

**THE IMPLEMENTATION OF DIAGNOSTIC
ASSESSMENT TO FACILITATE EFL LEARNING**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining
the Degree of Bachelor of Education in English Language
Education



Organized by:

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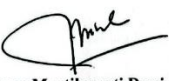
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Wassalamu'alaikum Wr. Wb.

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MOTTO

"Nulla tenaci invia est via."

For the tenacious, no road is impassable.

**"dunatà dè hoi proukhontes prássousi kà hoi astheneís
xunkhōroûsin." -Thucydides**

The strong do what they can, and the weak suffer what they must.

“Rome ne s'est pas faite en un jour”

Rome wasn't built in a day.

ABSTRACT

Title : THE IMPLEMENTATION OF DIAGNOSTIC ASSESSMENT TO FACILITATE EFL LEARNING

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This study explores the implementation of diagnostic assessment to support English as a Foreign Language (EFL) learning at SMAN 3 Semarang, focusing on the types of assessments used, the utilization of results to guide instruction, and the associated benefits and challenges. Using a qualitative descriptive approach, data were collected through teacher interviews and classroom observations. The findings reveal that cognitive diagnostic assessments follow three stages: preparation, implementation, and evaluation, while non-cognitive assessments are conducted through collaboration with counseling teachers, observations, and interviews. Cognitive diagnostic assessments help teachers identify students' academic strengths and weaknesses, allowing them to group students into advanced, intermediate, and beginner levels. This grouping facilitates differentiated instruction, ensuring students receive tailored support aligned with their abilities, improving engagement and comprehension. The results also highlight the benefits of diagnostic assessments, including increased student motivation, targeted learning strategies, and the ability to uncover students' hidden potential. However, challenges such as limited time, administrative workloads, and insufficient resources hinder their effective application. This study emphasizes the importance of diagnostic tests in creating inclusive and personalized learning. Future researchers are advised to involve perspectives from different teachers and schools to explore the application of diagnostic tests in different contexts. In addition, diagnostic tests should be formulated in a multi-tier system to provide more in-depth information about students' abilities and support more effective differentiated learning.

Keywords: Diagnostic assessment, Differentiated instruction, English as a Foreign Language (EFL), Learning outcomes

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim.....

First of all, I would like to extend my deepest gratitude to Allah SWT, the Lord of the Universe, for granting me health, opportunities, and wisdom, enabling me to complete this thesis as part of the requirements for obtaining a degree in the English Education Department, Faculty of Education and Teacher Training, UIN Walisongo Semarang. Endless prayers and blessings are always bestowed upon the Prophet Muhammad SAW, who serves as the ultimate role model for humanity. Throughout the process of completing this thesis, I have been fortunate to receive valuable advice, support, guidance, and suggestions from many individuals. Their contributions have been a source of motivation and inspiration during this journey. With their help, I have been able to accomplish my goals. For this reason, I wish to sincerely express my heartfelt gratitude and appreciation to:

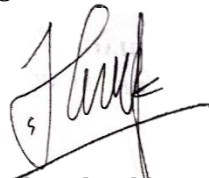
1. Dr. KH. Ahmad Ismail, M.Ag. M.Hum., as the Dean of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang
2. Dra. Nuna Mustikawati Dewi, M.Pd., as the Head of English Education Department of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang.
3. Dr.Siti Tarwiyah SS., M.Hum. as advisor who has provided the researcher with guidance, corrections, and all of support from the manuscript preparation stage up to the completion of the

writing thesis.

4. All the lecturers and staff of English Education Department of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang
5. Special thanks are due to my beloved parents, Maryoto and Siti Aisyah who has supported, prayed, and guided until the completion of this thesis.
6. To my beloved sister Fiqoh, for her unwavering support
7. Special thanks to my beloved partner Rizka who has always helped, motivated, and guided me throughout the completion of this thesis.
8. To my beloved ICP and Class D, who never gave up in supporting and accompanying me throughout my studies.
9. Special thanks also for my college's RANCANA, KKN MIT 82, and PLP SMAN 3 Semarang friends', as well as my wonderful friends who were part of these experiences.

The researcher realizes that the thesis has some limitation, and looks forward to receiving constructive comments and criticism from all sides related to this thesis work. Ultimately, the researcher hoped this thesis will be used for future research.

Semarang, 20 December 2024



Achmad Dahlan

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CHAPTER I INTRODUCTION

This chapter includes the background of the study, the reason to choose the topic, the research question, objectives of the study, limitation of the study, and significance of the study.

A. Background of the Study

Education is the key to a bright future for all of us. Education contributes to an individual's overall development because it enables us to acquire knowledge, skills, and many other things. People who are able to approach information critically do so because they are fact-based decision makers, who benefit from new knowledge. Therefore, better education makes it possible for people to comprehend social conflicts and other people's needs. More educated people are better able to improve their own lives as well as the lives of others because they have a deeper understanding of the world around them. This development is particularly apparent in populations that are more susceptible, where education is the most effective means of bringing about positive change and attaining success for both the individual and the community at large.

Education as a whole is still progressing toward achieving the highest possible standard of excellence. To be able to accomplish educational aims, educational

institutions must therefore offer services that can satisfy both the needs of their students and those that are necessary for employment. According to the Law of the Republic of Indonesia (2003), the curriculum is a set of learning plans that relate to objectives, content, teaching materials, and methods that are used as guidelines in planning learning activities to meet a national education goal. And at this time, Indonesia has changed the curriculum from Curriculum 2013 to the Merdeka Curriculum. These changes are made so that the learning process is getting better and keeping up with the times (Dwi Lutfi Nur Anisa, 2023). The current Merdeka Curriculum is a policy of the Ministry of Education, Culture, Research and Technology to recover from the learning crisis after the COVID-19 pandemic. The Merdeka Curriculum is an educational framework designed to foster children's interests and talents by emphasizing core subjects, character development, and student competencies (Aringka, 2023). There are several developments and changes in the Independent Curriculum, one of which is in the Assessment that will be carried out. One particular element of the Merdeka Curriculum that tries to pinpoint and comprehend students' traits, proficiencies, assets, vulnerabilities, and learning preferences is diagnostic assessment.

But in reality, learning is not always effective. Effective learning is learning that can condition students to achieve maximum progress, according to their abilities. Not all students can achieve maximum progress in their learning process. Students sometimes experience difficulties or problems and need help to overcome these difficulties. In order to help students appropriately, it is necessary to know in advance the difficulties or problems experienced by students, then analyze and formulate solutions. The problem is how to develop a test to diagnose student learning difficulties.

Diagnostic assessments, as an alternative to traditional feedback methods, have gained increasing attention from education professionals due to their ability to provide analytical information about students' strengths and weaknesses. The information obtained from the tests can be useful to identify the areas in which students need more support, and to design the necessary resources for further study or learning. According to Nation and Macalister (2010), diagnostic assessment is the most important factor in needs analysis before and during the process. The results of the diagnostic assessment provide specific information about the content of the subject based on the needs of the student. Specifically, a diagnostic test can be considered a needs

assessment to identify student gaps, problem areas, priorities, and possible solutions. It is therefore clear that diagnostic tests are linked to Assessment for Learning (AFL), Formative Assessment and Differentiated Learning. In other words, these tests can improve learning by integrating assessments into instruction and curriculum.

Differentiated learning is one of the government's initiatives to enhance the idea of self-directed learning (SDL) that is being promoted in the current National Education System (Peduc, 2016). Differentiated learning is a pedagogical approach designed to tailor learning to the readiness, interests and learning styles of individual learners, thereby significantly improving learning outcomes. It focuses on recognizing that each student has unique needs and characteristics, which require varied teaching strategies. In this context, differentiated learning is able to accommodate students' individual needs through the application of various relevant models, methods and strategies by educators (Fitrotul Insani et al., 2023). It is important for teachers to realize that there is no single way of applying models, methods and strategies in one subject matter. Instead, teachers need to design teaching materials, learning activities and daily assignments by

considering variations that suit learners' learning needs. Information obtained from diagnostic assessments serves as a basis for understanding students' learning profiles in depth, enabling teachers to design more personalized and relevant learning experiences, and ensuring that each student is challenged according to his or her ability level. Thus, differentiated learning not only contributes to increased student engagement in the learning process but also creates an inclusive learning environment that supports the optimal development of each student. Research shows that this approach can improve students' overall motivation and academic achievement.

Study conducted by Farhady & Selcuk (2022) says that assessment in the Independent Curriculum includes a development or an addition of Diagnostic Assessment from what was previously only Formative and Summative Assessment. Diagnostic assessment is an evaluation function that is conducted to obtain information about the strengths and weaknesses of students, which is used as a basis for planning learning that is suitable for students' circumstances. The curriculum in Indonesia has been evaluated and undergone various changes, including policies in curriculum change. Prior to starting a course, grade level, unit, or lesson, a diagnostic test is used to ascertain the

knowledge, abilities, and comprehension of the students. It assesses the students' prior knowledge and gives the teacher the opportunity to modify the curriculum to suit each student's needs. A diagnostic test can also be used to address misconceptions, build on students' strengths, modify the curriculum to better suit their needs, and even introduce previously unknown or new concepts. A research conducted by Rovikasari et al., (2020) said that a diagnostic assessment involves a number of activities in the classroom, including running records, informal reading assessments, pre-tests, surveys, journals, and first writing prompts. Feedback for teachers and students is also provided by a diagnostic test. When provided as guidance, feedback can be more direct because it offers suggestions for how to proceed or what needs to be done to succeed.

As educators, the implementation of diagnostic assessment is essential in the initiation and culmination of learning endeavors to facilitate personalized learning experiences, considering the diverse cognitive, affective, and psychomotor capabilities among students. It is imperative for educators to adeptly assess and delineate individual students' unique abilities (Yuliana & Salim, 2023). However in its application, Nikmard & Tavassoli (2020) said that most teachers have likely encountered

students who complain about the areas they struggled with during an exam. These students usually seek to identify their mistakes in order to prevent them from recurring in future exams. However, are they truly prepared to address their errors effectively? Do they possess the necessary knowledge to rectify them in the most efficient manner?

Other research that supports the above statement is Fan et al., (2021), there is a lack of knowledge regarding the best ways to inform stakeholders about statistical results generated by the model and incorporate formatively diagnostic information into instructional strategies. So even though diagnostic assessment has been presented in the Merdeka curriculum, teachers' ignorance about the importance of diagnostic assessment for teachers and students is a problem in implementing diagnostic assessment which has not been maximized and has not even been carried out in the classroom learning process.

Previous research did not provide clear procedures for creating diagnostic tests to be administered to students, and it also overlooked the perspective of teachers, which should be crucial given their key role in implementing and evaluating diagnostic assessment. Therefore, this study aims to fill these gaps

by investigating not only effective methods for designing diagnostic tests but also by involving the views and experiences of teachers as key stakeholders in the use of diagnostic assessment at SMAN 3 Semarang. Thus, through this research, it is hoped that effective learning can be created by addressing the learning difficulties of students in the early semester using diagnostic assessment, thereby providing significant benefits to the learning process at the school.

B. Research Questions

Based on the background of the study, the problems can be formulated as follows.

1. How is diagnostic assessment implemented to facilitate EFL students in learning at SMAN 3 Semarang?
2. How do teachers utilize the results of diagnostic assessment to customize instruction and provide support for the individual needs of EFL students in their language learning?
3. What are the benefits and challenges of implementing diagnostic assessment to facilitate EFL students in learning?

C. Objectives of the Study

Based on two research questions of this research, the researcher investigates three purposes. Regarding the problem above, the aims of this study are as follow:

1. To describe the implementation of diagnostic assessment at SMAN 3 Semarang. This involves explaining the type of diagnostic assessment are used, procedures, and steps used in conducting diagnostic assessment.
2. To analyze how teachers utilize the results of diagnostic assessment to customize their instructions and provide support for the individual needs of EFL students. This involves investigating how teachers identify students' strengths and weaknesses, and adjust their teaching strategies based on the diagnostic assessment results.
3. To explore the benefits and challenges of implementing diagnostic assessment. This involves understanding the positive impacts and difficulties faced by students and teachers in the process of conducting diagnostic assessment.

D. Limitation of the Study

This study is conducted within the context of SMAN 3 Semarang and focuses specifically on the implementation of diagnostic assessment to facilitate

EFL learning difficulties among students at this institution. While the findings may provide valuable insights into the effectiveness of diagnostic assessment practices within this particular setting, generalizability to other schools or educational contexts may be limited.

Furthermore, the research solely concentrates on SMAN 3 Semarang, excluding insights into other educational institutions. The study's temporal scope is confined to the academic year during which the research is conducted, limiting the examination of longitudinal changes over multiple years. Additionally, the study's focus is narrowed to the English subject, thus excluding insights into other academic disciplines.

Moreover, the study primarily examines the perspectives and experiences of teacher at SMAN 3 Semarang, which limits the generalizability of the findings. While the teacher provided valuable insights into the implementation of diagnostic assessment, the perspectives and practices of other teachers may vary and could provide a broader understanding of the topic.

This comprehensive overview of limitations provides a nuanced understanding of the study's boundaries and potential implications for broader educational contexts.

E. Significances of the Study

This study on the implementation and utilization of diagnostic assessments for EFL learners at SMAN 3 Semarang holds significant implications for various stakeholders in the educational community. The researcher hopes that the result of this study will be beneficial for others. Furthermore, it is hoped that some people interested in the same matter will get more insight and references after reading this study. The findings of the study are claimed to be significant to:

1. For educators and administrators

The study provides a detailed examination of effective diagnostic assessment practices. By identifying the specific methods and procedures that are successful in diagnosing EFL learner difficulties, teachers can enhance their instructional strategies to better address the individual needs of students. Additionally, by applying diagnostic assessments, teachers can identify students' learning styles, enabling them to tailor their classroom settings and instructional approaches to accommodate visual, auditory, kinesthetic, and other learning preferences. This comprehensive understanding of student needs not only improves learning outcomes but also increases teacher efficacy and satisfaction by equipping them with

precise and actionable insights into student performance.

2. For curriculum developers and policymakers

Understanding how diagnostic assessments are utilized within the context of the Independent Curriculum can inform the development of more tailored and flexible curricular frameworks that accommodate diverse learning needs. The study's findings can guide the creation of policies that support the implementation of diagnostic assessments and the integration of personalized learning approaches in the classroom.

