

BIBLIOGRAPHY

- Ali, A., & Mehany, A. (2022). *Differentiated instruction to develop Al- Azhar students ' writing fluency*. 2(1), 26–38.
- Alsyahtian, M. Z. (2021). *Pembelajaran Berdiferensiasi : Untuk Mewujudkan Merdeka Belajar bagi Peserta Didik*.
- Andini, D. W. (2022). Differentiated Instruction: Solusi Pembelajaran Dalam Keberagaman Siswa Di Kelas Inklusif. *Trihayu: Jurnal Pendidikan Ke-SD-An*, 2(3), 340–349. <https://doi.org/10.30738/trihayu.v2i3.725>
- Asma, S. (2015). *BAHASA INGGRIS DI MIN BONTOLANGKASA KECAMATAN MINASA TE ' NE KABUPATEN PANGKEP skripsi*.
- Dewi, R. S. (2014). *TEACHING WRITING THROUGH THOUGHT DICTOGLOSS*.
- Ginting, S. A. (2017). A Facilitating Effective Teaching through Learning Based on Learning Styles and Ways of Thinking. *Dinamika Ilmu*, 17(2), 165–173. <https://doi.org/10.21093/di.v17i2.850>
- Hajar, I., Ternate, K., Mukadar, S., AR, N., & Badu, T. K. (2020). Learning Style of an Outstanding Student in English Learning. *Uniqbu Journal of Social Sciences (UJSS)*, 1(2), 78–85.
- Herwina, W. (2021). Optimizing Student Needs and Learning Outcomes With. *PERSPEKTIF Ilmu Pendidikan*, 35(2).

- Kasiyanti. (2021). Implementasi Pembelajaran Berdiferensiasi di Kelas. *Ayo Guru Berbagi \ Kemdikbud*, 1–3.
- Kemdikbud. (2022). Kurikulum Merdeka: Pembelajaran dengan Paradigma Baru dan Berdiferensiasi. *Kemdikbud.Go.Id*.
- Martha, N., & Situmorang, Y. (2018). Meningkatkan Kemampuan Menulis Siswa melalui Teknik Guiding Questions. *Journal of Education Action Research*, 2(2), 165–171.
- Maryam, A. S. (2022). *STRATEGI PELAKSANAAN PEMBELAJARAN*.
- Mulyati, S. (2022). Kemampuan Siswa dalam Penggunaan Huruf Kapital dan Tanda Baca pada Penulisan Karangan Deskripsi. *Jurnal Basicedu*, 6(2), 2495–2504. <https://doi.org/10.31004/basicedu.v6i2.2395>
- Nisa, A. F. (2015). *Improving Students ' Writing Skill By Using Inquiry Technique At*. 79–86.
- Obisuru, M., & Purbani, W. (2016). Kemampuan menulis bahasa Inggris siswa melalui self-editing and self-correcting berdasarkan analisis kesalahan gramatikal dan kosakata. *LingTera*, 3(1), 51. <https://doi.org/10.21831/lt.v3i1.8473>
- Pertiwi, D., Ngadiso, N., & Drajadi, N. A. (2018). The effect of Dictogloss Technique on the students' writing skill. *Studies in English Language and Education*, 5(2), 279–293. <https://doi.org/10.24815/siele.v5i2.11484>
- Prastiwi, M. (2017). *Gaya Belajar Siswa dan Implementasinya dalam Pembelajaran Tematik Integratif*. <http://dlx.bok.org/genesis/807000/4191257>

- Prawati, M. Sofian, Susilawati, E. (2018). Teaching Writing Procedure Text through Demonstration. *English Education Study Program, Teacher Training and Education Faculty of Tanjungpura University*, 10(1), 279–288.
- Singh, H. (2014). Differentiating classroom instruction to cater learners of different styles. *Indian Journal of Research*, 3(12), 58–50.
<https://doi.org/10.15373/22501991/December2014/25>
- Spanella, T. (2021). *Visual Learning Style: Strategies & Activities*.
- Sukenti, D., Ramadhan, S., Mukhaiyar, M., & Tambak, S. (2022). Writing Assessment Construction for Madrasah Teacher: Engaging Teacher Faith and Identity Processes. *JPI (Jurnal Pendidikan Indonesia)*, 11(3), 448–456.
<https://doi.org/10.23887/jpiundiksha.v11i3.40995>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, CV.
- Suyantiningsih. (1980). *KONSEP DASAR PENILAIAN BERBASIS VISUAL, AUDITORI, DAN KINESTETIKA (VAK)*.
- Tomlinson, C. A. (2001). How TO Differentiate instruction in mixed-ability classrooms. In *Association for Supervision and Curriculum Development*.
- Wibowo Arya Budi. (2013). *Improving Writing Skill by Using Process Writing*. Yogyakarta State University, 19461102.
- Yoga Prihatna, R., & Adi Nugroho, mawan. (2015). *AN ANALYSIS ON GENERIC STRUCTURE AND LANGUAGE FEATURES OF PROCEDURE TEXTS MADE*

*BY SECOND YEAR STUDENTS OF SMA SEMEN GRESIK 1 AN ANALYSIS ON
GENERIC STRUCTURE AND LANGUAGE FEATURES OF PROCEDURE
TEXTS MADE BY SECOND YEAR STUDENTS OF SMA SEMEN GRESIK.*