



Students' Perceptions on the Implementation of DEI in the Process of English Language Teaching and Learning Practices

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ABSTRACT

This study is aimed at investigating the perceptions of the implementation of differentiated English instruction (DEI) in the process of English language teaching and learning practices of senior high school students in Pringsewu, Lampung, Indonesia. To obtain the objective, this research employed the quantitative study focusing on describing students' perceptions towards the implementation of DEI in the process of English language teaching and learning. There were 310 out of 900 students of Grade X from three senior high schools as the respondents of this study. A set of questionnaires which consisted of 20 items to get data from the student cohort. Descriptive analysis with the use of the mean score and the percentage of each item was employed to analyse the obtained data. In reference to the data analysis, the findings reveal that 277 or 89,6 % out of 310 students agreed to the implementation of DEI as stated in the 20 items of questionnaires which dealt with the implementation of DEI, use of teaching various strategies, methods, and techniques, use of various materials, use of various media, various assessments, and use of various assignments distributed to students. In summary, DEI should be applied in the process of English language teaching and learning on the grounds that use of DEI could encourage their involvements which directly and/or indirectly could facilitate students to maximally achieve the English language proficiency

INTRODUCTION

Nowadays, there has been a reform of the paradigm of English language teaching and learning (ELT) practices at any level of education which is oriented to accommodate individual learner characteristics as abbreviated ILC. This refers to the statement urged by Vygotsky (1986) under the issue of the zone of proximal development (ZPD) which claims that English instruction should be conducted beyond the students' readiness levels to gain academic growth. Such accommodation is believed to be effective and facilitative for the learners to acquire the target language proficiency which leads to the existence of the concept of differentiated instruction (DI) serving as the basis that can be administered by English teachers to adjust the pedagogical practices with regard to the students' diverse needs (Tomlinson, 2000; Hall, 2002; Tomlinson et al., 2003; Subban, 2006; Gaitas & Martins, 2017; Shareefa & Moosa, 2020). In other words, the accommodation of students' learning needs is essential in the process of ELT on the grounds that it serves as the foundation for the development of suitable and effective teaching model (Nartiningrum & Nugroho, 2020; Neina & Qomariyah, 2021), Mardhatillah, & Suharyadi (2023). This suggests that English teachers accommodate a variety of learners with diverse English language proficiency with a proper classroom learning strategy through differentiated learning (Suwastini et al., 2021; Maruf, 2023).

In reference to the above statements, the facilitation of individual learner characteristics in the process of English language teaching, directly or indirectly, determines the success for students' language attainment. Tomlinson (2014) states that ILC as the consent of Differentiated English Instruction (DEI) model should become one of the efforts among English language teachers to be implemented in the process of ELT because DEI serves as one of the strategies to accommodate the needs of students which drive them to have high involvement to achieve success in language learning (Aikaterini, et. Al, 2022; Dixon, et. Al, 2014). In a more specific way, Skehan (2017) highlights that individual learner characteristics as performed in the four areas, namely language aptitude, motivation, learning strategies, and learning styles determine the success for English language learning practices.

Regarding the importance of DEI in the process of ELT, second language teachers (SLTs) should have a high consent on use of DEI to accommodate the needs of students under the schemes of learning styles, learning strategies, aptitude, attitude, interests, motivation, personality type, gender, age, and the like (Ellis, 2005). Therefore, SLTs should assess several aspects which include students' readiness, interests, and learning profiles before they are engaged in the teaching and learning process (Mardhatillah, & Suharyadi, 2023). In other words, SLTs must identify and be responsive to ILCs which encourage them to be actively engaged in the process of ELT so that the academic atmosphere of the classroom is conducive to do the reconstruction of knowledge, skills, and attitudes which become the main dimensions of educational practices. When the conducive academic atmosphere occurs, students tend to highly attain the English language proficiency because they feel happy in learning English due to the fulfilment of their individual learner differences which lead to establishing students' readiness to be engaged in deconstructing and constructing the target

languages as performed in the four of language skills, namely listening, reading, speaking, and writing practices. To sum up, when English language teachers are aware of ILT, this could assist them to highly acquire the target language.

