

The Implementation of English Teacher's Differentiated Instruction to Disabled Student in an Inclusive School

^{1*}Aprilia Purnama Sari, ²Dewa Ayu Eka Agustini, ³Luh Diah Surya Adnyani

^{1,2,3}English Language Education, Ganesha University of Education, Bali, Indonesia

Abstract Disabled student learns based on 2013 curriculum in an inclusive school. This student learns the same material with regular students. To help disabled student understands the material, the teacher should use an appropriate teaching strategy. Differentiated instruction is a teaching strategy of providing different options for students. It has 4 terms namely content, process, product, and learning environment. This study aimed at investigating the implementation of English teacher's differentiated instruction to disabled student in an inclusive school. This study was a qualitative research which employs a case study research design. The study was conducted in MM² (Multi Media) class at SMKN 3 Singaraja as an inclusive school. The subject was an English teacher who already attended some workshops to teach disabled student. The data were gathered by observation and interview. The results showed that the English teacher differentiated the topics of the text, examples, sources, and the ways of explaining and reviewing the material in term of content. The teacher also gave pre-assessment to determine the topic for students' video. In term of process, the teacher sometimes differentiated the choices and instructions for disabled student and regular students. The teacher did not differentiate the product made by disabled student and regular students but sometimes differentiated the challenge, the topic, and the criteria. In term of learning environment, the teacher usually provided enough space, arranged the seatmate and seat for disabled student than regular students. She gave different rules or instructions depending on where the learning took place.

Keywords: differentiated instruction, disabled student, inclusive school

1. Research background

Every student has the same chance to get a good education that supports their potential. A good education system should cover all students to achieve a certain goal of learning. The goal of learning develops students' potentials without addressing the students' diversity (Ediyanto, Atika, Kawai, & Prabowo, 2017). Moreover, a good education system should create an equitable society and respect to diversity of students' needs regardless of some factors such as disability, gender, age, ethnicity, and geographical location (Ediyanto et al., 2017; Efendi, 2018). Respecting to

diversity means that teachers should consider the ways of teaching because every student has different needs and characteristics. Whereas, creating equitable society indicates that disabled students have opportunity to get an education with regular students besides learning in school with special education. Special education has a weakness in developing disabled students' potentials because it excludes them from their real social life and makes a social breach for disabled students to communicate with their environment (Steven, Utami, Sahidin, & Desetyadi, 2016). As the effort of creating a good education system, the government provides an inclusive education.

Inclusive education is an education system that gives opportunities for students with special needs to learn and improve their learning potentials with regular students in

* Corresponding author: Aprilia Purnama Sari

Email: apriliapurnama12@gmail.com

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inclusive schools (Mølster & Nes, 2018). Inclusive schools are public schools that accept students with special needs to learn with regular students (Ediyanto et al., 2018). The typical inclusive classroom consists of various students including disabled students, regular students, talented students, or gifted students (Mulyadi, 2017). The type of disabled students are described as students with communication problem, mentally disabled, learning difficulties, autism, deaf, blind, slow learner, physical impairments, intellectual problem, motoric/movement problems, etc (Sunardi, Yusuf, Gunarhadi, Priyono, & Yeager, 2011; Mulyadi, 2017).

Vaughn et.al. (2000) in Efendi (2018) explained 6 models of implementing inclusive education in the inclusive schools. First, full inclusion which means disabled student learns with regular students throughout the day in regular classroom using the same curriculum. Second, regular classes with cluster which means disabled student learns with regular students in regular classroom in special groups. Third, regular classes with pull outs which means disabled student learns with regular students but in certain times drawn from regular classroom to the source room to learn with special teachers. Fourth, regular classes with clusters and pull out which means disabled student learns with regular students in regular classroom in special groups and in certain times drawn from regular classroom to the source room to learn with special teachers. Fifth, special classes with different integration which means disabled student in special classroom but in certain times learns together with regular students in regular classroom. Sixth, full special classes which means disabled student in special classroom learns at regular schools.

