

Need Analysis in Developing Differentiated Assessment Instrument for 7th Grade Junior High School Students Based on Learning Style in Emancipated Curriculum

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Abstract: Assessment plays a crucial role in the process of acquiring a foreign language. Assessments are crucial to conduct in order to ascertain enhancements in student learning. The assessment results can serve as a guide for creating impactful learning activities for students. Teachers need to conduct diagnostic assessments as part of the emancipated curriculum in order to ascertain students' characteristics, learning styles, and learning needs. Differentiated instruction was implemented to accommodate the diverse characteristics and learning styles of students. This approach enables students to select learning methods that align with their individual learning style. Implementing differentiated instruction will result in the implementation of differentiated assessment by teachers. Teachers must adapt the assessment process based on the specific instructions for each individual learning style. Therefore, the objective of this research is to conduct a comprehensive analysis of the needs of students and teachers throughout the learning process, with the aim of facilitating the development of differentiated assessment instrument for educators.

Keyword: *Differentiated Assessment, Emancipated Curriculum, Learning Style, Assessment*

INTRODUCTION

In learning, especially language learning, assessment is an essential component and hold an important role (Black & Wiliam, 2009). According to Cowie and Bell (1999), assessments are crucial for educational purposes and for enhancing both the teaching and learning processes of students and teachers. Through precise and suitable assessment implementation, teachers can identify appropriate learning strategies, give feedback on students' learning outcomes, and classify and group students according to their abilities (Tosuncuoglu, 2018). Assessments are used in language learning to evaluate students' development and interpretation of meaning through text and context analysis in addition to their knowledge of syntax, vocabulary, and English communication skills (Pandjaitan, 2004).

In 2019, Indonesia's Minister of Education, Nadiem Makarim, created "Emancipated Learning" as a new program to address the country's educational issues. The emancipated curriculum was created to ease students' learning without adding unnecessary burdens and to allow learning that is specific to each student's needs and characteristics. The Emancipated Curriculum prioritizes student-centered learning and responsible technology use in the classroom, enhancing its flexibility and responsiveness to student needs (Zidan, 2023). The government promotes emancipated learning, which aims to improve education and produce better human resources, with the Pancasila Student Profile (Kemendikbud, 2021). In order to make learning more purposeful, thorough, and pleasurable, an emancipated curriculum places more emphasis on students' fundamental knowledge and skills according to their phase. Teachers can choose and modify different media, tools, learning styles, and assessments to better meet their students' needs and maximize learning with the help of emancipated curriculum (Riyan Rizaldi & Fatimah, 2022).

In implementing the emancipated curriculum, there are three types of assessment that can be applied by teachers in learning, including formative assessment, and summative assessment, and diagnostic assessment (Shadri et al., 2023). Formative assessment is an evaluation tool that tracks student progress toward learning objectives and provides

educators and students with information or feedback to enhance their learning effectiveness (Anggraena et al., 2022). A summative assessment is an assessment that is used to evaluate whether the overall learning objectives are met. Educators and educational unit policies determine whether this assessment is administered at the conclusion of the learning process or concurrently for two or more learning objectives (Anggraena et al., 2022). Last, diagnostics assessment is an assessment that examine students' strengths and weaknesses in learning as a basis for teaching and assessment. Teachers then use the obtained data as a teaching guide to aid students in learning (Jang, 2013). Teachers are required to conduct diagnostic assessments as part of the Emancipated Curriculum implementation process. Diagnostic assessments can be done at the beginning of the learning process or at any point to determine a student's traits, learning style, strengths, and weaknesses in language acquisition (Farhady & Selcuk, 2022).

One effective tactic in the Emancipated Curriculum to address the various characteristics of students is differentiated instruction (Halimah, 2023). In differentiated instruction, teachers adjust resources, methods, and evaluations according to the learning styles and the needs of their students (Tomlinson, 2017). When designing and executing differentiated learning processes, educators can utilize the VARK theory (Visual, Auditory, Reading/Writing, Kinesthetic) to assess and take into account the learning preferences of their students (Ronaldy et al., 2023). VARK is an innovative development of the established learning style preference known as VAK. The VARK model was devised by Neil D. Fleming in 1987 (Widharyanto & Binawan, 2020). The VARK learning style model categorizes students according to their preferred sensory modality for acquiring information (Fleming, 2006).

