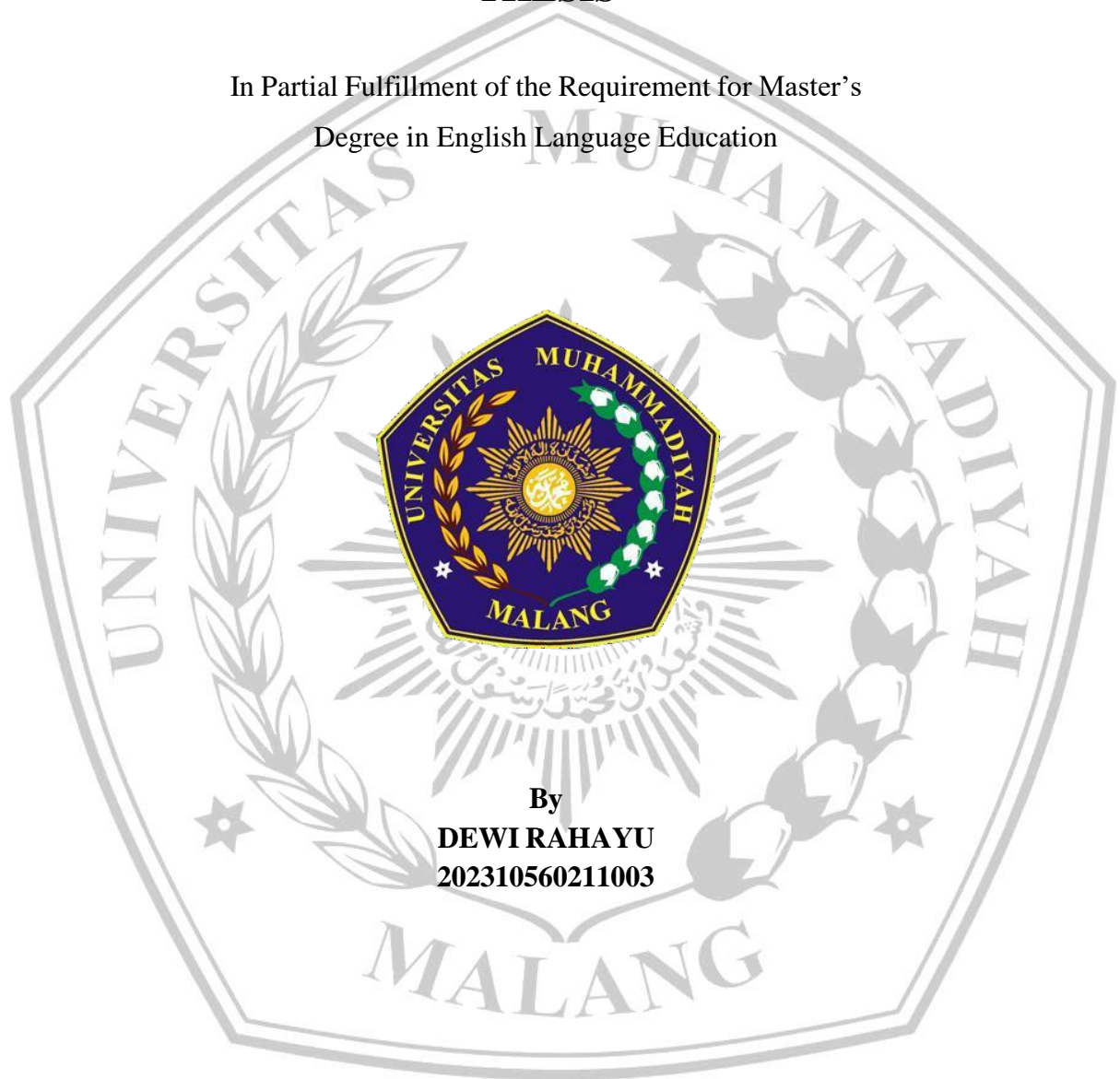


**THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION
FOR TEACHING WRITING SKILLS FOR VOCATIONAL HIGH
SCHOOL STUDENTS AT SMK MUHAMMADIYAH
1 PRAMBON NGANJUK**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education



By
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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG**

2025

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Accepted on

Friday, 17th January 2025

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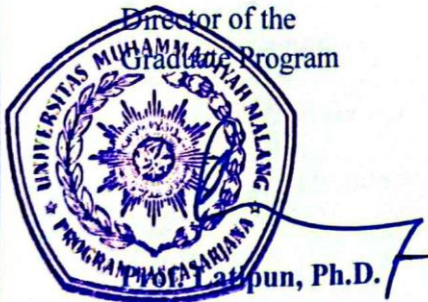
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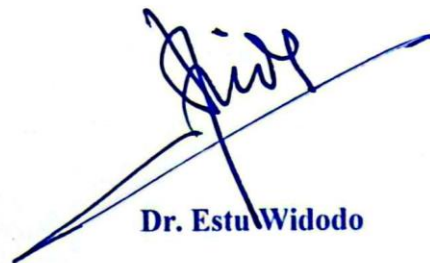
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LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that :

1. The thesis entitled: **THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION FOR TEACHING WRITING SKILLS FOR VOCATIONAL HIGH SCHOOL STUDENTS AT SMK MUHAMMADIYAH 1 PRAMBON NGANJUK** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIALISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely **NON-EXCLUSIVE ROYALTY**.

Thus, this statement is made truthfully to be used as appropriate.

Malang, 17th January 2025

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All praise is due to Allah Almighty for the numerous blessings that have enabled me to complete this thesis, titled “The Implementation of Differentiated Instruction for Teaching Writing Skill for Vocational High School Students at SMK Muhammadiyah 1 Prambon Nganjuk .” This work constitutes a crucial component of my pursuit of a Master’s degree in the English Language Education Program at the esteemed State University of Muhammadiyah Malang (UMM).

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The Author

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ABSTRACT

Rahayu, Dewi. (2024). *“The Implementation of Differentiated Instruction for Teaching Writing Skill for Vocational High School Students at SMK Muhammadiyah 1 Prambon Nganjuk.”* Tesis, Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Muhammadiyah Malang, Pembimbing: (1) Assc. Prof. Dr. Fardini Sabilah, M.Pd., (2) Dr. Rina Wahyu Setyaningrum, M.Ed.

Learning writing is an essential skill that plays a significant role in both academic and professional settings. It is interesting to note that non-native writers face a significant challenge, and the recognition of this challenge was slow to come even among teachers of English as a Second Language (ESL). As a result, writing skills were not considered a priority for ESL students. The problems also happened to most of the students in all departments at Vocational High School of Nganjuk, East Java, particularly at SMK Muhammadiyah 1 Prambon where they struggled to comprehend writing skills. Therefore, the teacher should apply a certain approach to gain the students' understanding of writing skills, one of the approaches that can be used is differentiated instruction (DI). This study presents a detailed examination of the implementation of DI in teaching writing skills and explores students' perceptions of its effectiveness at SMK Muhammadiyah 1 Prambon, Nganjuk. Utilizing a descriptive qualitative approach with a basic interpretative study method, the research involved both teachers and Multimedia/Visual Communication Design (DKV) students as participants. Data were collected through semi-structured interviews, direct observations, and rigorous document analysis. The findings reveal that the implementation of DI effectively customizes content, processes, and products to cater to the diverse needs, learning styles, and proficiency levels of students. Strategies such as flexible grouping, scaffolding, and the integration of technology proved to be effective in enhancing student engagement. Students responded positively to DI, reporting feelings of increased support, motivation, and improved collaboration skills. Moreover, this approach enabled students to develop writing skills relevant to industry standards, cultivate critical thinking, and prepare for future professional challenges. In conclusion, this study emphasizes that DI is an inclusive and adaptive teaching approach capable of meeting the varied needs of vocational school students. By aligning teaching strategies with industry requirements, DI helps prepare students to become both competent and innovative professionals in their workplace.

Keywords: *Differentiated Instruction, writing skills, students' perceptions, vocational school, needs-based learning.*

ABSTRAK

Rahayu, Dewi. (2024). *“The Implementation of Differentiated Instruction for Teaching Writing Skill for Vocational High School Students at SMK Muhammadiyah 1 Prambon Nganjuk.”* Tesis, Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Muhammadiyah Malang, Pembimbing: (1) Assc. Prof. Dr. Fardini Sabilah, M.Pd., (2) Dr. Rina Wahyu Setyaningrum, M.Ed.

Pembelajaran menulis adalah keterampilan penting yang memainkan peran besar dalam konteks akademik dan profesional. Menariknya, penulis non-native menghadapi tantangan signifikan, yang pengakuannya bahkan cenderung lambat, termasuk di kalangan guru Bahasa Inggris sebagai Bahasa Kedua (ESL). Akibatnya, keterampilan menulis sering tidak menjadi prioritas bagi siswa ESL. Masalah ini juga terjadi pada sebagian besar siswa di berbagai jurusan di Sekolah Menengah Kejuruan di Nganjuk, Jawa Timur, khususnya di SMK Muhammadiyah 1 Prambon, di mana siswa mengalami kesulitan memahami keterampilan menulis. Oleh karena itu, guru perlu menerapkan pendekatan tertentu untuk meningkatkan pemahaman siswa terhadap keterampilan menulis, salah satunya adalah Differentiated Instruction (DI). Penelitian ini menyajikan analisis mendalam tentang implementasi DI dalam pengajaran keterampilan menulis serta mengeksplorasi persepsi siswa terhadap efektivitasnya di SMK Muhammadiyah 1 Prambon, Nganjuk. Dengan pendekatan deskriptif kualitatif menggunakan metode basic interpretative study, penelitian ini melibatkan guru dan siswa jurusan Multimedia/Desain Komunikasi Visual (DKV) sebagai partisipan. Data dikumpulkan melalui wawancara semi-terstruktur, observasi langsung, dan analisis dokumen yang mendalam. Hasil penelitian menunjukkan bahwa implementasi DI secara efektif menyesuaikan konten, proses, dan produk untuk memenuhi kebutuhan, gaya belajar, dan tingkat kemampuan siswa yang beragam. Strategi seperti pengelompokan fleksibel, scaffolding, dan integrasi teknologi terbukti efektif dalam meningkatkan keterlibatan siswa. Siswa memberikan respons positif terhadap DI, dengan melaporkan meningkatnya dukungan, motivasi, dan keterampilan kolaborasi. Selain itu, pendekatan ini membantu siswa mengembangkan keterampilan menulis yang relevan dengan standar industri, meningkatkan kemampuan berpikir kritis, serta mempersiapkan mereka menghadapi tantangan profesional di masa depan. Kesimpulannya, penelitian ini menekankan bahwa DI adalah pendekatan pengajaran yang inklusif dan adaptif yang mampu memenuhi kebutuhan beragam siswa sekolah kejuruan. Dengan menyelaraskan strategi pengajaran dengan tuntutan industri, DI membantu mempersiapkan siswa menjadi tenaga kerja yang tidak hanya kompeten tetapi juga inovatif di tempat kerja mereka.