3. For students

This study highlights the benefits of diagnostic assessments in identifying and addressing their learning difficulties. By receiving targeted support and personalized instruction based on their specific needs, students are likely to experience improved academic performance and increased motivation and engagement in learning. This can lead to a more positive educational experience and better long-term outcomes for EFL learners.

4. For parents

The study underscores the importance of diagnostic assessments in supporting students'

educational journeys. Increased awareness and understanding of these assessments can foster greater collaboration between teachers and parents, ensuring that students receive consistent support both at school and at home.

5. For the next researcher

Hopefully, this study can contribute valuable inputs and benefits for the next researcher and make this study more perfect than before. In addition, hope it will be helpful as a reference for the next researcher.

CHAPTER II

REVIEW OF RELATED

Chapter II contains some previous research, theories, and references that are related to the research.

A. Previous Research

Considering that the research is not a new field, the researcher took several previous studies to strengthen and support the study. Some studies investigated online learning.

First, an international journal conducted by Fan et al., (2021) entitled Integrating Diagnostic Assessment into Curriculum: A Theoretical Framework and Teaching Practices, proposed an integrative framework of diagnosis connecting CDA to feedback and remediation, meanwhile, demonstrated empirically the application of the framework in an English as a Foreign Language (EFL) context. Particularly, the empirical study presented procedures of integrating diagnostic assessment to EFL reading curriculum through four phases of planning, framing, implementing, and reflecting. The results show that these procedures, influenced by the teacher's orientation to diagnostic assessment and approach to EFL teaching, affected students' perceptions of diagnostic assessment, their attitudes toward remedial instructions, as well as their

learning outcomes on EFL reading. The results also provide evidence to the effectiveness of the integrative framework proposed in this study, showing that the framework could serve as practical guidance to the implementation and use of diagnostic assessment in the classroom. Overall, this study indicates that the diagnostic approach is a more effective way to provide instructionally useful information than other test and assessment approaches that do not differentiate strengths and weaknesses among students with the same total score.

Second, an international journal from Palmer et al., (2014) entitled *Academic literacy Diagnostic Assessment in the First Semester of First Year at University*, describes about how an academic literacy diagnostic process, and the MASUS tool, was used to ascertain the academic literacy profile of a cohort of undergraduate nursing students [N=569] at the beginning and end of their first semester. Key findings of this quantitative descriptive case study were that only just over half of commencing students possessed appropriate academic literacy skills in all four aspects of the diagnostic and nearly 20% scored in the lowest band—suggesting difficulty with multiple aspects of academic literacy. By the end of semester, 77% of the students who

had scored in the lowest band of the MASUS at the beginning of the semester had improved their scores to the middle or highest band, and 73% of them eventually attained a pass or higher grade for the course. The findings of this study suggest that large-scale academic literacy diagnostic assessment, when embedded and contextualised within a course of study, is an effective means of providing the early feedback and targeted support that many commencing university students need.

Third, a national journal entitled *Diagnostic Assessment in Implementing Curriculum Merdeka on Senior High School* by Aringka, (2023) aims to examine the implementation of diagnostic assessment in the independent curriculum at SMA N 1 Sitiung. This research utilizes a Descriptive method with a Qualitative approach. The participants in this study are two English language teachers in the E phase at SMAN 1 Sitiung. Data were collected from these two English language teachers through audio-recorded interviews. The researcher employed nine research questions using indicators from the diagnostic assessment implementation stage to understand how assessment is conducted by English language teachers. Based on the research findings, it was discovered that diagnostic assessment plays a crucial role for teachers in identifying

students' weaknesses and challenges. In terms of implementation, it aligns with the procedures for applying diagnostic assessment to students in English language learning. However, based on data collected through teaching modules, diagnostic assessment results for students, and interview transcripts, it was found that teachers are effectively applying diagnostic assessment in accordance with the existing procedures to identify weaknesses and measure students' abilities.

Fourth, a national journal conducted by Rika Widianita, (2023) entitled *Implementation of Diagnostic Assessment As One of The Steps to Improve Learning in the Implementation of The Independent Curriculum*, this study aims to determine the application of diagnostic Assessment in the Independent Curriculum. The method used is a documentary study, where information is obtained from official government documents and articles from the school's website. Then the information obtained is analyzed descriptively and qualitatively to obtain information that follows the purpose of the study. The results of this study show that this diagnostic Assessment is carried out at the time before planning Learning. The implementation of diagnostic Assessment in the independent curriculum is not only used to determine the cognitive realm but also the non-cognitive

realm and is included in the teaching module that must be made by the teacher. Based on the implementation strategy, diagnostic Assessment is carried out informally and standardized. The implementation of diagnostic assessments is carried out from the planning, implementation, diagnostic analysis, and non-advanced stages. Various advantages are felt in the implementation of diagnostic Assessment in this independent curriculum. The main advantage is that the teacher can clearly know the knowledge and psychological gaps of the learners, so that the teacher can plan a learning program to address the most pressing problems in the classroom.

Fifth, an international journal conducted by Conforme et al., (2019)) entitled Application of Diagnostic Assessment on Beginning School Year, aims to determine the level of effectiveness, relevance and responsibility in diagnostic tests at the beginning of the school year, where the opinions of different authors related to the subject, were taken as references. The research method used a survey applied to teachers at the Primary Education School "PICHINCHA" Canton May 24, Parousia Sucre, using the scientific and synthetic analytical method; which was then deepened with theoretical elements related to learning evaluation. The results show that teachers apply diagnostic tests at the

beginning of the school year, use evaluation methods and strategies used to measure knowledge, during the teaching-learning process, teachers can apply feedback strategies according to the reality, interests, needs and environment in which students develop. From the results obtained in the diagnostic evaluation to the students, planning has been proposed according to the deficiencies they show. This evaluation allows us to proceed with decision-making and applying academic reinforcement, to help overcome the difficulties that arise in the teaching-learning process.

Sixth, the international article entitled “Permanent Application of Diagnostic Assessment on Learning Teaching Process” by Delgado et al., (2019) discusses the importance of diagnostic evaluation in the learning process. The study was conducted at the Primary School “24 de Mayo” in Portoviejo, Ecuador, using an exploratory approach involving 38 teachers. The main findings showed that diagnostic evaluation helps to identify students' prior knowledge in order to adjust teaching methods and learning materials. However, the study found that most teachers only implemented diagnostic evaluation at the beginning of the school year, not as a permanent process. In addition, feedback is given by teachers to correct students' weaknesses, emphasizing

the important role of feedback in improving learning outcomes.

This article is relevant to efforts to improve learning quality through data-driven approaches. Although the scope is limited to one school, the findings provide insights into how diagnostic evaluation can be used to design more effective learning that is focused on students' needs. The research also demonstrates the need for consistent application of diagnostic evaluation throughout the learning process. As a recommendation, further studies could be conducted to test the effectiveness of diagnostic evaluation across a wider range of educational contexts.

Seventh, a national journal entitled “Cognitive Diagnostic Assessment in Learning to Write Personal Letters in Junior High School” by Almunawaroh Fit Laila et al (2024). discusses the importance of cognitive diagnostic assessment in understanding students' strengths and weaknesses in learning to write personal letters in junior high school. This research uses a qualitative approach with a case study method to explore the application of diagnostic assessments by teachers in Jambi City. The author highlights the role of this assessment in helping teachers identify students' learning needs, understand the structure and elements of personal

letters, and design learning that is more in line with students' characteristics. The results show that cognitive diagnostic assessments are effective in mapping students' abilities, providing constructive feedback, and significantly improving students' writing skills.

This research makes an important contribution to the development of cognitive assessments that are relevant to teaching materials and student needs. Although the scope of the study was limited to one junior high school in Jambi City, the findings confirm that cognitive diagnostic assessments not only help overcome student difficulties, but also support the effective implementation of the independent curriculum. This study recommends the implementation of diagnostic assessments on an ongoing basis to ensure the success of learning that is oriented to the individual needs of students, as well as to guide the development of more inclusive learning strategies (Laila et al., 2024).

Eighth, a national journal article entitled “Implementation of Non-Cognitive Diagnostic Assessment on Readiness and Learning Style Aspects of Elementary Students” by Maria Fransiska Watu et al., (2024). Explores the implementation of non-cognitive diagnostic assessments at SDK Joge, Maurole District, Ende Regency. The study used an analytical descriptive

method with a qualitative approach to identify the readiness and learning styles of grade V students. The main findings showed that students' physical and mental conditions varied, with 68.75% of students having good physical conditions, while most students' mental conditions were in the good enough category (62.5%). Students' learning motivation varied, with 56.25% of students rated as having low motivation. In terms of learning styles, students showed an almost even distribution between auditory (37.5%), visual (25%), and audiovisual (37.5%).

This article emphasizes the importance of non-cognitive diagnostic assessments to understand students' needs in depth, including aspects of learning readiness and learning style preferences. The results show that variations in student readiness and learning styles require differentiated teaching strategies that are responsive to individual needs. This research is relevant in the context of Merdeka Curriculum, which emphasizes student needs-based learning, and makes a significant contribution for teachers in designing effective and inclusive teaching methods. It also confirms the importance of non-cognitive diagnostic assessment as a tool to improve educational outcomes and ensure holistic student well-being.

B. Literature Review

To support this research, some literature reviews are presented. In addition, a literature review is used to discuss and point out some ideas that can be based on this research.

1. Diagnostic Assessment

Diagnostic assessments, which are typically used in the fields of psychology and medicine, are increasingly being applied in the educational setting. A study conducted by Iskak, K., Thamrin, A., & Cahyono, B. (2023), explains that Diagnostic assessment is a crucial tool used in education to identify the specific competencies, strengths, and weaknesses of students. This type of assessment is designed to provide educators with a comprehensive understanding of a student's learning abilities, enabling them to tailor their instruction to meet the individual needs of each student. By conducting a diagnostic assessment, educators can gain valuable insights into a student's learning style, aptitudes, and areas of difficulty, which can inform the development of targeted interventions and strategies to support student learning. In addition, according to Rahman & Ririen, (2023) state there are misconceptions in the implementation of diagnostic

assessments, school administrators tend to adopt policies from the perspective of teachers and school management. However, students are the primary stakeholders in the educational process. Students serve as the primary source of data in policy considerations. In planning, valid data is crucial and originates from students. Planning is considered vital because it will determine and simultaneously provide direction to the goals to be achieved

Diagnostic assessments are generally carried out at the beginning of learning to find out the students' initial concepts. Diagnostic assessment can also be carried out by looking at the formative test scores that students have passed previously, by providing questions that are assessed as the location of students' conceptual errors (Prihatni et al., 2016). Diagnostic assessments can be divided into two types according to Mahmudah et al., (2023), namely non-cognitive diagnostic assessments that focus on non-cognitive abilities such as social skills, emotional skills, and physical skills, and cognitive diagnostic assessments that focus on cognitive abilities such as thinking skills, communication skills, and adaptability skills.

1.1. Cognitive Diagnostic Assessment

According to Komalawati (2020), Cognitive diagnostic tests are a set of diagnostic procedures that are cognitively based and aim to reveal the strengths and weaknesses of students regarding their knowledge structure, skills, and cognitive processes. These tests are designed to diagnose students' basic abilities in a subject topic, including their understanding of concepts, problem-solving skills, and ability to apply knowledge in real-world situations. Cognitive diagnostic tests can be either formative, used to monitor student progress and adjust instruction during the learning process, or summative, used to evaluate student learning at the end of a course or program.

According to the Ministry of Education and Culture (Kemendikbud), the primary purpose of cognitive diagnostic assessment is to identify students' basic abilities in a subject matter, which is typically conducted regularly at the beginning of a teacher introducing new subject material. This type of assessment aims to determine students' prior knowledge, understanding, and skills in a specific subject

area, enabling teachers to tailor their instruction to meet the individual needs of students.

Students who possess a strong foundation of prior knowledge, a deep understanding of the subject matter, and proficient skills are more likely to excel in their learning tasks. Conversely, students who lack confidence or are uncertain about the material they are about to learn may struggle to comprehend the content and may not be able to complete the task effectively. Student readiness is a crucial factor in determining academic achievement in the classroom, as it directly impacts the development of student understanding and the ability to apply knowledge in practical situations. By conducting cognitive diagnostic assessments, teachers can identify areas where students may require additional support or remediation, thereby enhancing student learning outcomes and improving academic achievement.

According to the research written by Nasution, (2023), the form of cognitive assessment in diagnostic assessment is divided into two, namely formative assessment and summative

assessment. The second assessment can be written or unwritten. Written examples include reflections, journals, essays, posters, written tests, and non-written examples include class discussions, dramas, products, presentations, oral tests.

1.2. Non-Cognitive Diagnostic

Diagnostic non-cognitive assessments are assessments conducted by teachers to understand students' psychological, emotional, and social conditions. Non-cognitive diagnostic assessment according to Sagita Mawaddah & Keguruan, (2023) is an assessment that specifically identifies students' competencies, strengths and weaknesses, so that learning can be designed according to students' competencies and conditions. It can be said that this assessment is more interested in knowing students' personal conditions. This assessment, which focuses more on psychology and emotions, can help students evaluate how they handle situations and interact socially. Thus, diagnostic non-cognitive assessments can provide a more comprehensive picture of students, including how they interact with

others, how they cope with pressure, and how they manage their feelings. By understanding students' psychological and emotional conditions, teachers can provide more effective and tailored support to improve students' learning quality. Additionally, this assessment can also help teachers develop more personalized and responsive teaching strategies to meet students' needs.

According to Maut, (2022) The purpose of non-cognitive diagnostic assessments is to measure the psychological aspects and emotional conditions of students before starting learning. Therefore, the implementation of non-cognitive diagnostic assessments emphasizes the psychological and emotional well-being of students. Non cognitive assessments are conducted to evaluate students' activities during home learning while considering their family conditions. Related to the preparation and implementation of non-cognitive diagnostic assessments, teachers' questioning skills and making questions can help teachers obtain comprehensive and in-depth information.

Thus, non-cognitive diagnostic assessments can help teachers identify students' potential and weaknesses, as well as how they interact with others and how they cope with pressure. Teachers can use this information to develop more personalized and responsive teaching strategies, improving students' learning quality. Additionally, this assessment can help teachers identify students who require special assistance and provide more effective support.

In the implementation of non-cognitive diagnostic assessments, teachers should have good communication skills and ask appropriate questions. Teachers should be able to make students feel comfortable and confident in sharing information about themselves. Therefore, non-cognitive diagnostic assessments can be an effective tool in improving students' learning quality and helping teachers develop better teaching strategies.