When learning in an inclusive school, disabled students should learn based on 2013 curriculum. 2013 Curriculum consists of content standards, process standards, assessment standards, and graduation standards (Ediyanto et al., 2017). To help disabled student follow the learning based on 2013 curriculum, the teacher should consider on the teaching strategy. One of the strategies to teach various

students in an inclusive classroom is differentiated instruction.

Differentiated instruction entails as the strategy for the reorganization of classroom instruction by providing different options for all students to access the information (Siam & Natour, 2016). Tomlinson & Allan (2000) stated that the teacher can do differentiated instruction in terms of content, process, product, and learning environment. There are 2 aspects of DI in term of content such as providing students with choices in order to add depth to learning and providing students with additional resources that match their levels of understanding. In the process, there are 4 aspects such as providing varied options to different levels of difficulty based on differing students' interest, offering different amounts of teacher and student support for a task, giving choices about how students express their understanding, and varying the learning process depends on how students learn. There are 2 aspects of DI in term of product such as providing challenge, variety, and choice and giving students options about how to express required learning. Meanwhile, learning environment has 4 aspects such as considering the look and feel of the classroom, providing a safe and positive environment, allowing for individual work preferences, and managing the learning space.

By implementing differentiated instruction, the teacher can help disabled students to learn based on 2013 curriculum. The teacher can implement DI in term of content to help disabled students achieve content standard, implement DI in term of process and learning environment to help disabled students achieve process standard, implement DI in term of product to help disabled students achieve product standard. Meanwhile, disabled student should follow national examination to achieve graduation standard (Effendi, 2018).

There are some studies about differentiated instruction conducted by the other researchers. Gaitas & Martins (2016) found that all the instruction practices in the remaining domains were considered to be

difficult except learning environment. Another study from Jahan, Khan, & Asif (2017) found that differentiated instruction was relevant in an English classroom because it could accommodate the needs of diverse students who have different levels of readiness, interest, motivation level, and backgrounds. Moosa & Shareefa (2019) also did a research about the impact of teachers' experience and qualification on efficacy, knowledge, and implementation of differentiated instruction. The result showed that there was no significant different in teachers' knowledge and implementation of DI based either on their experience or qualification.

Those previous studies give essential information about differentiated instruction practices. One interesting finding shows there is no significant different in teachers' implementation of differentiated instruction based either on experience or qualification. It is interested because the researcher want to investigate the ways of the English teacher who already attends workshops of teaching disabled student to implement differentiated instruction in terms of content, process, product, and learning environment. From this research, the researcher knows whether the English teacher often, sometimes, or rarely implements differentiated instruction. Overall, the researcher can find out the English teacher's ways and the most term of differentiated instruction used by the English teacher to teach disabled student.

2. Research method

This research was a qualitative research which employs a case study research design. This study was conducted in XI MM² (Multi Media) class at SMK N 3 Singaraja. This vocational school implements full inclusion model of inclusive education since 2015 because disabled student learn with regular students based on 2013 curriculum in the regular classroom.

The subject was an English teacher who taught disabled student. This disabled student was a male student who categorized as a slow learner with physical impairment. The age was

17 years old. He had abnormality in his legs so he could not stand too long. Moreover, the researcher could not get the detail information about the IQ of this disabled student because the school had the authority to keep the data confidential. From the observation, the researcher observed that this student could not speak fluently and clearly. He was difficult to remember the words and he was rather slow in understanding the material or the intention of the questions given by the English teacher. Therefore, the teacher sometimes reviewed the material and clarified the questions more than 2 times. Moreover, he could not do a complex task so the English teacher usually selected the questions of task for him.

