

**DIFFERENTIATED TEACHING METHODS IN TEACHING WRITING
VIEWED FROM THE STUDENTS' LEARNING STYLE AT SMKN 2
KEDIRI**

THESIS

**Presented in Partial Fulfillment of The Requirements to Obtain the Sarjana
Pendidikan Degree (S.Pd) of the English Education Department Faculty of
Teacher Training and Education University of Nusantara PGRI Kediri**



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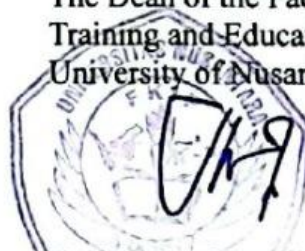
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MOTTO AND DEDICATION

MOTTO :

“ NO ONE BESIDES ALLAH CAN RESCUE A SOUL FROM HARDSHIP ”

[Q.S. AN- NAJM:58]

DEDICATION :

This thesis is fully dedicated to: my beloved mother Mrs. Yuliyani, my beloved father Mr. Suyatno, and my lovely sisters Rima, Asyifa. They always stay by my side to give me prayer, support, and love in my whole life and of course in this time I have to finish the thesis. Special respects and thanks to Mrs. Yunik and Mrs. Diani whose guide and lead me to finish my thesis. Massive thank you to my support system bestfriends in Kediri and Bali. Last but not least I appreciate my self, its me who always stay in every easy or difficult situation.

ABSTRACT

Firda Annisa Sukmayani: Differentiated Teaching Methods in Teaching Writing Viewed from the Students' Learning Style at SMKN 2 Kediri, Thesis, English Department, The Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, 2023.

Key words: Differentiated Teaching Method, Teaching Writing, Learning Style

Writing is one of the skills that must be mastered by someone who studies language. Through writing, we can express ideas, ideas and information into good sentences so that we can express everything that is in our minds into a text or a written language. In this research, writing skills consist of four aspects, namely generic structure, developing ideas, accuracy (vocabulary and grammar), and mechanics. Students still encounter many problems in learning to write because students not only learn things related to how to write, the organizational structure of essays and content, but also related to their English language skills such as the use of grammar, and choosing the right words in writing. The objectives of the research are to know the variation of students' learning style, to know the students' writing skills before and after using differentiated teaching methods in teaching writing viewed from the students' learning style, and to know the effect of differentiated teaching methods in teaching writing viewed from the students' learning style at class X AKL 1 SMKN 2 Kediri.

In this research, the writer used a quantitative research approach which was conducted with experimental research design. Quantitative research approach is a method called the scientific approach because it has fulfilled scientific principles, namely concrete, objective, measurable, rational, and systematic. the subject of the research was the tenth grade students of SMKN 2 Kediri in academic year 2022/2023. The sample of the research were class X AKL 1 SMKN 2 Kediri consist of 33 students, they are 5 male students and 28 female students. This research was held The students were given pre-test, treatment, and post-test. The treatment was conducted twice in order to know whether there is an significant effect of using differentiated teaching methods in teaching writing viewed from students' learning styles. The data were got from students' score of pre- test and post- test that analyzed using t-test formula. The researcher used SPSS version 25.

The result shows variations of the students' learning styles at X AKL 1 SMKN 2 Kediri are visual learning style and auditory learning style. The data analysis result shows that the students' pre-test was 55,76, while the post-test score was 74,85. In addition, based on data analysis, the calculated t test is higher than the t table value ($11,475 > 2,036$). In other words, using differentiated teaching methods viewed from the students' learning styles in teaching writing has significant effect to improve students' writing skills. Teachers are advised to know

the learning styles of students first by giving a learning style questionnaire to students so the teacher can teach using a teaching method that suits the student's learning style.

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I realize that this proposal still has many shortcomings, so it is expected that criticisms and suggestions from various parties.

Kediri, July 26th 2023

Firda Annisa Sukmayani

TABLE OF CONTENT

APPROVAL PAGE	i
APPROVAL SHEET	ii
THE STATEMENT OF WRITING ORIGINALITY	iii
MOTTO AND DEDICATION	iv
ABSTRACT	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	vii
LIST OF TABLES.....	ix
LIST OF DIAGRAMS	x
LIST OF APPENDIXES	xi
CHAPTER I INTRODUCTION.....	1
A. Background of the Research	1
B. Identification of the Research	9
C. Limitation of the Research	10
D. Formulation of the Research	11
E. Objective of the Research	11
F. Significance of the Research	12
G. Definition of the Key Terms.....	13
CHAPTER II REVIEW OF RELATED LITERATURE AND HYPOTHESIS	13
A. Literature Review	Error! Bookmark not defined.
B. Review of Previous Researches	Error! Bookmark not defined.

