

THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION TO IMPROVE STUDENTS LEARNING OUTCOMES IN WRITING REPORT TEXT

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Abstract

The aim of this research was to improve students learning outcome through differentiated instruction. This research was conducted at the ninth grade students of SMPN 4 Banjarmasin in academic year 2022/2023. In this research, the subject was IX D that consist 32 students. The researcher conducted a classroom action research which is divided into two cycles and begins with a pre-cycle. Each cycles consists of planning, action, observation and reflection. The results of research conducted on 32 students, in pre-cycle activities the number of students who completed was 3 students (9,375%), while students who had not completed 29 students (90,625%) with an average score of 29,375. In the first cycle, students experienced an increase in the number of students who completed 15 students (46,875%) while students who had not completed were 17 students (53,125%) with an average score of 71. Then in the second cycle, there was a very high increase compared to the previous cycle, namely students who had reached the KKM totaled 30 students (93.75%), while students who had not completed were 2 students (6,25%) with an average score of 85. This study shows that the application of differentiated instruction can improve students learning outcomes in writing report text.

Keywords: *Differentiated Instruction, Learning Outcomes, Writing Skills*

A. INTRODUCTION

English is an international language used in various fields such as business, technology, entertainment, and so on. Therefore, English language proficiency is essential for everyone to master, including students at the Junior High School (SMP) level. One important aspect of English language proficiency is writing. Writing is a crucial language skill needed to obtain information and to communicate ideas effectively. With the advancement of technology, writing in English has become crucial because many sources of information are written in English, including journals, books, articles, and so on. However, not all students have good English writing skills, especially in writing report text. Report text is a type of text that contains information about the description or report of an object or phenomenon. Students often have difficulty in writing report text because they do not have enough knowledge about the structure and characteristics of the text.

To overcome this problem, an appropriate learning strategy is needed, namely Differentiated Instruction strategies. Differentiated Instruction strategies can help teachers pay attention to the differences in students' learning abilities, so that teachers can provide different approaches according to the needs and abilities of the students. With this strategy, it is expected that the writing skills of SMP students in English language subjects on report text material can be improved.

Education is very important aspect for every individual. In the education system, writing is one of the most important skills that students must master. However, not all students have the same writing ability. Some students may have better writing skills than others. Therefore, Differentiated Instruction methods are very important in meeting the learning needs of every student. In this case, Differentiated Instruction methods, students can learn to write report text according to their abilities and obtain optimal results. Therefore, this article will explain the steps that can be taken using Differentiated Instruction methods to improve students' report writing skill.

According to Tomlinson (2001:2-3), differentiated instruction is an effort to adjust the learning process in the classroom to meet the individual learning needs of students. It can also be said that differentiated instruction is a learning method that provides flexibility and is able to accommodate the learning needs of students to enhance their potential according to their readiness, interests, and different learning profiles. Differentiated Instruction is a learning approach that involves a series of common sense decisions made by teachers oriented towards students' needs. Differentiated Instruction can fulfil students' learning needs and help achieve optimal learning outcomes in the classroom by identifying or mapping students' learning readiness, interests, and learning profiles. Students' learning profiles are related to factors such as language, culture, health, family circumstances, audio, visual, audio-visual, kinesthetic, and other specific factors. With learning profiles, students can have the opportunity to learn naturally and efficiently. After identifying students' learning needs, Differentiated Instruction has strategies that can be implemented by teachers, namely content differentiation (what we teach students), process differentiation (how students will understand the information to be learned), and product differentiation (what results or performance will students produce that express their understanding in learning).