The teacher will implement differentiated assessments following differentiated instruction. Since the learning instructions and the characteristics of the students differ, the assessments cannot be the same. Assessments and instruction should ideally be customized to each student's particular requirements (Ihalon & C, 2022). The aim of differentiated assessment is to meet learning objectives in accordance with student learning differences (Koshy, 2013). According to Varsavsky and Rayner (2013), differentiated assessment is an educational framework that strives to accommodate student differences by providing flexibility to students regarding the types of assessment items they complete and the level of skills and knowledge they acquire. Through the implementation of various tools and techniques, teachers can gather data on students' progress throughout the learning period and provide students from a range of academic backgrounds with the opportunity to successfully demonstrate their learning (Tomlinson & Moon, 2013).

Based on the mentioned theories, it is essential for the teacher to conduct diagnostic assessments to assess the students' English proficiency, characteristics, needs, and preferred learning style. Teachers will possess the capability to develop and implement differentiated instruction and assessment to enhance their students' learning experiences.

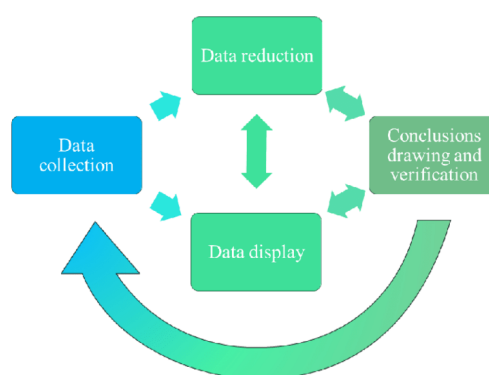
This research focuses on the differentiated assessment. To know the implementation of differentiated assessment in the school, researcher conducted preliminary observations to determine whether teachers use differentiated assessment in the classroom for English language learning. The researcher conducted preliminary observations at one of the junior high schools, especially at the 7th-grade students, located in Buleleng Regency, precisely in Sukasada District. Based on the preliminary observations, several conclusions were reached about the implementation of the differentiated assessment. The teacher conducted a diagnostic assessment in accordance with the emancipated curriculum. The results of the diagnostic assessment show that students' understanding of English subjects varies; some are still very poor, others are adequate, and some are good. However, the majority of students continue to have limited English skills, including vocabulary. Aside from that, each student's learning style is unique, consisting of visual, auditory, kinesthetic, and reading. Students in one class have a dominant visual learning style, while reading is the least common. Regarding the differentiated assessment, teachers still have not implemented differentiated assessment to measure the abilities of students who have different learning styles and preferences. Teachers still use monotonous and

the same assessment for each learning style. The teacher lacks the ability to implement differentiated assessment that is tailored to students' individual learning styles. Nevertheless, there has been no further discussion regarding this matter.

Thus, this research aims to analyze the needs of teachers and students, to be able to develop differentiated assessment instruments for 7th-grade students based on students' learning styles that can meet the needs of both students and teachers. Through this research, it is hoped that the need analysis of the students' and teachers' needs can help educators to design and develop differentiated assessment instruments based on learning styles in Emancipated Curriculum that can measure students' abilities optimally, especially for grade 7 junior high school.

METHOD

To analyze the students' and teachers' needs in developing differentiated assessment instrument for 7th-grade junior high school students based on the learning style in emancipated curriculum, this research used qualitative descriptive method. The data collected were analyzed using the qualitative method of Interactive Model Analysis, as proposed by Miles and Huberman (1994). There are four steps in analyzing the data using Interactive Model Analysis by Miles and Huberman (1994), which are data collection, data reduction, conclusion drawing and verification, and data display. It can be seen as follow.



Picture 1. Interactive Model Analysis by Miles and Huberman (1994)

The researcher conducted several method in collecting the data, including direct observation, distributing a questionnaire to students, conducting interviews with the 7th-grade English teacher, and analyze the ATP. The analysis was carried out to assess various aspects of the classroom, including the teaching and learning process, teaching methods, assessment instruments, assessment rubrics, assessment processes, and the overall teaching quality of the teacher. Based on the data obtained, the researcher will perform an analysis to determine the characteristics of the students and identify the needs of both the teacher and the students in regards to English learning.