C. Thinking Framework.....	Error! Bookmark not defined.
D. Hypothesis.....	Error! Bookmark not defined.
CHAPTER III RESEARCH ETHODOOGY.....	Error! Bookmark not defined.
A. Identification of Research Variable	Error! Bookmark not defined.
B. Research Design.....	Error! Bookmark not defined.
C. Place and Time of the Research	Error! Bookmark not defined.
D. Population and Sample.....	Error! Bookmark not defined.
E. Research Instrument and Data Collecting Technique	Error! Bookmark not defined.
F. Technique of Data Analysis	Error! Bookmark not defined.
CHAPTER IV RESEARCH FINDINGS	Error! Bookmark not defined.
A. Description of Data Variables	Error! Bookmark not defined.
B. Data Analysis	Error! Bookmark not defined.
C. Interpretation of the Data	Error! Bookmark not defined.
D. Hypothesis Testing	Error! Bookmark not defined.
E. Discussion	Error! Bookmark not defined.
CHAPTER V CONCLUSION AND SUGGESTION	Error! Bookmark not defined.
A. Conclusion	Error! Bookmark not defined.
B. Suggestion.....	Error! Bookmark not defined.
BIBLIOGRAPHY	14
APPENDICES	18

LIST OF TABLES

Table 3. 1: Time of the research	Error! Bookmark not defined.
Table 4. 1 Students' Learning Styles.....	Error! Bookmark not defined.
Table 4. 2 Sudents' Pre-test Score	Error! Bookmark not defined.
Table 4. 3: Descriptive Statistics of Pre-Test.....	Error! Bookmark not defined.
Table 4. 4: Frequency of Pre-test Score.....	Error! Bookmark not defined.
Table 4. 5: Sudents' Post-test Score	Error! Bookmark not defined.
Table 4. 6: Descriptive Statistics of Post-Test ...	Error! Bookmark not defined.
Table 4. 7: Frequency of Post-test Score	Error! Bookmark not defined.
Table 4. 8: Table of Paired Sample Statistic.....	Error! Bookmark not defined.
Table 4. 9: Table of Paired Samples Correlations	Error! Bookmark not defined.
Table 4. 10: Table of Paired Sample T-test.....	Error! Bookmark not defined.
Table 4. 11: The Pre-test and Post-test Score.....	Error! Bookmark not defined.

LIST OF DIAGRAMS

Figure 4. 1: Diagram of Students' Learning Styles Error! Bookmark not defined.

Figure 4. 2: Frequency of Pre-test ScoreError! Bookmark not defined.

Figure 4. 3: Frequency of Pre-test ScoreError! Bookmark not defined.

Figure 4. 4: Diagram of Pre-test and Post-test score..... Error! Bookmark not defined.

LIST OF APPENDIXES

Appendix 1	Error! Bookmark not defined.
Appendix 2	Error! Bookmark not defined.
Appendix 3	Error! Bookmark not defined.
Appendix 4	Error! Bookmark not defined.
Appendix 5	Error! Bookmark not defined.
Appendix 6	Error! Bookmark not defined.
Appendix 7	98
Appendix 8	100

CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, significance of the research, and definition of the key terms.

A. Background of the Research

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has inaugurated the Independent Curriculum as an effort to overcome the learning crisis (kemdikbud, 2022). The Independent Curriculum, previously known as the Prototype Curriculum or the New Paradigm Curriculum, is considered as an option for learning recovery due to the pandemic in Indonesia. One that is applied in the Independent Curriculum is differentiated learning. Nadiem Anwar Makarim as Minister of Education, Culture, Research, and Technology (Kemendikbudristek) stated that teachers will teach according to the stages of student achievement and development and school has the authority to develop and manage teaching and learning programs according to the characteristics of the teaching unit and the student population.

