential understudies whose characteristics may be the same, for illustration from learning styles, possibly the educator can classify them into visual, sound, varying media and kinesthetic learning styles. In any case, for other things, it'll be distinctive concurring to the interface and gifts of the understudies. In this manner, the instructor must be able to distinguish the potential of the child through in-depth distinguishing proof of understudies.

2.1.3. Strategy for implementing Differentiated Learning

In implementing differentiated learning, material is taught based on the level of availability, interface and learning styles that can meet desires of understudies. In connection with the implementation of differentiated learning, teachers have the ability to modify learning content, learning steps, learning outcomes products, and students' learning environment. Separated from that, instructors are required to get it the interface of each understudy through the aptitudes had by the educator. The teacher's skills in determining strategies in implementing. Differentiated learning are very important because they determine the success of a learning objective. To support the process of implementing differentiated learning, a variety of strategies and methods are needed to be used to adapt to the needs of students. Based on the results of interviews and observations of Madrasah Ibtidaiyah teachers who have implemented the Independent Curriculum.

CHAPTER III

RESEARCH METHOD

3.1. Approach and Type of the Research

Qualitative research is research that is more focused on describing the nature or nature of the value of a particular object or symptom. Therefore, to observe how the characteristics of student to achieve meaningful learning of English the researcher will use descriptive analysis which is a type of qualitative research.

3.2. Variables of the Research

Variables are one of the important things that researchers need to pay attention to. Best and Kaln in Olayemi (2017) similarly opined that factors are the conditions or characteristics that the experimenter controls, controls or watches. A variable is an question, occasion, thought, feeling, time period or any other category one is attempting to degree.

3.3. Setting and Schedule of the Research

Researcher will conduct this research on August 2024 at SMP Negeri 1 Alasa, which is located in Ombolata village, Alasa sub-district. Thisresearch will be focused on class 8-1. The subjects of this research are students' characteristics to achieve meaningful learning in English at the eighth grade.

3.4. Source of Data

To obtain data that will be used as research objects, the researcher willuse several types of sources. The first is interviews, interviews are one of the best ways to obtain data. known strategies for collecting qualitative data. Commonly used qualitative interviewing strategies emerge from a variety of perspectives resulting in wide variations between interviewing approaches. So the researcher will useteacher informants.

3.5. Instrument of the Research

Research instrument is a tool used to collect, measure, and analyzedata related to your research interests. The research instrument is usually determined by the researcher and is tied to the study methodology. Researchinstruments are tools used to collect data in research.

3.6. Data Collecting Technique

To achieve the research objectives, researchers will collect data through two techniques, namely observation and also conducting interviews with teachers.

3.6.1. Observation

Cartwright defines observation as the process of seeing, observing and observing and recording behavior systematically for specific purposes Herdiansyah, 2010) in Murdiyanto (2020).

3.6.2. Interview

Interview is a way of collecting data by means of communication, namely through a conversation conducted by two parties, namely the interviewer who asks questions and the interviewee who provides answers to these questions. The purpose of the interview is to obtain information that cannot be observed or cannot be obtained with other tools

3.6.3. Questionnairy

The researcher shared the questionnaire towards the students as the informants to enrich the qualitative data. A questionnaire is a written collection of self-report questions to be answered by a selected group of research participants (Gay, et al., 2012:388)

3.7. Data Collecting Technique

To achieve the research objectives, researchers will collect data through two techniques, namely observation and also conducting interviews with teachers.

3.7.1. Data Condensation

Data reduction is a process of selecting, focusing, abstracting and transforming rough data from the field. The function of data reduction is to sharpen, classify, direct, discard unnecessary and organize so that interpretations can be drawn. In this reduction process, the researcher really looks for data that is truly valid, when the researcher doubts the truth of the data obtained.

3.7.2. Data Display

At this stage the researcher is heavily involved in the presentation or display of the previously collected and analyzed data. Data presentation is an activity of presenting a set of arranged information that gives the possibility of drawing conclusions and taking action. The
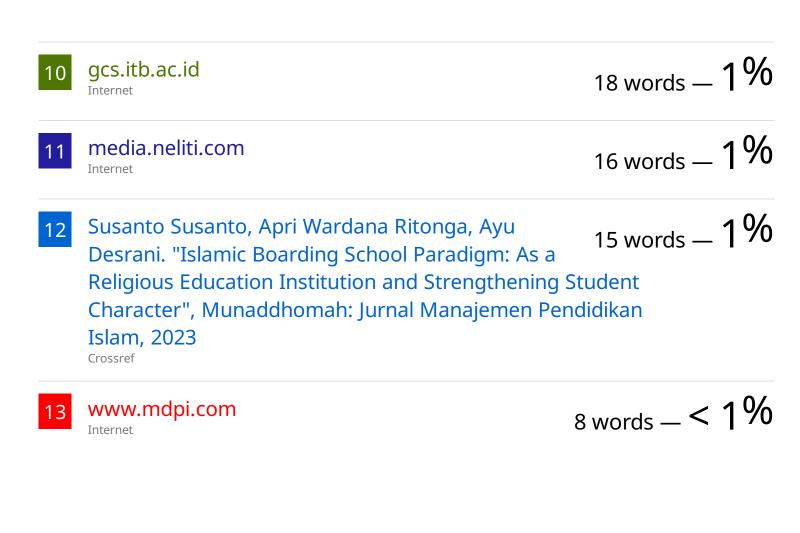
forms of presentation include narrative text, matrices, network graphs and charts. The goal is to make it easier to read and draw conclusions

3.7.3. Drawing and Verification Conclusion

This is the last step in analyzing discovery learning strategy in English learning process. And when all the data is clear, the researcher will make a conclusion by interpreting all the data findings. The conclusion is the result of analysis based on the formulation of the problem.

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