

The Application of Differentiated Instruction (Learning Style) to Increase Students' Learning Outcomes at SMKN 6 Semarang

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ABSTRAK

Penelitian ini bertujuan untuk mengaplikasikan pembelajaran berdiferensiasi dan meningkatkan hasil belajar Bahasa Inggris pada teks *recount* pada peserta didik kelas sepuluh di SMKN 6 Semarang. Studi penelitian ini penelitian tindakan kelas melibatkan tiga perbedaan gaya belajar: auditori, kinestetik, dan visual. Dalam penelitian ini, penulis membagi dalam dua siklus. Subyek dari penelitian ini adalah kelas X Kuliner-1 di SMKN 6 Semarang yang terdiri dari 36 peserta didik. Pada aktivitas sebelum tindakan, aktivitas guru mempunyai persentase 62.5%, aktivitas peserta didik mencapai 65.6%. Pada siklus I, aktivitas guru mempunyai persentase 68.75% dan menunjukkan bahwa aktivitas peserta didik mencapai 70.3%. Pada siklus II, aktivitas guru mempunyai persentase 80% dan aktivitas peserta didik 79.6%. Hasil dari siklus ini, aktivitas peserta didik meningkat dari siklus I ke siklus II yaitu 9.3% dan aktivitas guru yaitu 11.25%. Hasil lain yaitu peningkatan hasil belajar juga terjadi dalam penelitian pembelajaran berdiferensiasi. Pada aktivitas sebelum tindakan, nilai rata-rata klasikal 63.4 dan pada siklus I, nilai rata-rata klasikal 71.6 serta peserta didik tuntas 41.6% dari KKM. Ini berarti belum semua peserta didik mencapai yaitu 75, ada 15 peserta didik yang tuntas dan 21 peserta didik tidak tuntas. Pada Siklus II, hasil belajar peserta didik juga meningkat. Hal ini ditunjukkan dari hasil nilai rata-rata klasikal 81.8 dan persentase kesuksesan 94.4%. Ini berarti KKM tercapai, peserta didik telah tuntas 34 dan dua peserta didik tidak tuntas. Dari penelitian ini dapat disimpulkan bahwa guru sudah berhasil menerapkan pembelajaran berdiferensiasi berdasarkan gaya belajar dalam mengajar teks *recount*.

Kata kunci: Penelitian Tindakan Kelas, Kurikulum, Pembelajaran Berdiferensiasi

ABSTRACT

This research aims to apply differentiated instruction based on learning style and improve learning outcomes in English subjects on recount text in tenth-grade students at SMKN 6 Semarang. This research study is classroom action research involving three different learning styles: auditory, kinesthetic, and visual. In this research, the researcher divided into two cycles. The subject of this research is class X Culinary-1 at SMKN 6 Semarang which involved 36 students. In pre-action activity, the teacher activity had percentage of 62.5% and the student activities reached 65.6%. In cycle I, the teacher activity had percentage of 68.75%, and show that the student activities reached 70.3%. In cycle II, teacher activity had percentage of 80% and student activities 79.6%. As a result of this cycle, student activities improved from cycle I to cycle II which is 9.3% and the teacher activity which is 11.25%. Another result is an increase in learning outcomes also occurred in differentiated instruction research. At the first action namely pre-action activity, the average classical value was 63,4 and in cycle I, the average classical value was 71.6 and also students completed 41.6% of KKM. This means some students haven't achieved 75, there are 15 students who have completed and 21 students incomplete. In cycle II, students also increased in learning outcomes. This shown by the result of an average classical value of 81.8 and a success percentage of 94.4%. This means that the KKM achieved, the students have completed 34 and two students was incomplete. So, it's implied that the teacher applied differentiated instruction successfully based on learning style in teaching recount text.

Keywords: Classroom Action Research, Curriculum, Differentiated Instruction

1. INTRODUCTION

Education is the most important aspect of daily life to increase the quality of human resources. Without education, humans will not progress. Through education, humans become qualified and dignified individuals, education must be the main foundation in life. Through education, humans can overcome global challenges and change in life. Education also prepares students through counseling, training and formal or informal educational activities.