The interview was conducted offline, in person, with the teacher at the school. The interview consisted of twenty-four questions. An electronic device was used to record the outcome of the interview. The questionnaire has two sections and eighteen questions in total. Learning methods are covered in Part I, while students' learning styles are covered in Part II. The survey was administered to thirty-three seventh graders at one of the Junior High Schools located in Buleleng, Bali. The questionnaire was conducted on paper, then the results were copied to Google Forms. Lastly, the researcher examines one document, the Learning Objective Flow (ATP), in document analysis.

RESULTS AND DISCUSSION

Interviews, questionnaires, and document analysis were conducted at one of the junior high schools in Sukasada, Buleleng, Bali. The interview was conducted with the 7th-grade English teacher at that school, a questionnaire was distributed to 7th-grade junior high school students, and documents were analyzed using the English ATP.

Teacher Interview

The interview aimed to gather information about the implementation of an Emancipated curriculum in the teaching and learning process. It also focused on the learning method implemented in the classroom, as well as the assessment process, including diagnostic, formative, and summative assessments. Additionally, the interview explored how teachers provide feedback to students and their approach to differentiated assessment.

The first aspect pertains to the implementation of the Emancipated Curriculum. Since 2022, the school has implemented the Emancipated Curriculum for two years. The Emancipated Curriculum has been implemented in grades 7 and 8. It hasn't been implemented in Grade 9. In accordance with the Emancipated Curriculum's recommendations for school implementation, specifically regarding learning activities, the teacher conducted a diagnostic assessment prior to instruction to ascertain the students' abilities. The teacher divided the students into high, medium, and low ability groups after the assessment. The teacher mixes learning activities with ice-breaking and games. By using the Emancipated Curriculum, teachers encourage students to learn while playing.

Second, teacher learning methods. The teacher utilizes 21st-century learning, but only for discovery. The discovery learning process begins with a trigger question, followed by a related video or material delivery. After that, the teacher will lead a group discussion. Students will discuss what the teacher told them to research. After discussing their findings, each group will report them. The teacher gives each group feedback and corrects their work. After reviewing the material, the teacher emphasizes key concepts, and students discuss and study again. The implementation of problem-based learning remains challenging. This was due to the students' poor English vocabulary and comprehension. For problem-based learning, teachers usually use worksheets with problems to discuss and solve. No project-based learning has been implemented.

The third concerns assessment. Diagnostic evaluation comes first. The teacher conducts a diagnostic assessment the day before English class. This avoids hours of English lessons. The Emancipated Curriculum recommends diagnostic assessments at the start of learning. For diagnosis, Google Forms are used. The teacher administers diagnostic assessments using vocabulary questions about food and objects. Teachers place a strong emphasis on vocabulary in their English lessons, as students still struggle with it. Based on this diagnostic test, teachers can classify students as low, medium, or high in English, especially vocabulary. The guidance and counseling teacher administers the test to identify the student's learning style, and then the results are provided to the teachers. Diagnostic assessment uses no special criteria. The assessment solely covers vocabulary, so there are only right and wrong answers. Formative assessment follows. Teachers always create group and individual worksheets. Every meeting uses LKPD, or worksheets, for both group and individual formative assessments. One chapter covers three topics. Each topic provides worksheets for students to discuss with peers or complete independently. Formative assessments use fill-in-the-blank questions with one point for correct answers and zero points for incorrect answers. The teacher said she would not re-assess a topic if the results were favorable when reflecting on the formative assessment. If the formative assessment results are poor and the topic proves difficult, the teacher will convene 2-3 meetings to revisit the material that students struggle with. The teacher has never implemented self- or peer-assessment. Summative assessment continues. The teacher summatively assesses two chapters. A summative assessment follows two chapters. Fill-in questions on the test will train students' English spelling and get them used to writing in English. If the summative assessment has

three topics with 10 questions each, there will be 30 questions. Summative assessment questions are fill-ins, similar to formative assessment. If the student answers correctly, they get 1; otherwise, 0. Divide the total score by the questions, then multiply by 100. Following the test, the teacher will ask students which parts were difficult and which they didn't understand in order to reflect on and evaluate learning using summative assessment. Therefore, the teacher will repeat and discuss the material with the students. After that, a remedial test will boost grades. In every assessment, the teacher will ask students what they don't understand and reflect on it.