Realizing that ILT serves an important role in determining the success for second language learning, SLTs ideally accommodate ILT with the use of DEI which provide students with multi-sided or multi-loop learning practices which are conducted by designing various pedagogical platforms, for example, various methods and techniques, different classroom activities, various English materials, various media, various assessments, and the like when SLTs are engaged in the process of ELTL. The term multi-sided or multi-loop learning practices means an educational concept and process that involves teaching people to think more deeply about their own assumptions and beliefs (Argyris, & Schon, 1996).). Such pedagogical platforms could drive SLLs to actively engage in the process of ELT so that they could highly acquire the target language. However, based on what the writers observed in the process of ELT and what the writers interviewed with many SLTs in the meeting of English Teachers Association in the Ambarawa region, it is surprising that most of them did not implement the DEI when they were engaged in the process of ELT. They employed mono-sided learning practices which showed the strong domination of English teachers in the process of ELT. In other words, teacher-centred learning practices became the most common practices by English teachers. As a result, a great number of their students were passive and reluctant to learn English which directly or indirectly determined the failure of acquiring English as the target language. This case needs to be urgently solved otherwise SLLs could not maximally achieve the target language.

The success for achieving English language proficiency is determined by a great number of factors which include internal and external ones (Brown, 2010; Ellis, 2005, 2015). They are internal factors and external factors. The internal factors refer to any factors which come from the learners themselves while external factors are factors which come from outside of the learners. In line with the statement, Macaro (2010) urges two factors which essentially determine the success for learning the target language, namely internal and external or environmental factors. Internal factors deal with cognitive and emotional aspects such as motivation and anxiety (Mahmoudi & Mahmoudi, 2015), willingness (Macaro, 2010), self-efficacy (Ersanlı, 2015; Cabrera-Solano, at. al 2019;), and memorization (Klemm, 2007). External factors are concerned with any environment and curriculum in the context of language teaching such as social class, teachers, L2 curriculum, and others. In support of the statement, Sun (2019) defines that internal factors refer to the dimension of individual learner differences which include age, attitude, personality, motivation, first language proficiency. External factors refer to social factors which embody the political economic, cultural, and technological environment. Furthermore, the two issues have been intensively investigated by a great number of experts with regard to language teaching such as Nunan, (1988; 1999); Ortega, (2009); Brown (2010); Ellis (2015); Sun (2019), and others.

In terms of individual learner differences, students also have different learning styles such as visual, audio, audio-visual, and psychomotor learning styles on the

parts of students which are to some extent neglected by English teachers when they determine teaching strategy, learning model, media, and others. This is in line with the statement of Fauziah & Cahyono (2022) who highlight that good differentiation of English teaching strategy adapts or distributes the content concerning the student's preferred learning style, which may be visual, kinaesthetic, or auditory. In other words, English teachers tend not to consider learner individual differences which directly or indirectly influence the lack of English language proficiency because they face some problems in making sense of texts and doing texts-making both spoken and written texts. The same cases happen with individual differences in terms of interest, perceptions, motivation, learning orientation, and social economic status on the parts of students which also determine the success for language attainment. Such individual learner differences are neglected by English teachers in designing English materials, classroom learning practices, and other pedagogical issues. Ideally, teachers should accommodate those individual differences in order that they could intensively engage in the process of English language teaching and learning practices to that they could maximally achieve the English proficiency as stated and required in the standard content of the English subject.

As previously mentioned, the accommodation of individual learner differences now become the concern of educationalists to take into account in the process of English language teaching as DEI is believed to be effective to facilitate second language learners. The term instruction refers to the way of teaching applied by SLTs in the process of ELT. Biggs (1999) states that instruction refers to "a construction site on which students build on what they already know" (as cited in Moon, 2005, p. 227). Tomlinson and Moon (2013) highlight that 'instruction is at the core of differentiation' since the primary goal of differentiation is to give each student the best learning experience. Such statement articulates that differentiated instruction in the process of ELT should be one of the approaches to be implemented by English teachers when they are engaged in classroom practices because use of DEI accommodates the needs of students when they are engaged in the process of ELT drives students to maximally acquire most of English materials because English teachers comprehensively design pedagogical practices which include the ways of determining teaching strategies, models, methods, and teaching techniques; of selecting and/or designing media, of designing teaching activities, of selecting and/or designing English materials, of designing assessments, and the like accommodate the individual learner differences on the part of the students. This, of course, accelerates the process of lateralising the English materials on the grounds that students of senior high schools in Lampung feel that their learning needs are facilitated, elevating them to be intensively engaged in the process of ELT.