The type of assessment that will be implemented must be adjusted to the objectives of the assessment itself, especially in developing student competencies. The

preparation of question items in diagnostic test questions must not use questions with a high level of difficulty because the function of providing this test is to diagnose weaknesses in students' concepts so that the preparation of question items is at a low level of difficulty (Nurhayati, 2017). The questions given may be in the form of reasoned Selected Response. because the reason for carrying out this test is to detect students' learning difficulties and not to test students to "Pass" or "Not Pass". Teachers are expected to use the results of diagnostic assessments to improve their teaching and organize good instructional plans to facilitate the development of student competencies (Setyawarno et al., 2023). According to Mustika Hati, (2021) found that Assessments that include non-cognitive aspects need to be carried out so that learning is carried out in accordance with students' conditions. The results of the assessment provide a basis for teachers to determine appropriate treatment or strategies for each student. Based on the explanation above, non-cognitive diagnostic assessment understands student

psychology, especially in the home environment, so the results of implementing non-cognitive diagnostic assessment aim to determine student learning styles based on their psychological aspects, this is relevant with previous research conducted by Huda & Nurhuda, (2023) using non-cognitive diagnostic assessment to determine the learning styles of Grade 7 Middle School Students in Lembang, Indonesia.

Similar research was also found by Hilman et al., (2023) showing that non-cognitive diagnostic assessments to facilitate students' learning styles can be used as a basis for teachers to design and choose differentiated learning: content, processes and products. Then teachers can categorize students into three learning styles: auditory, visual, kinesthetic so that learning activities are more meaningful, and there is a match between the two, creating an effective and efficient learning process and making it easier to achieve learning goals. In this way, the teacher's teaching style and the student's learning style are two things that are closely related, support each other, and really

determine the success of teaching and learning in the classroom. This learning style according to De Bruin, K. (2018) will be the basis for determining a student's type of intelligence, how interested they are in learning, and what potential they can develop.

2. EFL Learners Difficulties in Learning English

EFL learners still encounter numerous challenges regardless of their level of language proficiency (Al Hosni, 2014). In Indonesia, English is only learned in school and people do not speak it in society. Therefore, each EFL learner has different learning difficulties depending on their individuality and English learning goals. For example, the difficulties faced by Indonesian and Malaysian students in learning English are different. Malaysia uses English as a second language, so they are not too concerned with grammar rules and error correction. On the other hand, EFL learners in Indonesia focus on English grammar rules and errors are always corrected.

There are several reasons difficulties for EFL learners. Certain elements, such the learners' unique learning preferences, degrees of desire, and past language proficiency, are directly tied to them.

The ways in which instruction is delivered, the degree of student participation, and the degree of assistance offered are all important aspects of the learning process that can be greatly impacted by the teaching styles utilized by educators. Moreover, the curriculum itself may present challenges, especially if it is not adapted to the needs of the students or if it does not offer enough feedback and practice opportunities. These difficulties can make it difficult for learners to gain communicative competence and affect their motivation to continue learning the language (Al-dalawi et al., 2023).

Another research conducted by Alsalihi, (2020) identifies several critical factors impacting language learning. Firstly, unqualified teachers often provide incorrect pronunciations and inconsistent teaching methods, causing student confusion. For instance, variations in pronouncing the word "cup" arise from teachers' incorrect translations from their native languages. Secondly, limited learning environments restrict students' opportunities to practice English outside the classroom, focusing instead on classroom performance. Inadequate learning materials, such as the absence of audio tools, further hinder correct

pronunciation and language use, leading students to rely on unreliable sources like movies. Lastly, a lack of seriousness and dedication among students results in poor language acquisition, as they fail to invest time outside the classroom to improve their skills. These factors underscore the need for better teaching qualifications, enriched learning environments, improved educational materials, and increased student engagement.

According to Prihatni et al., (2016) teacher's ability to accurately detect students' difficulties and weaknesses in learning is a significant challenge in designing and implementing effective learning activities in the classroom, as it requires a deep understanding of individual learning styles, aptitudes, and cognitive abilities, as well as the ability to adapt instruction to meet the diverse needs of students. There is a solution to solve EFL learners' difficulties, which involves identifying and addressing the specific challenges they face in learning English as a foreign language.

3. Differentiated Instruction

Every student has a unique level of ability that is influenced by a variety of elements, including their learning preferences, past knowledge, and personal strengths and weaknesses. Differentiated

instruction uses methods of teaching and learning based on this understanding, giving students a wide range of options for information consumption and conceptual understanding (Tomlinson, 2014). This method gives teachers the tools to adapt their instruction to the various needs of their students by acknowledging that every student learns differently and at a different pace. Differentiated instruction provides advantages for students, notably those exhibiting abilities that are above or below the average, and also for students with specific educational requirements or distinct learning preferences, when implemented effectively (Sujinah et al., 2024). Teachers can support students in becoming more deeply engaged with the material, developing their confidence, and realizing their full potential by providing a variety of learning opportunities and activities (Hall, 2005).

Teachers in mixed-ability classrooms face multiple challenges, at every grade level (Oskarsson & Johansson, 1987). In today's classroom, teachers typically instruct one class of students who are fairly close in age. When teaching students of varying ages and skill levels together in a one-room schoolhouse, this arrangement can be more difficult. Teachers

still have faced basic question, "How can I maximize the potential of every student?".

To answer the question, Carol Ann Tomlinson explains in his book entitled "The Differentiated Classroom" that Differentiated instruction is a teaching approach that aims to maximize learning by tailoring instruction to meet the needs of each student. It is a proactive strategy that allows students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are suited to students' strengths and needs.

The foundation of differentiated instruction is the belief that students learn best when their teachers accommodate the differences in their readiness levels, interests, and learning profiles. It involves teaching methods and lesson modifications to address varied student needs within the same classroom. She also points Differentiating instruction is when a teacher reaches out to a student or small group to offer a different kind of instruction that will maximize the learning opportunity.

Insani et al., (2023) expressed a similar viewpoint regarding the differentiation of instructions, saying that differentiating instruction

can meet students' needs by utilizing different teaching strategies, tactics, and models. Teachers must thus realize that there is no one correct way to use strategies, models, and methods in a lesson; instead, they must arrange them differently depending on the needs of the students and the outcomes of diagnostic tests.

According to Carol Ann Tomlinson's, in her book titled "The Differentiated Classroom: Responding to the Needs of All Learners" identifies three elements of the curriculum that can be differentiated: Content, Process, and Products. Additionally, several guidelines are noted to help educators form an understanding and develop ideas around differentiating instruction (Oskarsson & Johansson, 1987).

1. Differentiating Content

Differentiating content refers to adjusting what students learn by varying the complexity of information and materials students work with (Utaminingsyas & Kholim, 2024). When teachers differentiate content, they modify the level of information, depth of exploration, and skill level required. This allows students at different readiness levels access to the general

education curriculum. Teachers can differentiate content by presenting ideas through different texts or resources at varying readability levels. They may adapt what students are expected to know, understand, and be able to do with the information by adjusting the breadth or depth of curricular objectives (Aulia & Intan Nurayu, 2024).

Teachers can differentiate content in a number of ways. They may assign different leveled readers on the same topic to students with varying reading abilities. They may modify length requirements on written assignments based on students' current skill levels. Teachers may also provide access to supplemental materials like graphic organizers, videos, audio recordings, interactive computer programs, boldface word lists, and flashcards to support student understanding. By using flexible grouping based on student interests or readiness relative to a particular topic, teachers can ensure students are working at an appropriately challenging level. This allows them to modify content to ensure students are neither bored nor frustrated due to work that is too easy or too

difficult.

When differentiating content, teachers will also vary the abstractness or complexity of information presented. They may introduce new vocabulary words or concepts only to those students who are ready. Teachers can simplify complex directions or limit the number of steps required to complete an assignment. Providing enrichment activities or opportunities for students to explore a topic or concept in greater depth allows teachers to differentiate content for advanced learners as well. By using strategies like these, teachers can effectively differentiate content to engage students and help them build understanding and skills at their appropriate readiness levels (Reis & Renzulli, 2018).

2. Differentiating Process

Differentiated learning is a learning strategy that emphasizes on adapting the way students process or learn information based on their needs, abilities, interests and learning styles. This approach is grounded in the principle that each student has a unique way of learning, so the learning process must be designed flexibly to accommodate this diversity (Haerudin,

2024). In an increasingly heterogeneous educational context, differentiating the process becomes a strategic effort to create inclusive and effective learning experiences.

One of the key components in differentiating the process is the use of various teaching methods to ensure that each student can understand the material in the way that suits them best. Methods such as group discussions, project-based learning, and independent learning are often used to support this diversity. Group discussions, for example, are suitable for students who learn better through social interaction, while project-based learning provides opportunities for students with creative exploration tendencies to demonstrate their understanding. Independent learning, on the other hand, helps students with individualized learning styles to develop responsibility for their own learning process.

Grouping students by their ability or their interest level is also an important practice in process differentiation. By forming dynamic learning groups, students can collaborate and support each other. Groups with similar abilities

allow teachers to provide instruction that is more focused on their specific needs, while heterogeneous groups can encourage students to learn from different perspectives. This approach not only improves academic understanding but also strengthens students' social skills (Dian Aprelia Rukmi et al., (2023).

In addition, variation in learning media and resources is an important aspect of process differentiation. Teachers can use a variety of formats, such as videos, articles, simulations or podcasts, tailored to students' learning styles. For example, students who tend to learn visually will benefit from using videos or infographics, while students with auditory learning styles can understand the material better through voice recordings or verbal discussions. This ensures that every student has access to learning resources that are relevant and interesting to them.

Differentiating the process also requires teachers to design activities that suit different levels of difficulty. Students with higher abilities can be given additional challenges to expand their understanding, while students who

need basic reinforcement are given activities that help them master fundamental concepts. Thus, each student feels supported according to their needs, which in turn increases motivation and engagement in learning.

3. Differentiating Products

Differentiating products refers to providing students with different ways to demonstrate what they have learned from a lesson, unit, or project (Adiwibowo, 2024). The goal is to allow students to showcase their learning in a format that fits their individual learning profile and skills. When differentiating products, teachers should offer several options for assessment that appeal to different modalities and intelligence preferences (Rusilowati, 2015).

Some examples of ways to differentiate products include allowing students to choose between creating a poster, writing an essay, developing a PowerPoint presentation, acting out a skit, or making a model or diagram. Students who are more visually or spatially inclined may prefer more hands-on projects like building a three-dimensional model. Students who have strong linguistic skills may opt for

writing a research paper. Students with musical talents could compose a song about the topic. By providing choice in how learning is expressed, teachers can engage more students and allow them to demonstrate their understanding in a way that works best with their preferences.

It's also important that differentiated products are equally as rigorous as each other so some students aren't getting an "easier" version. All options should require students to demonstrate deep understanding and critical thinking. The teacher provides clear guidelines and rubrics for each product so students understand the expectations. Structured choice in how learning is expressed can be very motivating for students and helps ensure diverse talents and ways of thinking are acknowledged. Differentiating products is an important part of a comprehensive approach to differentiating instruction.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher would like to present the research methodology used. It includes research design, research focus, data and source of data, research instrument, data collection technique, and data analysis technique.

A. Research Design

The researcher applied a descriptive qualitative research design. According to Creswell, (2018) qualitative research is a means for individuals or groups to investigate and understand the implications of human social problems. Qualitative research relies heavily on information from the object or participants on; broad scope, general questions, collecting data consisting mostly of words or text from participants, and explaining and analyzing data obtained from research results.

The research design focuses on an in-depth exploration of the implementation and impact of diagnostic assessments within a specific educational context. By using a descriptive qualitative approach, the research delves deeply into the practices, experiences, and outcomes associated with diagnostic assessments at SMAN 3 Semarang. This methodology allows for a detailed examination of how diagnostic assessments are conducted, how results are utilized, and the overall impact on addressing EFL learner difficulties. By focusing on the

perceptions of both teachers and students, the study seeks to capture the practical and experiential aspects of diagnostic assessments.

B. Research Setting

The selection of data sources is a crucial step in the research process, as concrete and reliable data sources will provide a strong foundation for the validity and reliability of the research results. This research was conducted at SMAN 3 Semarang, a senior high school located in Semarang City, Central Java, Indonesia. This research location was chosen because the school implements English language learning that is representative enough to explore the implementation of diagnostic assessment. The research lasted for more than one month, from September 18 to October 30, 2024, taking advantage of active learning moments in the semester.

C. The Focus of Study

This study aims to explore the implementation and utilization of diagnostic assessments to facilitate English as a Foreign Language (EFL) learning difficulties among students at SMAN 3 Semarang. The primary focus is to understand how these assessments are conducted within the context of the Independent

Curriculum, it describes the type of diagnostic assessment are used, examining the procedure, methods, and processes used by educators. Additionally, the study seeks to investigate how teachers use the information from these assessments to tailor their instruction, specifically looking at how they identify students' strengths and weaknesses and adjust their teaching strategies accordingly.

The study explores effective teaching strategies that can be employed to improve English learning among EFL students based on diagnostic findings. This includes exploring best practices for addressing specific learning difficulties and enhancing overall student performance. Furthermore, the study will assess the perceived benefits and challenges of implementing diagnostic assessments from the perspectives of both teachers and students. This encompasses understanding the positive impacts on learning outcomes as well as the obstacles encountered during the implementation process.

To achieve these objectives, the study focuses on several detailed areas. First, it examines the procedures followed in conducting diagnostic assessments, the specific tools and instruments used, and the frequency and timing of these assessments. Second, this study explores how teachers interpret the results to understand

students' learning needs, customize their instructional approaches, and provide feedback to students. Third, the study identifies individualized instruction techniques, instructional adjustments, and supplemental resources used by teachers to support students' learning. Finally, this study examines the benefits and challenges from both student and teacher perspectives, including common obstacles such as time constraints, resource limitations, and resistance to change, as well as the observed benefits like improvements in student learning and engagement.

This comprehensive exploration will provide valuable insights into the role of diagnostic assessments in enhancing the learning experiences and outcomes of EFL students, offering practical implications for educators and policymakers.

D. Participants

The participants in this study included an English teacher and 36 students from SMAN 3 Semarang, who were selected to provide deep insights into the implementation of diagnostic assessments. Teachers served as key informants, focusing on their experiences in using diagnostic assessments as part of English as a Foreign Language (EFL) teaching strategies. The teacher has extensive experience in providing assessments, both cognitive and non-cognitive, as well as in designing

lessons that suit students' needs. Through semi-structured interviews, the teacher provided in-depth information about the purpose of diagnostic assessment, its benefits in improving the quality of learning, and the challenges faced during its implementation.

