

The Application Of Differentiated Instruction At The Second Grade Students Of Smp N 2 Bilah Hilir In Writing Descriptive Text

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Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan menulis teks deskriptif siswa dengan penerapan metode pembelajaran Differentiated Instruction pada kelas II SMPN 2 Bilah Hilir. Penulis menggunakan penelitian tindakan kelas untuk mencapai tujuan tersebut. Subjek penelitian ini adalah 28 siswa. Penelitian ini membagi persiapan, tindakan, observasi, dan refleksi ke dalam empat siklus. Studi ini menunjukkan bahwa keterampilan menulis anak-anak meningkat. Rata-rata pre-test hingga post-test untuk siklus I dan II adalah analisis penulis terhadap penelitian ini. Pada pre-test, nilai rata-rata menulis siswa adalah 61,82, dan hanya 7,14% siswa yang lulus KKM. Kemudian, nilai rata-rata siswa meningkat setelah peneliti menerapkan metode pembelajaran Differentiated Instruction. Hal ini terlihat dari nilai rata-rata post-test siklus I yang mencapai 73,10, dan siswa yang tuntas KKM meningkat sebesar 53,57%. Penulis melakukan siklus berikutnya untuk mendapatkan peningkatan yang lebih signifikan. Pada siklus II, nilai rata-rata menulis siswa mencapai 80,21, dan siswa yang lulus KKM adalah 85,71%. Dari data nilai siswa dapat dikatakan bahwa penerapan metode pembelajaran Differentiated Instruction meningkatkan keterampilan menulis siswa dalam teks deskriptif. Nilai siswa lebih tinggi dari sebelumnya. Akhirnya, penelitian ini menunjukkan bahwa penerapan Differentiated Instruction sebagai metode pembelajaran untuk mengajarkan keterampilan menulis dapat meningkatkan keterampilan menulis siswa dalam teks deskriptif, yang ditunjukkan dengan peningkatan mereka di setiap hasil tes.

Kata kunci: Differentiated Instruction, Menulis, Teks Deskriptif.

Abstract

This study aims to determine the improvement in students' writing of descriptive text with the application of the Differentiated Instruction of learning method in second grade in SMPN 2 Bilah Hilir. The writer used classroom action research to achieve the aim. The subject of this study was 28 students. This study divided preparation, action, observation, and reflection into four cycles. This study demonstrates that kids' writing skills are improving. The pre-test to post-test mean for cycles I and II is the writer's analysis of this study. In the pre-test, the students' writing average score was 61,82, and only 7,14% of students passed the KKM. Then, the average score of students increased after the researchers applied the Differentiated Instruction learning method. This can be seen from the average value of the post-test cycle I, which reached 73,10, and students who completed the KKM increased by 53,57%. The writer is doing the next cycle to get a more significant increase. In the second cycle, the average score of writing students reached 80,21, and students who could pass the KKM were 85,71%. From the data on student scores, it can be said that applying the Differentiated Instruction

learning method improved students' writing skills in descriptive texts. The students' scores were higher than before. Finally, this study shows that applying Differentiated Instruction as a learning method to teach writing skills can improve students' writing skills in descriptive texts, as indicated by their improvement in each test result.

Keywords: *Differentiated Instruction, Writing, Descriptive Text.*

INTRODUCTION

Everyone uses language as a communication tool daily to convey their intentions, goals, and views to others. It is difficult to understand how people can get along and coexist peacefully without language. Therefore, humans need to understand and master language. The above definition states that communication is the primary purpose of language. According to (Crystal, 2003), English is a global language. As this line demonstrates, a worldwide language that commonly employed in English. English is a global language and an international language as a result. As a result, English must learn since it is a language everyone should know. English is a foreign language that has never been spoken regularly in Indonesia.