B. METHOD

The type of research used in this study is Classroom Action Research, specifically a case study. This case study of Classroom Action Research aims to investigate, explore, examine, analyze, and discover the best and most appropriate solutions or ways to overcome a problem (Muliawan, 2010:35). The research was conducted in the classroom and focused on problems that occurred in the classroom or in the teaching learning process. This research was carried out in the classroom to improve learning and enhance the teaching learning process of students in a particular class (Akbar, 2008:28)

The design of the Classroom Action Research used in this study based on Kemmis & Mc.Taggart's model

1. Planning (planning and identifying the problem)
2. Action (implementing the action plan)
3. Observation (observing and collecting data during the implementation)
4. Reflection (analyzing and reflecting on the data)

The research design for this action is a collaborative research design, based on the fact that the research was conducted in pairs between the parties who carried out the action and the parties who observed the process of the action (Arikunto, 2009:17). In this collaborative research, the party who carried out the action was the researcher as a teacher, while the party who was requested to observe the implementation of the action was a colleague and English teacher in the 9th grade class at SMPN 4 Banjarmasin.

C. RESULT AND DISCUSSION

a. Research Findings

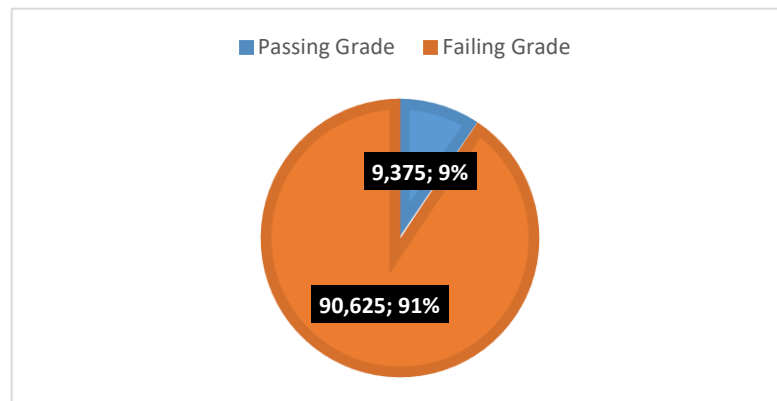
1. Pre-cycle Learning Outcomes

Based on the results of the pre-cycle formative assessment of learning outcomes for 32 students, the obtained results were far from expectations, as there were still many students who scored below the minimum mastery criteria/passing grade score (KKM). The mastery level that students should achieve is 75. The results of the pre-cycle formative assessment can be seen in table below

THE DATA OF PRE-CYCLE STUDENT LEARNING OUTCOMES

No	Aspect	Description
1	The number of students who took the test	32 students
2	The number of students who achieved the passing grade	3 (9,375%)
3	The number of students who did not achieved the passing grade	29 (90,625%)
4	Total score	940
5	The highest score	80
6	The lowest score	10
7	The average score	29,375

Table above shows that the highest score obtained by students is 80 and the lowest score is 10. The average score achieved is 29,375. The pre-cycle student learning outcomes data can be illustrated in a chart as follows:



THE CHART OF STUDENTS LEARNING OUTCOMES MASTERY IN PRE-CYCLE

Based on the chart above, it can be seen that only 3 students passed with a percentage of 9,375%, and 29 students failed with a percentage of 90,625%. The reason for the students' failure in learning outcomes is due to decline in their academic knowledge and skills as a result of learning from home during the long period of the Covid-19 (2 years). To regenerate students' interest and enthusiasm and to make it easier for students to

understand report text material in learning English, it is necessary to improve learning process by applying Differentiated Instruction. The improvement of the learning process will be conducted through classroom action research with two cycles. Cycle I and Cycle II of the learning process

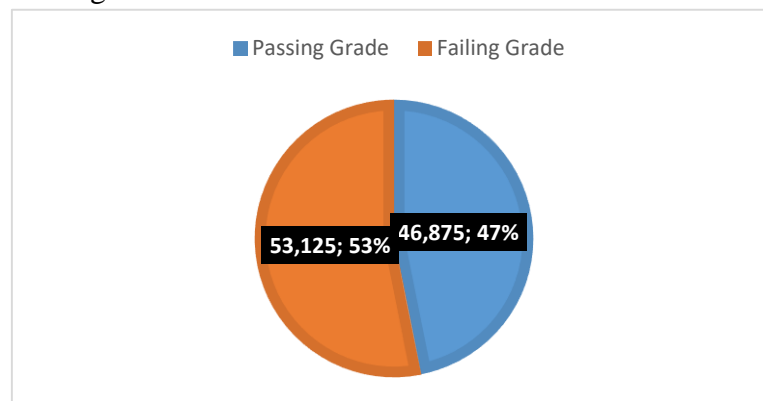
2. Cycle I Learning Outcomes

After implementing Differentiated Instruction in Cycle I, here are the result of learning English for students

