

## AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING ENGLISH USING DIFFERENTIATED LEARNING

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### Abstract

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**Keywords:**

*Differentiated learning,  
teaching strategies,  
students' needs*

This research aims to analyze the teachers' strategies for teaching English using differentiated learning. The researcher used a case study as the method. The subjects were two teachers who are the driving teacher or *Guru Penggerak*. Interviews and observation were utilized to collect the data. The data was analysed using triangulation. The result shows differentiated learning is the process of modifying instruction to match the needs of individual students, and as a solution to students' requirements, the teacher presents them with multiple possibilities for absorbing information it is important to implement because in one class there are various needs of the students that should be fulfilled. Strategies used by the teachers to accommodate the student's needs are from the content, process, and product. The content, process, and product should be different based on the students' needs but on the same topic. Another strategy used by the teachers to ensure the student's participation is to make the students busy with the task and the target that should be fulfilled. Thus, this research concludes that the implementation of differentiated learning in class is effective that can help the students to understand the material according to the students' needs. For further research, the researcher might be investigated the effectiveness of differentiated learning for student outcomes and for the school, to facilitate workshops or training for the teachers about differentiated learning.

**Kata Kunci:**

*Pembelajaran  
berdiferensiasi,  
strategi mengajar,  
kebutuhan siswa*

**Abstrak**

Penelitian ini bertujuan untuk menganalisis strategi guru dalam mengajar bahasa Inggris menggunakan pembelajaran berdiferensiasi. Peneliti menggunakan studi kasus sebagai metode. Subjek penelitian adalah dua orang guru yang merupakan guru penggerak atau Guru Penggerak. Wawancara dan observasi digunakan untuk mengumpulkan data. Data dianalisis menggunakan triangulasi. Hasil penelitian menunjukkan pembelajaran yang berdiferensiasi adalah proses memodifikasi instruksi agar sesuai dengan kebutuhan masing-masing siswa, dan sebagai solusi dari kebutuhan siswa, guru memberi mereka berbagai kemungkinan untuk menyerap informasi penting untuk diterapkan karena dalam satu kelas terdapat berbagai kebutuhan siswa yang harus dipenuhi. Strategi yang digunakan guru untuk mengakomodir kebutuhan siswa adalah dari isi, proses, dan produk. Konten, proses, dan produk harus berbeda berdasarkan kebutuhan siswa tetapi pada topik yang sama. Strategi lain yang digunakan guru untuk memastikan partisipasi siswa adalah menyibukkan siswa dengan tugas dan target yang harus dipenuhi. Dengan demikian, penelitian ini menyimpulkan bahwa penerapan pembelajaran berdiferensiasi di kelas efektif yang dapat membantu siswa memahami materi sesuai dengan kebutuhan siswa. Untuk penelitian lebih lanjut, peneliti dapat meneliti keefektifan pembelajaran berdiferensiasi untuk hasil siswa dan untuk sekolah, dapat memfasilitasi lokakarya atau pelatihan bagi guru tentang pembelajaran berdiferensiasi.

## **INTRODUCTION**

Recently, most EFL classrooms have been populated by various students with individual differences. This can be caused by students' various backgrounds, which can affect the learning process. For example, some students from urban areas make it easy for them to access technology, and some who come from rural areas lack access to technology or cannot access it. The superior performance of urban students is due to the higher quality of their curriculum, the accessibility of knowledge from various resources such as mass electronic and print media, and students' educated families and social circles, all of which help the students

achieve better results. In comparison to rural students, students from urban areas enjoy many benefits and facilities in their schooling. Students in rural areas are less exposed to the outside world and have less understanding of current events. Also, it can be caused by parents who fully support students and also some who do not. Besides that, students also have different learning styles, such as visual learners, auditory learners, kinesthetic learners, and reading-writing learners. According to Tomlinson (2001), the varied backgrounds of students may influence the learning profiles or styles such as visual, auditory, and kinesthetic that the students choose in the learning instrument in the classroom (As cited from Tanjung & Ashadi, 2019). Thus, several students have preferred methods of learning. Tanjung & Ashadi (2019) stated that many learning process that help the students to gain the knowledge based on students' learning style might be used TV, audio, video, music and etc. To accommodate auditory learners might be used for the speech by the teachers, music or sounds. This style is a traditional approach in education because the teachers explain the material using the teachers' voices, listening to music, using audiobooks, etc. Then, to accommodate the kinesthetic learners by using role-playing, physical movement, or playing an instrument. Next, to accommodate visual learners by using illustration, animation, videos, or photos to help the students to memorize the material easily. Last, to accommodate the reading-writing learners by using a dictionary, reading stories, writing essays, or guessing words.

