



## DEVELOPING GRADED ENGLISH TASKS (GET) FOR DIFFERENTIATED ENGLISH INSTRUCTION AT JUNIOR HIGH SCHOOL

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### Abstract

*Learning that accommodates the needs of all students is necessary in the classroom. However, in schools that provide inclusive education, the needs of special needs students are often overlooked. In this study, differentiated instruction using graded tasks was chosen to overcome the problem. This study aims to develop graded English tasks (GET) to accommodate the different readiness to learn and needs of special needs students in the classroom. This research is a Research and Development (R&D) study conducted using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Data in this study were collected through questionnaires, performance assessments, reflections, observations, and interviews. Furthermore, quantitative data in this study were analyzed with descriptive statistics. Qualitative data were analyzed using Bogdan & Biklen's approach. From the expert judgment results, Graded English Tasks (GET) received scores ranging from 4.17 to 5.00 which means that the GET developed is good and ready to be used in differentiated instruction in the classroom. The use of GET is proven to accommodate differences in students' readiness to learn, increase students' engagement in learning, and improve students' speaking and presentation skills. GET can be used in differentiated instruction in junior high school English classes.*

**Keywords:** *Special Needs Students, Differentiation, Graded English Tasks (GET)*

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## **Abstrak**

*Pembelajaran yang mengakomodasi kebutuhan semua siswa sangat diperlukan di kelas. Namun, di sekolah penyelenggara pendidikan inklusi, kebutuhan siswa Anak Berkebutuhan Khusus (ABK) masih sering terabaikan. Dalam penelitian ini, pembelajaran berdiferensiasi dengan menggunakan aktivitas berjenjang dipilih untuk memecahkan masalah tersebut. Tujuan penelitian ini adalah mengembangkan aktivitas bahasa Inggris berjenjang atau disebut Graded English Tasks (GET) untuk mengakomodasi perbedaan kesiapan belajar siswa dan kebutuhan siswa ABK di kelas. Penelitian ini adalah Penelitian dan Pengembangan atau Research and Development (R&D) yang dilakukan dengan model ADDIE (Analysis, Design, Development, Implementation, and Evaluation). Data dalam penelitian ini dikumpulkan melalui angket, penilaian kinerja, refleksi, observasi, dan wawancara. Selanjutnya, data kuantitatif dalam penelitian ini dianalisa dengan statistik deskriptif. Data kualitatif dianalisa dengan pendekatan Bogdan & Biklen. Dari hasil penilaian ahli, Graded English Tasks (GET) mendapatkan nilai antara 4.17 sampai 5.00 yang berarti GET yang dikembangkan baik dan siap untuk digunakan dalam pembelajaran berdiferensiasi di kelas. Penggunaan GET terbukti dapat mengakomodasi perbedaan kesiapan belajar siswa, meningkatkan keterlibatan siswa dalam pembelajaran, dan meningkatkan keterampilan berbicara dan presentasi siswa. GET dapat digunakan dalam pembelajaran berdiferensiasi di kelas Bahasa Inggris Sekolah Menengah Pertama.*

**Kata Kunci:** *Anak Berkebutuhan Khusus, Diferensiasi, Aktivitas Bahasa Inggris Berjenjang*

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## **A. Introduction**

Students in the classroom come from a wide range of socioeconomic and cultural backgrounds; they also have different learning styles, levels of confidence, readiness to learn, and interests in certain topics (Tomlinson, 2001; Tomlinson & Imbeau, 2010). They differ in their academic aptitudes, backgrounds, experiences, and rates of learning (Chapman & King, 2011; Dixon et al., 2014). Tomlinson classifies those differences into students' readiness to learn, interest, and learning profiles (Tomlinson & Moon, 2013; Tomlinson & Imbeau, 2010).

Readiness to learn is related to the student's prior knowledge and abilities as the requirements of doing certain tasks that are not static but develop as the students grow (Tomlinson, 2001). Next, interests, play a significant role in the students' motivation and engagement in learning. Therefore the students' tasks must be developed to align with their interests for example the topics (Sousa & Tomlinson, 2011). The last

factor, learning profiles is the range of preferences for learning such as media preferences ranging from text, audio, visuals, audiovisuals, and hypermedia; and also the setting of activities varying from individual, pairs, small groups, or large groups and others (Sternberg & Grigorenko, 2005). Those differences should be accommodated in the classroom through differentiated instruction (DI). DI is a teaching philosophy that customizes the learning process based on students' various needs in the classroom and adapts to a wide range of students' differences including cultural ones (Tomlinson, 2000; Valiandes et al., 2018).