The researcher used 2 methods to collect the data such as observations and semi-structured interview with open-ended questions. The research instruments were human instrument, interview guide, observation checklist, phone camera, and field note. Besides, the data was analyzed by the theory from Miles & Huberman (1994) that consisted of three flows of activity. The descriptions of the flows can be seen as follows.

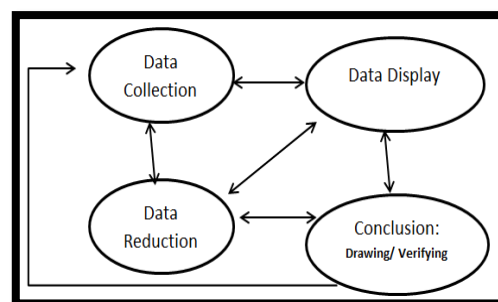


Figure 1. Components of Data Analysis of Miles and Huberman 1994

2.1 Data Reduction

The researcher selected, focused, simplified and transformed the data from the observation and interview.

2.2 Data Display

The data were displayed in the form of tables and descriptions. The researcher

displayed the data with a description based on the observation and interview.

2.3 Conclusion Drawing/Verification

The researcher transferred the data display into conclusion drawing by analyzing findings, discussion, and also the implication.

3. Result and discussion

The results of this study were formulated into 4 tables. Each table showed the English teacher's ways to implement differentiated instruction in term of content, process, product, and learning environment.

Based on the finding (see table 1), the English teacher taught analytical exposition text, personal letter, procedure text, and conditional sentences for disabled student and regular students. Tomlinson & Allan (2000) stated that one of the ways to give differentiated instruction in term of content is providing various levels of text to the students in English classroom context. Based on the table, the English teacher did not provide the text but she provided the topic of the text. Disabled student usually got an instruction to use the topic of the text provided by the English teacher. Meanwhile, regular students got 2 choices. First, they used the topic provided by the English teacher or used another topic. Second, they used the same or different topic.

The students selected the text from the internet. They also searched the sources of the material from the internet. To know the reason, the researcher interviewed the English teacher. The answer was formulated as follows.

[...] the students bring their own smartphone, so they find the text/video by their own from the internet [...]. I do not provide sources for all students because I want all students to be active in the classroom.

It showed that one of the ways to encourage students to be active was allowing them to find the sources of material. When searching the source from the internet, they also

learned how to select the appropriate source that was relevant to their understanding level.

Another result showed that the English teacher was rarely to differentiate the level of the task but she differentiated the instructions and the choices. From the table 1, the English teacher only differentiated the level of the task when disabled student rewrote the text but regular students made a simple text. Meanwhile, the English teacher provided different choices and instructions for the other tasks. Because this disabled student was a slow learner, the instructions were simpler than regular students. It is because this student cannot do complex problems, have poor development of learning concept, language, and numbers, have difficulty in memorizing, and have lack of concentration (Ramlakshmi, 2013; Vasudevan, 2017).

To deliver the content, the English teacher usually used the first language than English language for disabled student. Meanwhile, she used English language and translated it into Indonesian language for regular students. Steven, Utami, Sahidin, & Destyadi (2016) found that the use of first language, written instructions, different types of instruction, and visualization through pictures were able to facilitate the teaching and learning process for the hard of hearing students. Moreover, Padmadewi & Artini (2017) did a study about teaching English to a student with autism spectrum disorder in regular classroom

in Indonesia. They stated that co-teaching is mediated by the use of two languages (English and Indonesian language). One teacher uses English teacher while the assistant teacher uses Indonesian language to clarify the meaning. It meant that the first language can be used by the English teacher to clarify the content for disabled student in an English course.

Besides, the English teacher usually explained the material from specific starting with examples. It can be seen from the result of interview as follows.

I usually explain the material from specific to general for all students starting from example. [...]. In giving the examples, I directly approach disabled

student and write the examples on his notebook. Meanwhile, for regular students, the examples are written on the whiteboard.