With regard to the implementation of DEI, it is evident that perceptions on the parts of students need to be explored whether they feel happy when English teachers accommodate individual learner differences as the perceptions of the students could be the basis for designing lesson plans so that the process of English language teaching could be effective and efficient. The term effective means that all of the efforts made by English teachers could meet the objectives

or the goals as stated in the lesson plan. The term efficient refers to the economic issue meaning that with the use of minimal efforts, it could more results compared to the spent energy and other related issues. This suggests that exploring students' perceptions on the implementation of DEI in the process of ELT provides English teachers with objective data which could be used to design the lesson plan.

Referring to the identification of the problems, this study focuses on students' perceptions in the utilization of DEI in the process of English language. This issue is aimed at documenting perceptions of students on the implementation of DEI by English teachers when they are engaged in pedagogical practices such as lesson planning which includes designing English materials; designing learning media; selecting and utilizing strategies, methods, techniques, and the like; developing assessment packages; managing classroom practices; assigning students, and others. Such dimensions are of great importance for students to maximally acquire the target language.

The discussion of differentiated instruction (DI) has become the consent among scholars (Lewis, & Batts, 2005; Moon, 2005; Rock, et. al 2008; Tomlinson & Imbeau, 2010; Tomlinson, 2014; Whitley, et. al, 2019; Yavuz, et. al, 2020; Hinojosa, 2023; Nepal, , et al, 2024) as it attempts to facilitate individual learner differences on the part of students so that they could actively participate in the process of ELT. As it has become the hot topic, the notion of DI varies according to many scholars. Tomlinson (2014), for example, states that differentiated learning refers to a framework for effective teaching that provides all students with their diverse classroom community of learners as performed in different avenues for understanding new information in terms of acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in their ability. Differentiated instruction is intended to maximize each student's growth and individual success by implementing adjustments or modifications in the content, process, and product. Tomlinson (2014) also notes that in differentiated instruction, the teacher anticipates the varying levels of students' interests, readiness, and learning profiles. Subsequently, they can provide diverse ways of learning which enable students to learn without being anxious because academic tasks are too difficult for them or being unmotivated because assignments are not challenging for them (Beers, 2011).

In line with the definition, (IRIS Center, 2021) defines differentiated instruction refers to an approach to education whereby teachers make changes to the curriculum and the way they teach to maximize the learning of every student in the class). Unlike what some may think, this is not a singular strategy but a framework that educators can utilize. To support this definition, Ortega, et al (2018) urge that DI should not be viewed as an instructional strategy but as an approach for teaching and learning. Such approach is meant to be used with students who are academically diverse within the same classroom setting.

A great number of studies on individual learner characteristics have been conducted by many researchers. Hidayat, et al (2022) conducted research under the issue of students' foreign language anxiety in English class which describe

some aspects, namely students' anxiety levels, students' anxiety kinds, and students' attitudes toward English class. The study employed a quantitative approach and a survey method. The findings document that 62.5% of the students felt anxious in foreign language level ranging from mildly anxious, anxious, and very anxious. Students' dominant kind of foreign language anxiety was fear of negative evaluation. Finally, more than half of the students had negative attitudes toward English class. In conclusion, most of the students feel anxious in English class. They mostly experience anxiety due to the negative evaluation, and their attitudes toward English class could not completely determine their foreign language anxiety level.

The study of DEI is also conducted by Hussein (2021), who investigated the effectiveness of Differentiated Instruction (DI) to improve reading comprehension skills in the EFL secondary stage in Bahrain. The study adopted the quasi-experimental research design by involving thirty-six 2nd year secondary students as the participants. They were divided into two groups: an experimental group that received the (DI) training and a control group that received the conventional way. The instruments were in the form of a reading comprehension skill questionnaire and a pre-post EFL reading comprehension test too gather data from the respondents. Results showed that the experimental group outperformed the control group in the EFL reading comprehension test. The findings indicated that the DI strategies facilitated students to develop their EFL reading comprehension skills. The students were given different materials for teaching reading comprehension skills to match students' different needs and abilities helped enhance their reading comprehension proficiency.