In Indonesia setting, the government tries to provide equal opportunity to education for the citizens regardless of their differences. They have equal rights to access to education. One of the programs launched by the government is the inclusive education mandated in the Regulation of Minister of National Education No. 70 Year 2009 (Kemdiknas, 2009). This regulation accommodates students with special needs and gifted students in the regular classroom. Another program launched in 2018 is the zoning system which was first regulated in the Regulation of the Minister of Education and Culture No. 14 Year 2018 (Kemdikbud, 2018). The zoning system allows students to continue studying in a school near their home or in their area or zone. The two government programs cause more differences in the classroom which must be considered by the teachers to support the students' potential development.

The latest development, the Merdeka Curriculum focuses on students' potential development and characteristics in the instruction and assessment process as mandated in the standard of content, Regulation no 8 (Kemdikbudristek, 2024), and the standard of process and assessment mandated in Regulation no 16, and 21, 20, 22 (Kemdikbudristek, 2022b, 2022c). Therefore, the *Merdeka* curriculum stipulates the implementation of differentiated instruction (DI) and differentiated assessment (DA) in the classroom to meet students' various needs in the classroom.

However, responding to the students' differences and various needs is still regarded as challenging by some teachers. In an EFL classroom at junior high school, for example, the students' differences in readiness to

learn become one of the most influential. Students have different experiences of learning English, some students have learnt English at their elementary school, but some others just know English when they are entering junior high school. It causes a gap in students' readiness to learn English. Teachers need to make an effort to bridge the gap so that students with different prior knowledge of English can learn English well.

Previous research study on the students' differences in English classrooms reveals that students have various needs regarding their English learning goals, as well as the assessment of the four language skills activities and products, media preferences, favorite topics, task setting, and teacher's role preference (Fajariyah et al., 2023). However, in practice, "one fits all" activity was still widely used by teachers in the classroom (Fajariyah, 2023; Tabrani ZA, 2021).

Similar practices to the English classrooms in general, "one-fits-all" activities were still applied in the English instructional process at SMPN 5 Panggang, Gunungkidul. During the teaching and learning process, the teacher provided a set of activities to all students regardless of their abilities, readiness to learn, interest, and learning profiles. During the instructional process, usually five to six students were active on tasks and the other students were left behind. The teacher tried to guide the inactive students, some of them finally wanted to work on tasks but two to three students became disruptive students and did something else. They were not interested in their tasks. In the first row, the special needs student was also given similar activities to the other students. He was never on task and just sat on his chair and slept. This situation showed that students' various needs had not been accommodated in the classroom.

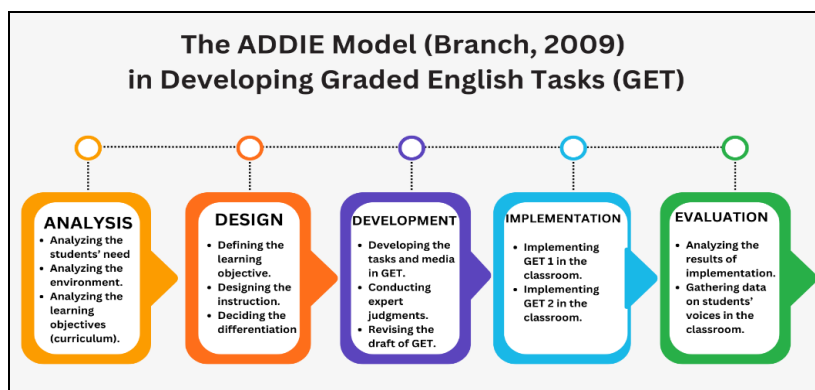
Differentiated instruction can be done gradually to accommodate students' various needs in the classroom from the element of content, process, or product based on the readiness to learn, interests, or learning profiles. Some strategies like repetition, specialized exercise problems, supplementary or modified content, tiered assignments, and providing choices of activities can be applied in differentiated instruction (Brennan,

2019; Dotger & Causton-Theoharis, 2010; Nusser & Gehrer, 2020; Pozas & Schneider, 2019; Tomlinson, 2014).

This study focuses on differentiated instruction in English instruction by differentiating the process which is based on the students' various readiness to learn. The decision was made due to the needs of the special needs student (SNS) which was still overlooked and the students' readiness to learn which was not yet accommodated. Various readiness to learn of the students in the classroom in terms of vocabulary and grammatical knowledge becomes the trigger to implement DI in the classroom. This study accommodates tiered assignments and choices as a way of differentiation in the classroom. The purpose of the study is to develop graded English tasks (GET) that can be used to accommodate students' various readiness to learn and need in the English differentiated instruction at Grade 8.