In addition, students from grades XI-9 were involved to complete the perspective on the effectiveness of diagnostic assessment in supporting their learning process. A total of 36 students were selected using the convenience sampling technique, which allowed the researcher to reach participants efficiently based on their accessibility. The participation of both groups is essential to explore the patterns of differentiated learning practices as well as the challenges faced in the implementation process in English language learning.

E. Method of Collecting Data

Moleong (2007), have stated that language and action become the primary data in qualitative research. The data collection in qualitative research of the main instrument is self-research (human instrument) to search data by interacting symbolically with the informant/subject studied (Archia: 2014). There was some data collection method used in my research:

a. Observation

In this study, observation was employed to gather information on the implementation of differentiated learning based on diagnostic test result at SMAN 3 Semarang. The researcher meticulously observed classroom activities and students' reaction, offering valuable insights and a deeper understanding of the practical implications of the differentiated learning process. This method was specifically used to answer Research Question number two, which aims to analyze How do teachers utilize the results of diagnostic assessment to customize instruction at SMAN 3 Semarang.

Observation is considered one of the primary methods of data collection when conducting research. It involves closely watching and documenting the subject of the study to gather relevant information. According to Marshall and Rossman (1999), observation is the systematic recording of events, behaviors, and artifacts in the social context under examination.

By using observations, researchers are able to vividly capture the present circumstances they are studying through detailed sensory descriptions. This method allows for a thorough examination of the subject matter. Observational approaches offer several advantages in research practices (Kawulich, 2005).

Observations are particularly valuable for gaining valuable insights into a specific situation and understanding actual behaviors. By closely observing the subject, researchers can bridge the gap and establish a closer connection with the individuals being studied (Busetto et al., 2020). This can uncover important issues that were previously unknown or overlooked, leading to a deeper understanding of the implications of the research problem at hand.

b. Interview

In this study, the interview was used to investigate research question number one and number three and obtain data that are more in-depth about participants in interpreting situations and phenomena that occur. This approach allowed the researcher to explore the participants' perspectives and experiences in a detailed and nuanced manner, which can be used to inform further investigation and analysis. By establishing a relation with the participant and using open-ended questions, the researcher can encourage participants to share their thoughts and feelings in a detailed and reflective manner, which can be invaluable in gaining a deeper understanding of the phenomenon being studied.

Considering that my research was descriptive qualitative research, an interview was used to collect the necessary information. Interviews are described as a data

collection method that typically involves a long-duration, face-to-face activity. This method is used to achieve specific goals, such as gathering detailed information from participants or exploring complex issues. Interviews are a valuable method for collecting in-depth and comprehensive information through flexible interview protocols and open-ended questioning techniques (Rubin & Rubin, 2012). This research approach is particularly well-suited for exploring intimate, personal experiences, and uncovering hidden processes. It also allows researchers to delve into the ethical complexities of people's decision-making.

This data collection is used to explore descriptive analysis and further investigation into the concept. To fully comprehend the respondent's viewpoint, the interviewer must establish a relation with the participant. An in-depth interview promotes and encourages participants to discuss the topic under study. The respondents included students from SMAN 3 Semarang and English teachers.

When conducting an interview, the interviewer is flexible and continuous to ask participants of questions orally while recording the responses. The participant must have encountered the phenomenon of interest, be able to express their experiences, and be open to

discussing their experiences with researchers. This approach allows the researcher to delve deeper into the participants' perspectives and gain a more nuanced understanding of the phenomenon being studied.

F. Instrument

A research instrument is a tool or piece of equipment used by a researcher to collect data and produce satisfactory results. In this case, the researcher employs an interview as a research method.

The interview was the primary method for gathering information. It is widely recognized as a valuable tool in qualitative research (Values, 2022). In this study, the researcher needed data instruments such as interviews, classroom observations and a questionnaire.

1) Interview Guideline

These interview guideline aimed to answer the three research questions and gain an in-depth understanding of participants' perspectives and experiences related to the case under study. The interview guideline used in this study was a semi-structured interview. Interview types are divided into three categories, namely structured interviews, semi-structured interviews, and unstructured interviews. Semi-structured interviews allow the author to ask relevant questions and organize the

flow of the interview as needed (Dr. Ridwan; Dr. Novalita Fransisca Tunga, 2024). In this context, the interviewer used open-ended questions. The author built a relationship with the participants and encouraged the interviewees to share their thoughts and feelings in more depth.

Before conducting the interviews, the author developed a grid of questions that were formulated into specific questions, with adjustments that could be made during the interview to dig deeper into the data. In practice, the questions in the interview guidelines are flexible so that the researcher can dig deeper into information that is considered relevant according to the responses of the interviewees. The interviews were documented using audio recordings to ensure the data obtained was accurate and could be analyzed comprehensively. For a detail instruments see appendix 1.

Table 3. 1 *Interview guideline for implementation of diagnostic assessment*

Variable	Indicator	Items of Instrument
The Implementation of Diagnostic Assessment	Identify the types and procedures of diagnostic assessments used to understand students' abilities and needs	1) Could you explain the type of diagnostic assessment used? 2) Could you explain the procedure of implementing diagnostic assessment from preparation, implementation and evaluation?
The benefits and challenges of implementing diagnostic assessment	The benefits of diagnostic assessment in supporting learning design, and the challenges faced in its implementation.	What are the benefits and challenges you face in implementing diagnostic assessments?

2) Observation Guideline

The observation guideline used in this study is participatory observation, where the researcher makes direct observations in the classroom to assess the implementation of differentiated learning based on diagnostic test results. The observation guideline allows the researcher to gain a deeper understanding of the learning practices that take place and how

teachers implement differentiation strategies. By directly observing the interaction between teachers and students, as well as the learning process, the researcher can evaluate the effectiveness of using the diagnostic assessment results in adjusting instruction and meeting students' learning needs. This observation focuses on three main aspects: content, process and product.

Table 3. 2 *Observation guideline for implementing differentiated learning based on diagnostic assessment*

Variable	Indicator	Items of Instrument
The Utilization of Diagnostic Assessment Result to Customize the Instruction.	Differentiating Content.	Assess the extent to which the teaching materials and learning resources used are in accordance with the needs of students based on the results of the diagnostic assessment.
	Differentiating Process	Observe the teaching methods and interaction techniques applied by the teacher, as well as the way students are grouped in the learning process.
	Differentiating Product.	Observing assignments or projects allows students to demonstrate their understanding in diverse and creative ways.

G. Method of Analyzing Data

After completing the data collection, the data was analyzed. Data analysis is a process to find and construct the data orderly obtained from observation and interview from the research field.

To analyze the data, the researcher used the Miles, Huberman dan Saldana model (2014). This model suggested that analyzing the data of qualitative research should be done continuously. There were some steps to analyze the data based on this model. Those are *data reduction*, *data display*, and *conclusion drawing*.

a. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that approaches the entire section of written field notes, interview transcripts, documents and empirical materials. The conclusion is that this data condensation process is obtained after the researcher conducts interviews and obtains written data in the field, which later the interview transcripts are sorted out to get the focus of the research needed by the researcher.

b. Data Display

Data presentation is an organization, a union of information that allows conclusions and action. Presentation of data helps in understanding what is happening and to do something about it, including deeper analysis or taking action based on understanding.

c. Conclusion Drawing

The third important analytical activity is drawing conclusions and verification. From the beginning of data collection, a qualitative analyzer begins to look for the meaning of things, noting explanatory regularities, possible configurations, causal pathways, and propositions. “Final” conclusions may not emerge until the end of data collection, depending on the size of the collection of field notes, the coding, storage, and retrieval methods used, the skills of the researcher, and the demands of the funder.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. FINDINGS

This chapter not only presents the results from both data sources but also relates the findings to the research questions formulated earlier. Through data analysis, this chapter will explain how the diagnostic test is used to identify students' individual needs, how the test results are applied in differentiated learning, and the benefits and challenges faced in its application. The results and discussion in this chapter are expected to provide significant insights into the effectiveness of differentiated learning in the context of EFL learning, especially at the high school level.

1. The Implementation of Diagnostic Assignment at SMAN 3 Semarang

In the implementation, the diagnostic test at SMAN 3 Semarang is carried out by all subject teachers, including English teachers. This diagnostic test is applied evenly to all classes, including grades X, XI, and XII, at the beginning of the semester as an initial step in understanding students' basic abilities. In the implementation, the teacher conducted two types of diagnostic tests, namely cognitive and non-cognitive tests.

1.1 Type of Diagnostic Assessment

1.1.1 Cognitive Diagnostic Assessment

Diagnostic tests in the cognitive aspect are

conducted to provide an overview of students' prior knowledge of the English subject. In the implementation, Mr. A conducted a diagnostic test to find out the extent to which students understand basic grammar rules. Thus, the teacher is helped by the results of the diagnostic tests which are later used as a reference for the teacher in making appropriate learning strategies that can facilitate students.

There are several aspects that are explored by Mr. A as an English teacher at SMAN 3 Semarang when conducting diagnostic assessment, namely written assessment and oral assessment. The table below provides detailed information on the implementation of cognitive diagnostic assessment.

Table 4.1 *The Implementation of Cognitive Diagnostic Assessment.*

Aspect	Written Assessment	Oral Assessment
Purpose	Evaluate students' academic abilities, including grammar and reading comprehension.	Assess students' speaking skills, including vocabulary mastery, fluency, and confidence.
Implementation	- Consists of 15 one-tier multiple-choice questions (1 correct answer, 3	- Students introduce themselves and share stories.

	distractors). - Students are given 20 minutes to complete the test.	
Evaluation	- Analyzing students' answers using a rubric - Patterns of incorrect answers are identified to address specific weaknesses - The test is revised if questions are found to be too easy or difficult.	- Teachers identify lack of vocabulary and self confidence.

Based on the table above, it can be concluded that in the implementation of cognitive diagnostic assessment, there are several stages to carry out cognitive assessment of students carried out by writing assessment and oral assessment.

According to Mr. A, the basic ability of students can be measured from the written assessment, while the oral assessment is used to measure students' vocabulary, pronunciation, and how to communicate effectively. As the Mr. A state:

"The written assessment gives me a clear understanding of students' grasp of basic grammar, whereas the oral assessment provides insight into how well they can express themselves in English, including their vocabulary, fluency, and pronunciation"

The written assessment focused cognitive diagnostic test was designed to evaluate students' understanding of basic grammar knowledge as well as their reading ability. In this context, Mr. A developed an instrument consisting of 15 multiple-choice questions, which were taken from various reliable sources, both online and offline media such as books, magazines, etc.

The oral assessment involved students introducing themselves and telling stories using English. Students are required to share their names, hobbies and interesting things about themselves and told a story about their personal experience or a topic of their choice, which aimed to measure their English speaking and comprehension skills.

During this process, the teacher assesses students' abilities based on certain criteria, such as fluency, grammar accuracy, vocabulary acquisition, and pronunciation. After the test is completed, the teacher provides constructive feedback to the students to help them understand their strengths and weaknesses.

1.1.2 Non Cognitive Diagnostic Assessment

Non-cognitive diagnostic assessment is the process of collecting information about the character and condition of students that is not related to their

intellectual abilities. This assessment aims to determine a person's emotional, psychological, and social conditions.(Watu et al., 2024)

In implementing non-cognitive diagnostic tests, Mr. A does not use written tests like cognitive diagnostic tests, but Mr. A uses several methods, namely collaborating with counseling teachers, observation, and interview. The table below will provide information on how Mr.A implemented non-cognitive assessment in the classroom.

Table 4.2 *The Implementation of Non-Cognitive Diacnostic Assessment.*

Aspect	Collaboration with Counseling Teacher (BK)	Obseravtion	Interview
Purpose	To gather insights into students' emotional, psychological, and social conditions	To identify learning styles, behaviors, and engagement during the learning process	To address specific issues affecting individual students' motivation and engagements
Implemen tation	- Teachers consult with counseling teachers to obtain student profile data. - Used as a foundation for identifying	- Teachers observe students during classroom activities to assess how they process information	- Conducted with students displaying low motivation or unusual behavior. - Focused on understanding personal

	learning styles.	(e.g., visual, auditory, kinesthetic).	challenges or barriers to learning.
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The first method used at the beginning of learning by Mr. A is collaborate with the counseling teacher to diagnose students' emotional, psychological, and social conditions. Mr. A believes that this is the most effective way considering that Mr. A teaches grades XI where the counseling teacher is more familiar with the emotional, psychological, and social conditions of students. Mr. A said that if a teacher teaches advanced classes, then it is advisable to collaborate with the BK teacher, but if the teacher teaches class X then it is advisable to conduct a diagnostic test.

The next method used to obtain students' non-cognitive abilities is observation. Mr. A collected data by making observations by directly observing student behavior in relevant situations. He observed students who actively listened to the teacher's explanation and participated in discussions, indicating an auditory learning style. Mr. A noted students who preferred to move around and engage in practical activities, indicating a kinesthetic learning style. He also pays

attention to students' emotional reactions when receiving feedback from the teacher, as well as how they interact in small groups, to understand their social skills and emotional engagement. According to him, the observation method is an effective way especially in determining students' interests and learning styles.

On the other hand, Mr. A also takes an interview approach when necessary to explore students' emotions, psychology and social conditions by asking students feelings, difficulties they face in class, and how their social interactions are.

These three methods are effective in finding out students' individual conditions, thus helping teachers design learning strategies that are more suitable and supportive of students' holistic development in the classroom.

1.2 Guidelines for Creating Diagnostic Assessment

There are several stages to designing a diagnostic test. First is defining objectives, then creating a test blueprint, writing test items, reviewing questions, piloting the test, and the last is analyzing the results. These stages are essential for ensuring that the test accurately evaluates students' abilities and provides reliable data to inform instructional strategies. The materials used by Mr. A include grammar and reading comprehension to assess students' foundational English

skills effectively.

The details of the steps that need to be taken in each stage of designing a diagnostic assessment are presented in the table below.

