

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

SKRIPSI

Presented as a Partial Fulfilment of the Requirement to Obtain
Bachelor Degree of Education of English Department Faculty of
Teacher Training and Education University Of Nusantara PGRI Kediri



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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2023

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Title:

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

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At the date of : 26 July 2023

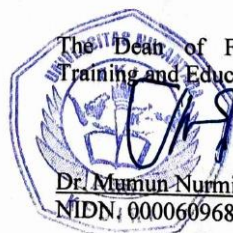
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Kediri, 26 July 2023

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MOTTO :

*“Don’t Stop when you’re tired. But, Stop when
you’re done”*

I dedicated this work for:

- 1. My beloved parents, My Father and My Mother**
- 2. My beloved brother and sister**
- 3. My beloved friends in English Department and outside the major
who always support me.**
- 4. And good people who always pray for my good.**

Abstract

Nila Nisaul Hasanah : Differentiated Teaching Method From The Students' Ability In Reading Comprehension at SMAN 4 Kediri, Skripsi, English Department, The Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, 2023.

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. In accordance with the curriculum principle that student-centered learning, namely learning must meet the diversity of potentials, developmental needs and learning stages, as well as student interests. 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. Furthermore, the data was processed used the SPSS application to determine the effect of differentiated teaching on students' reading comprehension skills.

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 H_0 is rejected. This shows that there is a significant effect of differentiated teaching on students' reading comprehension. Differentiated teaching method help students improve their reading comprehension skills through differentiated students ability. 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 teaching, students' ability, reading comprehension

ACKNOWLEDGMENT

Praise and gratitude we pray to the presence of Allah SWT because it is only by His mercies that the task of preparing this proposal can be completed.

The preparation of this proposal is part of a research plan for the preparation of a thesis as one of the requirements to obtain a bachelor's degree in education in the English language education department.

On this occasion, I would like to express my sincere gratitude and appreciation to:

1. The Chancellor of the UNP Kediri who always provides motivational encouragement to students.
2. Dr. Mumun Nurmilawati, M.Pd as Dean of the Faculty of Teacher Training and Education of UNP Kediri
3. Khoiriyah, M.Pd, as the Head of English Education Department of UNP Kediri.
4. Dr. Yunik Susanti, M.Pd as the first advisor who has many valuable hours to give guidance, suggestion, and correction.
5. Dr. Diani Nurhajati, M.Pd as the second advisor who has many valuable hours to give guidance, suggestion, and correction.
6. All lectures of English Department who have given valuable knowledge and science during his study at the teacher training and education faculty of University of Nusantara PGRI Kediri.
7. Naning Rahmawati, S.Pd as English teacher at SMAN 4 Kediri who gave me permission and support to do the research.

8. Students of class X-11 academic year 2022/2023 at SMAN 4 Kediri who supported researcher to do the research by giving the necessary data.

It is realize that this skripsi still has many shortcomings, so criticism and suggestions from various parties.

Kediri, 26 July 2023

Nila Nisaul Hasanah
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CHAPTER I

INTRODUCTION

This chapter presents background of the research, scope of the research, research problem, objective of the research, significance, and definition of key terms.

A. Background of the Research

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). With the independent learning curriculum, it is hoped that it can be a solution so that education is not shackled in the old paradigm because the hallmark of this new curriculum is to uphold flexibility between schools, educators, and students in learning (Suhandi, Robi'ah, 2022). 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). When the teacher responds to the learning needs of students, it means that the teacher differentiates learning by adding, expanding, and adjusting the time to obtain maximum learning outcomes. Learning like this is certainly good for students because they can develop their potential, talents, interests, and abilities.

Differentiated learning has 3 important components namely content, process, and product (Kemendikbud, 2022). First, the content component includes what students learn. Differentiated learning on content includes: 1) the material to be studied; 2) student interests, in this case the teacher can differentiate learning

methods according to student interests so that students are active in learning. Second, the process component is how students are able to process ideas and information. Differentiated learning in the process includes: 1) tiered activities, in this section students must build the same understanding by being encouraged by support, challenges, and complexity; 2) providing guiding questions to encourage students to explore the material being studied; 3) developing individual agendas such as making notes on task lists; 4) provide variations in the time students use to complete assignments; 5) classifying groups according to the abilities and interests of students. Third, the product component is the result shown by students based on what students have learned. Products produced by students can be in the form of essays, tests, presentations, performances, and so on. Product creation can be done individually or in groups.