THE DATA OF CYCLE I STUDENT LEARNING OUTCOMES

No	Aspect	Description
1	The number of students who took the test	32 students
2	The number of students who achieved the passing grade	15 (46,875%)
3	The number of students who did not achieved the passing grade	17 (53,125%)
4	Total score	2.270
5	The highest score	80
6	The lowest score	50
7	The average score	71

Table above shows that the highest score obtained by students is 80 and the lowest score is 50. The average score achieved is 71. The Cycle I student learning outcomes data can be illustrated in a chart as follows:



THE CHART OF STUDENTS LEARNING OUTCOMES MASTERY IN CYCLE I

Based on the chart above, it can be seen that from 32 students. There are 15 students passed with a percentage of 46,875%, and 17 students failed with a percentage of 53,125%.

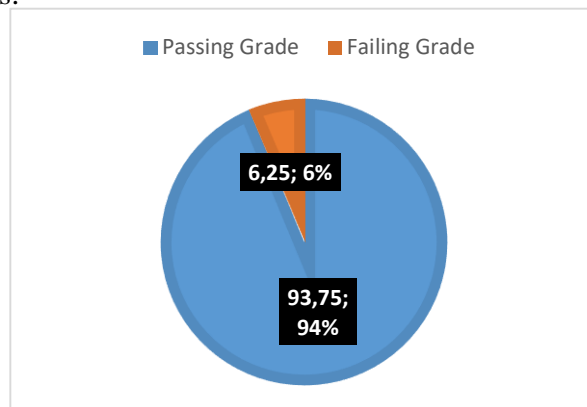
3. Cycle II Learning Outcomes

After implementing Differentiated Instruction in Cycle II, here are the result of learning English for students.

THE DATA OF CYCLE II STUDENT LEARNING OUTCOMES

No	Aspect	Description
1	The number of students who took the test	32 students
2	The number of students who achieved the passing grade	30 (93,75%)
3	The number of students who did not achieved the passing grade	2 (6,25%)
4	Total score	2.720
5	The highest score	100
6	The lowest score	70
7	The average score	85

The table above shows that the highest score obtained by students is 100 while the lowest score is 70. The average score achieved by students is 85. The Cycle II student learning outcomes data can be illustrated in a chart as follows:



THE CHART OF STUDENTS LEARNING OUTCOMES MASTERY IN CYCLE II

Based on the chart above shows that there were 30 students who have achieved the passing grade with a percentage of 93,75%, and only 2 students who have not achieved the passing grade, with a percentage of 6,25% .

b. Discussion

The results of the research above can be described as follows:

1. Planning (planning and identifying the problem)
 - a. Teacher and researcher collaboratively plan the differentiated instruction
 - b. Developing worksheets for students and observation sheets. The worksheets given to students are used to solve problems, and the

- observation sheets used by the researcher to observe activities between students and teachers in Differentiated Instruction
- c. Teacher differentiates content, process, product and the learning environment according to the student characteristics of readiness, interest, and learning profiles
 - d. Forming groups based on the mapping of students' learning needs
2. Action (implementing the action plan)
- During the pre-cycle learning process, students were limited to seeing and observing power point slides through LCD. In cycle I and Cycle II, the teacher differentiated the learning process in delivering material of report text by considering the student's learning profiles, it was content differentiation. Teacher provided learning resources such as model for students who have visual learning profile, voice note for audio learning profile and video for audio visual