Table 4.3 *Guidelines for Creating Diagnostic Assessment.*

Stages	Reduce Data
1. Defining Objectives	<i>"...we must to know what abilities we want to find out from students"</i>
2. Creating a Test Blueprint	<i>"...make a grid of questions that will be tested by making indicators which are then formulated into questions"</i>
3. Writing Test Items	<i>"...write the questions with multiple choice, in a one-tier format included requires one correct answer and three distractors"</i>
4. Reviewing Questions	<i>"...double-check the questions that have been made and make sure there are no errors. Dont forget to make the answer key"</i>
5. Piloting the Test	<i>"...the finished questions are tested on small groups of students to find out any problems or not"</i>
6. Analyzing Results	<i>"...analyze question difficulty based on student performance in the pilot. Revise questions if needed"</i>

Based on the table above, the process of creating a diagnostic assessment begins with determining the purpose of the test to be given to students. Next, the next step is to formulate a grid of questions in accordance with the test objectives, which are then formulated in the form of 15 one-tier diagnostic questions. After that, the questions were arranged in a multiple-choice format, with

one correct answer and three incorrect options. The next process involved checking the questions by the teacher to ensure there were no errors, followed by the preparation of an answer key.

The next stage involves testing the questions on small groups of students to evaluate the difficulty in answering the questions. This small group is selected based on the average ability of the students. Finally, the results of the pilot test are analyzed, and questions that prove too difficult or confusing are revised to match the students' ability levels. For more detailed interview results, please refer to Appendix 3

2. Utilize The Results of Diagnostic Assessment to Customize The Instructions

2.1 Differentiating Instruction Through Student Grouping Based on Diagnostic Assessment Results

The results of the diagnostic test are used to group students based on their abilities, which are identified through the diagnostic test results. The teacher groups the students as advanced, intermediate, and beginner. After grouping, the teacher applies learning strategies tailored to the level of each group to ensure learning effectiveness. Below is a table of observation results that illustrates the implementation of this strategy with the example of conditional sentences.

Table 4.4 *Student Grouping Based on Diagnostic Assessment Results.*

Aspect	Instructional Strategies Observed	Observation Result in Class
Advanced	-Minimal guidance provided by the teacher. - Assigned tasks requiring advanced application - Encouraged peer teaching by assigning leadership roles in groups.	Advanced students worked in groups to create hypothetical scenarios using conditional sentences (type 3) and presented their work confidently to the class.
Intermediate	- Focusing on common conditional sentence types (Type 1, Type 2, Type 3). - Conducted guided practice with examples and immediate feedback. - Encouraged peer collaboration to refine sentence construction.	Intermediate students practiced forming sentences using Type 1 and Type 2 conditional forms with the teacher correcting errors and providing additional examples for clarification.
Beginner	- Focused on foundational explanations, such as reviewing verb forms (V1, V2, V3) - Used visual aids and step-by-step guides to simplify the concept.	Beginners practiced simple Type 1 conditional sentences using flashcards and teacher-provided templates. The teacher repeatedly explained the structure and provided scaffolding to help them complete exercises.

On the cognitive aspect, the report shows that majority of students had difficulties in understanding the conditional sentences material. They had difficulty distinguishing between types 1, type 2 and type 3, especially in determining the appropriate tenses for each type.

To overcome this problem, the teacher groups students based on their ability and then applies learning or instructional strategies to suit each group of students. For example, Mr. A implemented peer teaching in the advanced group by assigning leadership roles in the group. It was observed that students in the advanced group worked to create hypothesis scenarios using conditional sentences (type 3) and could present their work confidently in front of the class.

In addition, teachers also apply project-based learning approaches, such as actively creating dialogs or scenarios that use conditional sentences. To improves students' grammatical understanding and also strengthens their ability to apply the concept in practical communication.

2.2 Implementation of Differentiated Learning Based on Diagnostic Test Results

This chapter discusses the implementation of differentiated learning based on the diagnostic test results conducted by Mr. A in his class. The author collected data

through classroom observation. The purpose of this data collection is to explore whether the differentiated learning has met students' needs, particularly in the content, process and product aspects. Each of the following aspects will be explained in a table detailing the approach applied by Mr. A. This explanation aims to provide a comprehensive overview of the effectiveness of the learning strategies implemented, so as to provide in-depth insight into the implementation of the methods used in the learning process.

Table 4.5 *Implementation of Differentiated Learning Based on Diagnostic Test Results.*

Indicator	Observation Result
Differentiating Content	For beginner: Basic learning materials such as “conditional sentences” with re-explanation and additional practice to understand the use of “if” and “would.” For intermediate: Materials with an intermediate level of depth, such as analyzing “conditional sentences” in paragraphs. For advanced: Complex material such as analyzing and creating a variety of “conditional sentences” in the context of an essay.
Differentiating process	- The teacher uses pictures, diagrams, and learning videos to facilitate the understanding of conditional sentences for students with visual learning styles. - Group discussions for students with auditory learning styles, focusing on

	applying the concept of “conditional sentences” in relevant contexts. - Hands-on activities for kinesthetic learning styles, such as role-playing or constructing sentences through physical manipulation of concept cards.
Differentiating Product	Students are given the freedom to choose tasks that suit their preferences, such as: 1. Writing a short story involving “conditional sentences” with a theme of the student's choosing, such as a vacation trip or personal experience. 2. Creating visual presentations using diagrams and illustrations to explain the concept of conditional sentences and examples in social contexts, such as conversations or work scenarios. 3. Compose an interactive dialogue using “conditional sentences,” which is then acted out in front of the class to practice the direct application of the concept.

Mr. A implemented content differentiation at SMAN 3 Semarang by adjusting learning materials based on students' diagnostic test results. This approach aims to meet the needs of students with various levels of ability, namely beginner, intermediate, and advanced, especially in type 3 conditional sentences.

Students at beginner level will focus on the basics of conditional sentences structure such as the use of past perfect. Then for students at the intermediate level, more comprehensive material is given with examples in context such as short paragraphs or short texts. Furthermore, for students at the advanced level, Mr.A

designs material that challenges students' thinking skills with opinion texts or articles that use conditional sentences in complex contexts.

In implementing the differentiation process of the diagnostic assessment. Mr. A applies several kinds of learning activities tailored to the diverse learning styles of students according to the results of the non-cognitive diagnostic test results. At the beginning of the lesson, he presents a video and diagram explaining the structure of conditional sentences and their types (zero, first, second, and third). Students analyze these materials to identify patterns and understand the rules, so that students with visual learning styles are facilitated. Next, Mr. A organizes students into groups to create or find conversational scenarios that use conditional sentences, such as planning an event or discussing hypothetical situations. This activity allows auditory learners to engage through discussion and collaboration. Finally, each group presents their work through role-play or storytelling, such as acting out a dialogue involving conditional sentences or narrating a situation based on the material. Kinesthetic learners benefit from this hands-on approach, as they actively practice using conditional sentences in a dynamic and interactive manner.

In the implementation of differentiated product based on diagnostic assessment, Mr. A provides students with the freedom to choose tasks that align with their learning preferences and interests while still focusing on the topic of conditional sentences, which are then used for assessment. Students are encouraged to select from a variety of options, such as writing short stories that incorporate conditional sentences on a chosen theme, creating visual presentations with diagrams or illustrations to explain the concept of conditional sentences, or composing interactive dialogues that utilize conditional sentences and performing them as role-plays in front of the class. This approach allows students to express their understanding in ways that resonate with their learning styles and preferences, ensuring that the assessment remains engaging and inclusive

3. Benefits and Challenges of Implementing Diagnostic Assessment

3.1 Benefit of Implementing Diagnostic Assessment

In this chapter, the researcher will discuss the benefits of implementing diagnostic tests at SMAN 3 Semarang. Diagnostic tests are tests used to identify learners' competencies, strengths, and weaknesses. The results of this diagnostic assessment will later be used by educators as a reference in planning learning that suits the needs of students. By identifying students' strengths and

weaknesses, diagnostic tests can assist teachers in designing more effective teaching strategies that suit individual needs. This result will be divided into two main categories, namely cognitive and non-cognitive, each of which has an important role in supporting student development.

3.1.1 Benefit of Cognitive Diagnostic Assessment

According to Mr. A, cognitive diagnostic assessments help teachers identify students' academic strengths and weaknesses, allowing teacher to adjust instructional strategies and materials to meet students' needs. As Mr. A states:

“CDA help me to identify students' strengths and weaknesses, such as struggles with Type 3 conditional sentences. This information allows me to group students into advanced, intermediate, and beginner levels, enabling me to design differentiated tasks that match their proficiency levels and provide the necessary support.”

Cognitive diagnostic assessments (CDA) provide significant benefits by identifying students' strengths and weaknesses, enabling tailored instruction that meets diverse learning needs. According to Mr. A, the CDA results are used to group students into advanced, intermediate, and beginner, allowing for differentiated tasks that align with each

group's proficiency level. This approach ensures effective and equitable learning, fostering student engagement and confidence as they work with materials suited to their abilities. Furthermore, the insights from CDA empower teachers to address specific challenges, such as difficulties with complex grammar topics like conditional sentences, thereby improving overall learning outcomes.

3.1.2 Benefit of Non-Cognitive Diagnostic Assessment

According to Mr. A, non-cognitive diagnostic assessments provide valuable insights into students' emotional, social, and cultural backgrounds, helping teachers create a more supportive and inclusive classroom environment. As Mr. A states:

"Non-cognitive diagnostic assessment helps me understand students' emotional and social conditions. For instance, I collaborate with the counseling teacher to identify students who may be struggling with confidence or stress. This helps me create a more supportive classroom environment."

The non-cognitive diagnostic assessment allowed teachers to identify students' interests and learning preferences. For example, a student who expressed an interest in drawing was encouraged to participate in visual tasks such as creating posters,

while students with auditory learning preferences were provided with podcasts and recorded lectures. Additionally, cultural insights from diagnostic activities were integrated into lessons, making the material more relatable and engaging. This approach fostered greater student motivation and a sense of inclusion in the learning process.

3.2 Challenges of Implementing Diagnostic Assessment

In this chapter, the author discusses the challenges faced in implementing diagnostic assessment, focusing on strategies for developing instruments for diagnostic assessment and how to follow up on diagnostic test results, which are often barriers to implementing differentiated learning in the classroom.(Rika Widianita, 2023) These challenges not only affect the way teachers construct assessment instruments, but also impact the implementation of differentiated learning based on the diagnostic test results obtained. Therefore, a deep understanding of these challenges is crucial to improving the effectiveness of diagnostic assessments and ensuring that differentiated learning can be optimally implemented in the classroom.

3.2.1 Challenges in Developing Diagnostic Assessments

Developing diagnostic assessments at SMAN

3 Semarang faced significant challenges, as revealed during interviews with Mr. A. One of the main obstacles is the high workload of teachers, including administrative responsibilities and daily lesson preparation, which limits the time to optimally design diagnostic assessments. Mr. A stated:

“Workload is a significant constraint. Teachers are already overloaded with administrative tasks and lesson planning every day, leaving little time to focus on creating high-quality diagnostic assessments”

This time limitation often produces assessments that lack depth and accuracy, so the main purpose of diagnostic assessments, which is to identify student needs and design appropriate learning strategies, is not fully achieved. The findings also show that the challenges are not only technical, but also related to the working environment and teachers' level of professional understanding. Better support in the form of reduced administrative burden and relevant training is needed to overcome these obstacles.

3.2.2 Challenges in Implementing Differentiated Instruction Based on Diagnostic Test Results

Managing differentiated learning based on diagnostic test results at SMAN 3 Semarang is

challenging, especially in handling multiple classes with a diverse number of students. Mr. A, who teaches six classes with an average of 36 students per class, stated that managing approximately 216 students with different academic abilities and learning styles is a significant challenge. Mr. A stated:

“With six classes and more than 200 students, it is difficult to give personalized attention to each student. Each student has unique needs and learning styles, but time and resource limitations make it difficult to cater for these differences effectively. For example, some students learn more easily with visuals, while others prefer auditory methods or hands-on activities. Fitting everything into one lesson is almost impossible.”

This diversity forces teachers to constantly adjust teaching methods, but time and resource constraints often get in the way. As a result, some students may progress faster than others, creating gaps that are difficult to bridge in the time available.

Additionally, designing and implementing teaching strategies that accommodate different learning styles such as visual, auditory, and kinesthetic requires significant effort and creativity, which are often hindered by busy schedules and

administrative responsibilities. Mr. A noted the difficulty of balancing materials for different levels of students. He stated:

"In classes with a beginner levels, I simplify the material, but then advanced students feel unchallenged. On the other hand, when I use more complex materials, students with lower abilities struggle to keep up. Finding the right balance is very challenging."

These challenges are compounded by the difficulty of motivating students with low interest in learning English, despite adjustments to the materials. To address these issues, teachers need additional support in the form of reduced workloads, training, and resources to ensure the effective implementation of differentiated learning strategies.

B. DISCUSSION

1. The Implementation of Diagnostic Assessment at SMAN 3 Semarang

The implementation of diagnostic assessment at SMAN 3 Semarang shows a structured approach to identify students' cognitive and non-cognitive needs. This study highlights that teachers, including English teachers, conducted diagnostic assessments at the beginning of the semester to evaluate students' prior

knowledge and their readiness to learn. This assessment includes cognitive elements such as grammar, reading comprehension and vocabulary acquisition, as well as non-cognitive aspects such as motivation, emotional condition and students learning style.

These findings are in line with previous research by Yanche Aringka (2023) who emphasized that diagnostic assessment is crucial in identifying students' weaknesses and adjusting instruction to meet their needs. Aringka's study also found that diagnostic assessment involves planning, implementation, and evaluation stages, similar to what was observed in the procedure at SMAN 3 Semarang. In addition, research conducted by Delgado et al. (2019) emphasized the importance of early diagnostic evaluation in identifying student needs, although the practice often lacks consistency throughout the school year. The implementation of cognitive and non-cognitive assessments at the beginning of the semester at SMAN 3 reflects this best practice, but continued implementation will further enhance the effectiveness of the assessments, as suggested by Delgado et al.

The focus on non-cognitive assessments at SMAN 3 Semarang, such as observations and interviews, is in line with the research of Maria Fransiska Watu et al. (2024) who found that understanding students' readiness and learning styles requires methods beyond traditional testing. By integrating these elements, educators at SMAN 3 can address students' holistic development, providing customized support to enhance their academic and emotional growth. In addition, research by Hilman et al. (2023) highlighted that non-cognitive assessments can help teachers design more inclusive learning strategies based on students' learning styles, such as auditorial, visual, and kinesthetic, thus creating a more meaningful learning process.