Next is a teacher's understanding of differentiated assessment. When assessing students, the teacher differentiates questions based on their English proficiency. Teachers differentiate student worksheets by ability, not learning style, to implement differentiated assessment in the emancipated curriculum. The teacher initially placed students in three English proficiency groups: low, medium, and high. The worksheets for each group vary in difficulty. The low group will get an effortless worksheet, the medium group a difficult one, and the high group the hardest one. The teacher found it challenging to grade the students for the differentiated assessment. Because each group's assignments are different in difficulty, the scores are not absolute. For instance, high-level students who receive difficult questions get lower grades than low-level students who receive straightforward questions. Teachers must reconsider grading students at each group level because the questions vary.

Teachers struggle to define differentiated assessment criteria. Teachers don't differentiate assessments by learning style. Only groups complete differentiated activities with worksheets tailored to their abilities. This needs improvement, and 21st-century learning should include more activities based on students' learning styles. To make differentiated student assessment effective. Teachers are also confused by differentiated assessment criteria.

The classroom requires clearly differentiated learning activities and assessments. Create an assessment rubric with clear criteria, learning methods, and learning activities in each syntax, depending on the student's learning style. Differentiated assessments make it simple for teachers to grade students based on their learning style.

Student Questionnaire

The questionnaire comprises a total of eighteen questions, categorized into two sections. Part I focuses on the teaching method, while Part II focuses into the various learning styles indicated by students. The results are as follow.



Chart 1 Learning Method



Chart 2 Learning Method

**Chart 3 Learning Method****Chart 4 Learning Method****Chart 5 Learning Method****Chart 6 Learning Method**

Charts 1 to 6 pertain to the learning methods employed by the students. According to chart 1, which pertains to learning activities in the classroom and whether the teacher has facilitated group discussions, all 33 respondents, or 100% of the students, indicated that the teacher has indeed asked and invited students to participate in group discussions. Chart 2 refers to the students' preference for either group discussions or individual learning. 31 students, which accounts for 93.9% of the total, expressed their enjoyment and preference for group discussion and learning. Chart 3 displays the students' attitudes towards individual learning. It reveals that 69.7%, or 23 students, expressed their dislike and lack of preference for learning individually. Chart 4 depicts the prevalence of project-based learning in the classroom. Out of the 33 respondents, 97%, or 32 students, reported that their teacher had assigned them a project to complete either in a group or individually. Chart 5 displays the preferences of students when it comes to working on a project as part of a group. Out of the total number of students surveyed, 87.9%, or 29 students, expressed their enjoyment and preference for working on projects in a group. Chart 6 displays the students' preferences regarding individual project work. It reveals that 75.8%, or 25 students, expressed a dislike for working on projects individually.

The teacher has been implemented both group learning/discussion and group/individual projects as part of the learning method. The majority of students prefer engaging in group discussions, group learning, and group projects rather than pursuing individual learning or project work.



Chart 7 Learning Style

Chart 7 presents data on 33 students' learning styles when navigating to the cinema without directions. The chart reveals that 57.6%, or 19 students, preferred to use Google Maps, indicating a visual learning style. Additionally, 27.3%, or 9 students, chose to ask a friend for directions, reflecting an auditory learning style. Furthermore, 9.1%, or 3 students, opted to write down the directions, representing a read-write learning style. Lastly, 6%, or 2 students, decided to rely on their own knowledge of nearby locations to find the cinema, indicating a kinesthetic learning style. As a result, the majority of students opt to use Google Maps to locate the cinema as a means of visual learning.