The other study under the issue of DEI is also conducted by Satyarini, Padmadewi, and Santosa (2022). The study deals with the analysis of the implementation of differentiated instruction and the challenges encountered by the teacher in implementing differentiated instruction in teaching during the pandemic of Covid-19 in Senior High School. It was categorised as descriptive qualitative research design assisted by observation and an interview. The instruments include the researcher, observation sheet, interview guide, and documents. The participants of the study were the researcher, an English teacher, and thirty-six students from class PBB1. The data of the study were analysed through components of the data analysis interactive model which included three concurrent activities such as data condensation, data display, and conclusion drawing and verification. The findings document the implementation of differentiated instruction was partial in nature. The teacher differentiated content, process, and product by following students' interests and learning profiles. However, the differentiation based on student readiness levels was not visible. The teacher only used eLearning, Zoom Video Conference, and WhatsApp groups, similar to how teachers commonly conducted online learning. In using differentiated instruction, the teacher encountered challenges associated with students' participation in a virtual class, a large number of students, a lack of time for planning, and group activities in learning that were limited.

LITERATURE REVIEW

The study of DEI in the area of perceptions was conducted by Al Siyabi & Al Shekaili, 2021) who investigated teachers' perceptions of differentiated instruction customised to meet the diversity of students' learning needs and interests of English in the University of Technology and Applied Sciences-Rustaq (UTAS-Rusta. It was aimed at investigating teachers perceptions of differentiated instruction in the Department of English Language and Literature (ELL) in UTAS-Rustaq and examining teachers' awareness of the principles needed to maintain efficient implementation of differentiated instruction practice in classroom practices. The study was categorized as descriptive qualitative study which voluntarily involved 33 lecturers. The instruments in the form of Likert scale questions and open-ended questions were applied. The former was intended to gather data from the English lecturers dealing with the general understanding of differentiated instruction among them. The latter was meant to seeking information on the practices they currently follow in their classes to achieve customization. The analysis of the collected data was based on frequency and theme coding. The results show that lecturers had good perceptions on differentiated instruction, but they voiced having inadequate support from their institution and the implementation of DI at least one if not on all three levels of content, process, and product (Tomlinson, 2000a, 2000b, 2001).

In reference to the reviews of the previous studies, a few researchers are interested in studying the Perceptions of students towards the implementation of DEI in the process of ELT as the revelation of students' perceptions drives teachers to determine the pedagogical design in the areas of content, process, and product as the mainstream of ELT. The focus of the perceptions of students towards the implementation of DEI in ELT is meant to 5 areas, namely (1) the implementation of DEI, (2) use of teaching strategies, methods, and techniques, (3) use of various materials, (4) use of various media and use of various assessments, (5) use of various assignments which are referred to part of the four areas: content, process, product, and learning environments as mentioned by Tomlinson (2000, 2014). The 5 areas of research mentioned are more comprehensive in relation to the use of DEI in the process of ELT which gives an emphasis on accommodating individual learner differences which are assumed to determine the success for the English language proficiency. Use of DEI in ELT at any level of education including senior high schools provide students with the development of their capabilities in English language development.

METHODS

This section types of the research, the subjects of the research, instruments used to gather data, the techniques of the data gathering, technique of data analysis, the reliability and validity of data used in this research. Each is presented below.

Types of Study

This study is categorised as descriptive quantitative research on the grounds that it deals with portraying the perceptions of the student cohort at senior high schools at Pringsewu, Lampung on the implementation of DEI in the process of English language teaching. Gay, et al (2012) state that descriptive

research refers to a survey which is engaged in gathering data aimed at testing hypothesis or answering questions about opinions of respondents to some targeted topic or issues. Further, Creswell (2012) urges that survey research designs are part of research procedures in quantitative research in which researcher utilizes a survey to a sample or to the whole population of respondents to describe the attitudes, opinions, behaviours, or characteristics of the respondents.

The Subjects of the Study

This study voluntarily involved 310 students out of 900 students of Senior high Schools in the grade of 10 at 3 out of 9 Senior high schools located at Pringsewu. Therefore, each of three selected senior high schools consists of 10 classes as the sample of this study, three senior high schools, namely SMA II Pringsewu, SMA SPG, and SMA I Ambarawa. The three senior high schools were selected on the basis of the quality of the input, the location of the schools, and the types of the schools. The way of selecting 310 students was conducted by using random sampling techniques. In this case, the subjects were asked to take one paper which was written in the form of phrase "You are invited to this study" and "You are not invited to this study". The class which got a piece of paper which was labelled with You are Invited " meant that the whole class was selected as the subjects of this study. On the other hand, the class which got a piece of paper which was labelled with You are not Invited meant that the class was excluded in this study.