## **B. Method**

This research study is a research and development study that is aimed at developing graded English tasks (GET) for differentiated English instruction at junior high school. This R&D study implements the ADDIE model (Branch, 2010) consisting of five steps: (1) analysis; (2) design; (3) development; (4) implementation; and (5) evaluation. The activities in each step are presented as follows.



*Figure 1. The Steps of Developing GET  
(Created using Canva by Laily Amin Fajariyah)*

The research study was conducted from January to June 2024 at SMPN 5 Panggang, a small junior high school in the border area between Bantul and Gunungkidul, Yogyakarta which has an inclusive classroom with 19 students (one of them is a special needs student/SNS). The product of the study is a set of Graded English Tasks (GET) which were developed for two learning objectives. The product was validated by three experts with experience in English material development for more than ten years. The first expert is a senior English teacher with more than 25 years of teaching experience. She is the leader of the writers of materials and worksheets for students in Gunungkidul. The second expert is an English teacher with fifteen years of teaching experience. She has been involved in materials development for more than ten years and some of her worksheets have been published commercially. With fourteen years of teaching experience, the third expert has also participated in materials and assessment instrument development in Gunungkidul and Yogyakarta Province.

The data of the research were gathered through questionnaires, performance assessments, observations, and reflections/interviews. Furthermore, quantitative data such as the results of the questionnaire and performance assessments were analyzed using descriptive statistics. Then, the qualitative data such as observations, interviews, and reflections were analyzed using (Bogdan & Biklen, 1982; Walidin et al., 2015) approach.

## **C. Results and Discussions**

The findings of the research study are the findings gathered throughout the research and development steps using the ADDIE model (Branch, 2010) as presented in Figure 1. From the findings, the discussion will be presented to provide an in-depth analysis of the findings and the theory and or previous practices/ empirical studies. First, the details of the findings are explored below.

### **1. Results**

The first step of this study was analysis which covers: (1) students' need analysis; (2) environmental analysis; and (3) curriculum analysis.

The need analysis was conducted at the beginning of the semester in January 2024 using a set of questionnaires. The questionnaire gathered information on students' age and needs in the EFL classroom such as their preferences of materials, the setting of the instructional process, the activities, and the facilities such as smartphones and laptops.

The students of Grade 8 range from 13 to 15 years old. Most students liked videos for the media/ materials (61.1%) used in the classroom, and some of them wanted to have texts (22.2%) and infographics (16.7%). For the setting of the instructional process, they wanted to have a small group activity consisting of 3 to 4 students, or individual and pairs activities. Most of the students (88.91%) had smartphones, in vice versa, most of them (88.91%) had no laptops. The information gathered in the analysis must be used to design the instructional process.

Besides using a questionnaire, observations were done during the teaching and learning process to know students' various characteristics and needs in the classroom. As elaborated in the introduction of this paper, students in grade 8 had various characteristics, there are gaps between high-achieving students and low-achieving students. The high-achieving students were usually active in doing or finishing the tasks and already knew some English words and comprehended simple texts. The low-achieving students, on the other hand, tended to be active in doing the activities off tasks such as moving around the classroom or playing with their friends or handphones. They had limited vocabulary and still struggled to learn to write English sentences. Two students sat in the first row of the class, one of them was a student with special needs. The SNS usually slept during the teaching and learning process. It can be concluded that the students have various needs (learning preferences as gathered from the questionnaire) in the classroom and they have different readiness to learn English which must be accommodated.

Accommodation of the student's needs must be in line with the context. Therefore, environmental analysis is very needed. This junior

high school is located in the border area of Bantul and Gunungkidul Regency. The school had just relocated and it had limited facilities. In January 2024, the school already had an electricity connection but had no wifi access due to its new location far from the residence. It had three LCD projectors but all of them were broken. However, teachers can make use of the students' facilities like private smartphones.

For the curriculum, SMPN 5 Panggang implemented *Merdeka Curriculum* for the 7th and 8th grades in the academic year 2023/2024. Therefore, the teacher developed the learning objectives that are relevant to the learning outcome/ *Capaian Pembelajaran* of Phase D in the *Merdeka Curriculum* (Kemdikbudristek, 2022a).