Education in Indonesia has a curriculum for reference to carry out the learning process in order to achieve an expected educational goal. The curriculum is the main tool for carrying out a learning process. According to (Dhomiri et al., 2023) stated that the role of the curriculum in education has a very important and primary role in determining the achievement of educational goals themselves, especially in achieving national education goals. According to McBrien & Brandt (1997), the curriculum refers to a written plan outlining what students will be taught in a course study. Another statement of Indiana Department of Education (2010) said that curriculum means the planned interaction of students with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.

The Curriculum had been developed in Indonesia began in 1947 until 2022. Curriculum changes occurred with the aim of perfecting previous curricula and adapting to the change of time. This is in line with the statement from (Aslan & Wahyudin, 2020) there are two factors for curriculum change, the first is partial change, and the second is overall change. This change is inseparable from the factors of power which are population growth and developments in science and technology.

The independent curriculum is a curriculum that is currently being used in education in Indonesia. The independent curriculum is a refinement of the previous curriculum, namely the 2013 curriculum. The independent curriculum is a new curriculum breakthrough by the government due to the learning loss in learning that occurred after the pandemic

covid-19. The Decreed of the Ministry of Education Culture and Research and Technology No. 56 of 2022 which regulates curriculum guidelines in the framework of restoring learning which is further refined by the government regarding Ministry of Education and Culture No.262 in 2022.

The implementation of the independent curriculum is also based on thoughts of the father of Education in Indonesia, Ki Hajar Dewantara (KHD). KHD's thoughts are referred to, namely the concept of educating and teaching. He stressed that education could not only be interpreted as a process of transferring knowledge but rather a process of cultivating character so that there is harmony and a balance of life that is happy and safe. In addition, KHD also emphasizes teaching students according to their nature. According to his opinion (Ki Hajar Dewantara, 2013) who said that education aims to guide all the nature that exists in children so that they can achieve congratulations and the highest happiness.

The independent curriculum in vocational high schools emphasizes meeting students' learning needs and student characteristics. There are several phases in the independent curriculum where phase E is for grade X, phase F is for grade XI and XII. According to (Ahyar et al, 2022) the use of phase is intended so that the teacher can classify student abilities so that the desired learning is according to the level of the student or which is often referred to as teaching at the right level.

In implementing the independent curriculum, teachers who act as facilitators must be able to accommodate students' learning needs. Each student has a different level of understanding. In learning in general, teachers often teach with one approach, the same model and learning style for different student learning needs. This leaves students with lower abilities or different learning styles left behind. Meanwhile, students with higher abilities feel less cared for. This mismatch creates gaps in students' learning outcomes.

English is one of the subjects in the independent curriculum at SMKN 6 Semarang. Based on observations and interviews in English class at SMKN 6

Semarang, it was found that the learning carried out was still teacher-centered, teacher was grouping students not based on student characteristics. And all learning styles of the students were still mixed so that students were not enthusiastic when following the lesson. Not only that, based on interviews, regarding the material of comprehension the text, it was difficult because there were many skills that had to be understood. Students are only given reading the genre of text from various examples. This was recognized by students because the learning style applied by the teacher was equally distributed. The students who did not have an appropriate learning style were not enthusiastic which resulted in low learning outcomes. The problems above need some improvement so that students comprehend the text as a learning objective can be achieved. Therefore, learning is needed that can accommodate the needs and diversity of characteristics of all students, especially learning styles for understanding students so that learning outcomes increase. Differentiated instruction is the right solution to accommodate student needs. Similar statements, (Purbad et al., 2021) explains that in teaching with differentiated instruction must pay attention to three components, namely readiness to learn, learning styles, and student interest. The teacher can create learning content, products, as well as when the learning process takes place.