Kata kunci: *Differentiated Instruction, keterampilan menulis, persepsi siswa, sekolah kejuruan, pembelajaran berbasis kebutuhan.*

I. INTRODUCTION

Learning writing is an essential skill that plays a significant role in both academic and professional settings. It is crucial to communicate ideas effectively and convey them clearly and concisely. Consequently, writing in one's first language requires a multitude of skills and strategies, ranging from basic motor skills to complex cognitive strategies. However, when it comes to writing in a second language, the cognitive load on the writer increases significantly (Hyland, 2019). In addition, the social complexity of a writing task also expands as writers must fabricate an imaginary reader in their mind, predicting how the reader may perceive and interpret the written material. This process involves anticipating where the reader may face difficulty in understanding the text and may require additional clarification or elaboration. While this is a common practice in written communication, it is a much more challenging task for writers who are composing in their second language.

It is interesting to note that non-native writers face a significant challenge, and the recognition of this challenge was slow to come even among teachers of English as a Second Language (ESL). Second-language students potentially are at a disadvantage in these types of classrooms. It makes sense that without a strong familiarity with the topics or types of texts, they need to write, they may struggle (Hyland, 2019). As a result, writing skills were not considered a priority for ESL students. The problems also happened to most of the students in all departments at Vocational High School of Nganjuk, East Java, particularly at SMK Muhammadiyah 1 Prambon where they struggled to comprehend writing skills. Of course, teachers may need to provide additional support to help learners acquire the appropriate cognitive schema and knowledge of topics and vocabulary needed to create an effective text in teaching writing.

Teaching writing needs a learning environment where students are inspired to write and feel comfortable expressing themselves. It is recognized that every student has distinct abilities and goals, and this course is made to capitalize on those individual strengths while addressing areas that might need more improvement. To ensure that students understand the topic in writing skills, the teacher should be

creative in transferring the skills to focus on the specific needs of students in vocational programs, providing them with language instruction that is relevant to their chosen profession and helps them develop effective language skills. Besides, the success of teaching writing relies on the design of writing instruction, one of the instructions is writing skills using a certain approach. Differentiated Instruction, commonly known as DI, is an approach that can be used in teaching.

DI is an approach that has been included in the recent national curriculum in Indonesia. This approach accommodates students to enhance their skills and aptitudes in their learning styles. Empirical studies by previous researchers have shown that DI can be implemented at any level of education with various learners' competencies. In the case of secondary school, therefore, the practices exposed by Suprayogi et al. (2017), the implementation of DI in Indonesia's secondary education has shown effective indications, and it also emphasized the theoretical concepts and operationalization in the classroom (Smale-Jacobse et al., 2019a; Suprayogi et al., 2022).

Similar research done by indicated Sapan and Mede (2022) that adding DI to English classes could be viewed as a major and widespread way to teach and learn while also improving student achievement, motivation, and autonomy. The other study discussed DI, its design, strengths, and weaknesses in English for Foreign Language context, highlighting its potential to cater to student's uniqueness. The result revealed that DI promotes equal opportunities for students by varying the curriculum, but teachers face challenges like time constraints and workload (Suwastini, 2021). With another emphasis on implementing DI, Smale-Jacobse et al. (2019) investigated how four teacher teams implemented differentiated instruction, utilizing Tomlinson's concept, to address classroom diversity. They claimed that DI was a complex type of educational change. This complexity involves discussions on growth mindset, ethical compass, and perceptions of student heterogeneity. Attention should be given to students' pre-assessment and the role of formative assessment in DI.

The scarcity of empirical studies discusses the general implementation of differentiated instruction in secondary skills. Meanwhile, a recent study focused on

implementing differentiated instruction in teaching writing skills for vocational high school. Furthermore, this research improves previous research regarding the students' perceptions, overviewing learning writing toward DI in content, process, and product analysis. Moreover, this study highlights that implementing DI in vocational high schools (SMK) effectively supports the goals of vocational education, ensuring that the skills developed are directly aligned with the demands of the business and industrial sectors.

1.1 Research Questions

- 1) How do the teachers implement DI in teaching writing skills for vocational high school in eleventh-grade DKV students at SMK Muhammadiyah 1 Prambon, Nganjuk?
- 2) What are the students' perceptions toward implementing DI in learning writing for vocational high school in eleventh-grade DKV students at SMK Muhammadiyah 1 Prambon, Nganjuk?

1.2 Research Objectives

- 1) To describe the implementation of DI in teaching writing skills for vocational high school in eleventh-grade DKV students at SMK Muhammadiyah 1 Prambon Nganjuk focusing on DI in content, DI in process, and DI in product.
- 2) To describe the students' perceptions of DI implementation during learning writing skills for vocational high school in eleventh-grade DKV students at SMK Muhammadiyah 1 Prambon Nganjuk.

II. REVIEW OF RELATED LITERATURE

2.1 Differentiated Instruction (DI) in EFL Context

Differentiated instruction is a teaching approach that involves offering students various options for learning, understanding, and expressing their knowledge (Tomlinson and Imbeau, 2023). Then, Jamoliddinova (2024) stated that DI is a dynamic process that involves understanding the needs of each learner and tailoring instruction accordingly. By continually gaining insights into the learner, we can refine our approach to instruction with heightened accuracy and impact. The goal is to provide multiple ways for students to take in

information, make sense of ideas, and demonstrate what they have learned. DI provides multiple approaches to content, process, and product. This involves tailoring what students learn, how they learn it, and how they are assessed. By taking into account the varied needs of learners, there is a greater chance that the learning experiences will be a good fit for many students.

To make differentiation effective, teachers proactively plan for it to address a range of learner needs, rather than planning a single approach for everyone and only reacting when it becomes apparent that the lesson is not working for some students. This is because differentiated instruction attends to the academic needs of the learners as a pedagogical approach to teaching and learning for students at differing levels of abilities (Moswane et al., 2021). It is supported by Morgan (2014) differentiated instruction is a technique for identifying and instructing students based on their unique learning preferences and talents.

According to Imbeau and Tomlinson (2023), there are the important points of DI as follows:

2.1.1 Differentiated instruction is a student-centered approach

DI is based on the idea that interesting, relevant, and engaging learning experiences yield the best results. A logical extension of that idea is that not every student will always find the same learning opportunities equally fascinating, pertinent, and engaging.

DI also recognizes that not all students have the same understanding at the beginning of a particular investigation and that later understandings must be built upon earlier understandings. In mixed-ability classrooms, DI teachers aim to give each student appropriately challenging learning experiences. Teachers know that a task that presents little difficulty to some students may be excruciatingly difficult for others.

2.1.2 Differentiated instruction is a blend of whole-class, group, and individual instruction

DI emphasizes engaging, relevant, and interesting learning experiences for all students. They acknowledge that not all students have

the same initial understandings and strive to provide challenging learning experiences for mixed-ability students, recognizing that tasks lacking challenge may be frustrating for others.

2.1.3 Differentiated instruction is organic in nature

DI teaching is evolutionary, involving continuous learning from students and teachers. Teachers continuously adjust learning opportunities based on student needs, ensuring effective matches. This dynamic approach is more effective than traditional teaching methods that prioritize one assignment for all learners

The theories of DI are guided by several principles that ensure effective teaching and learning. These principles include a focus on fundamental concepts and skills in each subject area, the ability to cater to individual differences, the integration of assessment and instruction, and the continuous adaptation of content, processes, and products to accommodate students' learning needs. Creating a secure and engaging learning environment where students feel valued and respected is crucial to the success of the differentiation process (Tomlinson, 2014).

To effectively implement DI, teachers must possess the necessary knowledge and skills to DI in their classrooms. The available literature emphasizes the importance of professional development opportunities for teachers and examines how training programs can enhance teacher efficacy and facilitate the successful integration of DI into daily instructional practices.

2.2 The Teacher's Role of Differentiated Instruction

Tomlinson (2001) stated that teachers who are comfortable with DI tend to play a different role than traditional teachers. They focus on facilitating learning opportunities rather than simply imparting knowledge. Understanding students' needs is their top priority, and they work hard to create engaging learning experiences that promote comprehension. This approach can be incredibly effective in helping students learn and grow.

In a differentiated classroom, the teacher's role transforms into that of a coach or mentor. They give students more responsibility for their learning, gradually increasing the level of responsibility. These teachers enhance their skills in assessing student readiness, interpreting student clues about interests and learning preferences, providing various ways for information gathering, and developing diverse methods for exploring and owning ideas. The emphasis shifts from "covering information" to making meaning out of essential ideas.

The differentiated teacher prioritizes effective class organization and exploration, acting as an organizer and guide for students. They focus on assessing individual student needs and tailoring learning experiences accordingly. The teacher fosters a collaborative environment, sharing teaching and learning responsibilities with students. The role encompasses various aspects, such as organizing materials and space, giving directions, teaching for success, and building a sense of community in the classroom.

Three metaphors illustrate the teacher's role in a differentiated classroom: the Teacher as Director of the Orchestra, the Teacher as Coach, and the Teacher as Jazz Musician. Each metaphor highlights different aspects of leadership, guidance, and adaptability in facilitating a differentiated learning environment.

Furthermore, differentiation calls for teachers to recognize that classrooms should be spaces where the best understandings of teaching and learning are pursued daily. It underscores the idea that there is no one-size-fits-all best practice, and effective teaching involves creating a reasonable range of approaches to accommodate diverse learners.

2.3 Kind of Differentiated Instruction

2.3.1 Differentiated Instruction in Content

Differentiating content in education can take different forms, ranging from adjusting what is taught to modifying how students access the material. Based on Fisher and Nancy (2023), one isolated teaching session cannot ensure that all students acquire the necessary content knowledge and skills. However, a sequence of guided instructional sessions has the potential to achieve this. One way to differentiate content

is by adapting the level of difficulty for different students, assigning spelling based on individual skills, or changing the approach to reading novels.

According to Pozas et al. (2020), DI in content allows for multiple pathways to learning, ultimately fostering a more inclusive and effective learning process. It can respond to a student's readiness level, interests, or learning profile, either individually or in combination. For example, readiness differentiation aims to match the material to a student's ability to comprehend it, while interest differentiation includes incorporating ideas and materials that align with a student's current interests. Learning profile differentiation ensures that the material is presented in a way that suits a student's preferred learning method.

Additionally, the use of mini-lessons emerges as a highly effective instructional strategy for catering to the diverse levels of understanding present within a classroom. These concise, focused sessions empower teachers to break down complex topics into smaller, more digestible parts, which allows students to engage with the material at their own pace. By customizing content to accommodate various learning styles and readiness levels, teachers can ensure that each student receives the appropriate support and challenge. The primary objective of DI in content is to provide a tailored learning experience that meets the unique needs of every individual student. This approach involves not only adapting the information being presented but also modifying instructional methods and assessment strategies. By doing so, teachers enhance student engagement and motivation, creating an environment in which learners can make significant progress and build upon their existing knowledge. Ultimately, this targeted support enables students to realize their full potential, equipping them with the skills and confidence necessary to succeed.