Writing proficiency is the only one of the four talents that all students must master. For instance, the capacity to write is essential for learning both another language and English as a foreign language. Based on (Bello, 1997) shows that writing fosters language learning as students try out new words and sentences. Writing is an action to communicate ideas or written information so that readers understand the information we wish to speak, making it one of the most crucial skills to learn. Narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, process, discussion, review, anecdote, satire, and news items are a few examples of the various text genres. Each form of literature serves a different purpose and has a unique goal, general structure, and linguistic traits. In this study, the researcher focused only on descriptive texts, as they can find in the syllabus for the second semester of eighth grade SMPN 2 Bilah Hilir.

Mukarto (2007, p.140), a text that describes something referred to as a descriptive text. Descriptive writing tells something, a place, or people to make the reader feel the writing. When writing a descriptive text, the author needs to describe the object in great detail. The purpose of this is to arouse the reader's five senses. to form an impression corresponding to their imagination through descriptive writing.

Some students understand how to develop a paragraph, while others still have difficulty making paragraphs in descriptive text. It can affect the way teachers teach and children's learning. However, all students must achieve the lesson's learning objectives at the end of the class. In this case, teachers must identify strategies to modify lessons to satisfy the needs and skills of various students during the learning process (Gangi, 2011). In this situation, English teachers must instruct students effectively, emphasizing the development of their ability to write descriptive texts. According to Tomlinson's (1999) statement, based on variations in the learning readiness of students' learning, interests, and learning profiles, DI was designed by differentiating content, process, and products. However, this study focuses on students' readiness for learning descriptive writing.

Definition of Differentiated Instruction

Differentiated Instruction is not a strategy or technique but a way of thinking. Philosophy on overcoming student differences by adapting instruction to meet student needs. Differentiation of Instruction concerns who, where, and how a teacher teaches. Its main goal is to ensure that instructors focus on techniques and procedures that promote effective learning for various students. A sustainable differentiation strategy will undoubtedly eliminate the need to differentiate high-quality curricula. Students are not all at the same stage of development. Consequently, instructors must make every

effort to ensure that students demonstrate their achievement in various ways (Jackson, A., & Davis, G., 2000). Development and learning occur at several levels, varying from child to child. Teachers must know the students in their groups to be more effective.

They must achieve this using various means, including observation, clinical interviews, studies of children's work, interactive classroom strategies, group division, evaluation of individual children, and interactions with their families. The unique qualities of each individual's brain identified through different instructions, and three areas of student variability emphasized: student readiness, interests, and learning profiles. Huong L. Pham (2012) identified three levels that should be implemented while making differentiated instruction:

- a. Suitable challenging activities - when students are given assignments and materials of a more difficult level, it becomes a new challenge for students.
- b. Flexible groupings and classroom configurations; what children can do cooperatively now (or with support) will be done independently tomorrow.
- c. Evaluations and suitable scaffolding Assessment and scaffolding are effective ways to again access to the proximal development zone.

A few principles govern Differentiated. Understanding and following these principles makes it easier for the teacher to do their job and for students to succeed in a responsive classroom (Allan and Tomlinson, 2000, p. 3). First, use flexible groupings as a loose and critical cluster of strategies. Differentiated follows these rules. Before starting group or pair work, the teacher may lead a general discussion of the content's key concepts. Second, all students regularly participate in "respect" activities and learning settings. This fundamental idea argues that all students should give equally fascinating and challenging work and access to basic knowledge and skills. The third step is crucial: a thorough evaluation of the development and readiness of the pupil. Differentiation and functional success naturally follow from meaningful pre-and post-tests.

Components of Differentiated Instruction

Tomlinson defined three components of DI: content, process, and product. The first is content, the knowledge, understanding, and skills that students must learn, which is called content (Tomlinson & Imbeau, 2010, p. 15). Content is components and resources used to achieve learning objectives and educate students about concepts, principles, and skills (Tomlinson & Imbeau, 2010).

Practices based on content are the main focus of the differentiation process. DI requires students to try to ask questions and conclude report, and they then do an assignment given by the teacher to students. Children work at different speeds, with various forms of support, in multiple groups. In various formats, Carol and Ann Tomlinson add, it is the process that will make children skeptical of the beginning lesson.