Teachers were required to carry out diagnostic assessments to map student abilities and determine student characteristics. Differentiated instruction that is carried out the improvement of student learning outcomes. Based on the explanation above, the research objectives are obtained, from three focuses, 1) to apply differentiated instruction (Learning Styles) in comprehending recount text to X Culinary-1 students at SMKN 6 Semarang, 2) to increase student activities in comprehending recount text to X Culinary-1 student at SMKN 6 Semarang, 3) to increase the learning

outcomes in comprehending recount text after being taught with differentiated instruction to X Culinary-1 students at SMKN 6 Semarang.

The researcher interested to conduct this research at SMKN 6 Semarang because this school is a favorite vocational school in the Semarang district and also as a teaching English practice of the teacher professional education program (PPG). Based on the considerations above, the researcher interested in investigating the research entitled: *The Application of Differentiated Instruction (Learning Style) to Increase Student's Learning Outcomes at SMKN 6 Semarang.*

1. RESEARCH METHODOLOGY

This study uses classroom action research (CAR), this research is intended to improve student learning outcomes of comprehending recount text through differentiation learning (learning style). This study was carried out at SMKN 6 Semarang. The research was carried out with the aim that learning could be carried out according to the learning needs (learning styles) of students which resulted in fun learning, student-centered, according to level, and learning style need.

This study was designed by two cycles, each cycle consisting of four activities, there are planning, action research, observation, and reflection. The stage according to Kemmis and Taggart (1988:5):

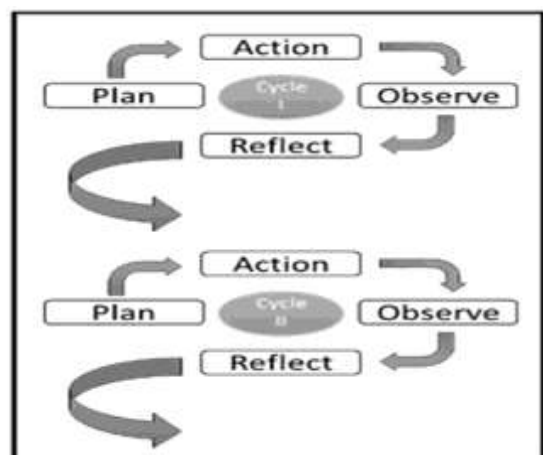


Figure 1. Stages of Classroom Action
Adopted from Kemmis & Taggart (1988: 5)

The detailed explanation of the cycle is as followed.

Planning

At this stage, it determines the focus of real events and needs special attention to be observed. Then create an observation instrument to help record the facts that occurred during the action. In addition, at this stage it determines the party carrying out the action (model teacher) and the observer.

Action Research

At the implementation stage this action is the implementation or application of the draft in the ca, namely implementing the action in class. In this activity carry out activities that have been planned in the previous stage.

Observation

The activity of carrying out observations by observers. The implementation of the actions that have been planned and the students will be observed by an observer.

Reflection

The reflection stage is an activity to restate what has happened. This stage evaluates the learning process that has been carried out to be improved in the next cycle.

This data collection uses four techniques namely observation techniques, interviews, documentation, and tests. While the data collection instruments included observation sheets of teacher and student activities, guidelines for teacher and student interviews, as well as evaluation sheets in each cycle. First is **Observation**, Observation was carried out to identify the learning process in X Culinary-1 with differentiated instruction. This observation was carried out collaboratively between the teacher and the researcher. In addition, observations were also made to observe the activities of students and teacher during learning in the classroom. The second is **Interviews**, these activities to seek data directly from sources. In this study, interviews were conducted with students using an interview instrument in the sheet of a list of questions that had been designed. The

third is **Documentation**, the form of important documents that will be included is in the form of attendance, photos, and the results of student scores. And the last is **Tests**, tests are used to measure the student achievement. The type of evaluation used in this study is in the form of a multiple-choice.

