

DIFFERENTIATED TEACHING METHOD FROM THE STUDENTS ABILITY IN READING COMPREHENSION AT SMAN 4 KEDIRI

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Abstract

The development of the times has provided changes in the world of education which are marked by changes in curriculum policies according to the needs of the times. In the 2022 the Ministry of Education and Culture issued a new curriculum called Merdeka Curriculum. One of the appropriate learning methods for Merdeka Curriculum is differentiated teaching method. Concern for students by paying attention to strengths and needs is the focus in differentiated teaching. The purpose of this research is to find out how the effect of differentiated teaching on students' reading comprehension skills. In this study, researcher used a quantitative approach with research subjects in class XI1 at SMAN 4 Kediri. The method used in this research is a one group pre-test post-test design. Researcher collected data through the scores of students' pre-test post-test design. The results of the t test hypothesis test obtained t count > t table, namely 10,723 > 1,690, based on the hypothesis testing criteria then H0 is rejected. This shows that there is a significant effect of differentiated teaching on students' reading comprehension. The researcher suggests to English teachers that using differentiated teaching through students' abilities is more effective because this method is suitable for improving students' reading comprehension skills.

Keywords: *Differentiated learning, students' ability, reading comprehension*

INTRODUCTION

The development of the times provides changes in the world of education marked by changes in curriculum policies according to the needs of the times (Awalia, 2022). Since the proclamation of independence, the curriculum in Indonesia has changed ten times before the implementation of the 2013 curriculum. However, the faster changes coupled with increasingly complex human needs have prompted the Ministry of Education and Culture to issue a new policy, namely the independent learning program. Freedom to learn is a policy program launched by the Minister of Education and Culture of the Republic of Indonesia to return the national education system to the essence of the law by giving freedom to schools, teachers and students to be free to innovate, free to learn independently and creatively, where this freedom to innovate must begin from teachers as the driving force of national education (Sherly et al, 2020). In other words, in this independent curriculum, students can develop their potential freely according to their talents, interests and abilities.

The implementation of independent learning will certainly cause some changes in the learning system, which used to be only done inside but now can be done as comfortably as possible in order to facilitate the process of interaction between teachers and students (Hilda et al, 2022). The learning system in this independent learning program will later be designed so that it can shape the character of students and create fun learning without having to be burdened with high standard values and achievement targets (Baro'ah, 2020). In accordance with the curriculum principle that learning is student-centered, namely learning must meet the diversity of potentials, developmental needs and stages of learning, as well as the interests of students (Kemendikbud, 2022).

One of the appropriate learning methods for independent curriculum learning is differentiated learning. Concern for students by paying attention to strengths and needs is the focus in differentiation learning (Marlina, 2019). Differentiated learning is an adjustment to interests, learning preferences, and student readiness to achieve increased learning outcomes (Marlina, 2019). Differentiated learning has 3 important components namely content, process, and product (Kemendikbud, 2022). First, the content component includes what students learn. Second, the process component is how students are able to process ideas and information. Third, the product component is the result shown by students based on what students have learned.

In the process of learning English as a foreign language in Indonesia, it is still a scourge for most students in Indonesia. Tambunsaribu (2022) reveals several internal factors that cause students difficulties in learning English, namely that English is confusing and considers English to be unimportant. Even though English plays an important role in the 4.0 era, because this language is an international language used in global communication in various fields, including technology and business. In the 4.0 era, proficiency in English is becoming increasingly important, because many resources and information in technology, business and science are delivered in English.

The implementation of this differentiation learning method is expected to be able to improve the quality of learning, especially learning English. In English there are four skills that must be learned there are: listening, speaking, reading and writing (Brown, 2001). Reading is an activity that involves understanding, interpreting, and evaluating information and responding to various texts (Sultan, 2018). These four English skills must be integrated into literacy methods for teaching English in Indonesian secondary schools (Ekalia, et al., 2022). However, in practice English skills in Indonesia are not optimal (Ganie, et al., 2019). Reading is the most important skill to master because by reading students can develop knowledge. As one of the most important factors in teaching English as a foreign language, reading comprehension is an important element that must be mastered (Tabatabaei and Bagheri, 2013). According to the RAND Reading Study Group (2002), reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Improving the quality of students' reading comprehension is needed to help not only in terms of learning English, but also to improve the quality of students' overall knowledge (Ganie, et al., 2019).