According to Tomlinson (2001) differentiated learning is also believed to be an effort to adapt learning in the classroom to comply the individual learning needs of each student. From the above understanding, it

can be concluded that differentiation does not mean that teachers must be able to meet the needs of each individual at all times. Teachers are expected to be able to use various learning methods so that most students feel that learning meets their needs. Differentiated learning is in line with the philosophy of educational thought according to Ki Hajar Dewantara which states that education provides guidance to all natural abilities possessed by children so that children are able to achieve the highest safety and happiness both as a human being and as a member of society (Herwina, 2021). Ki Hajar Dewantara said that it is not good to standardize things that are not necessary or cannot be uniform and argues that differences in abilities, talents and expertise must be facilitated equitably (Alsyahtian, 2021). The same principle applies to differentiated learning.

The rationale of the differentiated learning strategy is that students have different psychological development and growth. Differentiated learning is basically learning that treats students differently and dynamically. Therefore, schools need to have different learning plans, including: reviewing the existing curriculum based on students' strengths and weaknesses, designing learning plans and strategies that are appropriate to the program, and learning methods that can be used to meet student needs, explaining forms of teacher support to meet student needs, and periodically review and evaluate the implementation of school plans. Differentiated learning requires teachers to be flexible in their approach to teaching, adapting curriculum, and presenting information to students. Differentiated

learning is a pedagogical theory based on the assertion that the learning methods used must be diverse and in accordance with the needs of each student.

Indicators of the success of differentiated learning are student comfort in learning, improvement in both hard and soft skills, and student academic success, specifically students can reflect their own capacity from the starting point of learning to self-improvement in the learning process and at the end of learning (Kasiyanti, 2021). This differentiated learning does not mean that the achievement of the final goal of students must achieve the expected the standard, but through this learning will create changes in added value for the better. For example, if a student's ability is below the class average, i.e. they initially scored 30 then after undergoing differential learning, this increases to a score of 50, meaning the student is progressing in learning that the teacher cannot force students to achieve the standard goals as expected. Likewise, the ability of students who are above the class average, for example getting 85 points, after doing differentiation learning they are getting 100 points. It means that after the refresher course, there is rapid progress, it can be said to be a successful student.

Writing skill is one type of language skill that must be mastered by students. Many experts have put forward the meaning of writing. In the opinion of Saleh Abbas, writing skills are the ability to express ideas, opinions, and feelings to other parties through written language. Writing skill is one of the language skills that not only creates written work, but also

tests structures such as organization, grammar, content, vocabulary, and mechanics (Amalia, 2020). Writing is one of the most useful skills when learning a foreign language. Writing is different from listening, speaking, and reading because in writing there are certain aspects of language that must be respected in order to convey ideas and self-perceptions that can be understood by those who read them (Obisuru & Purbani, 2016). Through writing skills, students are required to be creative and active in thinking and doing activities as much as possible to pour their ideas into written language (Martha & Situmorang, 2018). The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammar and the use of spelling. Basically, the purpose of writing is as a communication tool in written form. Writing is making letters (numbers and so on) with a pen or it can also be interpreted as giving birth to thoughts, feelings, with writing. In this writing activity, the writer must be skilled in utilizing graphology, language structure and vocabulary. Writing skills can be mastered through many and regular practice or practice.

Writing skills have a very important role in everyday life. Fluency in writing is a requirement to be able to be involved in various fields or activities. It covers the importance of writing skills and abilities in everyday life. Writing is also one of the language skills used in indirect communication. Through writing activities, students are able to communicate in written language. In this case, students are expected to be able to articulate their ideas or ideas with appropriate, structured, and

contextual expressions. The implementation of written English learning in schools still encounters several obstacles. Students still experience many difficulties in learning to write because students not only learn things related to writing style, organizational structure and essay content, but also related to their English skills such as using English in grammar and also choosing the right diction. Moreover, there are always students who lack motivation to learn. This can lead to an unfavourable situation during the learning process. In fact, students face the problem of running out of ideas to write paragraphs. Students strive to improve their ideas, knowledge and abilities.

In a previous study by Obisuru, M., & Purbani, W (2016) who conducted preliminary observations carried out by researchers and teachers to identify problems in the learning process based on the teacher's direct experience, it proved that the actual conditions at SMAN 1 Kalabahi were the written achievement data of class XI students with the highest score of 90, the lowest score of 25 with an average of 67 The average is still below the standard of academic competence, the minimum set is 70.