After analyzing the learning objectives, the next step of the study was design which included: (1) defining the learning objectives; (2) designing the instruction; and (3) deciding the differentiation. From the learning objectives in the second semester of Grade 8, the last two learning objectives were chosen. They are as follows.

*Table 1. Learning Objectives for 8 Graders*

No.	Element	Learning objective	Topic
1.	Listening & speaking	Students can identify and use simple words and sentences to interact with their surroundings about self-ability/self-worth using multimodal texts.	I can do it!
2.	Reading & viewing Writing & Presenting	Students can identify and use simple words and sentences to interact with surroundings about natural activities in the past using multimodal texts.	I'm helping the earth.

From the two learning objectives, the instructional process was designed using the genre-based approach (Feez & Joyce, 1998; Madya 2013; Richards, 2006) consisting of four steps: (1) background knowledge of the field/ BKoF; (2) modeling of the text/ MoT; (3) joint construction of the texts/JCoT; and (4) independent construction of the text/ ICoT. From the instructional design, the differentiation was decided. As explained in



the background of the study, the readiness to learn becomes one of the most influential factors in junior high school (Phase D) setting. Therefore, this element was chosen. The activities in the instructional process will be graded based on students' readiness to learn and the SNS' needs as an adaptation of tiered assignments in Germany (Nusser & Gehrler, 2020). The differentiated English instructional design is presented in Table 2.


*Table 2. The Differentiated Instructional Design in Graded English Tasks (GET)*

<b>Steps</b>	<b>Task</b>	<b>Activity</b>	<b>Differentiation (readiness to learn)</b>
Pre-assessment	0	Students have a pre-assessment using ABC corner (choose the sentence based on the picture and run to the corner with the right answer)	
BKoF	1	Students study some pictures relevant to the topic and analyze them based on their experiences.	None
	2	Students learn some important words that will appear in the text.	SNS: matching the pictures/ flashcards with the words. Star 1: completing the words to label the pictures (with the first letter as guidance) Star 2: completing the words to label the pictures (without a clue)
MoT	3	Read the input text/ watch the video (as input text) and answer the questions or analyze the expressions learned.	SNS: answer very simple questions or do a very simple activity. Star 1: answer simple questions or analyze the functions of the expression learned. Star 2. Answer more complicated questions related to the text or analyze the functions of the expression learned.
JCoT	4	Create the text collaboratively	SNS: create simple sentences Star 1: create simple dialogue/ texts Star 2: have a group survey.

Steps	Task	Activity	Differentiation (readiness to learn)
ICoT	5	Create the text individually	SNS: speak simple expressions/ complete incomplete poster. SNS 2: act out simple dialogue/ create a poster based on the examples. Star 2: Create a video/ create a poster using <i>Canva</i> .

After the design of the differentiated instruction was done, the next step was the development which was started by developing the graded English tasks based on the design in Table 2. There are two sets of GET, they are GET A with the topic “I can do it” for the element of listening and speaking, and GET B with the topic “I’m helping the Earth” for the elements of reading-viewing and writing – presenting. GET packages for SNS were developed and had the symbol of a feather. Here is an example of the Activity 2 GET package for SNS. The student is required to match the pictures with the words provided in the box.

**Activity 2. Study the cards and match the cards with the names of the activities. Read them aloud.**

 <small>(lipacah)</small>	 <small>(lipacah)</small>	 <small>(lipacah)</small>
 <small>(lipacah)</small>	 <small>(lipacah)</small>	 <small>(lipacah)</small>

Throw the trash to the river	Clean the gutters	Recycle plastic waste
Sort the waste	Do littering	Burn the trash

Figure 2. GET B Activity 2 for SNS

The next worksheets for students who had limited knowledge of the vocabulary were also developed with the one-star symbol. The activities or tasks for star one are simple compared to two stars activities. See Activity 2 for GET B in Figure 3.





