Differentiated learning can be a solution for students because differentiated learning has a focus on the strengths and needs of students. One approach that can be used in differentiation learning is to observe students' abilities. Basically every student certainly has different abilities (Tomlinson, 2000). In its application the teacher can group students according to their abilities. The teacher can group students in the class into two or three groups, there are: students who fully understand, partially understand, and do not understand (Kemendikbud, 2022). For students who do not understand the teacher can provide assistance during the learning process. For students who partially understand, the teacher can start learning with modeling combined with independent work, practice, and review. For students who fully understand, the teacher can provide lighter questions and provide independent assignments.

Researcher are interested in examining how the relationship between students' ability and English lessons, especially in students' reading comprehension by applying differentiated teaching methods in the classroom. For this reason, the researcher decided to conduct a study entitled "Differentiated Teaching Method from The Students Ability in Reading Comprehension at SMAN 4 Kediri"

RESEARCH METHOD

In this research, researcher used quantitative research. the information retrieval process is described in the form of numbers as a tool to determine what information is known. The type of research in this thesis is an experiment. The research design used was experimental research in the form of a One-Group Pre-test Post-test Design. The researcher made direct observations of a group of subjects with two conditions which were carried out without a comparison group, so that each subject was a control class for himself. Technique of collecting the data used pre test and post test result.

RESULTS AND FINDINGS

In this study it was found that differentiated teaching can have a good effect on students' reading skills in class X-11. There is some information that can give an idea that differentiated teaching can have a good effect on students' reading skills. First, based on the paired test, it is known that $t_{count} > t_{table}$ or $10,723 > 1,690$. This shows that after the implementation of differentiating learning methods there is a difference between the pre test and post test.

Second, other output results, namely paired sample correlations. It is known that the p value (Sig) < Alpha or $0.000 < 0.05$, then H_0 is rejected. So that information is obtained that there is a relationship between the pre-test and post-test of class X – 11 students. This shows that there is a positive relationship between the pre-test and post-test. The magnitude of the relationship is 75,7% or categorized as very good.

Third, from the learning outcomes data consisting of pre-test and post-test, it provides information that: First, the highest post-test score is higher than the pre-test. The highest score during the pre test was 85 and the post test was 90. There was an increase in the highest score of 5 points or 5%. That is, after the treatment of differentiated teaching methods increased the highest students scores of class X-11. Second, the lowest post-test score is higher than the pre-test. The lowest score during the pre test was 45 and the post test was 65. There was an increase in the lowest score of 20 points or 20%. That is, after the treatment of differentiated teaching methods increased the lowest grades of students in class X-11. Third, the average value of the post test after being given the treatment is higher than the average pre test score of 82,36. Fourth, From the results of the post test, then do the categorization of students' abilities. As many as 6 students fall into the complete category, without remedial. While the other 30 students fall into the complete category and need to be given enrichment or challenges. Fifth, from the results of the post test in the incomplete category and needing remedial in all sections as much as 0% or none. Sixth, from the results of the post test in the incomplete category and needing partial remedial as much as 0% or none. Seventh, from the result of pre test and post test, it can be seen that the lowest scores of class X-11 students were found on the identify main idea indicator, namely 115. Then, on the post test scores there was an increase in these indicators by 129. This shows that there is a significant influence significantly differentiated teaching towards reading comprehension of students of class X-11. Eight, from the results of the pre test and post test, it can be seen that overall the students' ability to identify main idea, specific information, explicit implicit detail, and meaningfull words has increased.

Table and Figures

Tabel 1.
(Score of Pre Test)

