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The Effect Of Differentiated Learning To Teach Writing Skills

Satria Sakti Budi Leksono¹, Moh. Fuadul Matin², Oktha Ika Rahmawati³

¹Pendidikan Bahasa Inggris, IKIP PGRI Bojonegoro, Indonesia

riokway@gmail.com

abstract— This Classroom Action Research (CAR) was motivated by student's lack of writing skills in simple present tense material. This is because the learning process is conventional, it means the learning process is still more focused on Teacher. This Classroom Action Research (CAR) aims to improve students' writing skills in learning simple present tense material by using differentiated learning method on class 7J of SMP Negeri 2 Blora. The Benefits of this classroom Action Research (CAR) is about providing contributions of thought in renovating learning from teacher center to student center through the application of differentiated learning method. Thus, students were directly involved in searching, discovering and exploring their knowledge by themselves. This Classroom Action Research (CAR) consists of 2 cycles. Data in this research obtained from teachers (researchers) and students through observation, tests and documentation. Based on research data from cycle I to cycle II, data obtained regarding activities and results study on student's writing abilities in the learning process through the application of experienced differentiated learning methods significant improvement from previous learning using the method lecture. So, the conclusion is that the application of differentiated learning methods can improve activities and student learning outcomes on student's writing skills in learning simple present tense material in class 7J of SMP Negeri 2 Blora.

Kata Kunci-Writing Skills, Differentiated Learning

Abstrak-Penelitian Tindakan Kelas (PTK) ini dilatarbelakangi oleh kurangnya keterampilan menulis siswa pada materi simple present tense. Hal ini dikarenakan proses pembelajaran masih bersifat konvensional, artinya proses pembelajaran masih lebih terfokus pada Guru. Penelitian Tindakan Kelas (PTK) ini bertujuan untuk meningkatkan keterampilan menulis siswa dalam pembelajaran materi simple present tense dengan menggunakan metode pembelajaran diferensiasi pada kelas 7J SMP Negeri 2 Blora. Manfaat Penelitian Tindakan Kelas (PTK) ini adalah memberikan sumbangan pemikiran dalam merenovasi pembelajaran dari teacher center menjadi student center melalui penerapan metode pembelajaran yang berbeda sehingga siswa terlibat langsung dalam mencari, menemukan, dan mengeksplorasi sendiri ilmu pengetahuannya. Penelitian Tindakan Kelas (PTK) ini terdiri dari 2 siklus. Data dalam penelitian ini diperoleh dari guru (peneliti) dan siswa melalui observasi, tes dan dokumentasi. Berdasarkan data penelitian dari siklus I sampai siklus II diperoleh data mengenai aktivitas dan hasil belajar terhadap kemampuan menulis siswa pada proses pembelajaran melalui penerapan metode pembelajaran diferensiasi mengalami peningkatan yang signifikan dari pembelajaran sebelumnya yang menggunakan metode ceramah. Jadi kesimpulannya adalah penerapan metode pembelajaran diferensiasi dapat meningkatkan aktivitas dan hasil belajar siswa pada keterampilan menulis siswa pada pembelajaran materi simple present tense di kelas 7J SMP Negeri 2 Blora.

Kata kunci – Keterampilan Menulis, Pembelajaran Difersiensi

INTRODUCTION

One of the main problems that most teachers faced may be facilitating their students to understand the material well. Teachers need to further develop their capacity and use the most suitable methods and strategies to facilitate the student in the teaching and learning process. Such a challenge in selecting appropriate strategies can be bigger when the teachers are teaching in inclusive classrooms.

Each individual has different characteristics. General differences caused by two factors, namely congenital factors and environmental factors. Congenital factors is a biological factor that is inherited through genetic inheritance from parents. Environmental factors that cause individual differences include status parents' socio-economics, parenting patterns, culture, and birth order (Ina Magdalena et al, 2020).

However, teachers often do not use differentiated learning in the classroom, for various reasons. Teachers for example often find it difficult to provide all students with those learning activities that fit them best, or have a lack of teacher self-efficacy (Dixon et al., 2014).