This can happen at all levels of education, especially vocational high schools. Students have various ways of learning. Vocational high school students are students who are prepared for the work, where students will not learn the full material and just stay in class, but students will learn a lot outside of class or practice. With this, students will learn in their style to understand the material. In this situation, differentiated learning might be used. Differentiated learning for delivering material might be done to suit the student's needs. In addition to getting different media, the form of the task will also be different. These differences vary and might affect the learning and teaching process. This is the right way to use differentiated learning to help students meet their diverse needs.

Differentiated learning is the process of modifying instruction to match the needs of individual students, and as a solution to students' requirements, the teacher presents them with multiple possibilities for absorbing information. According to Aliveya (2018), differentiated learning is a varied technique for content knowledge adaptation, individual skill pacing, and various ways of presenting gained skills and topic information. Differentiated learning has three main components to be implemented, there are content, process, and product that suit the needs, styles, and capacity. According to Heacox (2012), differentiated learning is defined as a method of instruction that represents effective learning for diverse individuals, provides students with appropriate opportunities to learn at their highest capacity, improves teaching methods based on the students' diversity, and displays multiple possible ways to learn a language in the classroom. Teachers frequently feel that by making a few modifications to their curriculums, they can differentiate their education to meet the varying requirements of their students. Ortega et al., (2018) stated that in this context, differentiated learning can be an approach that can assist teachers in assisting successful classroom management, hence supporting different learning styles in education and placing students that suit the student needs.

Differentiated learning has three components to differentiated learning, there are content, process, and product. According to Heacox (2012), content can be defined as themes and concepts of language learning in the classroom. The content can be modified to the student's degree of readiness, interests, or learning profile (Suwastini et al., 2021). Students' readiness, interests, and learning styles can be assessed and categorized at the start of the teaching and learning process by administering placement tests and distributing questionnaires. Teachers may supply appropriate material and resources to puppets to differentiate the information properly. In this context, the resources and materials should be appropriate for the student's level of understanding, interest, and learning style. Teachers might differentiate the process by taking into account the student's learning profiles and interests (Heacox, 2012).

Furthermore, as Santangelo and Tomlinson (2012) cited that the teaching process might be accomplished through engaging in activities that focus on the context process. He argues that this technique may assist kids in properly thinking, working, and interpreting the subject. It is also said that distinct grouping formats are necessary to separate the procedure. Students, for example, may be classified based on their level of readiness, interests, profiles, or their own choices in teaching and learning. As a result, while the processes they experience may differ, they all strive for the same learning outcome. According to Heacox (2012), the result of students' learning comprises the visualization of the information they have learned from the specific quantity of learning they receive in the classroom. Furthermore, Tomlinson (as referenced in Santangelo and Tomlinson, 2012) adds that goods might be able to enhance abilities to analyze, apply, and demonstrate everything they have learned during the lesson. Teachers might have their students show their skills through a variety of diverse tasks depending on the teachings that the students have acquired in the classroom independently, in pairs, or in groups to Differentiate the product among their class.

The other research by Aliyeva (2018), also conducted differentiated learning, the research is about the perception of the teachers on differentiated learning who were subject coordinator positions in a school. The subject of the research is five program coordinators majoring in Language arts, science, and social studies. The research uses a case study with instruments that are semi-structured interviews, lesson observations, and learning modules. The researchers found leadership from the teacher who was the subject coordinator plays an essential role in implementing differentiated learning about the attitude and approaches, professional development, and teaching method. Another researcher talked about the driving teachers or *Guru Penggerak* conducted by Sugiyarta et al. (2020). The research aims to identify the teachers who are the driving teachers in Semarang. Driving teachers to build professional teachers. Professional teachers should have 4 competencies, there are pedagogic competence, personal competence, professional competence, and social competence. The method of the

research was qualitative and conducted at Semarang. The subject of the research was teachers from elementary school, junior high school, senior high school, and vocational high school. To collect data was used observation and interviews. The result is the driving teachers made by the Ministry of education and Culture (Kemendikbud) are aligned with the lead teacher because the lead teacher can also move other teachers to follow the policy.