NAMA	INDICATOR				TOTAL SCORE
	Main idea	Specific information	Explicit implicit	Words meaning	
AVNZ	2	3	3	4	12
AMP	3	5	4	4	16
AML	3	4	3	3	13
ArMP	4	2	4	5	15
AAH	3	5	2	5	15
ATH	4	3	2	4	13
AR	4	3	5	5	17
AAF	4	3	4	5	16
DHA	2	3	4	4	13
DAF	3	4	5	4	16
DAPS	4	2	3	3	12
DF	3	3	3	5	14
FN	2	4	3	3	12
FNP	4	4	4	4	16
HAP	4	4	4	5	17
IV	4	3	3	5	15
KLAD	3	3	4	3	13
KSI	5	4	3	4	16
LIP	3	3	2	5	13
MMN	3	4	3	4	14
MZ	3	3	4	5	15
MSA	2	2	3	3	10
MZA	3	4	4	5	16
MRZZ	5	3	3	4	15
MAAK	3	2	3	5	13
MSAF	4	3	3	4	14
NEBP	2	2	2	5	11
NN	4	4	4	5	17
RIR	3	3	3	4	13
RAAK	2	3	4	5	14
SNM	3	4	4	4	15
SNA	3	4	4	5	16
SAF	2	2	2	3	9
WTF	4	3	3	4	14
YSD	3	4	3	5	15
YSN	2	2	2	3	9
TOTAL	115	117	119	153	504

pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	2	5,6	5,6	5,6
	50	1	2,8	2,8	8,3
	55	1	2,8	2,8	11,1
	60	3	8,3	8,3	19,4
	65	7	19,4	19,4	38,9
	70	5	13,9	13,9	52,8
	75	7	19,4	19,4	72,2
	80	7	19,4	19,4	91,7
	85	3	8,3	8,3	100,0
	Total	36	100,0	100,0	

Figures 1.
(Frequency of Pre Test Score)

Tabel 2.
(Pre test results)

Information	Achievement
Highest score	85
Lowest score	45
Class average	70,00
Fully understand (%) – students	25% - 9 students
Partially understand (%) – students	63,9% - 23 students
Not understand yet (%) – students	11,10% - 4 students

Tabel 3.
(Score of Post Test)

NAMA		INDICATOR			TOTAL SCORE
	Main idea	Supporting details	Explicit implicit	Words meaning	
AVNZ	4	4	4	5	17
AMP	4	5	5	5	19
AML	4	4	4	4	16
ArMP	3	3	4	5	15
AAH	3	5	4	5	17
ATH	4	3	4	5	16
AR	4	4	5	5	18
AAF	4	4	5	5	18
DHA	3	4	5	5	17
DAF	4	4	5	5	18
DAPS	3	4	4	4	15
DF	3	4	5	5	17
FN	5	4	4	5	18
FNP	4	4	4	5	17

HAP	4	5	5	5	19
IV	4	5	3	5	17
KLAD	4	4	4	4	16
KSI	5	5	4	4	18
LIP	3	4	4	5	16
MMN	3	5	4	5	17
MZ	4	4	4	5	17
MSA	3	5	4	4	16
MZA	4	4	5	5	18
MRZZ	5	4	4	4	17
MAAK	3	3	4	5	15
MSAF	4	4	4	5	17
NEBP	2	4	4	4	14
NN	4	5	4	5	18
RIR	2	4	3	4	13
RAAK	3	4	4	5	16
SNM	3	5	4	5	17
SNA	4	4	4	5	17
SAF	3	3	3	4	13
WTF	4	4	4	4	16
YSD	3	4	4	5	16
YSN	3	2	4	4	13
TOTAL	129	147	149	169	594

posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	3	8,3	8,3	8,3
	70	1	2,8	2,8	11,1
	75	3	8,3	8,3	19,4
	80	8	22,2	22,2	41,7
	85	12	33,3	33,3	75,0
	90	8	22,2	22,2	97,2
	95	1	2,8	2,8	100,0
	Total	36	100,0	100,0	

Figures 2.
(Frequency of Post Test Score)

Tabel 4.
(Post Test Results)

Keterangan	Pencapaian
Highest score	90
Lowest score	65
Class average	82,42
Uncompleted, remedial in all parts (%) – students	0% - 0 students
Uncompleted, partially remedial (%) – students	0% - 0 students
Completed, not remedial (%) – students	16,67% - 6 students
Completed, need enrichment (%) – students	83,33% - 30 students

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
sebelum	,091	36	,200 [*]	,943	36	,061
sesudah	,088	36	,200 [*]	,967	36	,359

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Figures 3.
(Test of Normality)

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	70,00	36	10,556	1,759
	posttest	82,36	36	7,511	1,252

Figures 4.
(Paired Samples Statistics)

Paired Samples Correlations			
		N	Correlation
Pair 1	pretest & posttest	36	,757
			,000