Data analysis techniques use four contents, namely data reduction, data presentation, and drawing conclusions. **Data reduction**, the data obtained from the field. Reducing data is removing unnecessary data. The reduced data will provide convenience to collect the data. Then **Presentation of the data**, this is processing the results of the reduction by compiling the reduced information data so that conclusions can be drawn and taken. And the last is **Drawing conclusions**, drawing conclusions provide conclusions on the results of the evaluation.

This study used two procedures, namely pre-action and research implementation (cycle). The procedure for implementing this research was carried out by two cycles. It was conducted in two cycles; one cycle is made of two meetings in 2 x 45 minutes each meeting. The following is a more detailed research procedure.

1. **The pre-action activity (pre-cycle)** is the initial activity before the action with the aim of knowing the problems and recording the learning problems in the research class. Identify student problems such as grades that do not reach English KKM and students who are less active in English class. This activity asks questions about learning problems in the English learning process so that they affect learning outcomes in X Culinary-1 students. This is done by observing the method used by the teacher during teaching learning process.

2. **Cycle1**

There are steps in cycle one as follows.

- a. **Planning**

Based on the problems in

the field, it is necessary to make an action plan using differentiated instruction according to the specified material. Researchers use an independent curriculum with material on recount text. There are several steps in preparing an action plan, as follows:

- (1) Compile English learning tools for recount text material, namely learning modules based on reflection of pre-action stage adapted to predetermined learning style differentiation using non-cognitive diagnostic assessments;
- (2) Preparing learning materials and sourcebooks or textbooks;
- (3) Preparing learning media and the material according to the learning style.
- (4) Preparing collection instruments student learning outcomes data in the form of worksheets (LKPD);
- (5) Making evaluation tests that students will work on at the end of learning;
- (6) Preparing observation sheets of teacher activities and student activities in the English learning process using the differentiated instruction model;
- (7) Preparing camera for documentation;
- (8) Preparing field notes;
- (9) Coordinating with the English teacher of X Culinary 1.

b. Implementation

The learning process begins with greeting, prayers, asking about today's news, and checking attendance by the teacher. The researcher used Problem-Based Learning module.

- 1) Orientation to the students. The researcher shows an animated video about recount text. The video is shown all students with three learning styles that have been mapped out previously, namely auditory, visual, and kinesthetic learning styles.

- 2) Organizing students to learn, after showing the video of the problem, the researcher asks the students to find solutions through group discussions based on learning styles. Each learning style facilitated by different media. Students with learning styles of auditory are facilitated through listening to videos on YouTube. Then the visual students are facilitated through pictures. Meanwhile, kinesthetic learning styles are facilitated with an article of recount text so that students underlined with a different colour to the text and solve the problem.
- 3) Guiding individual groups and investigations. The teacher acts as a facilitator for students with different learning styles. The teacher monitors the knowledge construction process through each learning styles.
- 4) Presenting the work. Students present the results of the worksheet (LKPD) which designed by the teacher.
- 5) Analyzing and evaluating. The teacher guides students to present their work and helps other students to actively participate in giving commentary and questions. The activity was closed by doing a formative test.

c. Observation

Observation has done during the learning process. Observations activities carried out are observing student activities and teacher activities. The observation data has been used as the basic for the next cycle.

d. Reflection

Based on the results of observations, the researcher finds out some weaknesses that existed in cycle I. It will be used as references

for carrying out further research and the next cycle.

3. Cycle II

The implementation of cycle II is the same as cycle I of re-planning and improving cycle I based on the results obtained from cycle I. Cycle II carried out by two meeting with time allocation of 2 x 45 minutes. The researcher provides a learning module. The steps in implementing cycle II are as follows.

a. Planning

Based on the problems in the field, it is necessary to make an action plan using differentiated instruction according to the specified material. Researchers use an independent curriculum with material on recount text. There are several steps in preparing an action plan, as follows:

- (1) Compile English learning tools for recount text material, namely learning modules based on reflection of pre-action stage adapted to predetermined learning style differentiation using non-cognitive diagnostic assessments;
- (2) Preparing learning materials and sourcebooks or textbooks;
- (3) Preparing learning media and the material according to the learning styles;
- (4) Preparing collection instruments for student learning outcomes in the worksheets (LKPD);
- (5) Making evaluation tests that students will work on at the end of learning;
- (6) Preparing observation sheets of teacher activities and student activities in the English learning process using the differentiated instruction model;
- (7) Preparing camera for documentation;
- (8) Preparing field notes;
- (9) Coordinating with the English teacher of X Culinary-1.

a. Implementation

The learning process begins with greeting, prayers, asking about today's news, and checking attendance by the teacher. The researcher used Problem Based Learning module

- 1) Orientation to the students. The researcher shows an animated video about recount text. The video is shown all students with three learning style that have been mapped out previously, namely auditory, visual and kinesthetic learning style.
- 2) Organizing students to learn, after showing the video of the problem, the researcher asks to the students to find solutions through group discussions based on learning styles. Each learning style facilitated by different media. Students with learning style of auditory are facilitated through listening videos on YouTube. Then the visual students are facilitated through E-comics. Meanwhile, kinesthetic learning styles are facilitated a game of recount text so that students drag the sentences in columns to solve the problem.
- 3) Guiding individual group and investigations. The teacher act as facilitator for students and monitors the knowledge construction process through each learning style.
- 4) Presenting the work. Students present the results of the worksheet (LKPD) which designed by the teacher.
- 5) Analyzing and evaluating the problem-solving process. The teacher guides students to present their work and helps other students to actively participate in giving commentary and questions. The activity was closed by doing a formative test.

b. Observation

The observation stage of cycle II is the same as the observation of previous cycle. Observations are carried

out during the learning process. The purpose of observation is to collect evidence of the results of actions so that they can be evaluated and used as a basis for reflection. Observation activities carried out are observing student activity and teacher activity in accordance with the instruments that have been provided carefully. Observations are carried out by the English teacher of X Culinary-1.

c. Reflection

Based on the results of the observation, the researcher carried out a reflection to find out the weaknesses in cycle II. If the weaknesses are still found, then this can be used as a reference for carrying out further research and further cycles. But if the data on student learning outcomes that meet completeness have been obtained, then the research is stopped in cycle II.

The formula for calculating the percentage of teacher and student activities according to Arifin (2016: 229) is as follows.

$$P = \frac{B}{N} \times 100\%$$

B = total score obtained from the number of descriptors that appear

N = total score for all descriptors that are set.

The student's learning outcomes determined by two completeness, namely individual completeness and classical completeness. The following is an explanation.

1. Individual Completeness

The value obtained by students is in the form of a cognitive value with evaluation questions. The search for the completeness value uses the formula according to Arifin (2016: 229) as follows.

$$\text{KKM Percentage} = \frac{B}{N} \times 10$$

Mastery Criteria:

- If the student's grade ≥ 75 is declared complete
- If the student's grade ≤ 75 is declared incomplete

2. Classical Completeness

Classical completeness said to

be successful if all students in the class get a score of 75 or greater 75. This statement is in accordance with the opinion of Trianto (2012: 241) which states that classical success is said to be successful if students' grades classically meet the specified standards.

$$\text{Value} = \frac{\text{student who fullfilled}}{\text{All of student}} \times 100\%$$

RESULT AND DISCUSSION

The Application of Differentiated Instruction (Learning Styles) in Comprehending of Recount Text to X Culinary-1 Students at SMKN 6 Semarang

The application of differentiated in comprehending recount text to X Culinary-1 students SMKN 6 Semarang can be seen from the activities of teachers and students. The learning steps that have been done by Problem-Based Learning (PBL) steps and according to differentiated instruction (learning styles). In cycle I, data was obtained that the teacher's activities were in accordance with the PBL model steps and the principle of differentiated instruction (learning style) but had not run optimally. This can be seen from the results of observing teacher activity which was achieved in cycle 1 of 68.75%. Students have implemented PBL syntax and the principle of differentiated instruction (learning styles). Teacher divide tasks into one group with a predetermined learning style through a diagnostic assessment, namely auditory, visual, and kinesthetic learning styles.