2.3.2 Differentiated Instruction in Process

Incorporating DI into the learning process entails adapting activities and methodologies to help students effectively engage with and showcase

their grasp of the subject matter. Effective activities are essentially sense-making processes, guiding students from their current understanding to a more complex level. Students engage with ideas most easily when activities are interesting, require high-level thinking, and involve key skills to understand essential concepts. The differentiated process involves offering various ways for students to make sense of important content. Good activities, when differentiated, provide more than one approach to understanding essential concepts. Differentiation in the process can be based on readiness, interest, and learning profile.

Strategies that facilitate differentiated processing encompass a wide range of approaches. These include learning logs, journals, graphic organizers, problem-solving activities, cubing, learning centers, interest groups, contracts, Literature Circles, role-playing, cooperative controversy, choice boards, Jigsaw, think-pair-share, mind-mapping, and laboratory experiments. Furthermore, the use of tiered assignments at varying difficulty levels can significantly enhance the differentiation of the learning process. Collectively, these strategies provide the flexibility needed to effectively respond to the diverse needs of individuals, fostering an inclusive and supportive learning environment.

2.3.3. Differentiated Instruction in Product

DI in a product context refers to the customization or tailoring of educational materials, resources, or tools to meet the diverse learning needs, preferences, and abilities of individual students. The goal is to provide a varied and flexible approach that accommodates different learning styles, readiness levels, and interests within a classroom or educational setting.

In the context of a product, differentiated instruction could involve the development of educational tools or resources that can be adjusted or personalized to suit the unique requirements of each student. This may include features such as adaptive learning technologies, customizable content, varying levels of difficulty, and different modes of interaction.

The aim is to ensure that all students, regardless of their learning profiles, can engage with the product in a way that maximizes their understanding and mastery of the content. By incorporating differentiated instruction into educational products, developers aim to create a more inclusive and effective learning experience, addressing the diverse needs of students and promoting better academic outcomes for all learners.

2.4 Teaching Writing Skills

Teaching writing in comprehensive schools must be prioritized and given the attention it deserves, rather than being relegated to a secondary position (Umedilloevna, 2023). While Byrne (1993) explained the roles of the teacher in teaching writing are to decide how to present the activity to the class, prepare the students orally, decide how the writing task should be carried out, and decide on correction procedures. Therefore, it needs some good steps as follows:

1. Prewriting

Prewriting is a crucial stage where the writer generates ideas and plans for their writing. For ESL learners, this stage is an excellent opportunity to build their vocabulary and improve their grammatical structures, specifically for writing on a particular topic. Group activities can be helpful for some students, while others may need individual assistance during this phase. As a teacher, you need to read your students and be flexible in your approach.

2. Organizing

The next step for students is to organize them logically within their writing composition. It is essential to give them ample time to speak and prepare before they start writing. Remember, every student is unique, and what works for one may not work for another. So, try to be flexible and experiment with different strategies until you find what works best for your students.

3. Writing

When your students enter the writing phase of the five-step writing process, make sure they understand that a draft is not the final composition. When students strive for perfection in a written draft, the result is often paralysis. Instead, remind your class that writing is a process, and they will have an

opportunity to find and correct their errors later in the process. Right now, their goal is to get something written out on the page.

2.5 The Implementation of Differentiated Instruction in Teaching Writing

When teaching writing, differentiated instruction (DI) entails modifying lesson plans, exercises, and evaluation procedures to accommodate students' varied needs, learning preferences, and proficiency levels. Teachers should pay attention to self-assessment, self-efficacy, and revision (Chung et al., 2021). The general process for applying differentiated instruction to a writing assignment is as follows:

1. Assessment of Student Readiness

Begin by assessing students' readiness levels in writing. This could include evaluating their prior knowledge, skills, and understanding of writing concepts.

Use pre-assessments, writing samples, or diagnostic tools to identify individual strengths and areas for improvement.

2. Grouping Students

Group students based on their readiness levels. This could involve creating mixed-ability groups or forming groups of students with similar writing proficiency. Consider other factors such as learning styles, interests, or preferences when forming groups.

3. Developing Clear Learning Objectives

Clearly define the learning objectives for the writing project. Ensure that these objectives are specific, measurable, and achievable. Identify the essential skills and concepts students need to master through the writing project.

4. Designing Varied Writing Prompts

Develop a set of writing prompts that cater to different readiness levels. For example, provide more challenging prompts for advanced writers and more scaffolded prompts for those who need additional support. Consider offering a choice of prompts to allow students some autonomy in selecting a topic that interests them.

5. Providing Differentiated Instruction

Offer varied instructional strategies based on students' needs. This could involve mini-lessons, peer collaboration, individual conferences, or technology-enhanced instruction. Use a range of resources, such as mentor texts, writing models, and graphic organizers, to support different learning styles.

6. Scaffolded Support

Provide scaffolding for students who may need additional support. This could include templates, sentence starters, or guided outlines to help them structure their writing. Gradually release responsibility as students become more confident and independent writers.

7. Flexible Grouping and Rotations

Implement flexible grouping strategies to allow students to work with different peers or receive targeted instruction based on their progress. Consider rotating students through various writing stations that address different aspects of the writing process.

8. Ongoing Formative Assessment

Continuously assess student progress through formative assessments. This could involve teacher observations, writing conferences, peer feedback, or self-assessment. Use assessment data to inform instructional decisions and provide timely, specific student feedback.

9. Differentiated Products

Allow students to showcase their understanding in varied ways. This could include written essays, multimedia presentations, creative projects, or oral presentations. Encourage students to choose a mode of expression that aligns with their strengths and preferences.

10. Reflection and Adjustment

After completing the writing, reflect on the effectiveness of the differentiated instruction strategies employed. Adjust future lessons based on insights gained from student performance and feedback. By following these steps, teachers can

create a differentiated writing project that addresses the diverse needs of students and fosters individual growth in writing skills.

2.6 Perception of Learning

According to Iqbal et al. (2020), students' perceptions are heavily influenced by their direct experiences and the emotional responses these experiences elicit. Human perception is the result of integrating various sensory modalities, such as visual, auditory, and tactile that can be affected by combining data from various sensory sources, which increases our awareness and understanding of reality concerning the confusion (Shams et al., 2005). Meanwhile, Seth (2018) stated that perception is not just a passive process of obtaining information from the outside world, it is also an active process that is greatly impacted by our presumptions about what we should look at continuously create, and refine based on our past experiences and observations.

2.7 Perception Process

Based on Qiong (2017), there are three stages of the perception process: selection, organization, and interpretation.

1. Selection

This first phase is sifting through the wide range of sensory inputs to concentrate on what is considered significant. Saliency, needs, interests, and expectations are some of the factors that affect selection.

2. Organization

The brain gathers this data to form a logical image after deciding which stimuli to concentrate on. This entails putting related items in groups, completing information gaps, and streamlining complex inputs to make them easier to understand.

3. Interpretation

This is the most crucial phase when meaning is assigned to the organized data. Many elements, such as prior experiences, cultural background, and personal expectations, have an impact on interpretation. At this stage, people can comprehend their surroundings and respond appropriately to them.

2.8 The Dimension of Perception

There are two dimensions of perception, the physical dimension and the psychological dimension (Qiong, 2017):

1. Physical dimension

The way that sensory organs take in environmental stimuli is the main topic of this dimension. It includes all of the physiological reactions that take place when outside stimuli—like light, sound, and touch—are recognized and transformed into neural signals that the brain can understand. This is the first stage of perception, which involves the reception of environmental stimuli by the senses and their subsequent neural transduction.

2. Psychological dimension

This dimension deals with how sensory data is interpreted and processed cognitively. It includes how the brain arranges and interprets the sensory inputs in light of expectations, knowledge, and prior experiences. This psychological component is essential for giving the raw sensory data context, which results in the creation of perceptions that direct actions and choices. Meanwhile, Yang (2006) claimed that the cognitive dimension, the affective dimension, the behavioral dimension, the social dimension, the environmental dimension, and the temporal dimension collectively influence the positive perception of different teaching approaches based on students' needs.

2.9 The Students' Perceptions toward the Implementation of DI for Teaching Writing

According to Hattie (2008), the importance of student perceptions regarding the effectiveness of teaching strategies helps them learn more effectively, become more motivated, and achieve better results. It is suggested that a teaching strategy called DI aims to meet each student's unique set of learning needs, interests, and learning styles in the classroom (Hawa et al., 2021). The key points regarding students' positive perceptions are as follows:

1. DI was well received by students, who valued that it recognized their unique learning requirements and preferences. When the lessons were adapted to their skills and interests, they felt more motivated and engaged.
2. Students' entire educational experience has improved. They claimed that DI improved their understanding and retention of material by making learning more approachable and pleasurable.
3. Students were more willing and felt more confident to participate in class activities after using DI. The individualized approach promoted a more active participation in their learning process by lowering anxiety and fear of failure.

III. RESEARCH METHOD

3.1 Research Design

The current research employed a descriptive qualitative using basic interpretative studies. It is an approach that involves qualitative research aimed at comprehending how individuals or groups perceive a specific phenomenon or experience (Creswell, 2013). This study concentrated on interpreting the meanings that participants attribute to their experiences, employing data collection methods using interviews, observations and documentations. This type of study aimed to gain insight into the world or experience of someone else. It is suitable for describing how teachers perceive their role in implementing a certain approach in the teaching-learning process. Then, Merriam (2002) stated that basic interpretive studies explore how participants make meaning of a situation or phenomenon. Basic interpretative studies focus on understanding how individuals interpret and make sense of their experiences (Kahlke, 2014). It is an important area of research that sheds light on human cognition and perception. As well as according to Thorne (2014), the fundamental interpretative study is defined as a qualitative research methodology that aims to comprehend how people make sense of their experiences. This kind of research was predicated on the idea that people create reality through their interactions with their surroundings. A major reason for choosing this research design was that a basic interpretative study facilitated a detailed exploration of the varied experiences and perspectives of both the teacher and students. Through in-

depth interviews, classroom observations, and documentation, the research collected qualitative data that reveals the complexities of how DI shapes the teaching and learning process in writing as suggested by Creswell (2013).

3.2 Research Subject

Bhardwaj (2019), claimed that purposive sampling is the process of choosing participants according to particular traits, criteria, or standards that are pertinent to the research question. This research used purposive sampling to select both the teacher and five students as participants based on the following criteria and suited the research objectives. The following are the criteria to select the participants:

1. The teacher is the English teacher of a vocational high school in SMK Muhammadiyah 1 Prambon Nganjuk.
2. The teacher has ever used DI approach in teaching writing.
3. The teacher has two years of experience in applying DI.
4. The students from the Multimedia/DKV department in eleventh grade who are familiar with DI.
5. Students have completed a diagnostic test (see Appendix 4) to identify their learning styles and interests that the school or teacher conducted.
6. The students can create various visual and auditory writing products based on their competence in DI classroom instruction and their learning styles.