Figures 5.
(Paired Samples Correlations)

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest- posttest	-12,361	6,916	1,153	-14,701	-10,021	-10,723	35	,000

Figures 6.
(Paired Samples Test)

Review of Related Research

Differentiated learning as we know it today has been put forward in a book published by Tomlinson in 2001. Several findings regarding the application of differentiated learning were put forward by other researchers. Laia et al (2002) in their research at Lahusa State Senior High School on differentiating learning strategies on the learning outcomes of class X students. Based on their research data, there is a significant effect of the treatment of differentiating learning strategies in the experimental class on the learning outcomes obtained by students in the material of effort and energy. in class X at SMA Negeri 1 Lahusa for the 2021/2022 academic year. Treatment with differentiated learning strategies is better based on the results of data analysis when compared to treatment using conventional learning strategies. Researchers also provide suggestions for teachers to consider using differentiated learning strategies so that the learning outcomes obtained by students are as expected.

Differentiated learning has a goal that is student-centered and the teacher is the driving force (Faiz et al, 2022). Suwartiningsih (2021) suggests several indicators in differentiated learning, namely: 1) How to create a learning environment that can stimulate students to achieve high learning goals; 2) How does the teacher respond to the learning needs of students which include different learning plans, learning resources, learning media, learning strategies, assignments and assessments; 3) How to organize (manage) an effective class including procedures, routines that can allow flexibility with a clear structure even though carrying out different activities but the class can still run well. This is also in accordance with what was revealed by Herwina (2021), namely that the teacher's role in differentiation learning is very vital in stimulating and directing students to achieve their potential.

Pratama (2022) conducted research on the application of learning to students' reading comprehension at SDN Larangan 2 Cirebon City. Prior to implementing a differentiated learning strategy, a case study conducted at SDN Larangan 2 Cirebon City showed that 81% or 22 students out of a total of 27 students did not understand the contents of the reading they had read. Students were silent and confused when asked questions about the contents of the book they had read. Then the researcher tries to conduct research using a differentiated learning strategy. Based on the results previously described, the differentiation learning strategy succeeded in increasing students' reading comprehension skills. The learning strategy differentiates the dimensions of the aspect of learning readiness, namely selecting and sorting reading books according to students' abilities, and applying them in the 15-minute reading habituation activity gets satisfactory results. Students who were not yet fluent in reading became fluent in reading, students who previously could not or were still confused about answering questions became able to answer questions about the contents of the book, students who were initially unable to understand the contents of the book became more understanding of the contents of the book. This can be seen from the number of 24 students out of a total of 27 students, namely 88% of students were able to answer and make reviews or book reviews. In this case students can answer basic questions such as what, who, when, where, why, and how.

CONCLUSION

The development of the times has provided changes in the world of education which are marked by changes in curriculum policies according to the needs of the times. Since the proclamation, the curriculum in Indonesia has undergone ten changes. In 2022, the Ministry of Education and Culture officially launched a new curriculum, namely the Merdeka Curriculum. The aim of the Ministry of Education and Culture's policy is to restore the national education system which essentially gives freedom to schools, teachers and students to be free to innovate, free to learn, be independent and creative. With this Merdeka Curriculum, students can freely develop their potential according to their talents, interests and abilities.

One of the appropriate learning methods in this new curriculum is differentiated teaching. Concern for students by paying attention to strengths and needs is the focus in differentiated teaching. Differentiated teaching is an adjustment to the interests, preferences of learning and students' readiness to achieve increased learning outcomes. Differentiated teaching based on students' abilities is one way to improve students' ability to receive information, or subject matter. The diverse abilities of students in receiving information from reading are the focus of this research. In this study it was found that differentiated learning can have a good influence on students' reading skills in class X-11. The results of the study showed that there was a significant effect of the application of differentiated learning on the reading comprehension skills of the X-11 students of SMAN 4 Kediri. Learning achievement is differentiated teaching based on students' ability in reading comprehension seen in the results of the students' pre-test and post-test. Based on the paired test, it is known that $t_{count} > t_{table}$ or $10,723 > 1,690$. This shows that after the implementation of differentiated teaching methods there is a difference between the pre test and post test. The magnitude of the relationship between the pre-test and post-test results is very good, namely 75,7%.

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