Differentiation Based on the Students' Needs

Students were also highly different regarding readiness, interest, and learning profile, which had substantial consequences for course content, methods, and products. When implementing Differentiated Instruction during the learning process, teachers put much effort into addressing each kid's three traits.

1. Readiness

The term "readiness" refers to students' understanding and cognitive abilities concerning a particular learning sequence. It depends on a student's cognitive ability, background knowledge, personal history, and societal views. Readiness varies significantly over time, as well as by topic and environment.

2. Interest

Students are motivated to learn about subjects that pique their interests and embrace the time and effort required.

The Application of Differentiated Instruction in Classroom

Teachers must follow some steps to employ a differentiated instruction strategy in learning activities. Here is an explanation.

- a. Create the outline, a learning design that uses a Differentiated Instruction learning method is the first thing the teacher must develop.
- b. Determine group division, The teacher will provide the planned lesson material before giving the pupils a chance to ask questions.
- c. Make worksheets for the students, Worksheet preparation is the next stage. As an open-ended inquiry, this worksheet will be created. Teachers will use worksheets to evaluate pupils' knowledge and skills.

Examples of Differentiated Instruction Strategies

Differentiated instruction is thinking about teaching and learning, not just a tactic or a group of strategies. In other words, encouraging teacher differentiation is not just about offering graded courses, self-study alternative types of assessment—even moving to multi-text adoption. Distinguishing teaching from quality practice is a better understanding of what teaching is important, recognizing that learning happens within us, and constantly reflecting on our “specialty” each person. Students consider how to promote the equality of students as people and the distinction of students as individuals. For example, to engage students and meet their specific learning needs, which differ from student to student, teachers, for example, use a variety of teaching approaches and lesson plans that are more adaptable. In essence, the teacher ensures that all students obtain facts, concepts, abilities, and information to support students in achieving their goals.

Teaching Writing

Teachers must adequately describe what students will learn. As a result, the teaching process will benefit students. Teaching writing necessitates providing pupils with a thorough knowledge of how language meaning is communicated and negotiated. At the beginning of the class, the teacher needs to ensure the students are aware of the purpose of the teaching activity. Richards & Renandya (2002) emphasized that writing is the most challenging skill for students to learn.

Writing Process

Exercises that aid students in mastering specific writing abilities at each stage of the writing process should be the foundation of lesson plans. The following is a description of the writing process:

- a. Planning (Prewriting)
- b. Drafting
- c. Revising
- d. Editing
- e. Evaluating
- f. Post-Writing

Assessment of Writing Ability

The researcher recognizes that the most significant aspect of determining a student's writing competence is looking at what they produced or did. It is reasonable to anticipate that the student's writing will be excellent if they are strong writers and vice versa. Miller (Urquhart & McIver, 2005: 27) describes evaluation as the process of obtaining information to make a decision.

- a. How to assess
- b. Rubric

Descriptive Writing

When we hear the word "descriptive," we probably think of sentences that transport us to forests, seascapes, and urban settings, as well as passages that show characters acting, speaking, and feeling in accurate and authentic ways to the reader.

A character is described through sight, sound, smell, or taste in descriptive literature. According to Knapp, P, and Watkins (2005: 99), descriptive writing components have two elements: overall organization and essential lexical qualities. Identification (description or introduction of a phenomenon) and description (description of a phenomenon) are the two forms of generic structures (description of parts, characteristics, and properties). Students can express themselves through descriptive writing, and their complete thought processes allow them to discover concepts. Our experience shows that the purpose of writing descriptive text, for example, is to describe occasions such as vacations, childhood homes, and social gatherings. We can entertain ourselves, communicate our emotions, relate experiences, inform, and persuade using descriptions.

Everyone is aware that descriptive writing focuses on describing individuals, places, or things. As such, it usually manifests in three ways. As follows:

- a. Description of people, Depending on the situation, you might respond with an identification, an impression, or a character sketch. Let's take a look at each one.
- b. Description of Place, A place must be described in a way that allows the reader to visualize the event.
- c. Description of Things, A writer requires a vivid imagination about the subject of the description to effectively describe it.