To get the number of the respondents of the student cohort, this study used the formula of Slovin as presented in the following formula.

Note:

n = the number of sample

N = the number of population

E = Percentase of Error in taking the sample $e = 0,1$ or $0,5$.

Instruments of the Study

As mentioned earlier, this study is categorized as the descriptive quantitative one which attempts to reveal the four areas of the research, namely the implementation of DEI, the dimensions of DEI, perceptions of teachers toward DEI, and perceptions of students toward DEI as one of the approaches to be implemented in the process of English language teaching and learning at senior high school level on Pringsewu, Lampung. The four areas of the study are urgent to be investigated because DEI is one of the mainstreams of the implementation of Independent Curriculum which is oriented to facilitate the needs of students who have individual learner characteristics to drive them to maximize the English proficiency attainment. To get the data from the subjects of this study, a set of questionnaires consisting of 20 items was employed to get data from the student cohort dealing with students' perceptions on the implementation of DEI as attached in Appendix 2.

Technique of Data Collection

In reference to the selected instruments to be employed to gather data from the subjects, questionnaire distribution was employed. The questionnaire distribution was projected to capture the perceptions of students toward DEI. The questionnaire distribution was employed via online as performed in the link:

<https://s.id/instrumentonstudents> to get data from the English teacher cohort and student cohort.

Technique of Data Analysis

The gathered data were analysed with the use of the descriptive quantitative analysis. This analysis made use quantitative data obtained from the subjects of this study. The qualitative data obtained from the subjects with the use of questionnaire under the dimension of perceptions of students toward DEI which were then analysed with the use of mean score and the percentages of each item.

Reliability and Validity of Data

To meet the requirement of validity and reliability, two sets of questionnaires were investigated with use of some types validity which included face validity, content validity, and experimental validity. In addition, test of reliability of the two sets of questionnaires was employed.

RESULTS AND DISCUSSION

The result of the data analysis with the employment of the descriptive statistical analysis using the value of the mean score and the frequency of the responses by 310 students of Grade X from three different senior high schools. of, Pringsewu, Lampung, Indonesia shows that the majority of students have positive perceptions on the implementation of DEI in the process of English language teaching as represented in the dimension of DEI, namely input, process, product, and learning environment. The finding also articulates use of DEI which accommodate students' their interests, learning styles, abilities, and use of language instruction as manifested in the questionnaire items. Also, the majority of the students have positive perceptions on the implementation of various strategies, methods, and techniques as part of the process dimension; various materials as part of input dimension; various media and various assessments as part of the learning environment; and various assignments as part of product dimension. Each finding is discussed as follows.

Students' perceptions on the implementation of DEI

As stated in the questionnaire that deals with the nature of DEI in the process of English language teaching and learning, most of the student cohort have positive perceptions on use of DEI as manifested in the nature of DEI as performed in Table 1.

Table 1. Responses on the Implementation of DEI of the Student Cohort

Q1.	I learn more effectively if the lesson is delivered using my own learning style.	SA	A	D	SD
		99(31,9%)	203(65,5%)	7(2,3%)	1(0,3%)
Q8	My English teacher should be aware of their students' interests, readiness and learning profiles.	49(15,8%)	232(74,8%)	12(8,1%)	4(1,3%)
Q9	My English teacher should consider students'	55(17,7%)	239(77,1%)	12(3,9%)	4(1,3%)

	interests, abilities and learning profile when preparing lessons and assignments.				
Q10	Use of differentiated instruction has stimulated my interest in the class.	33(10,6%)	206(64,5%)	69(22,3%)	8(2,6%)
Q11	My English teacher should be aware that students' individual learner differences should be accommodated.	51(16,5%)	239(77,1%)	16*5,2%)	4(1,3%)
Q16	Use of English, Indonesian, and local language help me learn English well.	61((9,7%)	229(73,9%)	14(4,5%)	6(1,9%)

As performed in Table1, most of the student cohort have positive perceptions on use of DEI as manifested in accommodating students' different styles, students' interests, and use of languages in the process of English language teaching and learning. They believed that the accommodation of learning styles was effective in the process of English language teaching and learning. This suggests that accommodating learning styles in the process of ELTL should become the concern of English teachers.