By considering the various needs of the students in learning, this study presents and analyzes the strategies used by teachers for students using different ways of learning. It is hoped that this study will be useful for teachers in dealing with various kinds of students' needs.

## **METHOD**

The study used a qualitative case study approach to analyze the strategies used by the teacher to differentiate learning in classrooms. Feagin et al. stated that case study research design is triangulated to get outcomes that are characterized by "convergence, inconsistency, and contradiction," as stated by Denzin (as cited in Cronin, 2014). So, triangulation aids in the validation of research findings by allowing the researcher to understand and describe the investigated issue (Cronin, 2014). The study took place at SMK PGRI 3 Malang. The reason researcher conducted research at this school was that it was an inclusive-friendly school that accepted students with disabilities and accepted students with various learning styles. In addition, students had different learning abilities, so the teacher must have a strategy that is right for students according to their needs. The subject of the study was two teachers who become *Guru Penggerak* or Driving Teachers and can have the right strategy for differentiated learning that has been obtained during education at *Guru Penggerak* or Driving Teachers, which has been implemented in the school. According to Sekolah Penggerak Kemendikbud, a *Guru Penggerak* Education program is a leadership education program for teachers to become learning leaders. This program includes online training,

workshops, conferences, and mentoring for 6 months for prospective *Guru Penggerak*.

Two teachers were selected to be observed in the classroom. The observation was held to help the researcher take notes and ensure that the classroom is organized well with differentiated learning. The interviews consisted of open-ended questions. According to Cresswell, the first question should be a relaxed question to make the interviewees relax and open them to talk (2014). Besides that, the researcher might ask questions to identify the thoughts to the point and then ask many questions that could be biased, so it could be to the point of the researcher (Cresswell, 2014). Taking some notes and recording the interview were important things to make it easier for the researcher to analyze the data. The researcher analyzed the data from the observation and interviews with the teachers. The researcher also cross-checked the recording and the notes to ensure the answer and the activities from the teachers in the classroom and during the interview.

Observation and interviews were used as the techniques of the study. The data were analyzed using triangulation. The observations checklist was adopted from NSDC Tool Teacher Teaching Teachers with the title The Differentiated Classroom Observation Form. The researcher did the observation in the classroom for 4 meetings in 2 classes. The researcher sat in the class for observation. During the observation process, the researcher took a note and wrote down the activities in the comment section on the observation form. After finishing the observation, the researcher interviewed the teachers. The interview guideline was adopted from Aliyeva (2018) with the title The perception and Practice of Differentiated Instruction of teachers who are also in The Position of subject Coordinator in a School for Gifted Students in Kazakhstan. The interview was held not only to discuss and analyze Differentiated learning in the classroom but also to investigate the strategies used by the teachers.

## **FINDING AND DISCUSSION**

This research aimed to analyze the teachers' strategies in teaching English using differentiated learning. Thus, this section will be divided into 3 dimensions with the result from interviews and observations. The research was conducted on October 4, 2022, at SMK PGRI 3 Malang. The following are the details of the findings.

### ***Understanding Differentiated Learning***

Teacher 1's understanding of differentiated learning was to diversify various forms, especially in content, process, and product. Then, according to Teacher 2's understanding, differentiated learning is to accommodate every student's needs, and students are not homogeneous objects but heterogeneous ones with different needs. This is in line with Tomlinson (2000) stated that differentiated learning is best handled learning by modifying learning instruction to the needs of the students to enhance the potential and abilities of all students (Cited by Suwastini et a. (2021)). It can be concluded that differentiated learning is meeting the needs of students based on what the students need and also diversifying in terms of content, process, and product according to student needs.

When doing the learning, the teacher should be differentiated learning according to the needs of students, this is important so that students get the same thing even though from different media. The importance of differentiated learning according to the teachers is very important. Because in one class there are various kinds of student needs, various characters and learning styles, and also students who have different learning motivations. Rachmawati and Asri (2014) argue that the key point to remember is to keep to good teaching practices that lead to positive learning results for students and to make adjustments as needed. Students who have high motivation to learn will have autonomous learning and students who have low motivation must be supported. Likewise, students who have different learning styles must also be distinguished in terms of content, process, and product.