3.3 Data Collection Techniques and Research Instruments

Fontana and Frey (2005), stated that there are three types of interviews. This current study used a semi-structured interview (teachers and students who fulfilled the above criteria) in the same order with an open-minded technique. It emphasizes the flexibility of response and co-construction of meaning between the interviewer and the participant (Rapley, 2001). Meanwhile, the observation used direct observation that involves categories or criteria to record based on an observation checklist or coding schemes systematically (Ciesielska et al., 2018). According to Yin (2018), direct observation is helpful when researchers need to understand the social or physical context of the phenomenon being studied.

The following pieces of information tell the technique of collecting data and the research instruments:

1. Observation

The direct observation was conducted three times during the teaching-learning process to gather data about the implementation of DI for teaching writing based on an observation checklist that is adapted from Subban and Round (2015) see Appendix 1, which is categorized into three parts; the structure, organization, and development of a lesson. During the observation, the researcher gathered the data by filling out the observation checklist, writing field notes, and asking for additional confirmation from the students and the teacher.

2. Interview

The semi-structured interviews were carried out both before and after the implementation of DI. The pre-implementation interviews were conducted with the teacher to gather the teacher's insights regarding her understanding of DI, while the post-implementation interviews were conducted with five students as selected participants based on the above criteria to explore students' perceptions of learning writing skills toward the implementation of DI consisting students' understanding of the materials, students' attitude towards DI-based classes, students' motivating aspects of DI, students' peer relationships, and students' autonomy with heterogenous product based on the interview guide which was adapted from Sapan and Mede (2022) (See Appendix 2). Furthermore, *in-depth* interviews were done with the teacher to get more detailed information to answer research questions about her experiences with the students' feedback after implementing DI to the eleventh-grade DKV students which was adapted from Nagy (2023) (See Appendix 3).

3. Documentation

The documentation included the teacher's lesson plan made by the teacher and the results of the learning styles diagnostic test from the Akupintar online application that was conducted by teacher in the beginning of the semester to support the evidence and produce rich data of the implementation of DI and students' perceptions in data gathering. As stated by Bowen (2009), document analysis is a systematic procedure for reviewing and evaluating documents—encompassing both printed and electronic materials, including computer-based and

Internet-transmitted content. Like other analytical methods in qualitative research, document analysis necessitates a thorough examination and interpretation of data to elicit meaning, enhance understanding, and contribute to the development of empirical knowledge.

3.4 Data Analysis

Qualitative data were analyzed using the Thematic Analysis (TA) criteria. Braun and Clarke (2006) suggested that TA is an essential method for qualitative analysis due to the skills. It provided for conducting other forms of qualitative analysis. TA does not require an in-depth understanding of theoretical concepts or technical knowledge such as discourse analysis or conversational analysis. (Javadi & Zarea, 2016). According to Nowell et al. (2017) TA is a qualitative research method that has proven to be highly adaptable and can be applied to a wide range of epistemologies and research questions. Its versatility allows for a deeper understanding of complex phenomena, which might not be captured by other research methods. Furthermore, the thematic analysis in this study effectively employs the principles of inductive coding, allowing themes to emerge organically from the data without the constraints of pre-existing frameworks. According to Thomas (2006), inductive coding systematically condenses raw data into meaningful categories and themes, ensuring that findings are deeply rooted in participants' perspectives and making it essential for exploratory research. In this context, inductive coding is adeptly used to analyze observation checklists related to the implementation of DI adapted from Subban & Round (2015) and interview transcripts adapted from Sapan & Mede (2022), uncovering important themes related to students' perceptions of DI.

This research used TA with the following phases adapted from (Nowell et al., 2017):

1. Familiarizing with the data

In this case, the researcher kept a record of the observations that were conducted during the implementation of DI in teaching writing by filling out the observation checklist, meanwhile, the interviews gathered from the the teacher and students regarding the implementation of DI, then transcribed the interview

data through the correct spelling.

2. Generating initial codes

Consider identifying compelling features within the data that served as the foundation for recurring patterns or categories. The categories related to implementing DI during the teaching-learning process, are based on content, process, and product and the student's perception toward implementing DI.

3. Searching for themes

The researcher started by analyzing the categories to identify patterns or related groups. Once the categories were grouped, then create initial themes based on these groups. After that, the researcher delved deeper to identify sub-themes under the main themes.

4. Reviewing themes

The researcher compared the themes of "The Implementation of DI for Teaching Writing Skills" with the original data to ensure the validity of the observation and interview data, then merged or split themes that were too broad or not detailed enough. Finally, make sure that each theme has sufficient supporting data.

5. Defining and naming themes

The researcher provided the descriptions and definitions for every theme based on the relevant information from observation and interview data.

6. Producing the report

After doing the five steps above, the researcher produced a report throughout the entire study.

3.5 Trustworthiness

In qualitative research, trustworthiness is crucial in guaranteeing the validity, dependability, and applicability of the results and conclusions. It includes several essential elements: Veracity, adaptability, stability, and verifiability. Therefore, the researcher used member checking. As stated by Birt et al. (2016) member checking is a method for examining the veracity of results. Member checking provides accurate qualitative findings by giving participants access to the final report or particular descriptions or themes. (Creswell, 2018). It is supported by Mckim and

Mckim (2023) the validity of the results is increased using a member-checking approach in which participants are presented with the findings and an interview is conducted. In this case, after getting the data from observation, interview, and documentation the researcher conducted the following procedures:

1. Preparing member checking by identifying the key validation point and selecting participants.
2. Communicating with the teacher and students as selected participants to inform the purpose of member checking and the importance of ensuring the accuracy and reliability of the research findings.
3. Presenting the data by providing clear summaries of observation and interview data.
4. Collecting feedback to clarify the data by checking with teacher and students.
5. Reporting the member-checking process based on the teacher and students' feedback.

IV. RESEARCH FINDINGS

This section effectively highlights the invaluable findings from our comprehensive data collection, including the qualitative design of basic interpretative data analyzed using thematic analysis from an observation checklist that is adapted from Subban and Round (2015) see appendix 1 to observe the implementation of DI in teaching writing skills which are categorized into three parts: the structure of the lesson (DI in Content), organization of the lesson (DI in Process), and development of the lesson (DI in Product). Moreover, to present the result of an interview that is adapted from Sapan & Mede, (2022) see appendix 2 and Kótyay-Nagy (2023) see appendix 3 to gain the students' perception in learning writing toward DI.

4.1 The Implementation of DI

4.1.1 The Structure of the Lesson (DI in Content)

This section provides the data from the direct observation. Firstly, it talks about the seating arrangement. The classroom setup was meticulously crafted to meet the diverse needs of students and foster an effective learning atmosphere.

The teacher (RF) affirms that in implementing DI, she needs to ensure that all students get the same opportunities in learning according to their specialties. Excerpt 1 explains her commitment.

Excerpt 1:

“Using differentiated instruction to teach writing skills entails modifying assignments, evaluations, and feedback to meet the varying needs, interests, and ability levels of students.” (R1T17)

During the first observation, it was found that tables were strategically arranged to promote group work,



Picture 1 seating arrangement

They were arranged so that students could sit in groups based on their learning styles, as stated in the results of the online diagnostic test from akupintar application that can be accessed at <https://akupintar.id/mp/tes-gaya-belajar>. The teacher (RF) applied this test at the beginning of the semester to ease in implementing DI. The evidence is shown in the Excerpt 2 below.

Excerpt 2:

“To identify the learning styles of children and appreciate them, I conduct diagnostic tests at the beginning of the semester. Sometimes, I form groups based on their learning styles to align with their needs. Other times, groups are formed through collaboration among diverse interests, which fosters the emergence of varied ideas.” (R1T19)

Additionally, from the additional interview, the teacher (RF) said that there had not been a formal diagnostic test that collaborated with the concealing program and a standardized psychological testing institution yet that was

conducted at the school, so the teacher (RF) used Akupintar online application. The following is her confirmation.

Excerpt 3:

“Our school has never conducted the diagnostic test to identify the student's learning styles to draw the students' learning interest and need that collaborate with A standardized psychological testing institution.” (R1A11)

The further information was confirmed by the teacher (RF) from the dept interview that groups were made based on the results of Akupintar online application for the diagnostic test. The following excerpt explains her decision.

Excerpt 4:

“After knowing the students' learning styles; kinesthetic, Visual, Auditory, and dual learning styles of Auditory Kinesthetic and Visual Kinesthetic, I arranged the tables into five groups.” (R1A12)

Moreover, there were not any changes in seating arrangement on the second observation and third observations, there were a few differences in group members, which can be indicated by the observation field note and teacher's attendance list that there were 19 students on the first observation, 25 students on the second observation and 24 students on the third observation. When the researcher confirmed it to RF, she explained:

Excerpt 5

“There are six students who haven't joined the meeting because they participate in the school Agenda. So, on the second meeting, they should join a group that has a similar learning style.”(R1A13)

Secondly, the findings talk about collaborative vs. independent activity zones from the direct observation, it can be seen that independent zones were also established for those who preferred or needed solitary study.



Picture 2 Independent activity zones

From three-time of observations, it was found that two students were anxious sitting with the particular group, RF explains that,

Excerpt 6:

“Some students do not want to sit in particular groups because they are not confident to do the task with their friends who have different learning styles. This is the reason why an independent zone is provided.” (R1A14)

Likewise, one of the students (NPB) explained that it was more motivating and pleasurable to do the group work with similar interests as told in the following evidence:

Excerpt 7:

“Collaborating with others who have similar interests is easier and more motivating since we have comparable ideas and perspectives, which makes teamwork more pleasurable.” (R2S13)

Similarly, Excerpt 8 claimed doing group work with the same learning circumstances, increased their motivation to produce a successful project. The student (IH) says,

Excerpt 8:

“Similar interests foster a shared vision or goal among group members, which increases motivation to see the project through to its successful conclusion.” (R1S13)

Additionally, lessons were customized to cater to individual differences, utilizing scaffolding techniques to support students requiring additional assistance while offering more challenging writing tasks for high-achieving learners. This data was from the students' interviews that indicated the materials were easy to understand based on their proficiency levels as explained by the student (IH),

Excerpt 9:

“Yes, at first, in terms of comprehending the idea of a procedure text. Later, to allow us to select texts that were appropriate for our level of proficiency, the teacher displayed various text examples.” (R1A15)

Likewise, the student (NPB) explained in Excerpt 10 that group work utilized differentiation effectively and demonstrated how this approach

addresses the diverse needs of participants, fostering meaningful collaboration.