<p>Activity 2. Study the pictures below. Then, complete the names of the activities.</p> <table border="1"> <tr> <td>1</td> <td></td> <td>2</td> <td></td> <td>3</td> <td></td> </tr> <tr> <td></td> <td>Do l .....</td> <td></td> <td>S... the waste</td> <td></td> <td>B... the trash</td> </tr> <tr> <td>4</td> <td></td> <td>5</td> <td></td> <td>6</td> <td></td> </tr> <tr> <td></td> <td>C... the gutters</td> <td></td> <td>T... the trash to the river</td> <td></td> <td>R... plastic waste</td> </tr> </table>	1		2		3			Do l .....		S... the waste		B... the trash	4		5		6			C... the gutters		T... the trash to the river		R... plastic waste	<p>Star 1 GET</p> <p>The vocabulary activity-building with the first letter is given as the clue of the word.</p>
1		2		3																					
	Do l .....		S... the waste		B... the trash																				
4		5		6																					
	C... the gutters		T... the trash to the river		R... plastic waste																				
<p>Activity 2. Study the pictures below. Then, complete the names of the activities.</p> <table border="1"> <tr> <td>1</td> <td></td> <td>2</td> <td></td> <td>3</td> <td></td> </tr> <tr> <td></td> <td>Do .....</td> <td></td> <td>... the waste</td> <td></td> <td>... the trash</td> </tr> <tr> <td>4</td> <td></td> <td>5</td> <td></td> <td>6</td> <td></td> </tr> <tr> <td></td> <td>... the gutters</td> <td></td> <td>... the trash to the river</td> <td></td> <td>... plastic waste</td> </tr> </table>	1		2		3			Do .....		... the waste		... the trash	4		5		6			... the gutters		... the trash to the river		... plastic waste	<p>Star 2 GET</p> <p>The vocabulary activity-building without providing the clue for the first letter.</p>
1		2		3																					
	Do .....		... the waste		... the trash																				
4		5		6																					
	... the gutters		... the trash to the river		... plastic waste																				

Figure 3. GET B Activity 2 for Star 1 and Star 2

Figures 2 and 3 show almost similar activity, that is vocabulary building before reading the text. The task for SNS provides students with the words and students just need to match the words with the correct pictures. The two tasks for Star 1 and 2 show similar tasks but the One-Star task provides the students with one first letter that is absent in Star 2.

The graded complexity of the tasks was also shown in Activity 3 GET A.




	<p><b>Activity 3. Watch the video on YouTube. Then do the following activity.</b></p> <p>Read three sentences to express ability and disability from the video.</p>
	<p>In pairs, group the expressions in the box below (number 1 has been done for you). After that, repeat the sentences after your teacher.</p>
	<p>Individually, group the expressions in the box below. After that, repeat the sentences after your teacher.</p>

Figure 4. Activity 3 GET A

The three activities presented in Activity 3 in GET above show the graded complexity of the tasks. The task with the feather symbol is the simplest developed for the SNS. Then, the task in Star 1 activity is simpler than the one in Star 2. After developing GET, expert judgment was conducted to validate the developed tasks. Three experts in English materials development voluntarily agreed to analyze the developed tasks from the aspects of layout and design, construction, differentiation, and language used. From the expert judgment results, Graded English Tasks (GET) received scores ranging from 3.67 to 5.00. The summary results of the expert judgment are in Table 3 (see attachment for the detailed results).

*Table 3. The Expert Judgment Results*

Aspect	GET A	GET B	Average
Layout dan Design	4.33	4.44	4.39
Construction	4.17	4.61	4.42
Differentiation	4.67	5.00	4.83
Language	4.83	4.67	4.75

From Table 3 we can see that even though the scores range from 4.17 to 5.00, the average of each aspect namely layout and design, construction, differentiation, and language used is above 4.00. It means that GET is categorized as good and can be used in differentiated instruction in English classrooms in Grade 8 at junior high school.

Besides measuring the developed tasks in GET, the three experts also gave minor revisions to the tasks such as providing the sources of the pictures, the choice of pictures, and some minor grammatical mistakes (plural/ singular form). From the suggestions, GET was revised and ready to use for the implementation (see attachment for the revised GET).

The next step is the implementation of GET. The first implementation was done using GET A with the title of "I can do it!". The learning objective of GET A is that students can identify and use simple words and sentences to interact with surroundings about self-ability/self-worth using multimodal texts. GET A was implemented in two meetings, which are on May 16 and May 20, 2024.

During the first implementation, some students were still confused about following the teacher's instructions, especially in the pre-assessment. That was the first time they had the ABC corner activity for a pre-assessment. Most students still looked at other students when they had to choose which corner they wanted to go. Besides, some students were still confused about choosing the GET package that they wanted to work on. Most of the students chose the Star 1 activity in Activity 2. However, some of them later were challenged to choose the Star 2 package in the next activities.

During the teaching and learning process, the SNS was not sleepy. With the guidance of the teacher and the special GET package, he was able to follow the instructional process. Most students with the Star 2 package also actively worked on their tasks, but around four students in the Star 1 package looked confused and did not know what to do. Some of them became disruptive and bothered their friends. They finally could work on the tasks after the teacher approached them and helped them in doing the tasks.