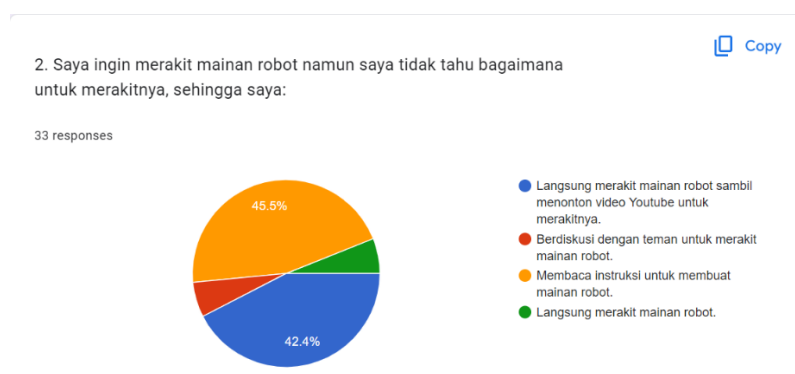


Chart 8 Learning Style

Chart 8 presents data on the methods chosen by 33 respondents for assembling a robot toy. The results show that 45.5% or 15 students preferred reading the instructions (read/write), 42.4% or 14 students chose to watch a tutorial on YouTube (visual), while the remaining students opted to discuss with friends (auditory) or directly assemble the toy (kinesthetic). The majority of students opt to peruse the instructions detailing the process of assembling a robot toy.



Chart 9 Learning Style

Chart 9 displays students' preferences for their teacher's teaching methods. Out of the 33 respondents, 75.8%, or 25 students, indicated a preference for visual learning, where the teacher uses pictures to explain the material. 21.2%, or 7 students, preferred auditory learning, where the teacher explains the material and engages in question-and-answer sessions. Only 3%, or 1 student, preferred read/write learning, where the teacher provides a book for them to read. Therefore, the majority of students prefer observing visual representations of the material presented by the teacher during the learning process, which is known as visual learning.



Chart 10 Learning Style

Chart 10 depicts the methods through which students acquire knowledge about Jakarta for vacation purposes. Out of the 33 respondents, 75.8% or 25 students prefer to learn about Jakarta by watching a video, which falls under the visual category. On the other hand, 24.2% or 8 students opt to learn about Jakarta by reading a book, which falls under the read/write category. As a result, the majority of students opt to acquire knowledge about Jakarta through video, which facilitates visual learning.

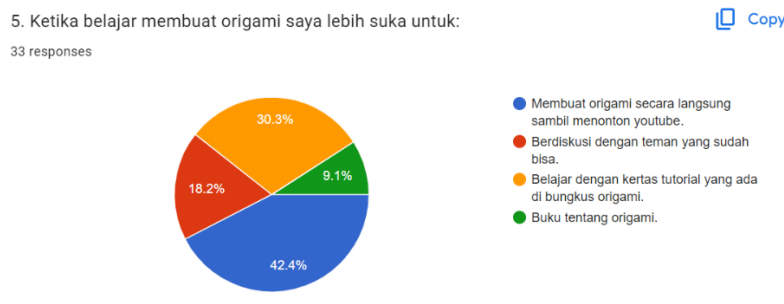


Chart 11 Learning Style

Chart 11 depicts students' preferences when engaging in origami. Out of the 33 respondents, it is evident that 42.4%, or 14 students, opt to make origami while watching instructional videos on YouTube, which falls under the category of visual learning. 30.3%, or 10 students, opted to engage in origami using the tutorial paper provided in the origami packaging, which falls under the category of read/write. 18.2%, or 6 students, chose to make origami while discussing it with a friend who possesses the skill, which falls under the category of auditory. Finally, 9.1%, or 3 students, chose to learn origami using an origami book, which falls under the category of kinesthetic. Many students opt to learn origami by watching tutorials on YouTube, which is a form of visual learning.

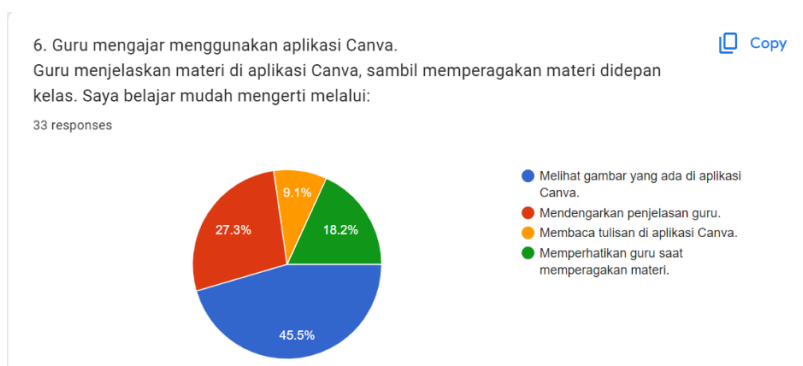


Chart 12 Learning Style

Chart 12 shows students' preferred learning method when studying Canva. Out of the 33 respondents, 45.5%, or 15 students, indicated that they find it easier to learn about Canva by visually observing the pictures within the platform. 27.3%, or 9 students, prefer auditory learning; they find it easier to learn Canva by listening to the teacher's explanation. 18.2%, or 6 students, opt for learning Canva through kinesthetic means by paying attention to the teacher's demonstration. On the other hand, 9.1%, or 3 students, prefer learning Canva through read/write methods by reading the text within the Canva interface. Many students find it easier to learn how to use Canva through visual learning, as they can understand the instructions better by looking at the pictures in the software.