The percentage of success the teacher activities has been able to show that teachers can carry out comprehending recount text effectively. Differentiated instruction running well. Students have also carried out group discussions properly according to their differentiation, besides that students are able to make products as a result of their discussions according to learning styles.

The observation in teacher activity, it was found that pre-action, cycle I and cycle II that shown as based on some indicators below.

Table 1. Indicator Teacher Activity

| No. | Teacher Activity |
|-----|------------------------------------------------------|
| 1. | Opening the class |
| 2. | Present the topic |
| 3. | Applying differentiated Instruction (Learning Style) |
| 4. | Mastering the topic |
| 5. | Managing the class |
| 6. | Use teaching strategy |
| 7. | Making student actives in classroom |
| 8. | Giving task to the students |
| 9. | Closing the class |
| 10. | Attending the Time allocation |

The teacher activity in each cycle that figure in table as follows.

Table 2. Increasing Teacher Activity

| Pre-action (%) | Cycle I (%) | Cycle II (%) |
|----------------|-------------|--------------|
| 62.5% | 68.75% | 80% |

Based on this table show that teacher activity has increased. From pre-action activity to cycle I was increased 6.25%. Then, cycle I until cycle II was increased 11.25%.

Increasing Student Activity in comprehending recount text to X Culinary-1 student at SMKN 6 Semarang.

Learning English on recount text through a differentiated instruction model in X Culinary-1 student at SMK N 6 Semarang have increased student activity. The student was searched information through the learning styles of each other correctly.

After searching for information through the media provided by the teacher, the students completed the product created as a problem-solving. It was proven that during the discussion activity process students were enthusiastic about finding the information that had been provided and then discussing it with their group.

The observation in student activity, it was found that pre-action, cycle I and cycle

II that shown as based on some indicators below.

Table 3. Indicator Students Activity

| No. | Students Activity |
|-----|---------------------------------|
| 1. | Student's attendance |
| 2. | Sit down based on a group |
| 3. | Attention the teacher's |
| 4. | Give question about the topic |
| 5. | Ask the teacher's guidance |
| 6. | Ask the classmate guidance |
| 7. | Submit task on time |
| 8. | Give respon during presentation |

The student activity in each cycle that figure in table as follows.

Table 4. Increasing Students' Activity

| Pre-action (%) | Cycle I (%) | Cycle II (%) |
|----------------|-------------|--------------|
| 65.6% | 70.3% | 79.6% |

Based on this table show that each cycle have increased. From pre-action activity to cycle I was increased 4.8%. Then, cycle I until cycle II was increased 9.3%.

Increasing Learning Outcomes in comprehending recount text to X Culinary-1 student at SMKN 6 Semarang.

The learning outcomes of students comprehending the recount text is increased. This is evident in the increase in student outcomes starting the activity in pre-action, cycle I and activity in cycle II.

The learning outcomes in pre-action that reached as follows.

Tabel 5. The Learning outcomes Pre-action

| No. | Description | Score |
|-----|-----------------------|-------|
| 1. | Lowest score | 30 |
| 2. | Highest Score | 80 |
| 3. | Average score | 63.4 |
| 4. | Fulfilled KKM | 9 |
| 5. | Haven't fulfilled KKM | 27 |
| 6. | Percentage of KKM | 25% |

The researcher also get a sample documentation in pre-action activity as follows.



Figure 2. Students' activity Pre-action

Meanwhile In cycle I, the classic average value was 71.6 with a complete percentage of students of 41.6%. Meanwhile, KKM that had to be achieved, that is 75, there were 15 students who have fulfilled and 21 students who haven't fulfilled of KKM.

The learning outcomes in cycle I that reached as follows.