After the first implementation, GET B was implemented in the second implementation on May 27 and 28, 2024. Reviewing some challenges in the first implementation, GET B which is about I'm helping the earth/plastic trash was implemented with some improvements. Pre-assessment was not only done through the ABC corner but also by raising the right-left hand activity. More students were able to follow the pre-assessment. The students also could easily choose the package that suits their needs. All students could work on their tasks well until they created the posters. Most students created the posters using Canva, and only two of them drew the posters manually. The SNS could also finish completing the poster.

From the two implementations, the developed GET was then evaluated. The evaluations were done through conducting the performance assessments and also students' reflections. The performance

assessments for GET A vary from stating the ability using simple sentences (done by SNS), practicing the dialogue in asking for and giving information about ability (Star 1) to making a video of practicing dialogue about abilities outside the classroom (Star 2). On the next implementation, GET B gives choices to create a poster using *Canva* or drawing manually (Star 1 and 2) and complete the picture to become a poster on saving the earth (for SNS). The results of the two implementations are presented in Figure 5 below.

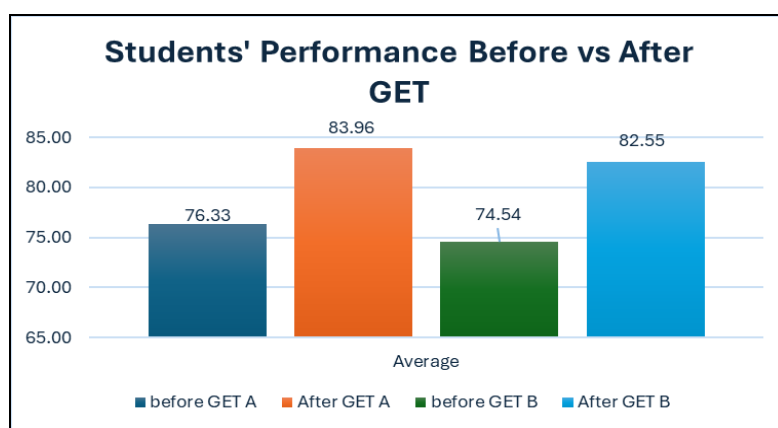


Figure 5. Students' Performance Assessment Results Before and After GET

Figure 5 shows that the use of GET can improve students' performance assessment in the classroom. GET A which is focused on the elements of listening and speaking shows the students' speaking performance results increase significantly after using GET A. Similar improvement was shown in the use of GET B which is focused on reading & viewing and writing & presenting elements. Before using GET B, the students dealt with personal recount text, and GET explored the use of recount text to talk about plastic trash issues and led students to create posters based on the text. Significant improvement was shown before using GET B and after the use of GET B.

Besides the results of performance assessments, students' reflections on GET were gathered through questionnaires, classical interviews, and written reflections. The results of those reflections were analyzed as the students'

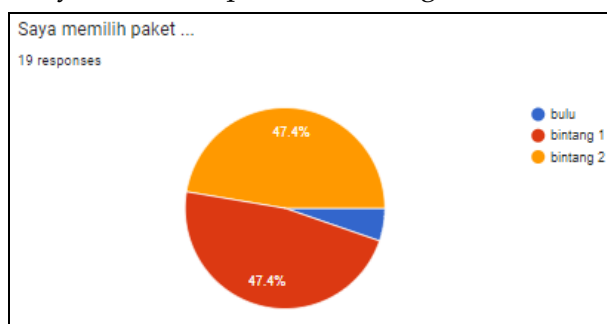
voices of the GET implementation in differentiated English instruction. The first voice is related to the students' feelings during the instructional process as presented in the following graph.



*Figure 6. Students' Feeling in Using GET*

Figure 6 shows that most students were happy during the differentiated instructions using GET and some of them admitted that they were very happy during the teaching and learning process.

The next information gathered in the questionnaire is the GET package chosen by students is presented in Figure 7.



*Figure 7. Students' Choices of GET Package*

The above figure shows that the number of students who chose the GET Star 1 package was equal to those who chose the GET Star 2 package. In implementation 1, 4 students admitted that they chose Star 1 in Activity 2 and chose to try Star 2.

The next question gathers information on whether the GET chosen by the students fits their abilities or readiness to learn. The result is presented below.



Figure 8. Students' Opinion of their GET Chosen

Figure 8 shows that most students believed that the GET package that they worked on was very suitable for their abilities.