Differentiated learning in developing students' potential, of course, cannot be separated from problems that arise in the field, because until now there are still many teachers who treat students equally in the learning process under the pretext that there is no jealousy among students and in the context of equal distribution of children's rights. Because if there is a difference in treatment of this, they think it cause jealousy among students because one student gets special treatment. In fact, if we notice that the characteristics of students and the potential of each child be different, there may only be a few potential students whose characteristics may be the same, for example from learning styles, maybe the teacher can classify them into visual, audio, audiovisual and kinesthetic learning styles. However, for other things, it be different according to the interests and talents of the students. Therefore, the teacher must be able to identify the potential of the child through in-depth identification of students. Student potential is the capacity or ability and characteristics/nature of individuals related to human resources that have the possibility to be developed and or support the development of other potentials contained in students.

Within- differentiation learning in this study is to approach student's writing skills improvement in learning class material at SMP Negeri 2 Blora.

This study was trying to analysis the student's writing skill and to find out that differentiated learning method could improve it.

This study becomes significant ever since the differentiated learning method are very important especially in teaching English for some students who are studying about simple present tense. Before using the learning method in the classroom, the method should be carefully chosen. This study is crucial since it reveals that the students be separated into several groups depending on their knowledge about simple present tense. The findings of this study are intended to be used by teachers, particularly in inclusive programs, where teachers have already carefully considered the strategies that are employed in their English lesson, as well as rules from the Ministry of Education. The outcome, which is relevant to teacher candidates in Indonesia, can be utilized as a guide to select instructional learning method carefully and appropriately.

The proper learning method not only help the students gain a better comprehension of English, but they also become more interested and driven to learn

the language, especially for students who are slow learners. Furthermore, when the method was carefully selected, to excite a student's attention and suit their needs, instructional strategies can be more successful and relevant.

The limitation of this study was conducted at SMP Negeri 2 Blora, during the 2023-2024 academic year. SMP Negeri 2 Blora was chosen for this study because it is one of Blora's favorite schools, which has many variety of student. As a result, this study used question method to some student to know how far they understand about simple present tense.

Student get learning material about simple present tense. Then they get a question about the material and task about how to make a sentence by using simple present tense. Students then be separated into three groups according to their knowledge of simple present tense. Those three groups get three different ways to learn about simple present tense material.

In this research, differentiated learning method are different teaching strategies applied to students in selected class to receiving diferrent learning treatment during the process of teaching and learning.

RESEARCH METHOD

The focus of this study is 7th grade students of SMP Negeri 2 Blora class 7J. That class consist of various student with different abilities, personalities, learning strategies, attitudes and motivation.

Class 7J were chosen as research subjects because they had a problem to follow learning and teaching activity but they were very struggle in studying their lesson.

This study was conducted at SMP Negeri 2 Blora which is located in Gunandar Street Number 72 Blora. This school has a number of students who come from an inclusive background. Since zonation system was applied, this school then has many various students that have unique abilities, personalities, learning strategies, attitudes and motivation.

This study enlisted the help of students of SMP Negeri 2 Blora class 7J to improve their writing skills in learning simple present tense material with differentiated learning according to their knowledge.

This study's data was collected from students of SMP Negeri 2 Blora class 7J in the even semester academic year 2023/2024. The data was that students of class 7J writing skills improvement in learning simple present tense material with differentiated learning method. The data was collected by a test with quizizz app. to the students.

The test using quizizz was conducted to answer the research problem in students differentiated learning activity. The test results showed how far student understand about simple present tense and to get deep information about the impact of differentiated learning to students writing skills improvement.

The Classroom Action Research was used to analyse this study. This research sought to learn more about the use of varied instructional strategies at SMP Negeri 2 Blora. This research was carried out with the following steps:

Planing

Make a lesson plan to teach in the learning process, make some question in quizizz app. to test the student how far they have been understood about the class materials, set the perimeter as minimum completion criteria to select how many students who have succeeded to pass the test and how many do not pass.