Tabel 6. The Learning Outcomes Cycle I

| No. | Description | Score |
|-----|-----------------------|-------|
| 1. | Lowest score | 50 |
| 2. | Highest Score | 100 |
| 3. | Average score | 71.6 |
| 4. | Fulfilled KKM | 15 |
| 5. | Haven't fulfilled KKM | 21 |
| 6. | Percentage of KKM | 41.6% |

In other hand, the researcher also gets documentation during activity in cycle I as follows.



Figure 3. Students' activity cycle I

In cycle II student learning outcomes also increased. In this cycle, the average classical value of 81.8 with a success percentage of 94.4%. There are 34 students who have fulfilled and two students who haven't fulfilled of KKM. It can be said that learning has been increased and not continued in the next cycle.

Tabel 7. The Learning Outcomes Cycle II

| No. | Description | Score |
|-----|-----------------------|-------|
| 1. | Lowest score | 72 |
| 2. | Highest Score | 100 |
| 3. | Average score | 81.8 |
| 4. | Fulfilled KKM | 34 |
| 5. | Haven't fulfilled KKM | 2 |
| 6. | Percentage of KKM | 94.4% |

The researcher get documentation one more in the last cycle as follows.



Figure 4. students' Activity Cycle II

The result indicates the similarity of the research by Suwartingsih (2021) said that "one of the advantages of differentiated instruction is that it can increase interest and learning achievement". The differentiated instruction model is proven to be able to improve the students' learning outcomes in comprehending recount text to X Culinary-1 student.

All of the learning outcomes in each cycle that figure in table as follows.

| No | Descript ion | Pre-action | Cycle I | Cycle II |
|----|---------------|------------|---------|----------|
| 1. | Lowest score | 30 | 50 | 72 |
| 2. | Highest Score | 80 | 100 | 100 |
| 3. | Average score | 63.4 | 71.6 | 81.2 |

| | | | | |
|----|-----------------------|-----|-------|-------|
| 4. | Fulfilled KKM | 9 | 15 | 34 |
| 5. | Haven't fulfilled KKM | 27 | 21 | 2 |
| 6. | Percentage of KKM | 25% | 41.6% | 94.4% |

Based on this table, learning outcomes of pre-action activity to cycle I was increased 16.6%. Then, cycle I until cycle II was increased 52.8%. It means the research do the study successfully.

Then diagram of this researches as follows.

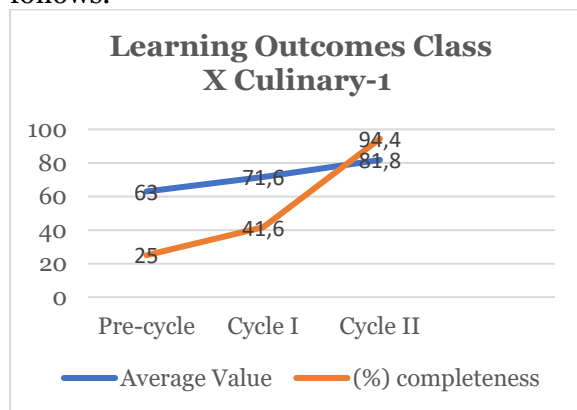


Figure 4. Average Classical Value and completeness of KKM

4. CONCLUSION

Differentiated instruction can be used in English lessons on the recount text material which can be seen from the activity of the teacher and students. Observing learning styles through a diagnostic assessment, namely auditory, visual, and kinesthetic. Students work together in groups by sharing tasks cooperatively. The percentage in teacher activity has been shown that teachers can carry out comprehend recount text with the differentiated instruction model effectively and optimally. The percentage of student activity shown by the student's attitude during learning process.

Differentiated instruction (learning style) can improve learning outcomes. In the first cycle, the classic average value was 63.4 with the percentage of students completing 41.6%.

There are 15 students who have fulfilled it and 21 students who have not fulfilled it. In cycle II learning outcomes also increased. This is evidenced in cycle I getting an average classical value of 81.8 with a success percentage of 94.4%. Based on the exposure to cycle I and II data, it can be concluded that student learning outcomes in learning recount text through differentiated instruction have increased.

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