

**DIFFERENTIATED TEACHING CONTENT VIEWED FROM
THE STUDENTS' LEARNING STYLES IN TEACHING WRITING
FOR THE XI GRADE STUDENTS OF SMAN 1 KEDIRI**

SKRIPSI

Submitted for Thesis to Fulfill the Requirements
for Obtaining a Bachelor's Degree in Education (S.Pd.)



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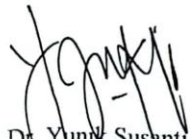
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1. The “Skripsi” is never submitted to any institute of higher education for any academic degree.
2. The “Skripsi” is completely independent of my work and is not the result of plagiarism from other people’s work.

Kediri, July 8th 2024



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MOTTO AND DEDICATION

MOTTO:

I don't chase, I attract.

DEDICATION:

This thesis is fully dedicated to my dearest family, to my father for his support, to my mother for her endless love, and to my sister for her unwavering encouragement. Your belief in me and your support along this journey mean the world to me.

ABSTRACT

Wenny Elistya Differentiated Teaching Content Viewed from the Students' Learning Styles in Teaching Writing for the XI Grade Students of SMAN 1 Kediri, Skripsi, FKIP UN PGRI Kediri, 2024.

Keyword: Differentiated Teaching Content, Learning Styles, Teaching Writing

Students still experience difficulties in writing and they also have differences in learning styles. Therefore, a method that can accommodate all the learning styles of students in the class is needed to facilitate students' understanding of the material so that their writing skills will improve.

The aims of this research are to find out how is the students' writing skill before and after being taught differentiated teaching content and whether there is a significant effect of differentiated teaching content to students' writing ability at XI grade of SMAN 1 Kediri.

The researcher used a quantitative approach using experimental research with one-group-pre-test-post-test design. The population was XI grade students of SMAN 1 Kediri with total 442 students, and the sample was the XI-K class with total 37 students. The researcher collected data through questionnaire to get to know students learning style and writing test to get to know students writing ability. The questionnaire is analyzed using Excel version 2010 and writing test using T-Test with SPSS version 20.

The findings of this research are (1) there are 23 visual students, 6 auditory students, and 8 kinesthetic students. (2) Students' writing skills before being taught using differentiated content were still low with an average score of 59. (3) Students' writing skills after being taught using differentiated content improved with an average score of 85.6. (4) The results of the T-Test analysis show that the calculated t-test is higher than the t-table value ($42.461 > 2.039$) with a significant of 0.000, which means there is a significant difference in results in the pre-test and post-test data.

From these findings it can be concluded that there are three learning style and the most common learning style is visual. Besides, there is a significant effect in students' writing abilities after using differentiated teaching content. In other words, teaching methods that adjust learning styles have an effect on students' writing skills.

Based on the conclusions, it is recommended for teachers, to pay attention to mechanics aspect by providing material related to mechanics. For future researchers, to conduct research of differentiated teaching content viewed from students' readiness or interest because this research have not focused on that aspect and only focused on learning style. For school, to provide adequate resources, such as technology and teaching tools that support differentiated instruction.

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She realizes that this “skripsi” still has shortcomings, therefore criticism and suggestions will be very helpful.

Kediri, July 15th, 2024



Wenny Elistya
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TABLE OF CONTENTS

COVER	i
APPROVAL PAGE	ii
APPROVAL SHEET	iii
STATEMENT LETTER	iv
MOTTO AND DEDICATION	v
ABSTRACT	vi
ACKNOWLEDGMENTS	vii
TABLE OF CONTENT	viii
LIST OF TABLE	x
LIST OF DIAGRAM	xi
LIST OF PICTURE	xii
LIST OF APPENDICES	xiii
CHAPTER I: INTRODUCTION	1
A. Background of the Problem.....	1
B. Identification of the Problem.....	5
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Purpose of the Research.....	7
F. Significance of the Research.....	7
CHAPTER II: REVIEW OF RELATED RESEARCH AND HYPOTHESIS	9
A. Review of Related Literature	9
B. Review of Related Research.....	20
C. Rationale.....	22
D. Hypothesis.....	23

CHAPTER III: METHOD OF THE RESEARCH	25
A. Identification of the Variable	25
B. Approach and Technique of the Research.....	26
C. Place and Time of the Research	27
D. Population and Sample.....	28
E. Instruments of the Research.....	29
F. Technique of Data Collection	31
G. Technique of Data Analysis	34
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION	36
A. Description of Data Variables	36
B. Data Analysis	50
C. Hypothesis Testing.....	57
D. Discussion	58
CHAPTER V: CONCLUSION, IMPLICATION, AND SUGGESTION	64
A. Conclusion	64
B. Implication	65
C. Suggestion.....	65
BIBLIOGRAPHY	67
APPENDICES	70