Action

Teach about simple present tense material according to the lesson plan and separated the students into a small group to discuss about the material that have been taught.

Observation

Collect the information of the problem in learning simple present tense, to find the solution to solve it, so that in the next learning process the students can easily follow. Make a test to know how far the student understand about simple present tense.

Refelection

Review of implementation to the action that had been taken. The research implementation scheme can be seen in the chart below:

The data for this study were gathered by a test as a research question technique. The researcher has tested 32 students from 7 grade, to know the students knowledge about simple present tense. The students do the test according to the students knowledge. The researcher has given at least 1 hours for participants to do the test that include a number of statements. After the participant complete the test, the researcher then knew how far they understand about the material from the score of the test.

The researchers use this method because it adjusts the ingness and condition of the students as a participant. During the teaching-learning process, data were collected using research instruments. The quzziz test is chosen as a standard guide for analysing student's knowledge about class materials. In the test, there are questions for the student. The student answered the question, and from the scores the researcher knew how far the student understand about simple present tense and then the researcher was easily separate them into three group.

The test was contained of simple present tense material. The researcher was giving the test to the students as the subject of the research. At SMP Negeri 2 Blora, the test was used to gather information in order to address the research question regarding how student's knowledge of class material simple present tense.

The data were examined using the Class Action Research method by the researchers. The quzziz test were used to collect data. The researcher analyzed the data after obtaining it.

The study used Milles and Huberman data analysis technique The data analysis used in the research is a flow model, namely reduction data, display of data, and drawing conclusions. Below is a more extensive explanation:

Data reduction, according to Sugiyono, is a technique of sorting key information and data and also focusing on the most significant information. Create a theme or design, and then delete any data that is no longer needed.

Data that had been sorted was presented; display refers to displaying something from the data. This method involved describing and analyzing data. The test, and documentation was described and analysed by the researcher.

The researcher concluded the data once all of the processes were completed. After all of the data were examined, the researcher analysed it to come up with a study conclusion.

FINDING AND DISCUSSION

Data analysis and interpretation of this study were presented in the research. The results of test and learning method are presented in this chapter. These data

analyses are presented by the result of the test about how differentiated learning method can affect students writing skills on studying simple present tense.

Researcher began this research by creating a lesson plan of simple present tense material, followed by made a question in Quizizz app. and set the parameter to decide how many students had known about writing skill of simple present tense. This aims to obtain a description of the specific learning carried out.

Based on the results of observations of teacher activities in the process learning obtained data that the students had some trouble to understand the class material because : (1) Not all of them ever got any English lesson before so this is their first experience to learn simple present tense, (2) English was not their native language so it was hard to them to write the right form of simple present tense, (3) Teachers were not optimal in guided and directed students in learning process.

Furthermore, the results of observations of student learning activities were obtained data that students: (1) Had already understood the different between verbal and nominal sentences, (2) Knew which subject in simple present tense had to use a specified "to be". (3) Knew the "auxiliary verb" and how to use them.

The researcher collected data through the test by using Quizizz app. to 32 students of SMP Negeri 2 Blora on June 19, 2024. If the data that had obtained did not reach the minimum completion criteria, researchers would re-collect the data on June 20, 2024. The differentiated learning method would practice on this research after the first test was held to increase the result to reach the minimum completion criteria in the second test.

The test on this research contains of 20 questions with 5 points for every question about Verbal and Nominal Sentences of simple present tense, if the students of 7J SMP Negeri 2 Blora could answer all the questions correctly the maximal point they could get was 100 point or 100 %. The answers of the questions were not be shown after the test so if they fail, they still didn't know about the correct answer, except they had studied about simple present tense. The minimum completion criteria of the test in this research were 75 % of 100% point in the Quizizz app.

The result from the test presented that only for about 15 % students of class 7J SMP Negeri 2 Blora had understood how to write the correct form of simple present tense, and the other 85 % should study more about it.