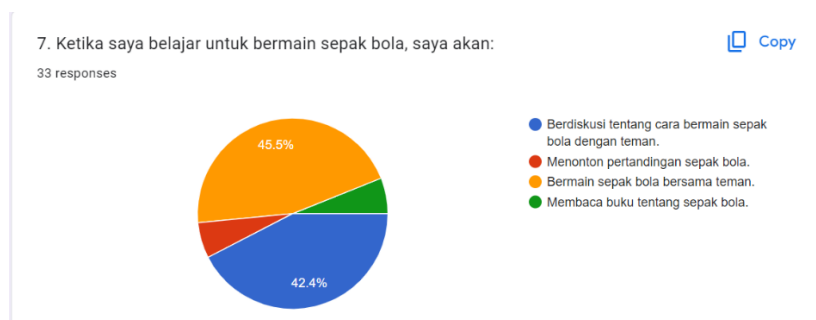


Chart 13 Learning Style

Chart 13 presents data on the methods students use to learn how to play football. Out of the 33 respondents, 45.5%, or 15 students, prefer to play football with friends, indicating a kinesthetic learning style. Additionally, 42.4%, or 14 students, choose to discuss how to play football with friends, indicating an auditory learning style. The remaining students opt to watch football matches, indicating a visual learning style, or read books about football, indicating a read/write learning style. Therefore, the majority of students opt to engage in football activities with their peers, which aligns with the concept of kinesthetic learning.

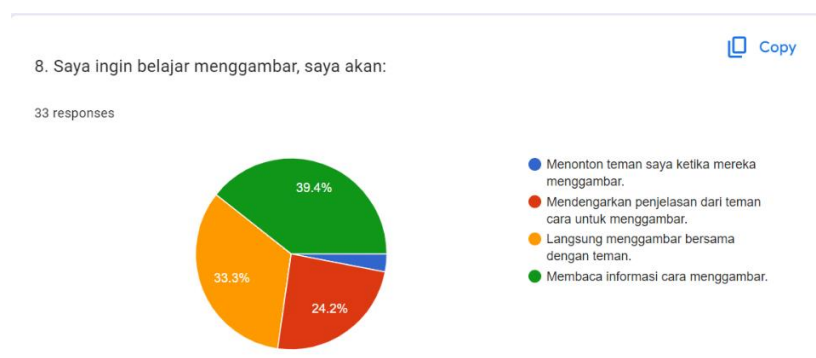


Chart 14 Learning Style

Chart 14 depicts the process by which students acquire the skill of drawing, based on the responses of 33 participants. Out of the total number of students, 39.4%, or 13 students, prefer to learn how to draw by reading information about it, which falls under the category of read/write. 33.3%, or 11 students, choose to learn by directly drawing with a friend, which falls under the category of kinesthetic. 24.2%, or 8 students, prefer to learn by listening to a friend's explanation about how to draw, which falls under the category of auditory. Lastly, 3.1%, or 1 student, chooses to learn by observing their friend while drawing, which falls under the category of visual. Many students opt to acquire drawing skills through the method of reading and studying instructional materials, which falls under the category of read/write learning.



Chart 15 Learning Style

Chart 15 depicts the methods by which students acquire proficiency in using Chromebooks. Out of the 33 respondents, 54.5%, or 18 students, opt to learn through visual means, specifically by watching instructional videos on how to use Chromebooks. 24.2% of the students, or 8 in total, prefer auditory learning, which involves listening to a friend's explanation. 15.5% of the students, or 5 in total, prefer kinesthetic learning, which involves trying to use the Chromebook themselves. Lastly, 5.8% of the students, or 2 in total, prefer read/write learning, which involves reading a guidance book on how to use the Chromebook. Many students opt to acquire Chromebook skills through video tutorials, which is a form of visual learning.