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).

English is a scourge at school for many students in Indonesia. Low interest in reading is a factor in students' lack of knowledge. Reading without understanding the content of the reading is one of the reasons students are lazy to read. The demand for minimum grades from schools is also a burden for students. Each student certainly has the potential, talents, interests, and different needs in learning. 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.

Differentiated learning can affect students' reading comprehension skills (Dapa Aldjon, 2020; Pratama, 2022). The research conducted by Dapa Aldjon used observation and interview techniques to collect data on students' ability levels in reading. Whereas in Pratama research to collect data, researchers used a question and answer test technique to determine the level of student ability. In his research, he found that only 18.5% of students were able to answer or retell what they had read. Therefore, in this study the researchers used the pre-test post-test technique to find out the results before and after differentiating learning was carried out. Data collection was carried out on students' pre-test results to measure students' reading abilities.

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”

B. Identification of the Problem

Each student has different interests, learning preferences, and learning readiness in receiving information. Differentiated learning is learning in accordance with this. Caring for students by paying attention to their strengths and needs is the focus of differentiation learning. Each student certainly has different abilities in learning. There are students who are able to receive learning as a whole, there are those who only partially understand, and there are those who cannot understand the

information conveyed by the teacher. English is a subject that is often considered difficult by students. There are four skills that must be mastered in English, one of which is reading. Reading is one of the important skills because by reading students can gain knowledge. One of the students' obstacles when reading is understanding the text. Many students just read without understanding the content or intent of the text.

C. Limitation of the Problem

There are many types of reading skills in education. Therefore, in order to present a comprehensive overview of the topic, the authors limit the scope of the study. The researcher limits the ability to read, namely reading comprehension. The author focuses on the students' ability to find the main idea of the text, the issues in the text, determine the plot of the story, and look for the implicit message in the story. There are many types of text that students must be able to understand when reading. Therefore, as research material, the researcher limit the research to narrative text.

D. Problem Formulation

In order to focus, the researcher formulates the problems of the research as follows:

1. How is the students' reading abilities before differentiated teaching is applied at SMAN 4 Kediri?

2. How is the students' reading abilities after differentiated teaching is applied at SMAN 4 Kediri?
3. Is there any differences of differentiated teaching on students' reading ability at SMAN 4 Kediri?

E. Purpose of the Research

1. To identify the students' reading abilities before differentiated teaching was applied at SMAN 4 Kediri.
2. To identify the students' reading abilities after differentiated teaching was applied at SMAN 4 Kediri.
3. To identify the differences of differentiated teaching on students' reading ability at SMAN 4 Kediri.

F. Significance of the Research

The researcher hopes that this research can be useful for other readers and writers:

1. Theoretically
Contributing to the development of knowledge and literacy related to the implementation of differentiation learning in English reading ability
2. Practically
 - a. For teachers, learning to read using the differentiation learning method by paying attention to students' abilities is expected to be an example of effective learning to convey material to students.

- b. For students, learning to read using the differentiation learning method by paying attention to students' abilities is expected to make it easier for students to receive information, convey ideas, and express the information they have learned.
- c. For other researchers, learning to read using the differentiation learning method with regard to students' abilities is expected to be a source of reference for future researchers.

G. Definition of The Key Terms

There are three key terms that appear in this research, the first is differentiated teaching, the second is learning style, and the last is reading comprehension. A brief overview of the definitions of the terms is presented below:

1. Differentiated Teaching

Differentiated teaching is an instructional or learning technique in which the teacher uses a variety of teaching methods to meet the individual needs of each student according to their needs. These needs can be in the form of existing knowledge, learning style, interests, and understanding of the subject (Kemendikbud, 2022).

2. Student's Ability

Ability is skill, dexterity, talent or strength to perform an action (Chaplin in Musa Saputra, 2011). While students are those who are specifically assigned by their parents to take part in learning held at school with the aim of becoming human beings who have knowledge, skills, experience, personality, morality, and independence (Ali, 2010). So, it can be concluded that student's ability is the skill, dexterity, talent or strength of a person to achieve learning goals in school.

3. Reading Comprehension

Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (RAND, 2008).

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