Based on the results of observations and tests that had been carried out done, then the researcher had collected some data. After analysis, then researcher found the fact that between the data obtained and the design planned learning and success indicators research that has been determined to contain several discrepancies, that several discrepancies were (1) Researchers who acted as teachers had not yet maximum in directed and guided students to understanding the material, (2) some students who had troubles to learn felt doubt to ask some questions and just let it unknown, (3) some students still confuse about how to use "to be" in nominal sentences of simple present tense, especially when the "subject" were more than one, (4) some students still did not understand which subject used verb 1 or verb 1 + s/es, especially when the "subject" were more than one.

To obtained better results, it was necessary to did some improvements. The improvements should do were: (1) Made the students more confident so they did not doubt when they wanted to ask some questions, (2) separated the smater students with the less students into one group so the discussions could be proper and they could help each other to solve their problem together, (3) create an

interesting learning condition to made the students more interested with the learning process.

After did some improvements the result had presented that from 27 students who had followed the second test, 22 students had passed the test and 5 students did not. In other word for about 85 % students of class 7J SMP Negeri 2 Blora had understood about simple present tense.

After the observation proses and the test that had been done, the researcher had found some fact that the action on this cycle were more effective than before. This method could solve the students problem as a solution of their learning activity such as (1) students felt comfort when they studied together with their friends as a facilitator so the class condition become enjoyable to them, (2) students no more felt doubt to ask several questions about the material so they could fully understood about it, (3) the discussions on the groups ran two way between the facilitator and the participant so that could solve the problem for students who had some trouble to understand the class material.

Based on the indicator that have been determined, indicator of student learning activities in the learning process stated in the observation guidelines must be achieved 75 % or more on their quizizz score. Therefore, the data that were discussed in this section were student activities, and student learning outcomes of their writing skill.

The data obtained from the results of the first test shows that students' learning activities in the learning process are very low. Students only listen to the teacher's explanation and they felt afraid to ask some questions about the thing that they do not understand on the learning process. This has an effect on student learning outcomes, it becomes a problem to them when they did the test. Because they did not fully understand about the material and having trouble to answer the questions correctly on the test. Based on the test result, at the first test only 5 students or 15 % could pass minimum completion criteria or 75% quizz point.

The application of the differentiated learning method in the learning process is the solution to overcome this problem. Because through this method students could choose what would they wanted to learn. They felt comfort in learning process, so they could fully understand about the class material and solved their learning problem. In the end, the situation in the class become enjoyable to them and made them been interested to study more about the material.

Applying the differentiated learning method, student learning activities have increased from usual learning. They more interested on the class material, students are active in involving themselves to search, find, and gain knowledge. However, not all students did active in doing the learning process. According to the results of the first test, presented that student learning activities only achieved 15 % students could pass minimum completion criteria. Apparently, this fact is influenced by internal factors of each student. Students were still hesitant to ask some questions about things they did not understand, which made them had some problems in learning the class material. This problem then had an impact on achievement learning outcomes were not optimal yet.

After making some improvements based on previus reflection. From the test result, presented that for about 85 % or 22 of 27 students had passed minimum completion criteria. In second learning process by applying differentiated learning method, students finally could find the solution to solve their learning problems. Students were more active in participating in the learning process and no longer

hesitate to ask some questions about material they did not understand and were more interested in learning about new knowledge. The discussion between students and conclusion of lesson material also increased from this learning activity. This shows that in this learning activity, by providing several changes to the differentiated learning method, it could increase student interest and learning outcomes and overcome several problems that arised. From all of this, we can learn that differentiated learning can be a better learning method to improve the student's writing skill than the learning methods that have been applied previously.

CONCLUSION

Based on the data and description of the research that has been carried out, the conclusions that can be drawn were: by applying differentiated learning methods students can understand more about simple present tense material so that this makes their writing skills better, differentiated learning methods can help the student to find the solution to help them solve their problem in learning simple present tense material and improve their writing skill in the end. Students had gained an increase in writing skills which had an impact on achieving maximum learning outcomes.

It had been proven that with application of differentiated learning methods, writing skill and student learning outcomes in simple present tense material in Class 7J SMP Negeri 2 Blora increased significantly.

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