Chart 16 Learning Style

Chart 16 depicts the methods employed by students to initiate their savings in piggy banks. Out of the 33 respondents, it is evident that 66.7%, or 22 students, opt to start saving by creating a savings journal table. This table records the time and amount saved, and students mark it to visually track their progress. 24.2%, or 8 students, opt to initiate their savings by directly depositing their money into piggy banks, utilizing a kinesthetic approach. The remaining students choose to acquire information on saving money through reading, employing a read/write method, and seek advice from their friends who have already saved, employing an auditory approach. Many students opt to begin saving money by creating a savings journal table, which utilizes visual learning.

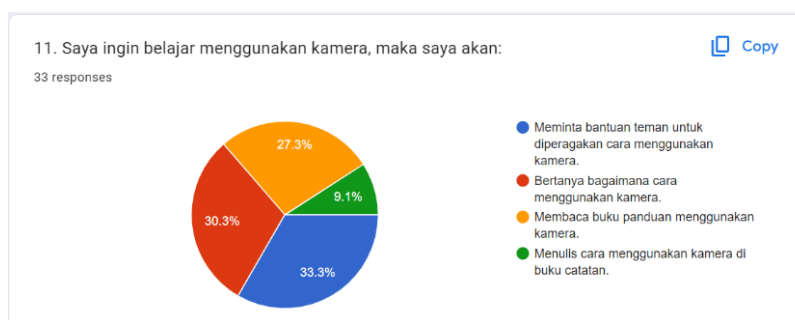


Chart 17 Learning Style

Chart 17 presents data on the methods used by students to learn how to use a camera. Out of the 33 respondents, 33.3%, or 11 students, preferred kinesthetic learning, where they learned by asking a friend to physically demonstrate camera usage. Additionally, 30.3%, or 10 students, chose auditory learning, where they learned by asking someone to verbally explain how to use the camera. 27.3%, or 9 students, opt to acquire knowledge by consulting a guidance book on camera usage, which includes reading and writing. Additionally, 9.1%, or 3 students, choose to learn by documenting instructions on camera usage in their own books, which also involve reading and writing. Many students acquire camera skills through kinesthetic learning, where they observe and imitate their friends' demonstrations.



Chart 18 Learning Style

Chart 18 presents data on the study methods used by students before exams. Out of the 33 respondents, 54.5%, or 18 students, prefer to study by reading books and then memorizing the material, which falls under the read/write category. 21.2%, or 7 students, choose to study by demonstrating examples of the material they have learned, which falls under the kinesthetic category. 12.1%, or 4 students, prefer to study by looking at pictures related to the material, which falls under the visual category. Similarly, 12.1%, or 4 students, choose to study by discussing the material with friends, which falls under the auditory category. Typically, students prepare for exams by engaging in the read/write learning approach, which involves reading books and recollecting information from memory.

The process of identifying students' learning styles reveals that students possess a range of learning preferences, including visual, auditory, read/write, and kinesthetic styles. According to the student questionnaire, the most prevalent learning style among students is visual learning, followed by kinesthetic learning and reading/writing. Conversely, auditory learning is the least preferred learning style among students.

Document Analysis

Document analysis involves the examination of one document by the researcher, particularly the Learning Objective Flow (ATP) document.

The researcher gathered data on the ATP of 7th-grade junior high school students in a specific junior high school situated in Sukasada, Buleleng, Bali. The researcher's ATP compilation includes topics that the students will learn. There are five English learning topics specifically designed for seventh-grade junior high school students. Each topic was subdivided into three units, or subtopics, resulting in a total of 15 subtopics. The researcher utilized the topics covered in the ATP as a basis for creating a differentiated assessment instrument. The researcher examined the ATP to identify suitable educational activities for each subject, specifically for 7th grade students in junior high school. The goal was to align these activities with the learning objectives outlined in the ATP. The learning activities are organized according to specific topics. The researcher modifies each subject and task to create a specialized evaluation tool based on 21st-century teaching approaches, such as discovery learning, problem-based learning, and project-based learning. Additionally, the categorization of students' learning styles includes visual, auditory, reading/writing, and kinesthetic. Table 1 displays the learning objectives for each topic in the first and second semesters, based on the ATP acquired.