The above statement is supported by responses by the student cohort as performed in Q1, Q8, Q9, Q11, and Q16. For example, Q1 deals with the accommodation of students' learning styles is believed to be effective in the process of ELTL with regard to the students' perceptions showing that there were 203 or 65,5% who agreed to the statement which was supported by 99 or 31,9% out of 310 students as respondents in this study. Only eight students out of 310 disagreed that the accommodation of different learning styles is was effective to be implemented in the process of ELTL. Such finding is supported by the responses of the student cohort in terms of the accommodation of students' interests, readiness and learning profiles which shows that 232 students out of 310 agreed to the statement and 49 students strongly agreed to it. This suggests that 271 out of 310 students agreed to the statement. Q11 validates the previous findings that the English teacher should be aware that students' individual learner differences as performed in the percentage of responses by the student cohort claiming that 239 out of 310 agreed to the statement supported by 51 students who strongly agreed to it. Added to this, 290 out of 310 responded to the use of three languages in the process of ELTL. This suggests that English teachers tolerate students to use Indonesian, English, and local language to facilitate them when they are engaged in the process of ELTL.

Students' Perceptions on Use of Various Strategies, Methods, and Techniques

As stated in the questionnaire that deals with the ways of how English teachers manage the class with the use of various strategies, methods, and techniques as part of DEI in the process of English language teaching and learning, most of the student cohort have positive perceptions on use of various strategies, methods, and techniques as performed in the following table.

Table 2. Responses on the Nature of DEI

		SA	A	D	SD
Q4	I like being grouped with students who have similar interest and abilities as me.	74 (23,9%)	182(58,7%)	51(16,5%)	3(1,0%)
Q15	I like when my English teacher uses various methods in the process of English language teaching and learning.	66(21,3%)	227(73,2%)	19(4,5%)	3(1,0%)
Q17	I like when my English teacher uses various techniques in the process of English language teaching and learning.	57(18,4%)	233(75,2%)	16(5,2%)	4(1,3%)
Q18	Use of various learning activities (such as outside and inside class) stimulate me to learn English.	60(19,4%)	228(73,5%)	19(6,1%)	3(1,0%)
Q19	I like when my English teacher uses various strategies in the process of English language teaching and learning.	43(13,9%)	243(78,4%)	20(6,5%)	3(1,3%)

As performed in Table 2, most of students have positive perceptions on use of DEI as manifested in terms of utilizing various strategies, methods, and techniques. Q4 deals with the way of grouping with regard to students' similar interests and abilities. In reference to the analysis, 182 out of 310 students agreed to the way of grouping according to students; similar interest and abilities and 74 out 310 students claimed strongly agreed to that statement. In other words, 256 (82,6%) out 310 students have positive perceptions on that statement. This finding is supported by the responses of the student cohort towards Q15 (use of various methods), Q17 (use of various techniques), Q18 (various learning activities) , and Q19 (use of various strategies) which performed that more than 90% of the student cohort agreed to use of various methods, of various techniques, of various learning activities, and of various strategies. In Q15, there were 293 out 310 students or 94,5% who agreed to use of various methods. In Q17, there were 290 out 310 students or 93,5% who agreed to use of various techniques. In Q18, there were 288 out of 310 or 92,9 who agreed to use of various

learning strategies. In Q19. there were 286 out of 310 or 92,3 who agreed to use of various strategies. With regard to those findings, it is evident that use of various strategies, various techniques, and various methods is believed to facilitate students to maximally acquire English proficiency on the grounds that use of those various pedagogical practices accommodate individual learner differences which encourage to deeply learn English.

Students' Perceptions on use of Various Materials

With regard to the questionnaire distribution articulating use of various materials in the process of English language teaching and learning, most of the student cohort have positive perceptions on it as performed in the following table.