It showed that giving example was the way used by the English teacher before explaining the content in general. In the same line, Boelens, Voet, & De Wever (2018) found the result that the teachers used examples and illustrations for students in blended learning as the implementation of differentiated instruction.

Moreover, the English teacher only gave pre-assessment once to determine the topic of students' video. The results why she did not give pre-assessment for all chapters can be seen as follows.

[...]. Pre-assessment is not conducted in all chapters because it must be adjusted to the basic competence or the material, level of difficulty of the material, and the time to prepare the questions.

The result of the interview showed three reasons of the English teacher such as considering the basic competence or the material, level of difficulty of the material, and the time to prepare the questions. Therefore, the English teacher did also formative assessment and summative assessment. Formative assessment comes from small-group discussion, students' portfolio, or homework/assignments while summative assessment comes from the mid term or final exam (Tomlinson, 1999).

Moreover, the researcher interviewed the English teacher about how to match the result of pre-assessment with the material for disabled student and regular students. The teacher answered as follows.

[...] after I assess and review students' score, I give example or topic that is appropriate to students' understanding level.

It indicated that the English teacher used pre-assessment to determine the content such as

the examples or topics that were appropriate to students' understanding level.

The table 2 showed that the most choice given by the English teacher during the observations was asking them whether they wanted to sit in pair, small group, or individually. In the same line, Pozas, Letzel, and Schneider (2016) found that the teachers tend to build heterogeneous ability groups in order to support low, medium, and high achievers. Another study conducted by Ismaji & Morina (2018) found the same result that the forms of work preferred by most students were in groups and in pairs.

From all the tasks, the English teacher provided more options for disabled student in making a video. It was because he had a challenge to do and explain the steps without reading. It might be difficult for him because he had lack of ability to remember words and had a problem in pronouncing words. When he was speaking, the sentences were sometimes not heard clearly and still stammering. So, the English teacher emphasized him to pay attention on his audio in editing the video. In different result, the English teacher provided more options for regular students in making an analytical exposition text because they made some arguments to support the topic of the text.

Meanwhile, the most instructions given by the English teacher for disabled student and regular students was in making questions and answers of analytical exposition text. The English teacher differentiated the total number of questions. Because disabled student and regular students had different understanding level, the researcher interviewed the English teacher to know more detail about her assistance for disabled student and regular students in doing the tasks. The result can be seen as follows.

[...]. There is no special assistance that I give to regular students. For disabled student, I will guide or give another simple question so he can answer it. [...].

It indicated that the English teacher more often help disabled student than regular

students. She usually provided choices or instructions in writing and reading activity (individual and group tasks). To know the choices given by the English teacher in listening and speaking activity, the researcher interviewed the English teacher. The results were formulated as follows.

[...] there were no special choices that I offered to [...]. He only answers all questions that he listens to the audio. For speaking activity, it is really difficult for disabled student because he is difficult to do monolog/dialog. So, the activity will be changed into reading. [...].

It can be said that the English teacher did not offered any choices for disabled student in listening activity but she changed speaking activity into reading.

To know students' understanding, the English teacher pointed disabled student and regular students to review the material. They got different choices as explained in the table 2. The English teacher also said that giving task was one of the ways to know students' understanding level. It can be seen as follows.

[...]. I will give exercises. The result of their score will be a feedback for me whether they understand or not with the material.

It indicated that the English teacher knew students' understanding level from their score of the tasks. In some situations, the English teacher also gave additional time for disabled student and regular students to do the tasks.

The table 3 showed that the English teacher did not differentiate the form of product made by disabled student and regular students. They produced a written form and a video. Boelens, Voet, & De Weber (2018) found the similar result that there were only 9 of 20 instructors provided an option for students to make a digital brochure or another instead of a paper since this focuses on students' writing skills. It meant most teachers in their study did not provide some options for students' product. The similar result indicated that the

implementation of differentiated instruction in term of product was quite difficult for the teacher. It was because the teacher should prepare different rubric assessment for different product. In the same line, Gaitas & Martins (2016) found that assessment was the second domain of difficulty in implementing differentiated instruction.

