

Analysis of Teacher's Instructional strategies to Improve Students' Interest in English Subject at SMP Telkom Makassar

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Abstract. This research explores the instructional strategies implemented by an English teacher at SMP Telkom Makassar to enhance students' interest in learning English through Differentiated Instruction (DI). The study aims to analyze how DI strategies are applied and assess students' responses to these methods. Employing a mixed-methods approach, the data were gathered through one English teacher and 33 students using interviews, classroom observations, and questionnaires. The data were analyzed using an in-depth interview, transcript, Likert scale, and Miles and Huberman's interactive model. The findings reveal that the teacher successfully applied DI by modifying the content, process, and product of instruction to cater to students' diverse needs and preferences. Students were provided with flexible learning tasks and assessment choices, which increased engagement and participation. Despite challenges in time management due to the teacher's additional responsibilities, classroom activities remained effective and well-managed. Questionnaire responses indicated a predominantly positive student perception, suggesting that DI strategies significantly improved their interest in English learning. These results support the use of DI as an effective and inclusive approach in English education.

Keywords: *Differentiated Instruction, Instructional Strategies, Student Interest, English Learning, SMP Telkom Makassar*