LIST OF TABLES

Table	Page
2.1 : Assessing Point of Writing	20
3.1 : Time Schedule of the Research.....	28
3.2 : Questionnaire Indicators	30
3.3 : Instrument Development Plan.....	31
4.1 : Students' Learning Style.....	37
4.2 : Students Pre-test Score	40
4.3 : Frequency of Students Pre-test Score	42
4.4 : Students' Post-test Score.....	47
4.5 : Frequency of Students Post-test Score.....	49
4.6 : Test of Normality	51
4.7 : Paired Sample Statistics	52
4.8 : Paired Sample Correlations.....	53
4.9 : Paired Sample Test	54
4.10 : Pre-test and Post-test Result.....	55

LIST OF DIAGRAMS

Diagram	Page
4.1 : Percentage of Students Learning Styles.....	38
4.2 : Students Pre-test Score	41
4.3 : Students Pre-test Score	48
4.4 : Pre-test and Post-test Result.....	56

LIST OF PICTURES

Picture	Page
4.1 : Treatment 1	44
4.2 : Treatment 2	45

LIST OF APPENDICES

Appendix	Page
1 : Questionnaire of Students Learning Styles	70
2 : Pre-test and Post-test Instruction.....	72
3 : Teaching Module	73
4 : Student Worksheet	81
5 : Students' Pre-test and Post-test Result.....	91
6 : Letter of Research Permission	93
7 : Letter of Having Conducted Research	94
8 : The 'Skripsi' Guidance Card	95

CHAPTER I

INTRODUCTION

A. Background of the Problem

Indonesia has used *Merdeka* Curriculum (Independent Curriculum) since the 2021/2022 academic year (Priantini et al., 2022). According to decree of the head of BSKAP No.008/H/KR/2022 of 2022, one of the characteristics of Independent Curriculum is student-centered. This curriculum also provides flexibility for teachers to design teaching objective flow according to the learning needs and interests of students. Based on these, teacher can create learning that can accommodate student differences. Student differences can be facilitated using teaching method. Teaching methods are principles, procedures, or strategies used by teachers to convey material to students (Westwood, 2008). It is important for teachers to use the method because it facilitates the learning process and student learning outcomes (Ilyas et al., 2018). So, teachers can use methods to provide learning that can accommodate student differences.

There is a method that can provide different teaching content in one class, namely differentiated instruction. In general, differentiation is an activity of modifying processes and designing various activities with a specific purpose (Puspitasari & Walujo, 2020). This concept of differentiation utilized into learning and is called differentiated instruction. Differentiated instruction is teaching that incorporates the differences of each student in the class so that

students can learn effectively (Tomlinson, 2001). In differentiated instruction the teacher must know the differences of each student. Differentiated instruction divides student differences based on readiness, interest, and learning profile (Tomlinson, 2001; Khristiani et al., 2021). Readiness is the starting point of students' abilities in learning. Interests are what students like, for example seen based on hobbies. The learning profile is the learning style of students in understanding what they learn. From these three differences, the teacher can determine the group of students in the class.

Different groups of students need different treatment. Tomlinson (2001) divides differentiation instruction into four namely content, process, product, and learning environment. These four aspects are within the control of teachers because they are the one who implement them in class (Khristiani et al., 2021). Content is what the teacher teaches or what students learn in learning. Processes are meaningful activities carried out by students during learning. Products are what students produce at the end of learning. The learning environment is the environment around students both personally, socially, and physically. So, this aspect of differentiation will make students receive different treatment according to their needs.

Marlie Springer (1999) states that learning that considers differences in learning style will encourage students to learn more quickly and enjoy what they learn more. Based on that, this research focus on content differentiation viewed from students' learning profiles or student learning styles. De Porter & Hernacki (2002) said that there are three learning styles of a person,

namely visual, auditory, and kinesthetic. Visual learning style is a learning style that uses the senses of sight, namely the eyes. Students with this learning style easily receive information through pictures or writing. On the other hand, auditory is more about learn through listening. Auditory students enjoy learning using music, sound, or audio that they can listen to. Then kinesthetic is a learning style through movements, touching, or doing. Students with this learning style like to learn by moving, touching objects directly, or doing something. So, the content provided to students is adapted to these three learning styles.

In the Academic Paper of Principles of Differentiated Learning Development by Purba, et al. (2021) it is explained that content differentiation can be done in two ways, namely adjusting the material based on student readiness and interest or adjusting how the material will be delivered based on student learning profiles. Based on that, this research is included in the second way, namely delivering material according to student learning styles. The researcher provided material according to learning styles, namely (1) visual students are given material through picture, (2) auditory students are given material through audio, and (3) kinesthetic students are given material through games; picture-composing and scramble word.