Based on the explanation above, to improve students' writing skills, teachers should know the students' learning styles. Abilities and background knowledge are also influenced by learning styles (Nopiyadi, 2020). Differentiated learning is an effort to adjust the learning style in the classroom according to the needs of each student. The attitude of learning styles in students is very necessary in undergoing the teaching and learning process. Because with the attitude of student learning styles in the teaching

and learning process, learning objectives will be more easily achieved. In classroom management, it is necessary to have a good student learning style attitude in each student. This picture can be seen from the sincerity of students to follow all the rules or regulations made by the school. The discussion of learning styles reveals that many factors influence the way a person learns, including physical, emotional, sociological, and environmental factors (Hajar et al., 2020). Some prefer to study alone, others need resources or guidance, and others find studying more effective in groups and some students need music. These are things that need to be understood and realized by individuals or teachers clearly before teaching and learning so that teachers can effectively change the material and achieve the goals of the teaching and learning process (Hajar et al., 2020).

The learning style of each student in the class is different according to their respective abilities. Students are born with a variety of different characteristics and uniqueness of each. According to Richard I. Arends (2008) in cognitive development theory that students have different learning styles according to their abilities and cognitive development. The diversity of students in the classroom has become commonplace, they have different abilities in terms of psychology, intelligence, social, family background, and various other aspects.

One learning style known for its simplicity is VAK. VAK learning style uses three main sensory receptors, namely visual, auditory, and kinaesthetic to determine the dominant learning style of students. VAK

learning style is based on modal theory, that is, although in each learning process students receive information from the three sensors, one or two sensors are more dominant (Suyantiningsih, 1980).

Dobson (2009) categorize learning styles into; Visual learning style (learning by way of view), namely learning styles that tend to learn through visual relationships (vision). Thus, in external visual learning, using materials or media that can be seen or issue a response to the sense of sight. Auditory learning style (learning by listening), which is a language style that tends to use hearing/audio as a means to achieve success in education. External auditory learning style is to make sounds or sounds. Internal auditory style requires a calm atmosphere before learning something. After that, it is necessary to reflect on what material has been mastered and not. Kinaesthetic Learning Style (learning by moving, working and touching), Learning style through movement as a means of entering information into the brain. This type of learning style is external by involving physical activity, creating models, role playing, walking and so on. While the internal nature emphasizes the clarity of meaning and purpose before learning something.

Students' learning styles must be understood by the teacher so that learning activities can be achieved in accordance with the desired goals. Teachers must adapt teaching methods to students' learning styles. Knowing students' ways of thinking and learning styles will help teachers more easily identify the right method to be applied in the teaching and learning process

(Ginting, 2017). Learning styles play an important role in the learning process. If students learn but not in the right way, it will hinder the learning process, especially the absorption of information provided by the teacher, and also affect the learning outcomes they achieve (Prastiwi, 2017).

Students with a visual learning style understand lessons using visual materials, have a good sense of colour, and a full understanding of artistic problems. However, she has difficulty in face-to-face dialogue because she is too reactive to sound, making it difficult to hear verbal advice and often misinterpreting words. Students who have a visual learning style like to take good, neat notes. Therefore, the teaching methods used by teachers for visual learners should include the use of illustrations and visual materials, and should strive to paint mental pictures for students.

The dictogloss method is a teaching method that is suitable for students' learning styles through audio learning styles. This method pays attention to the students' audio learning style because the dictogloss method has a relationship between listening and writing skills (Pertiwi et al., 2018). In this method, the teacher reads the text twice to the students. They were not allowed to do anything except listen to the text on the first reading and they were asked to make short notes on the second reading. Next, they work together in groups to reconstruct the text from their shared notes. The task of reconstructing the entire text dictated from their notes required students in groups to discuss and recall their prior knowledge of grammar, vocabulary, and text language features that they had to use in the

reconstructed text. Students must also organize their notes and ideas well with their groups into paragraphs so that the reconstructed version that students have made can be coherent and has a meaning close to the original text.