Table 1 The Learning Topics in 1st and 2nd Semesters

Num.	Semester	Topics	Units	Learning Objectives
1	1 st Semester	About Me	<ul style="list-style-type: none"> - Galang from Kalimantan - I Love Fishing - My Friends and I 	<ul style="list-style-type: none"> - Students are able to introduce themselves and other people; - Students are able to talk about hobbies; - Students are able to describe the physical characteristics and personalities of people, and - Students are able to describe their daily activities
		Culinary and Me	<ul style="list-style-type: none"> - My Favorite Food - My Favorite Snack - A Secret Recipe 	<ul style="list-style-type: none"> - Students are able to describe someone's favorite food - Students are able to ask and give information about food; - Students are able to identify tools and ingredients in recipes, and - Students are able to create a sequence of cooking steps.
		Home Sweet Home	<ul style="list-style-type: none"> - My House - My House Chores - Let's Clean Up! 	<ul style="list-style-type: none"> - Students are able to describe the rooms in the house and the things in the rooms;

				<ul style="list-style-type: none"> - Students are able to talk about what people do and use to clean the house; And - Students are able to give instructions on how to do something.
2	2 nd Semester	My School Activities	<ul style="list-style-type: none"> - My Class Schedule - My Online Class - My Study Habits 	<ul style="list-style-type: none"> - Students are able to talk about class schedules and school subjects; - Students are able to talk about online learning tips; And - Students are able to describe a person's study habits.
		This is My School	<ul style="list-style-type: none"> - School Buildings - Extracurricular Activities - School Festival 	<ul style="list-style-type: none"> - Students must be able to ask for and give directions; - Students must be able to talk about extracurricular activities; And - Students must be able to describe the school festival.

CONCLUSION

Learning and assessment are inherently interconnected. Assessment plays a crucial role in facilitating effective learning, including language learning. Assessments allow teachers to determine students' learning abilities, which will serve as a foundation for subsequent adjustments to the learning process. By conducting suitable assessments, teachers can categorize students according to their abilities, characteristics, needs, and even learning preferences. In order to facilitate the creation of tailored learning experiences that align with students' individual characteristics, needs, abilities, and learning styles, teachers are provided with the necessary tools and resources. The quality of learning is contingent upon the quality of the assessment.

In implementing the emancipated curriculum, teachers conduct three types of assessment throughout the learning process to evaluate student progress. The assessments include diagnostic assessment, formative assessment, and summative assessment. At the beginning of learning, diagnostic assessments are conducted to evaluate students' initial abilities and ascertain their characteristics, needs, and learning style. Formative assessments are conducted throughout the learning process to evaluate the progress of student learning. Ultimately, a summative evaluation is conducted at the conclusion of the lesson to determine if students have successfully achieved the established learning objectives. A summative assessment can be conducted to assess the extent to which the learning objectives for 2-3 chapters have been achieved.

Teachers must develop differentiated instruction to accommodate the diverse needs and learning styles of students as a follow-up to the diagnostic assessment. Teachers should tailor instruction to accommodate students' learning styles and needs. Differentiated instruction necessitates that teachers develop assessments that cater to the different learning styles of their students. As a result, in order to accommodate students' various learning styles, educators ought to develop differentiated assessments.

In developing a differentiated assessment, teachers of course need to carry out a needs analysis to find out what students' needs are as well as each student's learning style. The needs and learning styles of students can be used as considerations for developing differentiated assessment instruments, especially for 7th-grade junior high school students, as follows.

Differentiated learning activities and assessments must be clearly implemented in the classroom. Make an assessment rubric that takes into account the student's preferred learning style by including specific criteria, instructional strategies, and practice exercises for each syntax. Teachers can easily grade students according to their learning styles with differentiated assessments. In implementing different assessments, teachers can choose 21st century methods to determine the syntax of the learning process, including problem-based learning, project-based learning, and discovery learning. Furthermore, the process of determining students' learning styles demonstrates that students have a variety of learning preferences, such as visual, auditory, read/write, and kinesthetic styles. Based on the analysis, visual learning is the most common learning style among students, followed by kinesthetic learning and reading/writing. On the other hand, auditory learning is the least favored learning style among students. Last, there are five English learning topics specifically designed for seventh-grade junior high school students. Each topic was subdivided into three units, or subtopics, resulting in a total of 15 subtopics.

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