

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

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## ABSTRACT

*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. 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 a 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.*

**KEYWORDS:** *Differentiated Teaching Method, Teaching Writing, Learning Style*

## INTRODUCTION

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. 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. 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). 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. 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). 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.

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). 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). 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.

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 that explanation, to improve students' writing skills, teachers should know the students' learning styles.

Abilities and background knowledge are also influenced by learning styles (Nopiyadi, 2020). 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). 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. 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. 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).

The researcher found 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. So, 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"

## Differentiated Teaching Method

The definition of differentiated method is a modification of the curriculum in which all students can learn in classes with different levels of ability (Andini, 2022). The implication of the difference itself is that every student has different curriculum standards that are tailored to their needs. This means that teachers must modify content, processes, and products that must be carried out as an assessment, depending on student characteristics, student readiness level, student interests or preferences, multiple intelligences (multiple intelligences), and also offer instruction and different learning styles or materials according to their needs. To implement differentiated instruction there are three steps that must be taken, namely collecting information about students, designing differentiated instruction, and characteristics of differentiated learning.

The characteristics differentiated learning are continuous and closely, teacher as a seeker and gatherer of information, teacher work hard to ensure reward for all students, flexibility, teacher plans to extend the period of instruction, and using open questions.

## Teaching Writing

Teaching writing as a language skill that is classified as productive skills is teaching that requires English teachers to ask students to express themselves in written language which requires elements of language skills such as the use of correct language words, correct spelling and writing sentences who are grateful according to language rules. 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 (Prawati, M. Sofian, Susilawati, 2018). Brown (2004) states that there are five important elements in writing, namely content, organization, vocabulary, language use, and mechanics. In teaching absolutely has an assessment in each part. There are two types of assessment, formative assessment and summative assessment. The two assessments are different, but both are used to make decisions about student learning (Sukenti et al., 2022).

## Learning Style

According to Brown (2001) learning style is considered as cognitive, affective, and psychological characteristics that become indicators of how students perceive, interact, and respond to the learning environment. Learning style is a personal attitude that tends to persist in perceiving a certain stimulus from the environment, then using it uniquely and personally in interacting with the stimulus and stimulus source. The function of learning styles is that students are more motivated to learn, make students participate actively in class, students learn to understand others more quickly from everyone's learning style, students can find ways to communicate actively with others, help students discover their talents, students can relate well with friends in their group, students can make career choices that suit their learning styles, students can build tolerance for other students with different learning styles. Based on sensory preferences or the ability of the brain to absorb, manage and convey information, individual learning styles can be divided into three categories: visual, auditory, and kinaesthetic (Suyantiningsih, 1980).

## METHOD

In this research, the writer used a quantitative research approach which was conducted with experimental research design. Researcher uses this design because there is a pretest before being given treatment, the results of the treatment can be known more accurately because they can be compared with the conditions before being given treatment. This research was conducted by the research at SMKN 2 Kediri

This populations of the research are first grade students in SMKN 2 Kediri. The total number of whole populations are 629. The samples come from X AKL 1. The total students are 33, consists of 5 male students and 28 female students. In this research, the instruments are teaching module, questionnaire, test, and document.

For collecting the data the researcher used a test for collecting the data, there are two kinds of test that used in this study, those are pre-test and post-test. Between of them, the researcher also given the treatment to applied her learning method. Then for analyzing the data, the researcher used SPSS and analyzed them by paired

sample T-Test.

## RESEARCH FINDINGS

The pre-test score showed that the total score data from the students' pre-test was 1.840 while the total score of students' post-test scores was 2.470. So, the scores obtained by students in the pre-test and post-test experienced changes in the students' writing skills after being treated by the researcher. It can be interpreted that the score of students' writing skills after using differentiated teaching methods in teaching writing viewed from the students' learning styles has increased. It was also explained by the mean score of the pre-test which is lower than the mean score of the post-test. The mean score of students' pre- test was 55,76 while the students' post-test score was 74,85. From the explanation of these data, it can be concluded that there was a significant influence on students' writing skills after using differentiated teaching methods in teaching writing viewed from the students' learning styles. In addition, this conclusion was supported by the data analysis data in table 4.9 which showed that the score of the t-score was 11,475 which was higher than the t-table score 2.036 at the degree of significance of 5% and the significant level of 0.000 was lower than 0.05 ( $p < 0.05$ ).

From the results of the data analysis above, it can be concluded that there was a change between the pre-test score and the post-test score. Then, this result was shown that the post-test score was higher than the pre-test score. This means that it can be concluded that at the time of treatment, student scores increased after using differentiated teaching methods in teaching writing viewed from the students' learning styles. While the result of t-test is higher than t-table ( $11,475 > 2,036$ ) and the value of t-test was smaller than 0.05 ( $0.000 < 0.05$ ) it shows that  $H_0$  is rejected and  $H_a$  is accepted. It means that there was a significant effect of differentiated teaching methods in teaching writing viewed from the students' learning styles on writing skills than the usual learning activities.

## CONCLUSION

From the results of the questionnaire given by the researcher to find out the learning styles of students in class X AKL 1 SMKN 2 Kediri it shows that students' learning styles differ in one class. So it can be concluded that every child has his own learning style so it cannot be generalized. From the pre-test data that has been analyzed shows that the lowest aspect of students' writing skills is accuracy (vocabulary and grammar). It can be concluded that the content aspect is very difficult for students to improve their writing skills. Whereas after the treatment and post-test every aspect of writing skills increased, and the aspect that had the most improvement was the generic structure so that it can be concluded that students' writing skills can improve by using differentiated teaching methods viewed from the students' learning styles. This is evidenced by the increase in students' mean scores from the pre-test to the post-test. The mean score of the students' pre-test was 55,76, while the post-test score was higher than the pre-test mean score of 74,85. In addition, based on data analysis, the calculated t test is higher than the t table value ( $11,475 > 2,036$ ).

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