### *Identify the Students' Learning Needs*

To know the needs of the students, teachers should be identified the students' needs, Teacher 1 explained that at the start of a new semester or new class the teacher had to know the student's needs and student characteristics, so Teacher 1 made observations and sometimes also used diagnostic tests. Observation is an activity to collect data or supervise the class with or without a checklist form. Based on Halim et al. (2022) that observations are made to find out the needs of students and also the characteristics of students so that teachers will differentiate content, processes, and products. Also, be observed that students can become material for teachers to determine student needs. According to Teacher 2, usually at the beginning of the semester and get a new class, Teacher 2 does a mapping of learning styles, and at the beginning of each activity Teacher 2 also applies various identification methods, by asking about students' interests. Another way to identify is by asking the previous teacher how the condition of the students is, sometimes Teacher 2 gives a little quiz to find out how much vocabulary the students have. As for engineering students, most of the students are kinesthetic and for students from other majors it is mostly visual, or a combination of audio-visual, or visual and kinesthetic, but most are visual. These learning styles might be grouped so that the student might enjoy the learning process and meet the student's interests. Flexible grouping strategies can be created to encourage learners to engage and collaborate to generate new content understanding and readiness (Suwastini, et al. 2021). Teachers may decide to differentiate material by allowing students to study in pairs, small groups, or alone, using books, videos, or the Internet to gain a better understanding and knowledge of the subject or topic

After conducting observations or diagnostic tests at the beginning, the teacher finds various kinds of student needs and student characteristics. After that, the teachers do differentiated learning by accommodating the student's needs with the teacher's strategies. According to Teacher 1, differentiated learning is very difficult to apply, the choice is to do everything or partially so only a few are done. Because the use of differentiation learning is new, there is a need for

evaluation because in Teacher 1's opinion it is not perfect yet to do differentiated learning. Teacher 1's strategy to accommodate learning needs is to meet the needs by differentiating the material or the content, the form is differentiated so it can be in the form of text, video, or lecture. For example, if students are not comfortable with the teacher's lectures, the teacher will try to allow students to watch videos on YouTube, if the students are still not comfortable, it means the students need to move or work in groups, do writing activities or experiment and the teacher must provide this according to student needs. Aliyeva (2018) states that teachers use differentiated learning by meeting student learning needs and improving on the teacher's background experience rather than changing the topic. The employment of teaching strategies to suit those distinct learning styles is assumed in the differentiation of the learning process. This is sometimes still limited because the teacher does not only focus on one student but on all students so the teacher must cover all students so that the needs of these students are met.

In addition to accommodating students' needs from content, teachers also accommodate students in terms of processes and products. In terms of the teacher's process of assessing how the students learn in different ways such as kinesthetic, audio-visual, and others, it can be while discussing, some students like to summarize, and others. For the product, the point is that as a teacher, you must have tools to test students' understanding and see student achievement according to their way of learning. As Joseph et al. (2013) mention that teachers give the assignment to make a product. Products are final exams that allow students to show how much they comprehend and how successfully they can utilize their skills and knowledge. Product differentiation should provide students with multiple ways to demonstrate mastery of shared learning goals. Santangelo and Tomlinson (2009) agree that teachers must provide enough mentoring and assistance for students, as well as chances for peer and self-evaluation (As cited by Joseph et al., 2013). Successful product differentiation projects should provide students with clear and suitable performance goals, emphasize real significance and implementation, encourage critical and creative thinking, and allow for a variety of means of presentation. According to Bailey and Williams-Black (2008),

distinguishing the product helps students personally a way to demonstrate that the students have acquired the subject that was taught (As cited by Joseph et al., 2013). Students will personally choose strategies that will make students successful in product creation, it is likely to fit into the student's learning profile. Teachers must measure students' understanding according to the process they do, namely by asking what the students' understanding of the material is, and what they read or watch. If they do it in group discussions then they will produce a product, namely mind mapping or in the form of video or PPT.

Teacher 2 carried out various activities to distinguish the needs of students, the first is to distinguish the content provided, for example, for visual students, students will be given videos or reading material, for audio students, the teacher will give a video and for kinesthetic student, the teacher usually gives steps a structured to make something. For the kinesthetic student, the instructions are divided into several because kinesthetic students usually cannot have multiple instructions. Besides that, another strategy is to Differentiate the product so students are given text assignments, and students will be freed in the form of PPT posters or whatever later the products can be of various kinds depending on the interests and preferences of students, and can also be distinguished from the level of difficulty. Halim et al. (2022) argue that these variations cannot be assumed to imply that the teacher will approach teaching and learning with a single instruction that may be appropriate and engaging for one group of students while being extremely boring for other students. So, teachers should be used differentiated learning so the students might be got the same understanding. For example, reading texts for slow learners and fast learners will be divided into two reading texts for fast learners. The language is a little complicated, and for slow learners, the language is more simplified.