2. Utilization of Diagnostic Assessment Results to Customize Instruction

Teachers at SMAN 3 Semarang utilize diagnostic assessment results to group students and customize instruction based on their individual needs. Students are categorized into groups based on their level namely advanced, intermediate, and beginner. This practice is aligned with Tomlinson's (2001) framework on differentiated learning, which emphasizes customizing content, processes, and products to meet the diverse needs of students. Teachers at SMAN 3 design differentiated learning strategies, such as advanced

tasks for advanced students, additional reinforcement for beginner students, and collaborative intervention methods to improve the effectiveness of learning in the classroom

This study also shows the importance of integrating student feedback in instructional planning. This reflects the findings of Palmer et al. (2014), who highlighted how diagnostic assessments help inform early intervention strategies, resulting in measurable improvements in students' skills and confidence. Similarly, the weekly “speech session” program at SMAN 3 aligns with the integrative framework proposed by Fan et al. (2021), which emphasizes reflection and active engagement in the learning process to improve outcomes.

In addition, research conducted by Iskak et al. (2023) emphasized that utilizing diagnostic results can improve students' understanding of the material through adaptation of learning media. Teachers who use diagnostic assessment results to design flexible and responsive learning activities reflect the principles of formative assessment as outlined by Nation and Macalister (2010). By utilizing diagnostic insights to refine teaching methods, educators at SMAN 3 effectively address students' specific learning

challenges, creating a more supportive and adaptive learning environment.

3. Benefits and Challenges of Implementing Diagnostic Assessments

The implementation of diagnostic assessments at SMAN 3 Semarang provides several advantages, including personalized learning, improved teacher-student interaction, and better academic outcomes. Teachers recognize that the assessments provide a clear understanding of students' abilities, allowing them to plan more effective lessons. These benefits are consistent with the findings of Rovikasari et al. (2020), who emphasized that diagnostic assessments facilitate appropriate feedback and targeted teaching strategies. In addition, research by Converme et al. (2019) shows that diagnostic evaluation enables teachers to design teaching strategies that are relevant to students' realities and needs.

However, challenges also arise in the implementation of diagnostic assessments, such as the time-consuming preparation of assessments to be implemented and the need for professional development to improve teachers' skills. Similar research conducted by Ilmawan Dwiki (2024) also found that the implementation of diagnostic assessments in elementary schools still found many

problems, especially in the preparation of diagnostic assessments. These challenges mirror the concerns raised by Nikmard and Tavassoli (2020), who identified teachers' lack of preparedness as a barrier to effective implementation of diagnostic assessments. In addition, Fan et al. (2021) highlighted the difficulty in integrating diagnostic results into instructional practice without adequate training or resources.

Another significant challenge is the reliance on one-tier diagnostic instruments in SMAN 3. Although one-tier assessments are efficient and easy to analyze, they may not capture the deeper learning difficulties that multi-tier assessments can reveal. Research conducted by Nasution (2023) shows that adopting multi-tier assessments can provide a more comprehensive understanding of students' needs, improving the diagnostic process. In addition, research by Rahman and Ririen (2023) confirms the importance of valid, student-based data in educational decision-making, including diagnostic assessments.

From the three results of the discussion above, this research has several implications. The findings of this study provide valuable directions for future research in the areas of diagnostic assessment and differentiated instruction in EFL learning. Future research could

explore the implementation of diagnostic assessments in various educational contexts, such as schools with different levels of resources or student demographics, to examine the adaptability and effectiveness of these practices in diverse settings.

In addition, research could investigate the long-term impact of diagnostic assessments on student learning outcomes, including academic performance, motivation and student engagement, to provide a more comprehensive understanding of their benefits. Further research could also focus on developing multi-tiered types of diagnostics, to gain more in-depth information about student information. Furthermore, this study also suggests using multiple interviewees to get more in-depth information about the implementation of diagnostic assessment based on the experiences of several teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This study aimed to answer three research questions regarding the implementation of diagnostic assessment in EFL learning at SMAN 3 Semarang. The findings are summarized as follows.

1. Diagnostic assessment at SMAN 3 Semarang involves both cognitive and non-cognitive approaches. The cognitive assessment comprises written and oral tests, where the written test includes 15 one-tier multiple-choice questions targeting grammar, vocabulary, and reading challenges. The oral test requires students to introduce themselves and narrate stories in English, focusing on speaking skills. These assessments are carried out in three stages: preparation, implementation, and evaluation, ensuring a more targeted and student-centered learning process. Non-cognitive assessments evaluate students' emotional and social readiness through collaboration with counseling teachers, observation, and interviews.
2. The results of diagnostic assessments are used to design differentiated learning strategies, encompassing content, process, and product dimensions. Teachers group students into beginner, intermediate, and advanced levels based on their

diagnostic results, enabling tailored instruction for each group. Differentiated learning improves students' understanding by aligning instruction with their abilities. Teachers also provide specific feedback, identify students' weaknesses, and recommend further steps for development, ensuring continuous learning improvement.

3. Diagnostic assessments significantly enhance EFL learning by enabling personalized instruction, increasing student motivation, and fostering an inclusive learning environment. The assessments help teachers address the needs of beginner-level students and uncover hidden talents, such as speaking abilities or creativity. However, challenges include limited time, insufficient training in utilizing results for differentiated learning, and a lack of resources, such as technology and teaching materials. Institutional support through facilities, training, and resources is essential to maximize the positive impact of diagnostic assessments in EFL learning.

B. SUGGESTION

To enhance the effectiveness of diagnostic tests, transitioning from one-tier to multi-tier instruments is a valuable strategy. Multi-tier tests provide more in-depth insights, with two-tier tests combining key questions with

reasoning explanations to uncover student mindsets. Three-tier tests add confidence indicators, identifying hidden uncertainties, while four-tier tests incorporate metacognitive aspects to assess students' awareness of errors. These levels of analysis enable teachers to detect misconceptions more precisely and design personalized learning strategies.

To optimally support the implementation of diagnostic tests, reducing teacher workload is an important step that must be prioritized. Heavy administrative tasks often limit teachers' time for designing and analyzing tests. Schools can reallocate administrative responsibilities to support staff, allowing teachers to focus on instruction. Additionally, leveraging digital tools can streamline result analysis and report preparation, saving significant time. Collaboration among teachers through working groups or communities of practice can further enhance resource sharing and improve the design of diagnostic tests.

Regular seminars or training on diagnostic test development and evaluation are crucial for building teacher capacity. These sessions can cover designing tests for cognitive and non-cognitive aspects, analyzing results, providing feedback, and integrating findings into differentiated lesson plans. Training not only increases teacher confidence but also fosters innovation, ensuring

diagnostic tests become an integral part of a dynamic and effective learning process.

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APPENDICIES

APPENDIX 1: Interview guideline for implementation of diagnostic assessment

Variable	Indicator	Items of Instrument
The Implementation of Diagnostic Assessment	Measuring the extent to which the assessment instruments used can accurately assess students' English language skills and identify their learning difficulties, by ensuring the instruments comply with recognized validity standards.	How is the process of implementing diagnostic assessment to support English language learning at SMAN 3 Semarang, and what are the main objectives of its implementation?
	Ensure that the procedures and objectives of diagnostic assessments are clearly explained to students, teachers and parents, and provide an open understanding of how assessments are used to improve learning and support students.	Could you explain the types of diagnostic assessment instruments used in the school to identify learning difficulties in English?
	Ensure that feedback from diagnostic assessments is provided constructively and supportively to students, so that they can identify their difficulties in learning English and develop strategies to improve	Are there any additional programs or activities carried out based on the results of the diagnostic assessment to improve students' English language skills?

	their understanding.	
The benefits and challenges of implementing diagnostic assessment	Identify the benefits of implementing cognitive diagnostic assessments	Could you explain the benefits of implementing cognitive diagnostic assessment in learning?
	Identify the benefits of implementing non-cognitive diagnostic assessments	Could you explain the benefits of implementing non-cognitive diagnostic assessment in learning?
	Identify the challenges teachers face when conducting diagnostic assessments.	What are the challenges you face in developing diagnostic assessments?
	Identify the challenges teachers face when differentiating learning.	What are the challenges in implementing differentiated learning based on diagnostic assessment results?

APPENDIX 2: Instrument of Observation

Variable	Indicator	Items of Instrument
The Utilization of Diagnostic Assessment Result to Customize the Instruction.	Differentiating Content.	Assess the extent to which the teaching materials and learning resources used are in accordance with the needs of students based on the results of the diagnostic assessment.
	Differentiating Process	Observe the teaching methods and interaction techniques applied by the teacher, as well as the way students are grouped in the learning process.
	Differentiating Product.	Observing assignments or projects allows students to demonstrate their understanding in diverse and creative ways.

APPENDIX 3: Transcript of Interview (RQ1)

Name : Arief Setyayoga, S.Pd, M.A

Position : English Teacher at SMAN 3 Semarang

I: Interviewer

T: Teacher

I: Did you carry out any diagnostic tests?

T: “Tentu”

I: Could you explain the types of diagnostic assessment instruments used in the school to identify learning difficulties in English?

T: “Saya menerapkan keduanya namun dengan cara yang berbeda, karena assessmen diagnostik kognitif dan non kognitif memiliki tujuan dan fungsi yang berbeda.

Pertama kita bahas tentang cognitive diagnostik tes dulu ya. Jujur saya memprioritaskan tes diagnostik cognitive karna tes kognitif karena output dari tes ini membantu guru untuk Mengetahui kekuatan dan kelemahan siswa dalam bidang akademik sesuai dengan mata peleran masing masing, Mendeteksi kesalahpahaman dan miskonsepsi, Memetakan perkembangan kognitif siswa, Merancang pembelajaran yang terpersonalisasi, Meningkatkan keterlibatan dan motivasi siswa. jadi kalau kita sudah mengetahui tingkat kemampuan siswa, mudah bagi kita menyampaikan materi sesuai kemampuan siswa. untuk menerapannya seperti apa kita bahas nanti ya, saya akan bahas tujuan dan manfaat non kognitif dulu ya”

“Sedangkan kalau assessmen diagnostik non kognitif tidak ada hubungannya dengan pengetahuan akademik siswa. tujuan tes diagnotiik non kognitif untuk mengetahui kondisi psikologi, emosi, dan sosial siswa. jadi output dari tes ini yaitu kita bisa bisa memahami siswa secara mendalam, kita juga mengetahui potensi dari peserta didik. Jadi tujuan utama dari tes diagnostik non kognitif adalah mengetahui kondisi siswa dan gaya belajarnya sehingga nantinya dalam pembelajaran kita mudah menentukan metode pengajaran yang sesuai dengan gaya belajar sehingga materi yang disampaikan lebih mudah diterima oleh peserta didik”

I: How is the process of implementing diagnostic assessment to support English language learning at SMAN 3 Seamarang, and what are the main objectives of its implementation?

T: *“Semua guru disini melakukan tes diagnostik sebelum pembelajaran dimulai, karna hasil tes diagnostik dijadikan sebagai acuan guru dalam mendesain pembelajaran, jadi pastinya tes diagnostik dilakukan di awal semester. Tidak ada aturan resmi disekolah ini untuk melakukan tes diagnostik, jadi setiap guru mempunyai kebebasan dan caranya sendiri dalam melaksanakan tes diagnostik. Tapi umumnya tes diagnostik yang dilaksanakan meliputi 2 aspek yaitu kognitif dan non kognitif”*

I: Could you explain how cognitive diagnostic assessment is implemented?

T: *“Dalam implementasi cognitive diagnostic assessment, saya menggunakan 2 tes yaitu written assessment dan oral assessment yang keduanya sama sama di awal pembelajaran”*

I: Could you explain the process of conducting a written test in cognitive diagnostic assessment?

T: *“Written tes yang saya gunakan berupa 15 soal pilihan ganda (one-tier) yang mana terdapat 1 jawaban benar dan 3 jawaban pengecoh. Siswa diberikan waktu 20 menit untuk menyelesaikan tes. Dalam implementasi written test sendiri meliputi 3 tahapan yaitu persiapan, pelaksanaan dan evaluasi”*

“Tahap persiapan merupakan cara kita dalam finalisasi soal yang akan diberikan ke siswa yang meliputi 6 tahap yaitu (1) pertama kita harus tahu tujuan dari tes yang kita berikan kesiswa, kemampuan apa yang ingin kita caritahu dari siswa kemudian setelah kita menemukan tujuannya, (2) kita membuat kisi kisi soal yang akan diujikan dengan membuat indikator yang kemudian dirumuskan menjadi soal. Pembuatan kisi kisi ini harus sesuai dengan langkah pertama yaitu tujuan tes tersebut. Contohnya, saya membutuhkan analisa kemampuan dasar bahasa inggris siswa kelas XI maka saya menggunakan tes diagnostik satu tingkat (one-tier) sebanyak 15 soal. (3) setelah selesai membuat kisi kisi, kita melakukan penulisan soal beserta opsi pilihan ganda, dalam

tes satu tingkat (one-tier) membutuhkan 1 opsi benar dan 3 opsi pengecoh. (4) selanjutnya, guru harus memeriksa ulang soal yang telah selesai dibuat dan pastikan tidak ada kesalahan selama proses pembuatan butir soal, jika soal sudah finalisasi, guru membuat kunci jawaban. (5) selanjutnya adalah uji coba soal, langkah ini sebenarnya tidak wajib namun apabila dilakukan akan sangat baik. Soal yang sudah jadi diujikan kepada beberapa kelompok kecil dari siswa untuk mengetahui apakah mereka mengalami masalah dalam pengerjaan atau tidak. Kelompok kecil dipilih berdasarkan kemampuan rata-rata siswa (6) dan yang terakhir adalah analisis hasil dari uji coba soal dan melakukan revisi soal jika dibutuhkan. Contohnya jika ternyata selama uji coba menunjukkan siswa kesulitan menjawab soal berarti level harus disesuaikan”

“Kemudian selanjutnya adalah tahap pelaksanaan cognitive diagnostic assessment. Pelaksanaan tes dilakukan sesuai jam pelajaran bahasa Inggris setiap kelas pada awal sebelum memulai pembelajaran, pertama saya melakukan setting posisi peserta didik sesuai nomor absensi dan memastikan semua siswa mengerjakan secara aman dan nyaman. Kemudian saya memberikan instruksi cara pengerjaan soal dengan memilih salah satu jawaban dan menyuruh siswa untuk mengerjakan dengan jujur karena tidak berhubungan sama nilai akademik dan tidak lupa memberikan kesempatan siswa untuk bertanya apakah instruksi jelas atau tidak, setelah siswa memahami instruksi saya membagikan soal kepada siswa. Selama proses tes berlangsung saya memperhatikan apakah siswa membutuhkan bantuan apa tidak serta saya memastikan bahwa siswa mengerjakannya sendiri tanpa bantuan dari teman. Setelah waktu habis, siswa diminta untuk mengumpulkan jawaban dan guru memastikan bahwa lembar jawaban lengkap”

“Kemudian yang terakhir merupakan tahap evaluasi dari pelaksanaan tes diagnostik. Guru melakukan penilaian terhadap jawaban siswa sesuai rubrik penilaian yang sudah dibuat, saya menggunakan cara manual dan memberikan skor 1-100. Setelah guru mempunyai nilai siswa, guru melakukan analisis algoritma jawaban siswa. Maksudnya, guru harus memperhatikan pola jawaban benar dan salah. Jika banyak siswa menjawab salah pada

soal nomer 9 misalnya, berarti dalam pembelajaran guru harus fokus pada materi soal nomer 9. Contohnya, berdasarkan hasil tes diagnostik siswa kelas XI banyak siswa salah dalam menjawab soal conditional sentence, maka kemudian menjadi PR bagi guru bagaimana cara membuat siswa lebih memahami conditional sentence”

“Guru juga melakukan evaluasi terhadap soal berdasarkan hasil yang diperoleh, contohnya jika mayoritas mendapatkan nilai mendekati sempurna atau buruk sekali, maka harus diadakan revisi terhadap tingkat kesulitan soal tersebut”

I: What materials are used in the diagnostic assessment?