The information gathered in the questionnaire is in line with the interview results. Below is presented the opinions of 7 students as representatives of the 8 graders.

Table 4. Students' Opinion on GET

Students' opinion on GET	Verification Result
<ul style="list-style-type: none"> <li>Saya senang. Saya tidak tidur lagi di kelas. (SNS' opinion) (I'm happy. I don't sleep in the class anymore -SNS)</li> <li>Senang dan suka (I'm happy and I like it)</li> <li>perasaan saya seru (I was excited)</li> <li>Saya merasa aktivitasnya sangat cocok dengan saya dan perasaan saya saat mengerjakan sangat senang dan seru. (I think the activities suit me and my feelings when working on them are happy and I was excited)</li> <li>Saya awalnya mengerjakan aktivitas bintang 1 lalu saya ingin mencoba bintang 2 dan saya merasa aktivitasnya sangat cocok. Saya senang. (At first, I worked on the Star 1. Then, I tried to work on GET Star 2 and I feel that the activities suit me. I am happy.)</li> </ul>	<p>When using GET in the classroom, students were happy, excited, and not sleepy. The activities in GET suit students' abilities and needs.</p>



Students' opinion on GET	Verification Result
<ul style="list-style-type: none"><li><i>Saya saat belajar senang karena sistem belajarnya seru, tidak bikin ngantuk dan mudah dipahami.</i> (When I was studying, I was happy because the learning system was fun did not make me sleepy, and easy to understand)</li><li><i>Saya merasa aktivitasnya sangat cocok dengan saya dan saya senang.</i> (I think the activities suit me and I'm happy).</li></ul>	

From the interview results, it can be concluded that students were happy, excited, and not sleepy when they used GET in the classroom. The activities in GET are proven to suit students' abilities and needs.

## 2. Discussions

The findings of all steps of the GET development show that some adjustments, changes, and improvements were made during the development of the graded English Tasks (GET). Starting from the need analysis of the students which shows that the students of Grade 8 range from 13 to 15 years old. These students are categorized as teenagers who are different from children or adults. They are usually believed to be the most difficult learners in language classrooms (Harmer, 2001) since they are in the era of physical, emotional, and cognitive change from children to adults and they want to protect their fragile ego and self-esteem (Xamre & Kizi, 2022).

As a result of their unique characteristics, it takes them a long time to earn the respect and trust of their peers and teachers. But when given the proper care, teenagers have more potential than young children. They enjoy contributing to the decision-making process when it comes to instructional materials and curriculum. Teenagers have the potential to be the best language learners, according to Ur (Harmer, 2001). Therefore, need assessment at the beginning of the teaching and learning process is

crucial to make them feel involved and respected. Their opinion can be the best feedback for teachers to know their needs (Darici, 2016; Polat, 2020).

In this study, the unique characteristics of teenagers in the classroom were then considered since the beginning of designing GET in the need assessment. They were involved in the process of decision making such as choosing the materials and media used, the setting of the instructional process, and activities they wanted in the classroom. Their opinions became good sources of information for designing differentiated instruction. Besides the need assessment, the students were also given the choice to opt for the GET package during the instructional process. By considering these unique characteristics, students felt respected and involved and slowly became better English learners during the instruction in the classroom (Darici, 2016; Harmer, 2001; Polat, 2020).

The instructional process must be relevant to teenagers for example from the choice of topics or the use of technologies to provide various materials from video, infographics, or texts since this generation is familiar with technology. The activities must involve them actively in the tasks can vary from individual, pairs, to small group activities and students can use smartphones as the facilities owned by most of the students.

In the implementation of GET, smartphones were used but not in all tasks during the teaching and learning process. Smartphone was used in the Modelling of Text (MoT) stage to present the model of text in the form of video. The video was chosen since it is one of the media that students liked most as reflected in the need analysis. Videos have become increasingly popular in the English learning context and are used in listening activities in EFL classrooms (Heinich et al., 2002). The videos provide settings, actions, emotions, gestures, etc. that cannot be expressed in other types of media. During the implementation, the students were able to comprehend the oral text presented in the video even though they had limited vocabulary because they could benefit from the visual help presented in the video. Teachers and students can benefit from the integration of animation's fun and educational content in the classroom.