Excerpt 10:

“Group work that incorporates differentiation demonstrates how this teaching strategy meets each participant's needs and skills, fostering more diverse and productive collaboration. My group came up with a lot of suggestions, which helped me enhance my meager writing abilities.” (R2A16)

Thirdly, based on the first and second observations' field notes, it was found clear classroom roles, behavioral expectations, and routines were prominently displayed to facilitate smooth systematic lesson planning, ensuring that all students were aware of what was expected of them. RF explains,

Excerpt 11:

“I started thinking about teaching methods that modify lesson plans, resources, and exercises to meet the needs, interests, or skill levels of various students in a class after reading about differentiation instruction. This idea is crucial to education, particularly in a system of varied instruction like the Independent Curriculum. Teachers can differentiate education in several ways, including content, process, and product.” (R1T14)

Fourthly, the student (IK) said that the teacher explained the materials systematically from analyzing, solving, and developing the project. The following is the student's explanation.

Excerpt 12:

“First, we analyzed the project's problem, then we started to solve it, and last, we started developing the project.” (R5SI6)

Furthermore, the student (IH) said that the teacher explained the concept of the materials (procedure text) in different examples based on the student's interests and abilities as stated in excerpt 21,

Excerpt 13:

“For the most part, yes, in terms of comprehending the idea of a procedural text. Later, the teacher gave us a variety of text examples to help us select texts that were appropriate for our level of proficiency.” (R1A112)

4.1.2 Organization of the Lesson (DI in Process)

During three times observations that were written down on the observation's checklist notes, found that the lesson was thoughtfully structured, allowing for smooth transitions between group activities, individual tasks, and discussions, which maintained student engagement. The supported evidence can be found in the teacher's lesson plan document (See appendix 6) which identified the time duration of the pre-learning activity for 10 minutes, the learning activity for 70 minutes, and the post-learning activity for 10 minutes. The additional evidence comes from the student's information from the interview as Na explains,

Excerpt 14:

“Certainly, it was sufficient time to do the task because the teacher was skilled at managing our time, figuring out when we should divide into groups, hold discussions, and work on assignments on our own.” (R4A110)

Furthermore, the third observation's field notes found that a visual schedule of lesson activities was provided clearly to allow students to anticipate and prepare for tasks and an invaluable resource for those with additional learning needs. RF's explanation supported it,

Excerpt 15:

“I highlighted today's schedule since the students had to finish and deliver the project they were working on at the previous meeting. This will give time to give students input to improve their learning experience.” (R1A18)

Then the researcher confirmed with the students, and one of them said that they should present their project at this meeting to get better feedback from the teacher as explained by IF,

Excerpt 16:

“In this meeting, my group is required to present the group project, which focuses on utilizing Canva to modify photographs/posters.” (R5A19)

Similarly, the student (IH)'s opinion that the teacher (RF) provided smooth classroom management as he explains:

Excerpt 17:

“By visiting each group and offering suggestions for the assignment we are working on, the teacher is indeed very conscientious in helping us.” (R1A17)

Moreover, the teacher offered supportive guidance while empowering students to take responsibility for their writing progress. The evidence comes from the student (Na),

Excerpt 18:

“Since the teacher goes slowly, it's simple to understand. We can ask questions if we don't understand, and the teacher will go into further explanation.” (R4S11)

The same idea comes from the student (NPB) that she could understand the writing progress well as this following excerpt 18,

Excerpt 19:

“ I ask questions if I don't understand, and the teacher clarifies until I do, so it's obvious.” (R2S11)

Furthermore, the teacher (RF) claimed that most students were very confident, understood, and motivated well in doing writing projects because she delivered available guidance. As she claims in Excerpt 19:

Excerpt 20:

“In general, students report feeling more confident, understood, and supported, as well as having favorable peer interactions, as a result of receiving individualized writing instruction.” (R1A111)

Moreover, the following picture gives evidence that the teacher facilitated the students by guiding students who wanted to ask questions visiting small groups, and giving them explanations that were appropriate for their needs while remaining patient and attentive.



Picture 3 Teacher's role as facilitator

In addition, during three times observations, it was found that a combination of whole-class instruction and small-group teaching addressed the diverse needs of learners. Flexible grouping, based on students' abilities and interests, allowed learners to progress at their own pace, leading to positive outcomes. The evidence can be seen from RF's statement in the following excerpt,

Excerpt 21:

"Since varied instruction can significantly improve student engagement and achievement, I would be pleased to offer my thoughts on its application in the teaching of writing. I can give instances based on circumstances and best practices." (R1T16)

Additionally, the student (AAI) emphasized that DI is crucial for the teaching-learning process. DI ensures that all students have an equal opportunity to succeed by tailoring teaching practices, curriculum, and assessment methods to meet diverse needs.

Excerpt 22:

"Students have varying demands, learning styles, and speeds, which makes differentiated instruction crucial." (R3A113)

Moreover, the activities and teaching aids utilized in the classroom were thoughtfully designed to engage students and suit their specific age and grade levels, while also accommodating diverse interests and abilities. The evidence can be seen in the teacher's lesson plan (See Appendix 6). Furthermore, the effective integration of technology, including mobile phones and laptops, provided students with valuable tools to enhance their writing skills and cater to various learning profiles. The evidence obtained from the second observation can be seen in the following pictures:



Picture 4 Technology use



Picture 4 Technology use

Picture 4 indicates the students' utilization of technology according to their interests and abilities. Some students decided to use laptops for their group work, while others opted for mobile phones.

Furthermore, the teacher (RF) claimed that technology use should facilitate the students' learning needs and styles to produce well-crafting writing projects. As she told in the excerpt 23:

Excerpt 23:

“Technology should be customized to accommodate students' diverse needs and learning styles. Some excel with laptops, while others prefer smartphones. As a teacher, I aim to support them in crafting exceptional writing projects that express their unique voices.” (R1A114)

4.1.3 Development of the Lesson (DI in Product)

Differentiated assessment tasks were implemented, allowing students to demonstrate their understanding through a range of mediums, such as written essays, video presentations, and oral explanations using cards, or manual books. These tasks were carefully adjusted to support the needs of students requiring additional assistance. AAI explains in the following excerpt.

Excerpt 24:

“As a visual learner, I thrive on images and need complete focus to produce exceptional visuals. The teacher assigned me the task of creating a written piece enriched with captivating visual elements, which I believe will significantly enhance its appeal and effectiveness.” (R3A115)

Likewise, IF added AAI's opinion that to effectively engage students, the teacher used product differentiation, modifying and improving the content to meet a variety of learning requirements. Numerous exceptional achievements are

produced by this approach, including imaginative creations that show their comprehension, such as cards, posters, and product packaging. The evidence can be seen below.

Excerpt 25:

“The teacher effectively engages students by implementing product differentiation, enriching the material to meet diverse learning needs. Furthermore, provided instructional strategies are utilized, ensuring that each student receives the support their requirement. This approach leads to a variety of impressive outcomes, including creative projects like cards, posters, and product packaging that showcase their learning.” (RIAI16)

Moreover, during the additional interview, NPB explained that by harnessing our distinctive learning approach, the students effectively integrated creativity and technology into the project, enhancing its impact and engagement.

Excerpt 26:

“As Visual Kinesthetic We confidently created eye-catching recipe cards using the PicArt app for photo editing.” (R2AI17)

Furthermore, the researcher uncovered a diverse array of writing products created by the multimedia/DKV students, such as engaging posters, informative manual books, instructional videos on editing photos with Lightroom, and innovative packaging designs, showcasing their creativity and skills. The pieces of evidence can be accessed at <https://drive.google.com/file/d/17CkdrCnve5Ty8CClgTdl5UQ0hYb4mRN1/view?usp=drivesdk>

Moreover, all assessments adhered to relevant educational policies, ensuring inclusivity and fairness for all learners. The educational policy at the vocational high school (SMK) level is targeted at empowering graduates to become successful entrepreneurs. This requires students to acquire specific skills relevant to the business and industrial sectors, supported by engaging teaching methods. At SMK Muhammadiyah 1 Prambon, teachers are effectively using differentiated instruction to meet the needs of multimedia/visual communication design (DKV) students, preparing them for future success. RF claims that,

Excerpt 27:

“The fact that students can create products based on their preferred learning style and the career path they are pursuing makes me satisfied with DI.” (R1A118)

Moreover, the student (Na) said that by engaging in hands-on learning and real-world applications, she had uncovered innovative methods to connect theoretical knowledge with practical creativity. As she clarifies in excerpt 28,

Excerpt 28:

“This approach significantly elevates my skills in Visual Communication Design by enabling me to apply procedural text directly to practical, industry-relevant projects, such as designing engaging recipes or innovative products.” (R3A119)

4.2 Students ‘perceptions toward the implementation of DI in learning writing skills

This section presents the findings from an interview guideline that is adapted from Sapan and Mede (2022) derived from a sample of five participants, selected to highlight the differences across various groups. that are categorized into three five parts, which are students’ understanding of the materials, students’ attitude towards DI-based classes, students’ motivating aspect of DI, students’ peer relationships, and students’ autonomy with heterogeneous products.

4.2.1 Students’ understanding of the materials

This section presents students’ insightful perspectives on the materials utilized during the implementation of DI, and this interview highlighted their impact on learning. Here are some compelling responses:

A similar opinion comes from the students (IH) as he explained that the materials are understandable as they clarify in excerpt 29:

Excerpt 29:

“It is quite easy to understand because the teacher teaches the information slowly, clearly, and methodically, which aids in my learning.” (R1S11)

Additionally, the student (NPB) also claimed the same opinion as stated below,

Excerpt 30:

“I ask questions if I don't understand, and the teacher clarifies until I do, so it's obvious.” (R2S11)

Furthermore, the student (AAI) claimed that the materials were delivered by the teacher interestingly as stated in excerpt 31,

Excerpt 31:

“The information is presented in an interesting manner that is simple to comprehend and use.” (R3S11)

The majority of students demonstrated strong confidence and satisfaction with DI. They valued the teacher's ability to customize lessons to meet individual needs and appreciated the opportunities for group collaboration, which were crucial in creating a positive learning environment.

Furthermore, the teacher (RF) claimed that students consistently voice feelings of increased confidence, genuine understanding, and robust support in their educational experiences. They also highlight the joy of forming meaningful connections with their peers, enriching their learning journey. These positive outcomes can be largely attributed to the engaging and customized writing instruction they receive, meticulously designed to address their individual needs and learning styles.

Excerpt 32:

“ in general, students report feeling more confident, understood, and supported, as well as having favorable peer interactions, as a result of receiving individualized writing instruction.” (R1AI20)

4.2.2 Students' attitudes towards DI-based classes

During the interview, it was found that four participants expressed that they feel more cared for, have fun, and enjoy working in groups. As stated by the student (IH) in the excerpt,

Excerpt 33:

During the learning process, I feel more cared for. For instance, during group projects, if our group struggles to understand the assignment, the teacher is a facilitator and clarifies until I understand.” (R1S12)

Moreover, NPB explained in excerpt 34 that the diversification approach blends theory and practice, keeping engaged and preventing boredom.

Excerpt 34:

“The diversification approach appeals to me since it enables me to acquire both theory and practice. I’m content and not bored while practicing”. (R2S12)

Furthermore, the students (Na) explained that sharing opinions in groups was very fun as stated in excerpt 35:

Excerpt 35:

“DI is very important because students have different needs, learning styles, and interests.” (R3S12)

4.2.3 Students Motivating Aspects of DI

This section discussed the students' motivation aspect of DI, highlighting the perspectives of five participants. Four of them reported feeling more motivated, inspired, driven, and excited about their learning experiences, while one student noted that their motivation helped improve their problem-solving and critical thinking skills. The evidence supporting these findings is detailed below.