After accommodating the needs of students, the level of success of teachers in accommodating students is students who successfully understand the material given even though it is in various forms according to needs. Teacher 1 stated that if students enjoy the learning process according to their needs and according to their passion, it means that the teacher has fulfilled the students'

learning needs. After that, teacher 1 will look at the next step, which requires assessment for evaluation materials. Teacher 2 also agrees with teacher 1 that meeting the learning needs of students is through assessment, teacher 2 argues that there are three kinds of assessment, namely formative assessment, summative assessment, and also an assessment on the process of assessment, it will show whether students understand the material provided or not. Teacher 2 will also ask students and ask for feedback from students about the material provided if students have understood the material teacher 2 considers that the material is right on target.

Using assessment to evaluate the student's understanding is the best choice to know that the students are meeting their learning needs of the students. Assessment is not only in a form of a written test but also in a form of a product. Suwastini et al. (2021) state that differentiated products encourage students of all abilities to make decisions, take responsibility for their learning and exhibit what they know through products that reflect students' needs, interests, and competencies. The success of differentiated learning was supported by observation results that the material suits the student's needs.

### ***The Implementation of Differentiated Learning***

The implementation of differentiated learning always used planning for a good teaching process. The teachers have full responsibility to make the planning, and from schools, there is no policy regarding differentiated learning. According to the teachers, the school does not have a supporting tool to identify student needs. For differentiated learning to be effective, both the school and the teachers must be fully dedicated to its ideas and application (Magableh & Abdullah, 2020). The school and the teacher should consider differentiated learning so that it makes the implementation maximally apply. The planning that the teacher used is from the driving teacher education because there is already got knowledge about differentiated learning.

Teacher 1 argues that as the driving teacher, the teacher must believe that this is a perfect form of learning that can be seen from various angles even though

there are still weaknesses. This differentiated learning is based on equality and equity which focuses on students' needs. Suwastini et al. (2021) argue that the teacher must continually analyze the students and innovate the instructions to ensure that all students, regardless of differences, have equal treatment to comprehend the learning topic. As a driving teacher, teacher 1 applies differentiated learning personally to know better about differentiated learning. From that, teacher 1 can learn how differentiated learning is for the students and also what the results will be. After knowing the positive impact that could be passed on to other teachers personally. In the school, for now, there is no official forum to accommodate it, so teacher 1 just shares it personally in the teacher's room. Meanwhile, teacher 2 argues that in fact, the role of the driving teacher is to make a change to other teachers so that the other teachers return to their philosophy as teachers. Besides that, because the education of the driving teacher is very much in terms of pedagogics, it is automatically very influential so teacher 2's current perspective on the world of teaching has changed a lot because the teacher has followed the education of the driving teacher. Teacher 2 also agrees with teacher 1 that will share the knowledge of differentiation learning with other teachers so that the students also receive good effects from differentiated learning. Even though joining the driving teacher, the teachers still have a challenge that faced by the teachers.

The challenge faced by teacher 1 when implementing differentiation learning is that teacher 1 must be able to share focus and attention with students. Teacher 1 argues that the mind must be easily broken down and also be multitasked to deal with the characters and needs of different students. Because differentiated learning implies that every student will receive the same learning goals and stay on the same page of learning, even when handled in diverse ways, students are instructed with their style, interest, and capacity to comprehend the content offered (Naka, 2017). The teacher should give the same knowledge to the students even though the students have different needs.

In contrast to teacher 2, teacher 2 argues that this challenge is about the material provided. In learning using differentiated learning means that the teacher

must have broad content or material because it must be given in various variations according to the needs of each student. Tanjung and Ashadi (2019) state that teachers may present appropriate resources and materials to students. In this context, appropriate indicates that the resources and materials should be appropriate for the student's level of understanding, student interest, and learning style. Another challenge faced by teacher 2 is regarding measuring instruments for student needs. For example, when teacher 2 asks students to make a paragraph but some students are lazy so students cheat on their friends, that teacher 2 assumes that the measuring tool for student needs has failed to be applied. Some students are not very active because they are not interested in English so teacher 2 has to find ways to keep these students participating in class.