Not only videos, students also wanted to have written texts and infographics for their materials/ media used in the classroom. Therefore, other types of texts such as posters were used in GET. The posters present pictures representing the topic of saving the earth and also powerful words to persuade people to save the environment. Besides presenting posters, GET also makes room for students to create their posters. Some students were happy to draw their posters manually and some liked using their smartphone in designing their posters. It is in line with the previous study that shows students have various needs regarding their English learning instruction such as media preferences and task setting (Fajariyah et al., 2023).

After exploring students' different needs in the need assessment and gathering information on the environmental and curriculum context, the English differentiated instruction was designed using a genre-based approach (Feez & Joyce, 1998; Madya, 2013; Richard, 2006). In the English as a foreign language (EFL) context in Indonesia during the implementation of the *Merdeka* Curriculum, the Genre-based approach (GBA) is one of the teaching approaches proposed by the government (Kemdikbudristek, 2022a). Some research studies also show that the genre-based approach was able to improve students' language skills, both oral and written skills (Ahmad et al., 2023; Nasution et al., 2022).

To accommodate the diverse needs of the students in the classroom, differentiation was developed mainly based on the students' readiness to learn especially their prior vocabulary and grammatical knowledge. The various readiness to learn represent the diverse competence levels of the students. To ensure that every student can be engaged and actively involved in the instructional process, the developed tasks must suit the students' various competence levels (Corno, 2008; Subban, 2006). Moreover, in inclusive education where SNS learns together with other children, differentiated instruction has a crucial role in ensuring that every student has the best possible learning chances (Westwood, 2018).

Repetition, specialized exercise problems, and supplementary or modified content, tiered assignments can be applied in differentiated instruction (Nusser & Gehrler, 2020; Pozas & Schneider, 2019; Tomlinson, 2014). Some studies have also found that engagement and motivation increased when choices were given to students in a differentiated classroom (Brennan, 2019; Dotger & Causton-Theoharis, 2010). This study accommodates tiered assignments and choices as a way of differentiation in the classroom which is represented in the Graded English Tasks (GET).

The implementation shows that more students were engaged in the classroom and actively involved in the teaching and learning process. Most of them were happy during the differentiated instructions using GET and some of them admitted that they were very happy during the teaching and learning process and were not sleepy anymore. It shows that students' intrinsic motivation was believed to be slowly developed when they worked with GET. The development of intrinsic motivation can be the effect of the students' respected choices and accommodated needs during the GET. Letting students choose how they work, who they work with, the resources they use, and how they demonstrate their learning can develop their intrinsic motivation (Brennan, 2019; Dotger & Causton-Theoharis, 2010).

When their motivation is developed, their performance also becomes better which results in good achievement as seen in Figure 5. The good achievement after the implementation of GET is relevant to the use of tiered assignments in the classroom. GET gives chance to all students to participate and perform better in the instructions. The low-achieving students can take part in meaningful learning and improve their academic performance, while the high-achieving students can gain a deeper understanding of the materials (Richards & Omdal, 2007; Tomlinson, 2000). The finding of this research study is in line with the previous studies which show the benefit of differentiated tiered tasks in science class (Richards & Omdal, 2007) and mathematics class (Tieso, 2005). GET gains positive feedback from the students which can be seen from the

results of the questionnaire and supported by the interviews. Most students were happy during the instructional process since their needs were accommodated.

#### **D. Conclusion**

From the discussion, it can be concluded that the development of graded English tasks (GET) has some advantages in the differentiated English classroom. GET can meet the various needs of the special needs students, low-achieving students, and also high-achieving ones who have various readiness to learn. GET is also believed to be able to accommodate students' readiness to learn in the English instructional process. GET is proven to activate students in the classroom, make them happy during the learning process, and improve their performance assessments.

Other teachers, especially English teachers, can implement differentiated instruction using graded English tasks by following the procedure of this research study from analysis to evaluation. To do so, conducting a needs analysis at the beginning of the teaching and learning process is important. Teachers must be able to assess student's readiness to learn and analyze their needs. Then, to provide the appropriate tasks in differentiated instruction, teachers must be able to develop tasks with various complexity for students. When the teachers can do so, students can take advantage of and benefits of differentiated instruction as shown in this study.

Despite the advantages of GET, it still needs improvement. It highlights more on the student's readiness to learn and differentiates the classroom by differentiating the process and putting smaller room for other elements of differentiation. In the upcoming research study, more accommodations of students' differences such as interests and learning profiles must be promoted. The differentiation can also be improved to the content and product differentiation.

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### **Attachment**

The results of expert judgment can be accessed at <https://s.id/Expert GET>

The full worksheet for Graded English Tasks can be accessed at <https://s.id/GET Laily>