Table 3. Responses on use of Various Materials

		SA	A	D	SD
Q2	I like it when my teacher uses materials that present content in a variety of format (e.g., text, video, audio, web-based).	75(24,2%)	218(70,3%)	65(4,8%)	5(0,6%)
Q3	I feel challenged when my teacher presents content at varying levels of complexity.	33(10,6%)	207(66,8%)	65(21,0%)	5(1,6%)
Q12	The variety of English materials used by my English teacher encourage me to learn English.	57(18,4%)	236(76,1%)	14(4,5%)	3(1,0%)
Q20	My English teacher gives me freedom to learn any English materials.	64(20,6%)	225(72,6%)	14(4,5%)	7(2,3%)

As performed in Table 3, most of students have positive perceptions on use of DEI as manifested in terms of utilizing various materials in which more than 75% of the student cohort agreed to use of various materials in the process of English language teaching and learning. For example, Q4 deals with using materials that present content in a variety of format (e.g., text, video, audio, web-based). With the use of descriptive qualitative analysis, there were 293 or 94,5% out of 310 of the student cohort agreed to the use of various materials. This finding is also supported by the responses of the student cohort dealing with Q3 which is concerned with the utilisation of the content at varying levels of complexity in the process of ELTL in which 240 or 77,4% out 310 agreed to that statement. Q12 also deals with the use of variety of English materials in the process of ELTL in which 223 or 75, 2 out of 310 the student cohort agreed to the statement. This finding is also supported by the responses of the student cohort dealing with giving freedom to the students to learn any English materials in which 289 or 93,2% out of 310 students agreed to giving freedom to learn English materials which drive them to do with self-determined learning practices.

Students' Perceptions on use of Various Media and Assessments

With regard to the questionnaire distribution articulating use of various media and assessments in the process of English language teaching and learning, most of the student cohort have positive perceptions on it as performed in the following table.

Table 4. Students' Perceptions on use of Various Media and Assessments

Q13	My English teacher use various media when he/she is engaged in English language teaching and learning.	SA 61(19,7%)	A 227(73,2%)	D 19(6,1%)	SD 3(1,0%)
Q14	I like my English teacher uses various types of assessment.	36(11,6%)	199(64,2%)	53(17,1%)	22(7,1%)

As performed in Table 4, most of students have positive perceptions on use of DEI as manifested in terms of utilizing various media and assessment in which more than 75% of the student cohort agreed to use of media in the process of English language teaching and learning. For example, Q13 deals with using various media and assessment. With the use of descriptive qualitative analysis, there were 288 or 92,9% out of 310 of the student cohort agreed to the use of various media. This finding is also supported by the responses of the student cohort dealing with Q14 which is concerned with the utilisation of the various assessments in the process of ELTL in which 235 or 75,8% out 310 agreed to that statement. This suggests that various media and assessment facilitate students to learn English better.

Students' Perceptions on Use of Various Assignments

With regard to the questionnaire distribution articulating use of various assignments in process of English language teaching and learning, most of the student cohort have positive perceptions on it as performed in the following table.

Table 5. Responses on Various Assignments

Q5	I am more engaged in the learning process if I am given a choice of assignment to do.	SA 72(23,2%)	A 199(64,2%)	D 34(11,0%)	SD 5(1,6%)
Q6	I like working in a variety of group format in completing assignments (e.g., small group, partners, individual)	76(24,5%)	174(56,1%)	50(16,1%)	10(3,2%)
Q7	Learning is more fun if activities/ assignments have format options (e.g., write a paper, create a model, design a poster, give a presentation)	78(25,2%)	216(69,7%)	12(3,9%)	4(1,3%)

As performed in Table 10, most of students have positive perceptions on use of DEI as manifested in terms of utilizing various assignments in which more than 80% of the student cohort agreed to use of various assignments in the

process of English language teaching and learning. For example, Q5 deals with giving a choice of assignment to do. With the use of descriptive qualitative analysis, there were 271 or 87,4% out of 310 of the student cohort agreed to the statement of giving students a choice of various assignments. This finding is also supported by the responses of the student cohort dealing with Q6 which is concerned with working in a variety of group format in completing assignments (e.g., small group, partners, individual) in the process of ELTL in which 250 or 80,6% out 310 agreed to that statement. Q17 also deals with statement claiming that learning is more fun if activities/assignments have format options in the process of ELTL in which 294 or 94,8 out of 310 the student cohort agreed to the statement.

As stated in the above findings, most of the student cohort have positive perceptions on the employment of DEI in the process of English language teaching and learning as manifested in five dimensions which include (1) the accommodation of students interests, learning styles, abilities, and use of language instruction, (2) use of various strategies, methods, and various techniques, (3) various materials, (4) various media and assessments, and (5) various assignments. This suggests that students' interests become the main driver for English teachers to deal with lesson planning practices. This meets the theory of second language acquisition as stated by Ellis (2005) which articulates that the internal factors such as anxiety, motivation, interests, learning styles, and others serve as the determinant factor to successfully acquire the target language.