Although the teacher has faced a challenge, the teacher has strategies to ensure participation with the students who have different needs. The strategy used by teacher 1 to ensure student participation is to keep students busy by doing something in class. Teacher 1 uses the project-based learning method or task-based learning for the class, so students will always move to engage in learning activities, and the teachers feel that they can control students easily, and also at the end of learning students will have a product. While teacher 2 uses a checklist to-do list strategy, so usually at the beginning of class teacher 2 will tell students about today's targets and then the teacher will make a to-do list. This way will make students participate and they will feel compelled to pursue the given target. Besides that, teacher 2 also makes small groups, for example, the task to make PPT is not more than 5 people in one group, so it is most likely that students will participate in groups. But in certain assignments, teacher 2 prefers to give assignments in pairs so two people will be very busy doing the assigned tasks so that students can participate well. Both of the teachers, sometimes group the students by the student's learning styles, such as audio-visual or visual kinesthetic, so it is adjusted to the learning style of each student.

During the implementation of differentiated learning, support is needed for teachers to improve their skills when implementing differentiated learning. Teacher 1 argues that the support should come from several parties, the first one

should be from the school. The school should be able to better understand the teacher who is implementing differentiated learning, so according to teacher 1, the school must synchronize management with differentiated learning. Suwastini et al. (2021) mentioned that this support might help all teachers to participate in the creation of lessons that are appropriate for the student's diverse backgrounds, motivations, learning styles, and readiness. In this situation, teachers must be aware and creative to detect the variations amongst pupils and creatively modify their instructions to suit the diversity. Another support from schools is to facilitate students who have different needs and also teachers who want to implement differentiated learning must be facilitated properly such as the internet, the time required is more flexible, and the tools and materials needed, so schools must prepare them carefully. Other teachers have provided support by asking questions and are also interested in implementing this differentiated learning. Teacher 1 stated that it has become a form of supporting the holding of differentiated learning. Another support is from students, the teacher will ask students what kind of learning, project, or task they want. So that students will enjoy doing differentiated learning.

According to teacher 2, the support needed to implement differentiated learning is from schools, schools must provide facilities for teachers or in the form of training on differentiated learning so that teachers can collaborate with other teachers. The school must be completely committed for the school administration to being supportive of the teachers' requirements when implementing differentiated learning in the classroom. As Suwastini et al. (2021) mentioned that it should include workshops or other training for teachers before implementing differentiated learning in the classrooms to provide the teachers with a thorough knowledge of differentiated learning. Teacher 2 feels that the knowledge about differentiated learning is just the beginning, so teacher 2 feels like wants to learn more about differentiated learning. Another support needed is from the teacher, teacher 2 believes that other teachers can share how the class is and also share experiences with the other teacher. By sharing, teacher 2 feels that can enrich the other teachers' experiences and gain new knowledge about differentiated learning.

In addition, teacher 2 also participates in the *Temu Pendidik Nusantara* to share knowledge. Teacher 2 suggests that nowadays, there are many media and learning resources available through webinars and articles to learn about differentiated learning or learn anything that supports the teaching process.

The implementation was supported by observation results by the researcher. It can be concluded that the support expected by the teacher is support from the school in the form of training and also adequate facilities to implement differentiation learning so that knowledge is not only carried out by the driving teacher but can also be carried out by all teachers in the school.

## **CONCLUSION**

This research aims to analyze the teaching strategies for teaching English using differentiated learning. Differentiated learning is the process of modifying instruction to match the needs of individual students, and as a solution to students' requirements, the teacher presents them with multiple possibilities for absorbing information. Differentiated learning might be identified by doing observation, diagnostic tests, or mapping the students. Differentiated learning is used to accommodate the students to get the same material but in different ways based on the student learning styles, students interests, and students needs. Differentiated learning can be divided into three steps, there are content, process, and product. The teacher needs support especially from the school to facilitate the teachers to do differentiated learning, so it is not only the driving teachers who get the knowledge about differentiated learning, but the other teachers also get the same knowledge. It can be concluded that the implementation of differentiated learning in class is effective that can help the students to understand the material according to the student's needs

This research only focuses on analysing the teacher strategies, further research investigates the effectiveness of differentiated learning for student outcomes. So it can help the teachers to implement differentiated learning perfectly. Also suggest for the school, to facilitate workshops or training for the



teachers about differentiated learning, because not only the driving teachers who got the knowledge of this but also the other teachers get the same knowledge about differentiated learning.

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