Moreover, to know the level of difficulty of the product for disabled student and regular students, the researcher interviewed the teacher. The results can be seen as follows.

For disabled student is usually in C1 and C2, for example rewriting the text [...]. Meanwhile, regular students made the text by their own ability.

The result indicated that regular students usually got C6 level which meant they made the product by their own while disabled student was in C1 and C2 level. When they got the same level, the English teacher differentiated the criteria and the varieties. It can be seen in table 3 when disabled student and regular students made a video.

The English teacher sometimes did not prepare special rubric assessment for disabled student's product. She just gave a score at minimum standard of achievement for disabled student's product about analytical exposition text. It was because disabled student only rewrote the text from the internet.

For the video, the English teacher reduces aspects of his assessment. The reason was disabled student did not make his own steps of making tea. He just imitated the steps from the internet. Therefore, the English teacher focused to assess how disabled student did and explained the steps. Then, she assessed the form of the video whether he added animation or not. Otherwise, the English teacher assessed the appropriate steps with the topic made by regular students, how they did and explained the steps, and the form of the video whether they added animation or not.

Turner, Solis, & Kincade (2017) stated that learning environment was the physical and

psychological needs of students. Physical elements related to various types of furniture and arrangements that support students to work while psychological elements related to the ways on how to teach that support active and productive learning environment (Jahan, et al., 2017). Related to the physical elements, the English teacher usually let regular students to choose the seat and the seatmate but she sometimes chose the seatmate for disabled student (see table 4).

The English teacher usually provided the enough space in front of the classroom and at the back. It was supported from the result of the interview that can be seen as follows.

[...]. I only arrange the seat or provide enough space in front of the class. If there are any students who express their understanding or show their work, they can feel comfortable.

It indicated that the English teacher was aware to the comfortable learning for students. In the same line, Tomlinson (1999) stated that the teachers should provide pairs, and group work space to support all students learning. It is supported from the table 4 that showed the English teacher allowed all students to work in pair, small group, or individually as their work preferences. Therefore, managing the learning space was important to be done by the teacher.

When disabled student made the tasks, the English teacher sometimes sat in front of disabled student. She did not sit beside disabled student all time because he could feel sweaty. Therefore, the English teacher left disabled student and walked around to see regular students' progress. She helped regular students who were confused to do the task. To help the students, the English teacher also made the guidance for individual work. It can be seen from the results of the interview as follows.

The guidance of individual work for disabled student will be less [...]. For example, in learning procedure text, all students must make a video. The guidance of individual work are 1, 2, and 3 but for disabled student the most

important thing, he make a product. The guidance of individual work for disabled student is usually in Indonesian language while the guidance of individual work for regular students is in English language [...]

This result indicated that the guidance of individual work for disabled student and regular students were different. The important thing was that disabled student and regular students completed the task. The guidance for disabled student was written in Indonesian language while the guidance for regular students was written in English language.

During the observations, the English teacher always created the learning activity inside the classroom. Therefore, the researcher interviewed the teacher whether she ever created the learning activity outside the classroom or not. The answer was formulated as follows.

[...]. The students sometimes learn in the classroom [...] or in the laboratory. Sometimes, students learn in basketball court. [...] study can be everywhere but the obstacle of learning outside the classroom, I must make some rules because they sometimes look at people who walk around so it disturbs their concentration.

The result of the interview indicated that the teacher also created learning outside the classroom. When learning outside the classroom, she made some rules for students.