3. Observation (observing and collecting data during the implementation)
- Based on the analysis of the data collection, it can be concluded that the result of the students' learning has been obtained. The recapitulation of the students' learning outcome per cycle through the implementation of Differentiated Instruction can be seen in the following table:

THE OBSERVATION OF THE STUDENTS' LEARNING IN CYCLE I AND CYCLE II

No	Aspect	Cycle I		Cycle II	
		Number	Percentage	Number	Percentage
1	Student Attendance	32	100%	32	100%
2	Asking teacher	5	15,625%	20	62,5%
3	Answering teacher's question	4	12,5%	25	78,125%
4	The courage to express opinions	5	15,625%	10	31,25%

After observing the students' activity in the classroom, there was an improvement in their engagement compared to before. In Cycle I, only 5 students asked questions, but it increased to 20 students in Cycle II. The number of students who answered questions also increased from 4 students in Cycle I to 25 students in Cycle II. However, the number of students who were willing to express their opinions did not increase significantly. The increase in the number of activity scores indicates that Differentiated Instruction can make the classroom situation more active and communicative. Because in Differentiated Instruction, the teacher

facilitates students according to their needs by considering learning readiness, learning styles and student interest.

THE AVERAGE SCORE AND LEARNING MASTERY
IN EACH CYCLE

No	Cycle	Average Score	Learning Mastery
1	Pre-Cycle	29,375	9,375%
2	Cycle I	71	46,875%
3	Cycle II	85	93,75%

Based on the data provided, there was a significant increase in both the average score and learning mastery from Pre-cycle to Cycle II. In Pre-cycle, the average score was 29,375 with a learning mastery of only 9,375%, while in cycle I, the average score increased to 71 with a learning mastery of 46,875%. However, in cycle II, there was a significant improvement in both the average score and learning mastery, with an average score of 85 and a learning mastery of 93,75%. From the research and discussion, it is explained that the implementation of Differentiated Instruction can improve the English learning outcomes of students, especially in the subject of report text.

4. Reflection (analyzing and reflecting on the data)

The reflection results based on the observation of Differentiated Instruction implementation during Cycle 1 were as follows:

1. The learning process was carried out according to the lesson plan
2. The class condition was not entirely conducive due to the division of groups
3. Students were not very active during the learning process
4. The teacher needed to be creative and communicative in implementing Differentiated Instruction
5. The learning achievement in Cycle I showed that out of 32 students, only 15 students achieved the passing grade or 46,875%

Reflection on Cycle II

1. The learning process was carried out according to the lesson plan
2. The teacher was more skilled in managing time during the learning process
3. Students were seen to be active, interactive, and enthusiastic
4. The teacher was more skilled in varying and presenting Differentiated Instruction media.
5. The learning achievement in Cycle II showed that 30 students had achieved the passing grade or 93,75%

D. CONCLUSION

The results of research conducted on 32 students, in pre-cycle activities the number of students who completed was 3 students (9,375%), while students who had not completed 29 students (90,625%) with an average score of 29,375. In the first cycle, students experienced an increase in the number of students who completed 15 students (46,875%) while students who had not completed were 17 students (53,125%) with an average score of 71. Then in the second cycle, there was a very high increase compared to the previous cycle, namely students who had reached the KKM totalled 30 students (93.75%), while students who had not completed were 2 students (6,25%) with an average score of 85

From the research results, it can be concluded that the implementation of Differentiated Instruction has a significant effect in improving students' learning outcomes in English, particularly in the report text subject. This indicates that a teaching method that considers students' individual needs and abilities can enhance the effectiveness of learning. As an educator, these research findings provide important insights into the importance of considering students individual learning needs when designing teaching methods. Additionally, it is important to remember that every student has a different learning style and interest, therefore Differentiated Instruction needs to be consistently and continuously implemented. When implementing Differentiated Instruction, educators need to have a good understanding of students' learning characteristics and needs, and consider various factors that can affect students' learning outcomes, such as ability, interests, learning styles, and readiness to learn. This way, the learning outcomes achieved will be more optimal and have a positive impact on the progress of education in Indonesia.

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