The first participant (IH) reported that doing group work with similar interests boosts their motivation to produce successful products. As stated in excerpt 36,

Excerpt 36:

” Similar interests foster a shared vision or goal among group members, which increases motivation to see the project through to its successful conclusion.”(R1S13)

Moreover, the similar opinion presented by the students (NPB), (AAI), and (IF) explained that collaborating with the same interests impels pleasurable teamwork.

Excerpt 37:

“Yes, it is really inspiring to be in a group with people who share your interests since we are more likely to support and share ideas.” (R2SI3)

Likewise, the student (Na) explained that by considering diverse perspectives, group members got challenging assumptions and generated innovative solutions, leading to a deeper understanding of the issues at hand as stated in Excerpt 38,

Excerpt 38:

Indeed, by sharing ideas and coming up with solutions, teamwork encourages critical thinking and aids in problem-solving.” (R4SI3)

4.2.4 Students Peer Relationships

The interview noted that collaboration fosters a fun atmosphere, allowing the students to engage with their peers and share ideas more freely. This perspective comes from two participants who felt interest and strengths doing group work with the diverse learning as excerpt 39 clarified,

Excerpt 39:

“Roles are typically given to us according to the interests and strengths of each member. For instance, the PowerPoint presentation was made by my friend, who learns best visually.” (R3SI4)

Moreover, the students (NPB) explained that the implementation of DI toward students’ peer relationships builds a lot of ideas in producing writing products as stated in excerpt 40,

Excerpt 40:

“Group work that incorporates differentiation demonstrates how this teaching strategy meets each participant's needs and skills, fostering more diverse and productive collaboration. My group came up with a lot of suggestions, which helped me enhance my meager writing abilities. because many ideas came from my group.”(R4SI4)

Furthermore, this dynamic teaching-learning process enhances both their enjoyment of the group work and strengthens their connections with each other, creating a more positive and enriching learning experience. This data was from the three participants (AAI, Na, and IF) below,

Excerpt 41:

” I designed an event advertising poster as part of a group assignment, which began with analyzing and solving the project's problem, followed by the development and creation of the project.” (R3SI4)

4.2.5 Students' Autonomy with Heterogeneous Product

Based on students' interviews, their perception of differentiated instruction (DI) related to their autonomy in producing heterogeneous products revealed that five participants believed the implementation of DI in their writing assignments supported their major abilities and competence. They noted it enhanced their critical thinking skills, which are valuable in the industry, and contributed to a deeper understanding of concepts that bolster their competence in design and visual communication (DKV). The evidence can be shown in excerpt 42 as explained by the student (IH):

Excerpt 42:

” Writing aids in the development of my major's abilities and competencies, including ideation, writing, and presentation, particularly when the project is connected to my Visual Communication Design (DKV) course of study.” (R1SI5)

Furthermore, the student (NPB) claimed that writing skills develop her critical thinking related to the industry sector as stated in Excerpt 43:

Excerpt 43:

Yes, as a student, writing helps me develop my analytical and critical thinking abilities. It enables me to provide engaging material that is pertinent to both industry expectations and my line of work.” (R2SI5)

Moreover, the student (IF) shared her idea that writing a product delivered by the teacher correlated with her Visual Communication Design (DKV) competencies.

Excerpt 44:

“Yes, since the writing process for the projects helps me a lot with my knowledge and skills in finishing visual communication design projects. Creating a method manual that describes the Visual Communication Design (DKV) major is one example.” (R5SI5)

V. DISCUSSIONS

Based on the observation results, the classroom layout and lesson design at SMK Muhammadiyah 1 Prambon was intentionally developed to embrace a wide range of student needs, interests, and ability levels of students strongly aligning with Tomlinson and Imbeau (2023) the perspective that DI should modify the "content" of lessons to fulfill students' readiness, interests, and learning styles. Meanwhile, the school has never done diagnostics tests collaborating with the standardized psychological test institution to identify the students' learning styles. The teacher successfully fostered an environment that values teamwork by strategically arranging tables for collaborative work based on the result of the akupintar online diagnostic test which can be accessed at <https://akupintar.id/mp/tes-gaya-belajar> which was done at the beginning of the semester to identify the students learning styles such as; kinesthetic, Visual, Auditory, and dual learning styles of Auditory Kinesthetic and Visual Kinesthetic. Furthermore, the students were highly motivated to do the group work with the same interest driven by the teacher's that the seating arrangement would remain consistent, emphasizing the team members involved. Moreover, the independent zone in the DI setting is a space where students can work autonomously on tasks tailored to their learning styles, readiness levels, or interests. It promotes self-directed learning, responsibility, and mastery of skills by offering individual study and personal feedback. This highlights the significance of creating an independent zone in teaching writing through DI. McPherson (2011) emphasizes how learners

move from their independent zone to the learning zone, highlighting the critical role of scaffolding in this process.

Additionally, employing scaffolding techniques and providing writing assignments to different ability levels assertion that DI uplifts struggling students while also providing challenges for high-achievers (Umedilloevna, 2023). Scaffolding is particularly vital in writing instruction, as it simplifies complex tasks into achievable steps, allowing students to build their skills progressively. Clearly defined classroom roles, behavioral expectations, and routines were strategically displayed to enhance classroom management, guaranteeing that every student understood the standards set for them. Therefore, there needs to be systematic steps in delivering the materials and the importance of providing smooth classroom management cannot be overstated. It creates an environment conducive to learning, helping students to stay focused and engaged.

Moreover, the use of visual schedules and clearly defined behavioral expectations is suggested by Chung et al., (2021) framework, which underscores the necessity of predictable classroom structures to alleviate anxiety and support all students, especially those with additional learning needs. The teacher cultivated a structured yet inclusive environment that promotes learning. This approach further highlights the essentiality of gradual guidance to empower struggling learners while simultaneously challenging high achievers (Moswane et al., 2021); Morgan, 2014). Ultimately, strong management practices lead to improved student outcomes and a more satisfying educational experience for everyone involved. By implementing smooth strategies, teachers can significantly reduce disruptions, enabling students to concentrate and remain engaged strongly aligning with Smale-Jacobse et al., (2019) emphasize that effective classroom management in the context of DI requires teachers to be both adaptable and intentional, creating a strong sense of autonomy and belonging among students.

Furthermore, the teacher (RF) clarifies that the integration of whole-class instruction with small-group teaching effectively meets the diverse needs of all learners aligning with underscores the necessity of varied instructional techniques, such as group work, for cultivating an inclusive learning environment (Suprayogi

et al., 2022). In addition, the effective pacing of lessons complements Morgan (2014) principles for sustaining student engagement through dynamic lesson organization. Collectively, these insights highlight the importance of strategic planning and adaptability in the successful implementation of DI by implementing varied teaching techniques and strategies to ensure that every student deserves the chance to thrive, as it specifically customizes teaching methods, curriculum, and assessments to meet the varied learning needs of all individuals

Moreover, the result of the second observation demonstrated the activities and teaching aids implemented in the classroom were meticulously. Additionally, the integration of technology, such as mobile phones and laptops, significantly enhances writing skills and addresses the requirements of 21st-century learners or Gen-Z, as highlighted by (Pozas et al., 2020); Chung et al., 2021). These digital tools promote personalized learning, foster creativity, and boost student engagement. Finally, adherence to educational policies ensures that differentiated assessments are both equitable and inclusive.

Moreover, all assessments adhered to relevant educational policies, ensuring inclusivity and fairness for all learners. Aligning with Vaughn and Bos (2021) underscores the essential need for academic institutions to align their policies with inclusive and differentiated teaching practices. However, the findings stated that the educational policy at the vocational high school (SMK) level is strategically designed to empower graduates to thrive as successful entrepreneurs had been found yet in the previous research (Suprayogi et al., 2017);Smale-Jacobse et al., 2019). This initiative demands that students develop essential skills adjusted to the dynamic business and industrial sectors, all encouraged by innovative and engaging teaching methods. (See **Peraturan Pemerintah Republik Indonesia No. 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan**).

DI has been extensively researched, showcasing its effectiveness in meeting the diverse needs of students in various educational settings. Additionally, Sapan & Mede, (2022) pointed out that DI contributes to student-centered learning environments, facilitating the maximization of individual potential. While these studies offer valuable insights into DI's implementation, primarily address the

specific application in enriching students' skills, especially Visual Communication Design by allowing them to thoughtfully apply the procedure text to practical projects in writing skills related to the industrial aspect and career goals to vocational high school students, where practical and context-specific writing abilities are essential for career readiness.

Furthermore, this study emphasizes the significant impact of DI on the students' **perceptions** of learning writing skills. Iqbal et al., (2020) highlight the importance of students' perceptions of their learning environments and the roles of teacher interactions and instructional strategies in fostering confidence and academic success. Positive perceptions are crucial for effective learning outcomes. Participants valued the teacher's clear delivery of content, supporting Thompson et al., (2010) assertion that clarity matches students' cognitive readiness, enhancing comprehension and encouraging questions, as also noted by (Hattie, 2009).

Moreover, the study underscores the importance of teacher-student interactions in building confidence. **The students** appreciated opportunities for questions and thorough explanations. Qiong (2017) stated that an approachable teacher fosters a supportive atmosphere. Both students and teachers recognized the need for diverse learning styles to create meaningful material connections, impacting cognitive elements like perception and problem-solving **as noted by Yang (2006)**. This synergy enables students to navigate expectations and their experiences effectively. When assessing **the students'** attitudes toward DI-based classes, behavioral engagement stood out. **The interviews** revealed three key themes: feeling valued, enjoying collaborative work, and acknowledging individual differences.

A supportive, inclusive environment boosted confidence and improved outcomes, reinforcing insights **from Qiong (2017)**. Motivational aspects were significant, with **the students'** citing collaboration and critical **thinking** as **the** key drivers of engagement. sGroup activities promoted support and idea exchange, aligning with **Ryan's and Deci's (2020)** Self-Determination Theory. Teamwork enhanced critical thinking and problem-solving, showcasing the benefits of structured activities (Bonyadi, 2021). Ultimately, DI strengthened peer

relationships and fostered autonomy. Collaborative projects allowed students to leverage strengths, enhancing teamwork and respect. The participants noted the benefits of skill-aligned roles for productive collaboration in line with Tomlinson (2017) DI principles. Additionally, autonomy supported industry-specific expertise, with participants indicating that assignments encouraged relevant critical thinking and creativity. This alignment with academic goals ensures deep engagement with work, promoting improved outcomes and innovation.

This study further emphasizes that DI is not merely a theoretical concept; it is a practical and adaptable framework specifically designed to meet the unique needs of vocational school students. By aligning teaching practices with industry demands and the entrepreneurial skills necessary for future careers, DI prepares students for a successful transition into the workforce.

