

ABSTRACT

Rizka Amelia Tambunan, Registration Number 2203321021, Teachers' Difficulties Of Differentiated Learning Process In Teaching Recount Text Grade VIII SMP N 1 Tebing Tinggi, A Thesis, English and Literature Department, Faculty of Language and Art, Medan State University, 2024

The purpose of this study are to analyze the difficulties faced by teachers in the differentiated learning process and also strategies used to overcome when teaching recount text to Grade VIII SMP N 1 Tebing Tinggi. The research adopts a qualitative descriptive design as a method. The subject of this study were two English teachers who taught eight grade students at SMP N 1 Tebing Tinggi. The instruments of data collection used video recordings and interview the teachers. The results of data analysis show that there are several difficulties experienced by teachers in implementing differentiated learning process, including lack of resources, lack of time, lack of support, knowledge, and training, lack of collaboration among teachers, diverse student needs, and learning materials. To overcome the difficulties there are strategies that can be used such as brainstorming, case-based small group discussion, presentations, gaming, self-directed learning and designing learning method. The study highlights the need for careful planning, strong support from schools, and adaptive teaching methods to enhance the effectiveness of differentiated learning process for teaching recount texts.

Keywords: *teacher, difficulties, differentiated, strategies, recount*

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