Differentiated instruction can be done with several materials in one class or one material in a class with different treatment (Purba et al., 2021). In this study, the researcher chose one material with different treatment. The researcher focuses on writing skills. Writing skill is the ability to make

products that are written through knowledge, learning, creativity, honesty, and intelligence (Gautam, 2019). To write, the researcher chooses narrative text material. Narrative text is a story about an event or that happened in the past and has moral values that can be learned by the reader (Pardiyono, 2007). In writing, students still experience difficulties. Koilara et al. (2020) found that students still had difficulties in writing narrative texts, especially in distinguishing generic structures. So the use of the differentiated content method is expected to overcome students' difficulties in writing.

Besides the advantages of differentiated instruction, it also has disadvantages. This method requires a lot of time which means that the learning stages have not been conveyed well (Febrianti, 2023; Made, 2022). The researcher overcomes this problem by mapping the time from the diagnostic assessment to the material for each meeting.

Iskandar (2021) in his research said that differentiated learning is able to present fun learning for students starting from differentiation in material content, processes and products that are expected to be able to build student creativity according to their interests, readiness, and learning profiles which can ultimately improve student learning outcomes. Different from that previous research, this research only focus on differentiated content viewed from student learning styles. This study carried out on XI grade students while the previous research was in grade IX. Also the previous research used K13 while this study used the Independent Curriculum.

This study is important to do. Since students have different learning styles so they need to learn with a method that does not only focus in one student. Students also still have difficulties in writing narrative texts (Koilara et al., 2020). Based on this fact, a learning method is needed to overcome this problem. The differentiation method is expected to be a solution, especially differentiated teaching content. The researcher investigates whether this method is able to improve students' writing skills or not. This research is useful for teachers in Indonesia, especially in teaching writing. Knowing the fact, the researcher interested to conduct a study entitled “**Differentiated Teaching Content Viewed from the Students’ Learning Styles in Teaching Writing for the XI Grade Students of SMAN 1 Kediri**”.

B. Identification of the Problem

Students experience difficulties in writing, especially in distinguishing generic structures. Students still have difficulty writing stories according to the structure. They also have difficulty getting ideas. Also, there are errors in mechanics such as spelling, capitalization and paragraph arrangement.

Besides, the students have different learning styles but often do not receive treatment according to their learning style. Teachers are used to teaching students in the same way regardless of the student's point of view. This causes students to not be optimal in receiving the material being taught.

Students need teaching content with a media that can help them easily understand how to write narrative text. Visual learners need a picture,

auditory learners need an audio, and kinesthetic learners need a picture-composing game. Therefore, a method is needed that can accommodate those various student differences.

C. Limitation of the Problem

The focus of this research is the use of the content differentiation, especially how the material delivered based on the student's learning style. The researcher focuses on writing narrative text. The researcher had chosen legends text. The researcher assessed the results by focusing on 5 aspects according to Brown (2004), namely content, organization, vocabulary, syntax, and mechanics.

The research subjects were one class of XI grade students who were divided into three groups, namely students with visual learning style, audio learning style, and kinesthetic learning styles. The researcher used picture, text, audio, and games; picture-composing and scramble word, to convey the material. Pictures are for visual students, audio for auditory students, and games for kinesthetic students.

D. Formulation of the Problem

1. How is the students' writing skill before being taught differentiated teaching content at XI grade of SMAN 1 Kediri?
2. How is the students' writing skill after being taught differentiated teaching content at XI grade of SMAN 1 Kediri?

3. Is there any significant effect of differentiated teaching content to the students' writing ability at XI grade of SMAN 1 Kediri?

E. Purpose of the Research

1. To find out students' writing ability before using differentiated teaching content at XI grade of SMAN 1 Kediri.
2. To find out students' writing ability after using differentiated teaching content at XI grade of SMAN 1 Kediri.
3. To find out whether there is a significant effect of differentiated teaching content to the students' writing ability at XI grade of SMAN 1 Kediri.

F. Significance of the Research

1. Theoretically

The results of this study can support the theory of the differentiation instruction by Carol Ann Tomlinson who stated that differentiated instruction aims to establish maximal learning opportunities by differentiating the content, process, and product in accordance with students' readiness, interest, and learning profiles.

2. Practically

- a. To the English teachers, the results of this study are expected to be useful for them in choosing teaching method that are appropriate to different student learning styles.

- b. To the future researchers, the results of this research can be used as a reference for relevant research.
- c. To the government, this research can be used as a consideration for implementing differentiated instruction in Indonesian schools.

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