VI. CONCLUSION AND SUGGESTIONS

6.1 Conclusion

DI is expertly crafted to meet the diverse needs, interests, and abilities of students. Moreover, the independent zone encourages self-directed learning, empowering students to take charge of their learning experience. Scaffolding techniques are skillfully integrated to simplify complex writing tasks, ensuring that every student, regardless of ability, can succeed. The classroom management strategies, including visual schedules and clearly defined roles, create a structured and supportive environment that enhances learning outcomes. Together, these approaches ensure that every student has the opportunity to thrive in their academic pursuits. Furthermore, the skillful teacher guides students, promoting inclusivity and ensuring smooth transitions. Flexible grouping accommodates diverse abilities and interests, fostering collaboration while respecting individual preferences. Lessons are thoughtfully designed to include differentiated activities, innovative technology, and varied assessments, all tailored to different learning styles. Students can demonstrate their understanding through essays, video presentations, oral explanations, and manual books, providing multiple avenues for expression.

The integration of mobile phones and laptops further strengthens the writing skills of Gen-Z learners, encouraging creativity and personalized learning experiences. Moreover, adherence to educational policies guarantees that this DI remains equitable and inclusive. It allows students to showcase their talents through projects, portfolios, or presentations related to Vocational High school purposes, whenever the graduate students will be entrepreneurs based on their competence.

6.2 Implications

Implementing DI in teaching writing skills to vocational high school students offers significant advantages. By customizing instructional methods to meet each student's diverse needs and abilities, DI allows learners to engage with writing tasks at their own pace. This strategy fosters an inclusive environment and boosts motivation and confidence. For vocational students who have specific writing requirements, DI enables teachers to create relevant assignments—such as technical reports, business correspondence, and creative projects. Consequently, students acquire practical writing skills aligned with their future careers, while enhancing their critical thinking and problem-solving abilities.

6.3 Suggestions

The wider adoption of DI in vocational high schools is crucial for meeting the diverse learning needs of students and fostering equitable, engaging educational environments. To implement DI effectively, teachers must receive targeted professional development, including training in diagnostic tools, scaffolding, and the seamless integration of technology. Schools should prioritize investments in standardized physiological diagnostic tests, which help identify students' distinct learning styles and readiness levels. Ongoing innovation in lesson design, flexible grouping strategies, and technology integration will not only keep students engaged but also ensure that individual needs are effectively addressed. Establishing independent learning zones and implementing robust classroom management practices; like clear schedules and defined responsibilities will significantly enhance the overall learning experience. Furthermore, DI practices must be aligned with vocational objectives, equipping students for future entrepreneurial ventures and professional challenges. Continuous feedback

mechanisms and active policy advocacy are essential to ensure the enduring success and widespread integration of DI in our educational systems.

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Appendices 1

1. Observation checklist instrument

	YES	NO	COMMENT
The structure, organization, and development of a lesson (DI in content)			
Are tables and seating arrangements varied to accommodate student group work?			
Are there areas for collaborative activities and other areas for solitary, independent work?			
Has the lesson been structured in a particular way to accommodate student differences?			
Are there explicit displays of classroom roles, expectations and routines?			
Are there schedules on display that indicate a systematic plan for the lesson's activities?			
Is there a statement of the rules and behavioral expectations within the classroom?			
Classroom Management (DI in process)			
Are there visual cues (for example wall charts) that outline the consequences of unacceptable behavior?			
Is the teacher's role one of a facilitator and participant in this setting?			
Has the flow of the lesson been timed to allow for a smooth transitions between activities and teaching?			
Differentiated strategies/techniques during teaching (DI in process)			
Have varied activities and techniques been			

utilized during the teaching segment of the lesson?

Is there a combination of whole-group and small-group teaching as part of the lesson?

Are groups formed flexibly or along ability levels?

Is the lesson paced appropriately to accommodate different abilities? levels and learning styles?

Is key information presented in different ways repetitively during the lesson?

Differentiated activities, materials, and teaching aids (DI in process)

Are the activities and materials used during the lesson age/grade appropriate and engaging to students?

Have the activities considered the varying interests/learning profiles and ability levels in the classroom?

Is technology used as part of the lesson?

Is the use of technology (such as iPads, laptops and computers) negotiated well to accommodate different learning profiles?

Are the activities an extension of the lesson, and do they reinforce skills taught?

Differentiated assessments and application (DI in product)

Are there different assessment tasks offered to students to demonstrate their understanding of the knowledge or concept?

Are the assessment tasks sensitive to student diversity?

Are students permitted to demonstrate understanding using different mediums (for example, presenting information through a video clip as opposed to a written piece?)

Is the assessment task mindful of the relevant policy documents that govern evaluation and progression at different grades/year levels?

Are tasks modified to accommodate students with additional learning needs?

Table 1: The checklist to observe the implementation of differentiated instruction in teaching writing that was adapted from Subban and Round (2015)

Appendices 2

2. Interview instrument

Categories/Code	Themes	Sub Themes	Open Ended Answer
DI in content	Students' understanding of the materials	What do you think about the material that was delivered by the teacher?	
DI in process	Students' attitudes towards DI-based classes	How do you feel about the implementation of DI?	
	Students' motivating aspects of DI	Do you feel motivated in groups with the same interests? Explain your reason!	
	Students' peer relationships	Tell me your experience with the implementation of DI during the group work, please?	
DI in product	Students' autonomous with the heterogenous product	Can the writing product increase your competence based on your department? Explain your reason!	

Table 2. The interview guide in analyzing data toward the students' perception was adapted from Sapan and Mede (2022)

Appendices 3

INTERVIEW FOR TEACHER

It was adapted from Nagy (2023)

1. How long have you been an English teacher?
2. Which grades are you teaching English to this term?
3. How many students are there in your class?

4. When you hear the words "differentiated instruction," what immediately comes to your mind?
5. How is the idea of differentiated instruction in content, process, and product?
6. How significant do you think differentiated instruction is in EFL classes generally?
7. Could you tell me the steps in implementing differentiated instruction in your writing skills?
8. Would you like to share your experiences with the implementation of differentiated instruction of teaching writing?
9. How do you identify about learning style?
10. Would you like to mention the feedback from your students?
11. How do you feel when you use differentiated instruction

Appendices 4

Interview transcript from teacher

It was adapted from Nagy (2023)

1. How long have you been an English teacher?
I have been an English teacher for ten years
2. Which grades are you teaching English to this term?
I have been teaching tenth to twelfth grade
3. How many students are there in your class?
The average number of students in my class is 25-30 students
4. When you hear the words "differentiated instruction," what immediately comes to your mind?
I started thinking about teaching methods that modify lesson plans, resources, and exercises to meet the needs, interests, or skill levels of various students in a class after reading about differentiation instruction. This idea is crucial to education, particularly in a system of varied instruction like the Independent Curriculum. Teachers can differentiate education in a number of ways, including content, process, and product.
5. How is the idea of differentiated instruction in content, process, and product?

Content: Offers a range of information suitable for students' comprehension level. Process: Offer various exercises based on the learning requirements of the students. Product: Give students the freedom to select how best to show what they have learned.

6. How significant do you think differentiated instruction is in EFL classes generally?

Since students' language skills, cultural backgrounds, and learning preferences frequently differ significantly, differentiated instruction is extremely important in English as a Foreign Language (EFL) classes.

7. Could you tell me the steps in implementing differentiated instruction in your writing skills?

Using differentiated instruction to teach writing skills entails modifying assignments, evaluations, and feedback to meet the varying needs, interests, and ability levels of students.

8. Would you like to share your experiences with the implementation of differentiated instruction of teaching writing?

Since varied instruction can significantly improve student engagement and achievement, I would be pleased to offer my thoughts on its application in the teaching of writing. I am able to give instances based on circumstances and best practices.

- a. Beginning with preliminary evaluations
 - b. Making Use of Tiered Writing Exercises
 - c. Including Options for Subjects and Structures
 - d. Providing Resources for Scaffolding
 - e. Individual Conferences and Feedback
 - f. Peer review and flexible group work
9. How do you identify about learning style?

To identify the learning styles of children and appreciate them, I conduct diagnostic tests at the beginning of the semester. Sometimes, I form groups based on their learning styles to align with their needs. Other times, groups are formed

through collaboration among diverse interests, which fosters the emergence of varied ideas.

10. Would you like to mention the feedback from your students?

In general, students report feeling more confident, understood, and supported, as well as having favorable peer interactions, as a result of receiving individualized writing instruction.

11. How do you feel when you use differentiated instruction?

The fact that students can create products based on their preferred learning style and the career path they are pursuing makes me satisfied with DI.

Appendices 5

Interview transcripts from students

1. IH

1. What do you think about the material taught by your teacher?

It is quite easy to understand because the teacher teaches the information slowly, clearly, and methodically, which really aids in my learning.

2. What material did the teacher teach?

Procedure text.

3. What do you know about procedure text?

A text that explains how to do or make something.

4. What are the structures of procedure text?

Title, materials/tools, and steps.

5. Does your teacher explain using the same method?

Initially, yes, in terms of understanding the concept of procedure text. Later, the teacher showed different examples of texts so that we could choose texts that matched our abilities.

6. Do you know what learning approach your teacher is applying?

A differentiation-based approach.

7. How do you know that the teacher is applying a differentiation-based learning approach?

From the group division based on similar interests/attractions.

8. What do you mean by similar interests/attractions?

At the beginning of the semester, the teacher gave us an application to fill out, which identified our learning styles.

9. What do you think about the implementation of differentiated learning?

During the learning process, I feel more cared for. For instance, during group projects, if our group is struggling to understand the assignment, the teacher serves as a facilitator and clarifies until I understand.

10. **So, is the teacher able to facilitate all the group members in solving the group's challenges?**

Yes, the teacher is very diligent in guiding us by going around to each group and providing solutions for the project we are working on.

11. **Do you feel motivated to collaborate with friends who have similar interests?**

Similar interests foster a shared vision or goal among group members, which increases motivation to see the project through to its successful conclusion.

12. **What is your group's project about?**

How to edit photo saturation using Lightroom (second title).

13. **Share your experience about implementing differentiated learning in your group.**

We are usually assigned roles based on each member's strengths and interests. For example, my friend with a more visual learning style was responsible for creating the PowerPoint presentation.

14. **Does your writing project improve your competence based on your field of study? Explain.**

Writing helps me develop skills and competencies in my major, such as gathering ideas, writing, and presenting, especially if the project is related to my field of study in Visual Communication Design (DKV).

2. NPB

1. **What do you think about the material taught by your teacher?**

I ask questions if I don't understand, and the teacher clarifies until I do, so it's obvious.

2. **What material did your teacher teach?**

Procedure text.

3. **What do you know about the text?**

A text that explains the steps to make or do something.

4. **Can you easily write/compose procedure text?**

I sometimes struggle to generate or combine ideas into a procedure text.

5. **What method does your teacher use in teaching writing?**

Differentiated learning.