T: “Materi yang digunakan dalam written test untuk cognitive diagnostic assessment biasanya berfokus pada kemampuan dasar bahasa Inggris. Soal yang saya buat mencakup dua aspek utama, yaitu reading dan grammar dasar. Untuk kelas XI dan XII, materi yang digunakan relatif sama, tetapi tingkat kesulitannya disesuaikan dengan kemampuan masing-masing kelas”

“Materi tes mencakup beberapa topik penting, seperti menjawab soal reading comprehension, Tenses—termasuk present, past, future, dan variasinya. Ada juga vocabulary dengan topik seperti nama bagian tubuh, pekerjaan, makanan, dan lainnya. Selain itu, saya juga memasukkan soal tentang possessive pronouns, relative pronouns, prepositions, passive voice, penggunaan to be, dan conditional sentences”

“Untuk sumber materi, saya biasanya mengacu pada buku pelajaran yang digunakan siswa di sekolah. Namun, saya juga sering menggunakan media daring, seperti situs Cambridge atau bahkan sumber-sumber lain yang relevan di Google. Dengan kombinasi ini, saya memastikan soal-soal yang dibuat sesuai dengan kebutuhan pembelajaran siswa dan tetap menarik bagi mereka”

I: Could you explain the process of conducting a oral test in cognitive diagnostic assessment?

T: “Saya melaksanakan oral assessment setelah tes diagnostik namun bukan di hari yang sama, oral assessment dilakukan sebelum memulai pembelajaran efektif yaitu dengan menyuruh

siswa untuk memperkenalkan diri dan bercerita tentang sesuatu, selama mereka presentasi saya melakukan penilaian terhadap kemampuan speaking mereka. Ternyata hasilnya sebagian siswa belum lancar dalam berkomunikasi diakibatkan beberapa alasan yaitu mereka tidak menguasai vocab dan kurang percaya diri. Maka berdasarkan penilaian tersebut saya tau kemampuan setiap siswa”

Tidak semua guru atau mungkin hanya saya yang melakukan oral assessment, karena kemampuan berkomunikasi bahasa inggris sangat diperlukan dalam kelas yang saya ajar. Saya mewajibkan semua siswa untuk berbahasa inggris selama pembelajaran sehingga menurut saya oral assessment menjadi penting karena saya bisa menyesuaikan bahasa ketika mengajar. Jadi, jika kelas mempunyai rata rata bahasa inggris yang kurang, maka kita menggunakan bahasa inggris yang mudah agar mereka paham”

I: Could you explain how non-cognitive diagnostic assessment is implemented?

T: *“Dalam pelaksanaan tes diagnostik non kognitif saya tidak menggunakan written test atau oral assessment. Saya menggunakan 3 pendekatan untuk mengetahui keadaan siswa yaitu berkolaborasi dengan guru BK, observasi, dan wawancara. Karena tes kognitif menggali tentang kondisi setiap siswa, maka saya memutuskan untuk berkolaborasi dengan guru BK sebagai langkah utama mendiagnosis kondisi siswa karena guru BK lebih menguasai, yaitu dengan meminta hasil keadaan setiap peserta didik di setiap kelas yang saya ajar kemudian saya gunakan untuk mengidentifikasi gaya belajar, cara belajar, dll. Namun perlu diperhatikan bahwa saya menggunakan cara ini karena kelas yang saya ajar adalah kelas XI dan XII, namun jika kelas yang di ajar adalah kelas X maka dianjurkan tetap melakukan secara written atau oral test”*

“Langkah berikutnya adalah observasi, yang saya lakukan selama proses pembelajaran berlangsung. Dalam pendekatan ini, saya memperhatikan gaya belajar siswa, cara mereka memahami materi, dan respons mereka terhadap metode pengajaran yang saya gunakan. Hasil observasi ini kemudian saya gunakan untuk menyesuaikan strategi pembelajaran agar sesuai dengan

kebutuhan mayoritas siswa di kelas. Misalnya, jika saya melihat bahwa sebagian besar siswa lebih aktif dengan pendekatan visual, maka saya akan memasukkan lebih banyak elemen visual ke dalam materi pelajaran”

“Selanjutnya, saya menggunakan pendekatan wawancara jika dibutuhkan, Pendekatan ini tidak dilakukan ke semua siswa melainkan untuk siswa yang terlihat kehilangan motivasi belajar di kelas. Pendekatan ini tidak diterapkan kepada semua siswa, tetapi fokus pada mereka yang tampak bermasalah, misalnya siswa yang terlihat sedih atau tidak bersemangat. Saya biasanya mengajukan pertanyaan sederhana seperti, “Apakah semuanya berjalan baik?” atau “Kamu boleh bercerita jika ada masalah.” Dengan cara ini, saya berusaha membangun hubungan yang baik dengan siswa. Saya percaya bahwa jika ikatan antara guru dan siswa terjalin dengan baik, maka suasana pembelajaran di kelas juga akan lebih kondusif, sehingga siswa lebih termotivasi untuk belajar”

I: Are there any additional programs or activities carried out based on the results of the diagnostic assessment to improve students' English language skills?

T: “Berdasarkan hasil diagnostik yang saya peroleh, saya mendapati bahwa siswa saya mengalami kesulitan yang signifikan dari tes yang telah dilaksanakan. Misalnya, pada tes written assessment, sebagian besar siswa kesulitan mengidentifikasi conditional sentence”

“Saya tidak secara khusus mengadakan kelas tambahan untuk memberikan pemahaman mendalam tentang conditional sentences. Namun, saya selalu menyelipkan materi ini dalam pembelajaran reguler. Sebagai contoh, saya mengaitkannya dengan topik pembelajaran lain. Misalnya, ketika kita membahas tema seperti impian atau masa depan, saya memasukkan penggunaan conditional sentences ke dalam diskusi atau latihan. Dengan cara ini, siswa secara perlahan terbiasa dengan konsep tersebut tanpa merasa terbebani”

I: What about the results of the oral assessment? Are there any additional program?

T: *“Pada oral assessment, saya menemukan bahwa sebagian besar siswa mengalami kesulitan berbicara, terutama ketika saya meminta mereka menceritakan sesuatu. Setiap siswa memiliki tantangan yang berbeda, tetapi secara umum mereka kesulitan berbicara dalam bahasa Inggris karena beberapa alasan. Pertama, mereka kurang memiliki pengetahuan kosakata yang memadai. Kedua, mereka kurang percaya diri ketika berbicara, sering kali karena takut salah dalam tata bahasa atau grammar. Berdasarkan hasil oral assessment, saya memutuskan untuk mengadakan program tambahan. Saya menyisihkan satu sesi pelajaran, sekitar 45 menit, yang dikhususkan untuk siswa melakukan presentasi. Saya menyebut program ini sebagai “Speech Session”. Dalam program ini, siswa secara bergantian melakukan presentasi dengan tema yang mereka pilih sebelumnya. Setelah presentasi, kami melanjutkan dengan sesi tanya jawab atau QnA”*

“Dengan program ini, siswa menjadi lebih terbiasa berbicara dalam bahasa Inggris. Mereka juga mulai merasa lebih percaya diri ketika berbicara. Saya melihat mereka lebih santai dan mulai menikmati proses berbicara, meskipun awalnya masih banyak yang gugup. Program ini saya terapkan secara konsisten hingga mereka lulus, dan hasilnya sangat memuaskan”

APPENDIX 4: Transcript of Interview (RQ3)

Name : Arief Setyayoga, S.Pd, M.A

Position : English Teacher at SMAN 3 Semarang

I: Interviewer

T: Teacher

I: Could you explain the benefits of implementing cognitive diagnostic assessment in learning?

T: *“Tentu. Asesmen diagnostik kognitif membantu saya mengidentifikasi kekuatan dan kelemahan siswa secara akademik. Misalnya, ketika mengajarkan conditional sentences tipe 3, saya dapat mengetahui siapa saja yang mengalami kesulitan memahami struktur tersebut. Dengan hasil ini, saya bisa mengelompokkan siswa ke dalam tiga tingkat: lanjutan, menengah, dan pemula. Setelah itu, saya dapat merancang tugas yang sesuai dengan kemampuan mereka, seperti memberikan tantangan lebih kompleks untuk siswa tingkat lanjutan atau materi dasar tambahan untuk siswa pemula”*

I: Could you explain the benefits of implementing non-cognitive diagnostic assessment in learning?

T: *“Asesmen diagnostik non-kognitif sangat bermanfaat untuk memahami kondisi emosional, sosial, dan budaya siswa. Contohnya, saya sering berkolaborasi dengan guru BK untuk mengidentifikasi siswa yang mungkin mengalami stres atau kurang percaya diri. Informasi ini membantu saya menciptakan lingkungan belajar yang lebih inklusif dan mendukung. Selain itu, saya juga dapat menyesuaikan metode pembelajaran berdasarkan minat siswa, seperti menggunakan tugas visual untuk siswa yang suka menggambar atau menyediakan rekaman audio bagi siswa dengan preferensi belajar auditori”*

I: What are the challenges you face in developing diagnostic assessments?

T: *“Salah satu tantangan utama adalah kurangnya pemahaman tentang konsep asesmen diagnostik di kalangan guru. Banyak guru belum sepenuhnya menyadari pentingnya asesmen ini untuk*

memahami kebutuhan belajar siswa. Ini menyebabkan kesulitan dalam merancang instrumen asesmen yang relevan dan akurat. Selain itu, sumber daya yang terbatas, seperti referensi dan waktu, juga menjadi kendala. Dengan banyaknya tanggung jawab administratif, saya sering kesulitan menemukan waktu untuk mendesain asesmen yang benar-benar mendalam dan efektif”

I: What are the challenges in implementing differentiated learning based on diagnostic assessment results?

T: *“Tantangan utamanya adalah mengelola berbagai kebutuhan siswa di dalam kelas yang sama. Saya mengajar enam kelas dengan rata-rata 36 siswa per kelas, sehingga harus menangani sekitar 216 siswa dengan kemampuan dan gaya belajar yang beragam. Untuk memenuhi kebutuhan mereka semua, saya perlu mendesain pendekatan yang berbeda-beda, namun keterbatasan waktu dan sumber daya sering kali menghambat upaya ini”*

“Selain itu, saya juga menghadapi tantangan dalam menyesuaikan bahan ajar. Misalnya, jika materi terlalu sederhana, siswa tingkat lanjut akan merasa bosan. Sebaliknya, jika materi terlalu sulit, siswa pemula akan kesulitan mengikutinya. Menjaga keseimbangan ini memerlukan kreativitas dan dukungan tambahan, seperti pelatihan atau sumber daya yang lebih memadai”

I: What do you do to overcome these challenges?

T: *“Saya mencoba memanfaatkan waktu seefisien mungkin, seperti menggunakan hasil asesmen untuk merancang materi yang fleksibel. Namun, saya rasa dukungan dari pihak sekolah sangat penting. Ini termasuk mengurangi beban administratif guru, menyediakan pelatihan tentang asesmen diagnostik dan pembelajaran berdiferensiasi, serta menyediakan sumber daya seperti alat bantu belajar atau media digital”*

APPENDIX 5: Results of the observation

Variable	Indicator	Observation Result
The Utilization of Diagnostic Assessment Result to Customize the Instruction.	Differentiating Content.	- Materi pembelajaran dasar seperti "conditional sentences" dengan penjelasan ulang dan latihan tambahan untuk memahami penggunaan "if" dan "would." - Menggunakan metode berbasis visual seperti gambar dan diagram untuk menjelaskan konsep. - Memberikan latihan sederhana, seperti menyusun kalimat dengan pola dasar.
		- Materi dengan tingkat kedalaman menengah, seperti penerapan "conditional sentences" dalam paragraf. - Diskusi kelompok untuk memperkuat pemahaman tentang struktur kalimat. - Memberikan umpan balik positif untuk mendorong penerapan konsep yang lebih kompleks dalam menulis.
		- Materi kompleks seperti menganalisis variasi "conditional sentences" dalam konteks esai. - Tugas analisis seperti membuat contoh kondisi nyata dan hipotesis. - Diskusi tingkat lanjut untuk mengeksplorasi penggunaan alternatif "if" dalam struktur kalimat yang lebih kreatif.

	Differentiating Process	- Guru menggunakan gambar, diagram, dan video pembelajaran untuk memfasilitasi pemahaman "conditional sentences" untuk siswa dengan gaya belajar visual. - Diskusi kelompok untuk siswa dengan gaya belajar auditory, dengan fokus pada penerapan konsep "conditional sentences" dalam konteks yang relevan. - Aktivitas praktik langsung untuk gaya belajar kinestetik, seperti bermain peran atau menyusun kalimat melalui manipulasi fisik kartu konsep.
	Differentiating Product.	- Siswa diberi kebebasan memilih tugas yang sesuai dengan preferensi mereka, seperti: 1. Menulis cerita pendek yang melibatkan "conditional sentences" dengan tema yang dipilih siswa, seperti perjalanan liburan atau pengalaman pribadi. 2. Membuat presentasi visual menggunakan diagram dan ilustrasi untuk menjelaskan konsep "conditional sentences" dan contohnya dalam konteks sosial, seperti percakapan atau skenario pekerjaan. 3. Menyusun dialog interaktif yang menggunakan "conditional sentences," yang kemudian diperankan di depan kelas untuk mempraktikkan penerapan konsep secara langsung.