The window-shopping learning method is one of the learning methods that pays attention to students' kinaesthetic learning styles. In Window Shopping, students study in groups in their respective groups while studying with other groups. Students do not just sit in their respective chairs, but are free to go around the class to discuss with other groups about the subject matter. This is done to facilitate students' kinaesthetic learning styles. Wardi (2022) stated that in Window Shopping, students were given the opportunity to go around, ask other groups about the material mastered by each group, so that all the material presented could be absorbed by the children. That is one method to facilitate children's kinaesthetic learning styles.

Therefore, based on situation above, the researcher would like to conduct research entitled **“Differentiated Teaching Methods in Teaching Writing Viewed from the Students’ Learning Style at SMAN 1 Kediri”**

B. Identification of the Research

The implementation of learning and teaching writing English in schools still encounters several problems, both from the students and from

the teachers themselves. In addition, there is still a lack of motivation to learn from students. This can lead to an unsupportive situation in the learning process, especially learning to write English. In this case, the teacher is needed to know the student's learning style, so that the teacher can apply a differentiated teaching method that is in accordance with the student's learning style.

C. Limitation of the Research

Limitation of the study is important part to make research more efficient and directed, the researcher makes some limitations which the study focuses on process differentiation of teaching methods. This research examines students' learning styles which include audio, visual, and kinaesthetic on the skills of writing descriptive texts with the topics tourism places and historical places. In this research, the researcher limits the students' writing skills in four aspects namely generic structure, developing ideas, accuracy, and mechanics. The writing skills teaching methods are related to student learning styles, namely using image method for visual learning styles, using dictogloss method for audio learning styles, and using window shopping methods for kinaesthetic learning styles. The subject of the study is students of SMKN 2 Kediri in the academic year of 2022/2023.

D. Formulation of the Research

The research question of this study is as follow:

1. How are the variation of students' learning style at class X AKL 1 SMKN 2 Kediri?
2. How are the students' writing skills before using differentiated teaching methods in teaching writing viewed from the students' learning style at class X AKL 1 SMKN 2 Kediri?
3. How are the students' writing skills after using differentiated teaching methods in teaching writing viewed from the students' learning style at class X AKL 1 SMKN 2 Kediri?
4. Is there any effect of differentiated teaching methods in teaching writing viewed from the students' learning style at class X AKL 1 SMKN 2 Kediri?

E. Objective of the Research

This research has four aims:

1. To know the variation of students' learning style at class X AKL 1 SMKN 2 Kediri.
2. To know the students' writing skills before using differentiated teaching methods in teaching writing viewed from the students' learning style at class X AKL 1 SMKN 2 Kediri.
3. To know the students' writing skills after using differentiated teaching methods in teaching writing viewed from the students' learning style at class X AKL 1 SMKN 2 Kediri.

4. To know the effect of differentiated teaching methods in teaching writing viewed from the students' learning style at class X AKL 1 SMKN 2 Kediri.

F. Significance of the Research

This study is conducted in order to give theoretical and practical significance, they are:

1. Theoretical Significance

The expected theoretical benefit from this research is that it can add to the literature on English education related to the differentiation of teaching methods through student learning styles and become the basis for similar studies or research in a wider scope.

2. Practical Significance

a. Teacher

For teachers, the results of this research are expected to be useful. Differentiated teaching methods can be used by teachers to adapt learning methods to students' learning styles in writing skills. Furthermore, by paying attention to students' learning styles, teachers can make appropriate changes to meet students' writing needs.

b. Other Researcher

For further researchers, this research is expected to provide knowledge, information, and references related to differentiated teaching methods in teaching writing viewed from the students' learning style.

G. Definition of the Key Terms

To avoid the misunderstanding in this study, there are several definitions of the key terms that the researcher necessary to explain them.

The key terms are as follow:

1. Differentiated Teaching Method

According to (Tomlinson, 2001) differentiated teaching method is a teaching and learning approach in which students have many options for absorbing information, understanding the material, and displaying what they have learned so that each student can learn effectively. Differentiated teaching method is a learning process that is aligned with students' backgrounds and student needs so that each student's potential is maximized (Defitriani, 2007)

2. Teaching Writing

Teaching writing is a productive skill that requires the teacher to ask students to express themselves in written form, and requires more skills such as using the right words, making the right sentences, and correct spelling which is different from speaking (wibowo arya budi, 2013).

3. Learning Style

Learning style is a trait possessed by each individual in processing the information obtained, the way each individual learns tends to be different from one another (Hajar et al., 2020).

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