4. Conclusion

Based on the findings and discussion, it can be concluded that the English did 5 ways to give differentiated instruction in term of content. Those were differentiating the topics of the text, the examples, the levels of the task, the ways to explain and review the material, the sources, and gave pre-assessment to determine the topic of students' video. In term of process, the English teacher did not always differentiate the instructions, choices or options for disabled student and regular students. The most choice

given by the English teacher was that students chose to sit in pair, small group, or individually in doing the task. Moreover, all students made the same form of product. The English teacher provided criteria and challenges for the product. In term of learning environment, the English teacher usually provided enough space, arranged the seatmate and seat for disabled student than regular students. She gave different rules or instructions depending on where the learning took place.

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Table 1. The Implementation of English Teacher Differentiated Instruction in Term of Content

Aspects	Disabled Student	Regular Students
Providing students with choices in order to add depth to learning	The English teacher more often used Indonesian language than English language to explain and review the materials.	The English teacher used English language and translated it into Indonesian language to explain and review the materials.
	The English teacher did not give any choices in analyzing the generic structure of the text but she gave an instruction to analyze the generic structure of the text based on the topic given by the English teacher.	The English teacher gave 2 choices in analyzing the generic structure of the text such as (1) they analyzed the generic structure of the text by choosing one of the topics provided by the English teacher or using another topic (2) they analyzed the generic structure of the same or different text.
	The English teacher gave a choice to make questions and answers with 5W+1H, yes no questions, or both based on the analytical exposition text.	The English teacher gave a choice to make questions and answers with 5W+1H, yes no questions, or both based on the analytical exposition text.
	The English teacher did not give choice in writing activity but she gave an instruction to rewrite the analytical exposition text based on the topic given by the English teacher.	The English teacher gave a choice to make an analytical exposition text based on the topic provided by the English teacher or based on another topic.
	The English teacher gave an instruction to answer a group task that consisted of answering questions and completing the analytical exposition text with 15 vocabularies.	The English teacher gave an instruction to answer a group task that consisted of answering questions and completing the analytical exposition text with 15 vocabularies.
	The English teacher gave an instruction to make a video about how to make tea.	The English teacher gave a choice to make a video about how to make something or how to operate something.
	The English teacher gave the examples of conditional sentences using the same sentence and changing the sentence into conditional sentence type I, II, and III.	The English teacher gave different sentence in giving examples of conditional sentences type I, II, and III.
	The English teacher gave pre-assessment before determining the topic for his video.	The English teacher gave pre-assessment before determining the topic for their video.
	The English teacher sometimes provided link of sources for disabled student only but he sometimes found the sources individually.	The English teacher always let regular students to find the resources related to the materials from the internet.
Providing students with additional recourses that match their levels of understanding		

Table 2. The Implementation of English Teacher Differentiated Instruction in Term of Process

Aspects	Disabled Student	Regular Students
Providing various options at different levels of difficulty or based on differing students interest	He got an option whether he wanted to sit in pair, small group, or individually in analyzing the generic structure of analytical exposition text, personal letter, and answering conditional sentences.	They got an option whether they wanted to sit in pair, small group, or individually in analyzing the generic structure of analytical exposition text.
	He got 3 instructions in making questions and answers of the analytical exposition text such as (1) he made 5 questions and answers (2) he made more questions with yes no questions than 5W+1H (3) he used Google translate to translate the questions and answers. Meanwhile, the option was choosing to sit in pair, small group, or individually.	They got 3 instructions in making questions and answers of the analytical exposition text such as (1) they made 10 questions and answers (2) they made more questions with 5W+1H than yes no questions (3) they used Google translate to translate the questions and answers. Meanwhile, the option was choosing to sit in pair, small group, or individually.
	The English teacher gave an option to rewrite an analytical exposition text with or without translations based on the topic given by the English teacher.	The English gave an option to make a draft and consult it to the English teacher or make a complete text without consulting.
	In doing a group task, he was assigned to find the meaning of vocabularies and completed the analytical exposition text with his friends.	In doing a group task, the English teacher gave an instruction to answer the task in group cooperatively.
	The English teacher gave 2 options in making a video such as (1) he imitated the steps of making tea or made by himself with Google translates (2) he designed the video by himself or asked his friend to help him.	The English teacher gave an option in making a video that was making the steps based on their understanding or adopting and changing the languages of the steps into their languages.
Offering different amounts of teacher and student support for a task	There was only 1 English teacher who taught him in the classroom.	There was only 1 English teacher who taught them in the classroom.
	In writing activity, the English teacher provided a topic and helped to select another analytical exposition text about negative effects of smoking and the steps of making tea from the internet.	In writing activity, the English teacher provided some topics and gave some ideas to develop their writing.
	In doing individual tasks, the English teacher repeated the structure of analytical exposition text, personal letter, and the formula of making questions with 5W+1H or yes no questions.	The English teacher only repeated the formula of making questions with 5W+ 1H and yes no questions.