APPENDIX 6: Letter of appointment of thesis advisor



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 07 Juni 2024

Nomor : 2107/Un.10.3/I4/DA.04/06/2024.
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Siti Tarwiyah SS., M.Hum.

Assalamu 'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Achmad Dahlan
NIM : 2103046168
Judul : The Implementation of Diagnostic Assessment for Addressing EFL Learning Difficulties.

Dan menunjuk saudara Dr. Siti Tarwiyah SS., M.Hum. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.



Dekan
Jurusan Pendidikan Bahasa Inggris

Nana Mustikawati Dewi, M.Pd. 4.
196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

APPENDIX 7: Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

Nomor : 1805/Un.10.3/D1/TA.00.01/06/2024.
2023

Semarang, 11 Juni

Lamp : -

Hal : Mohon Izin Riset

a.n. : Achmad Dahlan

NIM : 2103046168

Kepada Yth.

Kepala Sekolah SMAN 3 Semarang
Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Achmad Dahlan

NIM : 2103046168

Alamat : Beringin, Kcc.Ngaliyan, Kota Semarang, Jawa Tengah

Judul skripsi : The Implementation of Diagnostic Assessment for Addressing EFL
Learning Difficulties

Pembimbing : Dr. Siti Tarwiyah SS., M.Hum

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 42 hari, mulai tanggal 18 September 2024 sampai dengan tanggal 30 Oktober 2024. Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih. Wassalamu'alikum Wr.Wb.

a.n. Dekan,

Ny. Wakil Dekan Bidang Akademik



Tembusan :

Dekan FITK UIN Walisongo Semarang (sebagai laporan)

APPENDIX 8: Documentation

Documentation of interview



Documentation of observation





Documentation of Questionnaire Distribution to XI and XII Grade Students



Documentation of interview result

Diagnostik Test

- Didalam yg diujikan soal diagnostik tes dalam pelajaran bing Reading & speaking, namun utk memperdalam, guru bing dapat menambahkan tes grammar dasar yg mengetahui kemampuan dasar siswa dalam penguasaan materi yg diajarkan pada awal ~~periode semester~~ kelas
- Tes bisa dirai di media online.
- Selain yg diujikan banyak pengetahuan dasar : teks, passive, preposition, ds.
- Kemudian memberikan soal (bisa berupa angket) pada setiap siswa dan pengumpulan kembali kelas ✓
- Bisa berupa tes bahasa, analisis grammar ✓
- Tes berupa pertemuan dan diskusi kelas (soal - 30 menit) ✓
- Tujuan tes diagnostik guru mengukur kemampuan setiap siswa yg nantinya guru mudah menentukan level belajar di kelas
- Tes diujikan jika siswa yg mendapatkan nilai besar pada tes bahasa mudah untuk diberikan materi berikutnya
- Soal diujikan bisa berupa pada materi pembelajaran sebelumnya
- contoh soal di lampiran
- Tes dilakukan jika hanya be siswa baru kelas tapi ter baru kelas sudah soal mungkin kelas baru
- bisa ~~berupa~~ memberikan jika hasil OT bagus maka bisa pake soal dasar
- Tes diagnostik cukup dilakukan 1x 1 kali, sehingga bisa review untuk membantu guru jika soal tersebut materi sebelumnya
- Jika siswa yg kurang menguasai guru memberikan tambahan (bantuan)

contohnya dialog (speaking - listening). dm

English as a daily use. bagaimana dengan siswa yg tdk mampu?

- guru tetap melatih siswa dan memotivasi siswa as possible as much
- ~~effort~~ menilai berdasarkan effort sampai di titik maks apabila siswa masih tak bisa, tell guru memotivasi dan memberi pendekatan

Non - Cognitive (gaya belajar)

- untuk menuntutkan gaya belajar teknik yang paling sesuai adalah observasi ✓
- b untuk mengetahui kondisi psikologis, emosi dan sosial siswa (untuk siswa XI-XII), paling mudah dan akurat dengan berbincang-bincang dengan guru. BK kurang informatif siswa ✓

Apakah yg harus dilakukan jika materi di atas terlalu berat bagi siswa? ^(produk)
 - jika guru lebih menurunkan level atau membantu

- Colletis - jika kamu belum memahami, bisa atau mungkin motif jika di atas atau sudah tidak mungkin
 - namun adanya huruf sebelum melakukan bisa di atas, guru mem-baca langsung, sehingga pada reading juga bisa mengartikan secara bahan bacaan di atas lebih mudah, atau mungkin cara mengajar siswa di depan guru, di
- Colletis - conditional sentence, jika siswa di atas sudah memahami motif maka guru mengartikan ulang, Colletis type 2 dan 3, guru review materi yang di atas, jika siswa memahami materi guru bisa melakukan ke mesin Solving.

Diferensiasi Belajar

- Dalam 1 kelas terdapat beberapa siswa (pria, bisa tercampur)
- bagaimana cara yang dilakukan guru yang kurang baik?
- Guru dapat memberikan nilai secara acak kemampuan yang **Produktif**
- Jika setiap siswa, namun siswa yang kurang dapat diberikan soal yang lebih mudah (tidak diberikan). **Produktif**
- Guru dapat melakukan diagnosis soal yang diberikan, namun dalam pemberian soal dan mengait waktu dan energi.
- Hal ini dapat sama namun pada siswa yang kurang baik, guru dapat lebih cepat diberikan untuk dipertanyakan dan dapat
- Diagnosis pembelajaran sangat efektif jika dapat sama dengan materi yang akan diberikan untuk kemampuan dan

Solusi / Proses

- **1. Unit** pengorganisasian berorientasi pada berkaitan dengan
 - **gaya belajar** (**Proble**)
 - **Jadi** berdasarkan hasil tes maka kita sebagai guru harus
 - **memerhatikan** siswa sesuai gaya belajarnya
 - **menyusun** berorientasi pada harus semua **tersebut** & **(visual, auditori, kinestetik)** dalam 1 pertemuan
 - **terutama** **memerhatikan** **variati** pada pembelajaran pada berbagai
 - **perencanaan** **disesuaikan** **situasi** **biar** **kan** **benda** **misalnya** **situasi**
- **2. Cara** **yang** **ada** **kan** **di** **terapkan** **dan** **menyusun** **mengaplikasikan** **situasi**
 - **dalam** **pelajaran** **caranya** **adalah** **, presentasi** **di** **(group, individual)**
- **fokus** **utama** **pengembangan** **kegiatan** **reading** **dan** **menyusun** **menyusun**

- bahasa Inggris adalah subjek yang mudah jika siswa memiliki waktu yang luas, maka bisa belajar game kita bisa bermain menonton film bisa setiap pertemuannya
- sometimes kita membuat soal tentang vocab yg kita temukan dari suatu kuis/pengajaran atau memperbaharui dan mengulang vocab baru itu
- kita mengetahui pemahaman siswa tentang materi sebelumnya (misal game kita memberikan quiz / ujian mendadak)

Selain kolaborasi dengan guru BK, bagaimana teknik kita untuk membantu siswa secara personal. ✓

- [illegible]

Referensi pembelajaran Berdiferensiasi

- Guru menggunakan beberapa website dan di sistemasi dengan keadaan siswa dikelas (**Konten**)
- Guru bisa menggunakan pengalamannya, siapa bilang atau pelajaran (**Konten**)
- Guru bisa menjadikan guru lain sebagai referensi materi dan teknik pembelajaran yg bisa di pakai dikelas (**Konten**)
- Guru harus memiliki style mengajar sendiri
- Materi bisa diambil dari buku yang bisa baca (**Konten**)
- " " pengalaman pribadi kita berkaitan dg materi (**Konten**)
- Guru harus memiliki suasana yang luas (**Konten**)

- Apakah pembelajaran harus sesuai dg buku paket pemerintah?
- dalam beberapa kondisi, ya buku tidak sesuai dan kadang memuat mata guru harus menyesuaikan materi dan teknik yg sesuai yg sesuai dengan kondisi siswa dikelas (**Konten**)
 - Guru bisa menggunakan buku paket sebagai acuan dan ketika baca siswa pada materi reading etc mempermudah di atas siswa (**Konten**)
 - Materi-buku bukan apa tetap harus pada buku paket, namun guru bisa menambah di sumber lain (mengembangkan) (**Konten**)
 - materi bisa dikurir dg video, audio, dll (**Proses**)
 - guru membaca cara yg berbeda dg guru lain agar siswa tak bosan (Konten dan diberikan soal) (**Proses**)

Spesifikasi (Konten)

- Guru memberikan materi dari-tetap yang sama pada semua kelas kemudian di kustomisasi dg gaya belajar siswa dikelas (**Konten**)
- karena guru harus adil
- pembelajaran video (audio visual) biasanya digunakan saat jamistir pembelajaran (**Proses**)
- Jam pertama diberikan materi yang mudah

- Bagaimana penitah guru dalam menangani kemampuan siswa yg beda?
- Guru menggunakan semua untuk berkelompok pada topik tertentu disesuaikan siswa yang kurang pintar bisa belajar, dan yg pintar bisa berbagi ilmu dg teman-temannya (**Proses**)
 - semua siswa mengerjakan proyek sesuai kemampuannya (**Proses**)
 - inisiasi bisa diberikan dg kemampuan siswa (**Proses**)

- Guru harus mempunyai prinsip dan gaya belajarnya sendiri (Konten)
- " " guru menggunakan tentang dirinya dan siswa mengikuti terapan tidak memusatkan siswa
- semua harus punya pemahaman pendiklati itu-pada siswa maka belajar, kita sebagai guru harus membuat mereka terapan apa yang sedang trending (Konten)
- Guru harus memberikan "win, win solution" apabila siswa dan guru dengan gaya belajar yg beda-beda (**Proses**)

- Teknik belajar yg dipakai harus sesuai dg materi yg dibawakan (grammar → analisis) : (Reading → Ditahu) (**Proses**)
- jika kelas yg diajar dirasa "pinter" maka guru harus menaikkan level lebih sulit. Dan sebaliknya (**Proses**)

- Standart kesetaraan guru dalam mengajar dikelas
- Guru harus sering melakukan refleksi tentang apa yang dialami dia mengajar dikelas
 - Guru harus mengukur pemahaman siswa dari praktik yg kita lakukan

- apabila sebagian siswa tidak paham berarti kita harus mengikuti bahwa kita gagal dan melakukan evaluasi diri untuk pembelajaran ke depannya

- Guru harus percaya diri namun jangan "sombong" (**Konten**)
- jika di kelas terdapat siswa yg lebih pintar dari guru maka beri siswa itu kesempatan menjadi narasumber bagi teman-teman (**Proses**)

- Kita sebagai guru harus mengolah dan sesekali mengikuti keadaan siswa, apa yg mereka sukai saat belajar dikelas (**Proses**)
- Guru harus yg tidak asal mengajar mengaitkan materi dg isu terkini
- Guru melakukan penduktikan namun tetap menjaga batasan antara guru dan "siswa"
- Guru harus membuat kontrak pembelajaran (rule) pada saat awal pembelajaran

Pemantauan Data

30-Okt-2024

- Jenis-jenis dan cara membuat soal DT
- Guru tidak membuat sendiri
- " " guru menguji sikap dan kepribadian siswa bisa koordinasi dg guru BK, namun untuk mengetahui gaya belajar bisa observasi selama pembelajaran berlangsung
- Untuk soal menggunakan bahasa d kemampuan dasar bahasa inggris (logarith) (pagan)
- sumber soal yang digunakan dari media internet
- soal tidak harus sama setiap tahun, disesuaikan dg kondisi dan level kelas yg di ajar (x-mudah, xi-menengah, xii-susah)
- Materi yang digunakan pada test (present, past, future, dll) Pengisian, rumus, membedakan teks, menganalisis dan membuat passive voice, vocabulary (apa istilah ts dalam shopping, job, part of house, part of body) dll
- Kelas dibedakan idealnya rata-rata 20% pintar 60% menengah dan 20% kurang

- Bagaimana guru menggunakan hasil DT sebagai cara mengajar dikelas
- Guru tidak menggunakan style mengajarnya sendiri, namun hasil DT digunakan untuk dalam assessment & pengajaran
 - soal yang berbeda sesuai dg hasil DT
 - soal tingkat kesulitan soal disesuaikan dg kemampuan rata-rata ts siswa dikelas (**Proses**)

- namun lebih guru membuat soal yang berbeda sesuai dengan kemampuan siswa di kelas (produk) ✓

(6:19) Bagaimana dengan cara mengajar kita dg kapasitas

siswa yang berbeda - beda?

- Cara mengajar bisa sambil lalu saat pembelajaran di dalam berlangsung, karena dg cara itu lebih efektif untuk mencapai kebutuhan siswa
- jadi ~~perbedaan~~ cara mengajar kita tidak baku, fleksibel

Kustoni Suci Asesmen berdasarakan hasil DT (produk)

- Soal disesuaikan sesuai kemampuan ✓
- Sukses tidaknya soal asesmen bisa dilihat dari hasil apa jika siswa level bawah mau mendapatkan skor bagus, maka soal tsb dikatakan "sukses" (produk)
- namun jika siswa level rendah mendapat kesulitan, maka lebih baik soal diuji kembali dg level yg lebih mudah ✓

(7:33)

Bagaimana cara guru memotivasi siswa

CURRICULUM VITAE

Personal Data

Name : Achmad Dahlan
Place of Birth : Situbondo
Date of Birth : 10th December 2002
Religion : Islam
Gender : Male
Address : Kp. Ardiwilis Perumnas Paowan Indah B13
Email : adahlan098@gmail.com

Education Background

Bachelor Degree of English Education Department, Faculty
of Education and Teacher Training, Walisongo State Islamic
University Semarang.

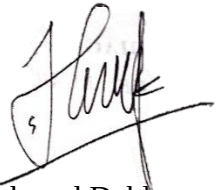
SMAN 1 SITUBONDO

SMPN 1 SITUBONDO

SDN 1 WRINGINANOM

Semarang, 16th December 2024

The Writer

A handwritten signature in black ink, appearing to be 'Achmad Dahlan', written over a horizontal line.

Achmad Dahlan

2103046168