It is created with the child's urgent requirements in mind. What the teacher teaches is from paragraph structure to the use of elaboration to develop ideas for writing. When employing Differentiated Instruction, the instructor assesses each author's readiness (i.e., prior knowledge and specific subject-matter abilities), abilities, interests, motivations, and other characteristics, as well as their performance on activities that are directly relevant to the provided instruction.

METHOD

This research was conducted using the classroom action research method. This indicates that the goal of CAR is to improve educational practice by resolving issues that arise during the teaching and learning process. McKay (2006) state that classroom action research has three main characteristics: practitioners, namely classroom teachers, can do it, is collaborative, and is intended to change something. In this study, researchers served as teachers, implementing Differentiated Instruction and the descriptive text learning process to enhance students' descriptive text writing skills. The second grade students at SMPN 2 Bilah Hilir are the research population. The sample, which is part of the population, is the primary data source for the study. The sample consists of 28 students who are in classes VIII-4.

The writer takes qualitative data from conducting observations, interviews, and documentation. The researcher will give a pre-test on the first subjects in the classroom before being given the treatment to obtain evidence as well as related information, then the first and second cycles will be carried out. Each cycle has four steps that need to be done, the writer explains these steps below:

Cycle I

- a. Planning
- b. Action
- c. Observation
- d. Reflection

Cycle II

After cycle I have completed, the researcher can choose to continue with cycle II or not, depending on whether the results of the cycle I show a large enough improvement and whether the writing KKM has not been achieved. The planning, action, observation, and reflection stages in cycle II are a review of cycle I.

There are some steps in doing the data analysis:

1. Collecting the data from the students' score
2. Comparing the score between cycle I and cycle II
3. Calculating the percentage of the student's score

The methods used to analyze data are:

1. Calculating the cycle I test
2. Totaling the cycle I student scores
3. Comparing the cycle I student score
4. Making the cycle of test score percentage .
5. Making conclusion

FINDINGS

Quantitative statistics show that by employing the differentiated instruction teaching strategy, students' descriptive text writing has improved. This is evident from the statistics, which display the average student value. The average proportion of students who can pass the KKM on post-test I is 53,67%. The average score for post-test II is 80,21 and the percentage of students who can pass the KKM is 85,71%. The average value of the pre-test of students who initially only 68.95 and the percentage of students who can pass the KKM on the pre-test is 7,14%.

So, the data shows that the application of DI in the learning process is an effective method or method because it improves students' writing achievement and helps teachers to teach writing skills. Then, the results of the qualitative data showed that students experienced an increase in writing descriptive texts by applying the DI method to the learning process in the classroom. They can write down their ideas in a text when they have friends to share their ideas with.

DISCUSSION

The application of DI was used to enhance Bilah Hilir's second-grade students' ability to write descriptive texts. Knapp and Watkins (2005:157), who the authors used in this study and who can support its findings. The results of the author's four earlier investigations can be used to support those of this study. This is evident from the statistics, which display the average student value. The post-test I average was 73,10 and 53,57% of the students were able to pass the KKM. The average score on post-test II is 80.21, and the percentage of students who can pass the KKM is 85,71% of the pre-test, which translates to 61.82, and the pre-test pass KKM rate is 7,14% of the test.

These data indicate that the application of DI as a learning method is effective way because it can improve students' writing achievement and assist teachers in teaching writing skills. Based on data analysis, it was found that Differentiated instruction is an appropriate and significant method to improve students' skills in writing descriptive texts. The application of the Differentiated Instruction method in teaching writing can help students enjoy the learning process to make writing descriptive texts easier, with material that has been modified to make it easy to understand and practice questions according to the needs of each student. During the learning process, students can exchange ideas and help each other during discussions and practice questions that are done in groups, students are also

more creative with their ideas when doing individual assignments given by researchers, and students feel there is something new in learning. Therefore, English teachers are advised to apply DI as a modified learning method or method according to the needs and characteristics of each student. The application of the DI method in writing activities can improve students' writing skills because it can help them to generate, elaborate, and organize their ideas. Therefore, students can write texts more easily.

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