	The English teacher chose the questions that could be answered by disabled student in doing group tasks.	The English teacher clarified the questions for regular students who were confused on the task.
Giving choices about how students express their understanding	Disabled student reviewed the material in expressing their understanding. The English teacher provided 2 choices such as (1) he used the first language or English language (2) he chose one to be reviewed whether he reviewed definition, social function, or generic structure.	Regular students reviewed the material in expressing their understanding. The English teacher provided 2 choices such as (1) they used English language that translated into Indonesian language or full English (2) they chose to review definition, social function, and generic structure in pair or individually.
Varying the learning process depending upon how students learn	The teacher did a discussion, allowed him to work individually, in pairs, or small groups, and gave additional time for him to complete the task.	The teacher did a discussion, allowed them to work individually, in pairs, or small groups, and gave additional time for him to complete the task.

Table 3. The Implementation of English Teacher Differentiated Instruction in Term of Product

Aspects	Disabled Student	Regular Students
Providing challenge, variety, and choice	The products were an analytical exposition text and a video about making a tea.	The products were an analytical exposition text and a video about making or operating something.
	He did not get a challenge for the analytical exposition text because he just rewrote the text while he got a challenge to do and explain the steps of making tea without reading for the video.	They got a challenge to make some arguments to support the topic of the analytical exposition text while they got a challenge to do and explain the steps of making or operating something without reading for the video.
	The variety of the analytical exposition text for disabled student was making a text in 3 paragraphs with the analysis of the generic structures.	The variety of the analytical exposition text for regular students was making a text in 4-5 paragraphs with various topics.
	The variety of the video for disabled student was making a video about how to make tea in 3 minutes.	The variety of the video for regular students was making a video about how to make or operate something in 5-8 minutes.
Giving students options about how to express required learning	The English teacher did not give options for disabled student. He produced the same products (video and text).	The English teacher did not give options for regular students. He produced the same products (video and text).

Table 4. The Implementation of English Teacher Differentiated Instruction in Term of Learning Environment

Aspects	Disabled student	Regular Students
Considering the look and feel of the classroom	The English teacher sometimes chose the seatmate for disabled student or he chose his seatmate while regular students were free to choose the seat and the seatmate.	The English teacher asked regular students to arrange the seat before and after learning.
Providing a safe and positive environment for learning	The English teacher more often used the first language rather than English language in giving instruction.	The English teacher used full English or used English and translated it into Indonesian language in giving instruction.
	The English teacher sometimes sat beside disabled student to help doing the task.	The English teacher walked around to see regular students' activities or just be a facilitator.
	The English teacher let disabled student to use his smarthphone in learning.	The English teacher let regular students to use their smarthphone in learning.
Allowing for individual work preferences	The English teacher allowed him to complete the tasks by sitting individually, in pair, or small group.	The English teacher allowed them to complete the tasks by sitting individually, in pair, or small group.
Managing the learning space	The English teacher gave enough space in front of the classroom, at the back, and a spacious space to help all students work actively.	The English teacher gave enough space in front of the classroom and at the back to help all students work actively.