In terms of use of various strategies, methods, and techniques, it is evident that students of senior high schools in three targeted schools have positive responses towards the implementation of those pedagogical variants of teaching used in the process of English language teaching and learning as those could help students learn the English materials maximally. This suggests that use of various strategies, methods, and techniques which accommodate the individual learner characteristics become the concern of the English teachers when they are engaged in the process of language teaching and learning. This relies on the theory that using various dimensions of those pedagogical activities could create interesting and comfortable English classroom complying the individual learner differences. In other words, no single strategy, method, and/or technique are applied in the process of English language teaching and learning. For example, in the process of teaching speaking, English teachers may apply some techniques such as roleplay, picture describing, story-telling, games, information gap, simulation, and other in one point of teaching which meet the individual learner differences. Therefore, needs analysis which complies the students' characteristics should be well documented by English teachers before deciding the techniques of teaching speaking. This is validated by a statement from some experts who claim that understanding students' learning needs is essential since it is the foundation for the development of suitable and effective teaching model (Nartiningrum & Nugroho, 2020; Neina & Qomariyah, 2021).

With regard to the responses of the student cohort dealing with use of various materials, it is documented that most of students agree that English teachers use various materials in the process of English language teaching which comply the individual learner differences. In other words, students feel happy

when the English teachers employ various materials when they are engaged in the process of English language teaching and learning. This finding is in line with the theory which states that in the process of English language teaching, English language teachers should consider the issue of input + 1 as stated by Krashen (1987, 1988). This means that the material should be designed 1 level above the input in order that students could comply the process of English language teaching as the materials are not too easy or not too difficult. In this contexts, English teachers are driven to be creative in designing and/or selecting the English materials which meet their interests, learning styles, abilities, and others. The materials could be oriented to some issues of students' sociocultural backgrounds such as gender, social economy, cultural background, and the like with regard to the existing curriculum used at senior high school level. For example, when the English teachers are going to focus on teaching reading which is aimed at making sense of texts, they have to accommodate the areas of students, interests under the scheme of the text types such as narrative, descriptive, argumentative, procedure, and others. More specifically, when they focus on the narrative texts, they provide students with various texts of narrative taken from different contexts, namely inner circle English speaking countries, outer English speaking countries, and/or expanding English speaking countries which accommodate their interests, abilities, English proficiency, gender, and others. This relies on the theory that teachers need to be "in harmony with the students' world" by focusing on the students' learning development level since students serve as the main focus in a teaching and learning process (Hasanah et al., 2019, 2022).

In terms of the responses of the student cohort dealing with use of various media and assessment, it is documented that most of students agree that English teachers use various media and assessment in the process of English language teaching which comply the individual learner differences. In other words, students agree when the English teachers employ various media and assessment when they are engaged in the process of English language teaching and learning on the grounds that those various media and various assessment which comply their interest, abilities, learning styles, and the like could enhance their mastery of the English materials.

CONCLUSIONS AND RECOMMENDATIONS

The above findings reveal that most of the students have positive responses to use of DEI in the process of English language teaching and learning. More specifically, there were 277 or 89,6 % out of 310 students agreed to the implementation of DEI as stated in the 20 items of questionnaires which deal with the implementation of DEI, use of teaching methods, use of various materials, use of media and of various assessment, and use of various assignments distributed to the student cohort. This implies that English teachers are encouraged to utilize the DEI as it is believed to facilitate students to maximally acquire the target language. The application of DEI encourages students to be actively involved in the process of English language teaching and learning. Such an active involvement could establish students to lateralize the English materials in long term memory on the grounds that the pedagogical activities and artefacts

are oriented to students' interests, leaning styles, learning speeds, learning strategies, sociocultural issues, and others. Also, the process of English language teaching and learning take a platform of multiloop learning practices which enable students to enhance their English language attainment. In conclusion, the accommodation of the students' abilities with regard to pedagogical dimensions which include the design and/or selection of English materials, media, assessment, and assignment could create conducive English learning environments which play important roles to the success for acquiring English. Therefore, it is recommended that DEI could be one of the teaching methods for English language teaching at senior high schools which articulate the accommodation of the individual characteristics of students to be joyful in the process of English language teaching and learning.

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