6. **What do you think about the implementation of differentiated learning?**

I like the differentiation method because it allows me to learn theory as well as practice. During the practice, I feel happy and not bored.

7. **What practice did you do with your group?**

We created recipe cards using the PicsArt app for photo editing.

8. **What do the recipe cards look like?**

The first card is a cover that contains the title and an image of the food/drink to be made. The second card lists the ingredients along with images, followed by the steps.

9. **Do you feel motivated to collaborate with friends who have similar interests?**

Being grouped with people who share similar interests makes

collaboration easier and more inspiring because we share the same vision and insights, making teamwork more enjoyable.

10. **Share your experience about implementing differentiated learning with your group, especially in writing procedure texts.**

Differentiation in group work shows that this teaching approach suits the needs and abilities of every member, making collaboration more effective and diverse. My limited writing skills have improved because many ideas came from my group.

11. **Does your writing project improve your competence based on your field of study? Explain.**

Yes, writing enhances my analytical and critical thinking skills as a student. It helps me create interesting content relevant to my vocational field and the demands of the industry.

12. **What are your impressions of applying the differentiated learning method to writing skills?**

The differentiation method is very effective and adds a positive learning experience.

3. **AAI**

1. **What do you think about the material taught by your teacher?**

The information is presented in an interesting manner that is simple to comprehend and use.

2. **What method does your teacher use in teaching?**

Differentiated learning.

3. **What do you think about the implementation of differentiated learning?**

Differentiation is very important because students have different needs, learning styles, and paces.

4. **What learning styles do you know?**

Auditory, visual, and kinesthetic.

5. **How do you know?**

At the beginning of the semester, Ms. Dilla tests us to identify our learning styles, and she assigns materials and tasks accordingly.

6. **Can you give an example of material tailored to your needs?**

For example, as a visual learner, I am drawn to images and require full concentration to produce quality visuals. Ms. Dilla gave me an assignment to create a written product with engaging visual elements.

7. **Do you feel motivated to collaborate with friends who have similar interests?**

Yes, it is really inspiring to be in a group with people who share your interests since we are more likely to support and share ideas.

8. **Share your experience about implementing differentiated learning with your group.**

In a group project, I worked on designing an event promotion poster.

9. **Does your writing project improve your competence based on your field of study? Explain.**

Yes, writing helps me develop ideas, deepen my understanding, and communicate information effectively.

4. Na

- 1. What do you think about the material taught by your teacher?**
Since the teacher goes slowly, it's simple to understand. We can ask questions if we don't understand, and the teacher will go into further explanation.
- 2. What method does your teacher use in teaching?**
Differentiated learning.
- 3. How do you know?**
This method is often applied by various teachers, especially in English.
- 4. What do you think about the implementation of differentiated learning?**
It's fun because we learn in groups, which allows us to discuss and share opinions.
- 5. How are the groups formed?**
Based on similar interests, identified through a diagnostic test at the beginning of the semester about learning styles.
- 6. Do you feel motivated to collaborate with friends who have similar interests?**
Yes, collaboration fosters critical thinking and helps us solve problems by exchanging ideas and proposing solutions.
- 7. Share your experience about implementing differentiated learning with your group.**
We started with project analysis, problem-solving, and then creating the project.
- 8. Does your writing project improve your competence based on your field of study? Explain.**
Yes, it enhances my competencies in Visual Communication Design by applying procedure text material directly to industry-relevant projects like designing recipes or products.

5. IF

- 1. What is your opinion about the material taught by the teacher?** Yes, I do comprehend the teacher's subject fairly well because she provided detailed explanations
- 2. What method does your teacher use in teaching?** Differentiated Instruction
- 3. How do you know?** The teacher explains the material based on content differentiation (richness of the material), then the process is also applied with different instructions according to what the students need. The outcomes also vary, such as cards, posters, and product packaging.
- 4. What is your opinion about the implementation of differentiated learning?** The implementation of differentiation makes me happy because I can work in groups and improve our sense of unity with friends. This approach strengthens the relationship between classmates. We also learn from the different products that our friends create.

5. **Do you feel motivated to collaborate with friends who share the same interests?** Working in groups with people who have similar interests makes me feel more driven and excited, but occasionally I also like working with friends who have different hobbies since we can complement one another.
6. **Tell me about your experience with the implementation of differentiated learning in your group?** We started by analyzing the problem related to a project, then we began solving the problem, and eventually, we started creating the project.
7. **Do your writing projects help improve your competencies based on the study program you are taking? Please explain.** Yes, because the process of writing the projects greatly supports my knowledge and talent in completing projects related to visual communication design. For example, in writing a procedure text about describing the Visual Communication Design (DKV) major

Appendices 6 Teacher's lesson plan



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH

SMK MUHAMMADIYAH 1 PRAMBON

Program Keahlian : 1. Teknik Kendaraan Ringan 2. Teknik Sepeda Motor 3. Multi Media
. 4. Teknik Pengelasan 5. Tata Busana

STATUS : TERAKREDITASI

Alamat : Jalan Raya Warujayeng Kediri, Ds. Sonoageng, Kec. Prambon, Kab. Nganjuk, Telp. (0358) 773401

Modul Ajar Procedure Text untuk SMK Jurusan DKV Kelas XI

- **Identitas Modul Ajar**
- **Mata Pelajaran:** Bahasa Inggris
- **Materi Pokok:** Procedure Text
- **Kelas/Semester:** XI / Ganjil
- **Jurusan:** Desain Komunikasi Visual (DKV)
- **Durasi:** 90 menit (10 menit pembukaan, 70 menit inti, 10 menit penutup)
- **Pendekatan:** Diferensiasi (Content, Process, Product)
- **Model Pembelajaran:** Project-Based Learning (PBL)

Tujuan Pembelajaran

1. Siswa mampu memahami struktur dan ciri kebahasaan procedure text.
2. Siswa mampu menganalisis dan membuat procedure text yang relevan dengan dunia DKV.
3. Siswa mampu mempresentasikan hasil karya berupa video tutorial atau poster berbasis procedure text dengan kreativitas tinggi.

-
- **Sintaks Pembelajaran (PBL)**
 - **A. Pembukaan (10 menit)**
 1. **Guru membuka pelajaran** dengan salam, doa, dan absensi.
 2. **Orientasi Awal:** Guru menjelaskan tujuan pembelajaran dan relevansi materi procedure text dengan bidang DKV (misalnya, cara membuat poster, video tutorial desain).
 3. **Motivasi:** Guru memutar contoh video pendek atau menunjukkan poster yang berisi procedure text (misalnya, "How to Create Minimalist Poster").
 4. **Apersepsi:** Diskusi singkat terkait pengalaman siswa membuat karya DKV.
 - **B. Kegiatan Inti (70 menit)**
 1. **Penentuan Pertanyaan Mendasar (10 menit)**
 - Guru mengajukan pertanyaan: "Bagaimana cara kita membuat panduan yang kreatif dan mudah dipahami untuk menghasilkan karya desain?"
 - Siswa diberikan brainstorming untuk berbagi ide mengenai jenis prosedur yang relevan di bidang DKV.
 2. **Perencanaan Proyek (10 menit)**
 - Guru membagi siswa menjadi kelompok (3-4 orang/kelompok).
 - Setiap kelompok memilih topik procedure text, seperti:
 - Cara membuat poster promosi.
 - Cara membuat video animasi sederhana.
 - Cara mengedit foto dengan aplikasi tertentu.
 - Guru memberikan lembar kerja yang mencantumkan elemen penting procedure text (goal, materials, steps).
 3. **Proses Pelaksanaan Proyek (30 menit)**
 - **Diferensiasi Content:**
 - Siswa mengakses materi berbeda sesuai kebutuhan. Misalnya:
 - Artikel/tutorial online (level pemula atau mahir).
 - Contoh video tutorial.
 - Guru memberikan bimbingan kepada kelompok yang membutuhkan dukungan lebih.
 - **Diferensiasi Process:**
 - Kelompok mengerjakan proyek sesuai gaya kerja mereka (diskusi, eksplorasi mandiri, konsultasi dengan guru).
 - Setiap kelompok mulai menyusun procedure text dan mengonsep produknya (video tutorial, poster, atau panduan visual).
 4. **Pengembangan dan Revisi (15 menit)**
 - Kelompok meninjau ulang teks dan desain produk mereka dengan masukan dari guru.
 - Guru memberikan umpan balik terkait:
 - Kejelasan langkah-langkah prosedur.
 - Kesesuaian bahasa (imperatives, sequences).
 - Kesesuaian produk dengan tema DKV.

5. Presentasi dan Umpan Balik (15 menit)

- Setiap kelompok mempresentasikan produk mereka.
- Kelompok lain memberikan tanggapan secara konstruktif.
- Guru memberikan apresiasi dan masukan untuk penyempurnaan karya.
- **C. Penutup (10 menit)**
 1. **Refleksi:** Guru meminta siswa menyebutkan:
 - Hal yang mereka pelajari tentang procedure text.
 - Pengalaman mereka bekerja dalam proyek ini.
 2. **Kesimpulan:** Guru menegaskan pentingnya procedure text dalam komunikasi visual.
 3. **Tugas Mandiri:** Guru memberikan tugas individu untuk membuat procedure text lain yang berkaitan dengan bidang DKV (dikirim minggu depan).
 4. **Penutup:** Guru mengakhiri pelajaran dengan doa dan apresiasi.

• Penilaian

1. Aspek Penilaian:

- **Pemahaman Procedure Text:** Struktur, ciri kebahasaan.
- **Kreativitas Produk:** Estetika, relevansi dengan tema DKV.
- **Presentasi:** Kejelasan penyampaian, interaksi.

2. Teknik Penilaian:

- Observasi (keterlibatan dalam diskusi/proses).
- Penilaian produk proyek (rubrik khusus).
- Refleksi siswa (jawaban atas pertanyaan reflektif).

3. Rubrik Penilaian: Disediakan oleh guru sesuai kriteria di atas.

• Media dan Bahan Ajar

1. Laptop/Proyektor untuk contoh video dan panduan.
2. Lembar kerja untuk merancang procedure text.
3. Aplikasi desain (Canva, Photoshop, dll.) untuk membuat produk DKV.
4. Koneksi internet (jika diperlukan).

• Catatan Guru

- Pastikan semua kelompok mendapatkan bimbingan yang adil.
- Dorong siswa untuk menampilkan kreativitas dan keterkaitan dengan dunia nyata DKV.
- Dokumentasikan hasil karya siswa untuk portofolio kelas.

Mengetahui
Kepala SMK Muh 1 Prambon,



Budi Hariyanto, S.Pd.

Guru Mata Pelajaran




Rosidah Fadila, S.Pd

Appendices 7 The result of akupintar online application diagnostic test:

Students 'name	Learning style
NPB	Kinesthetic
Jo	Auditory
MH	Visual Kinesthetic
DO	Visual
Al	Auditory Kinesthetic
GPS	Auditory Kinesthetic
De	Visual Kinesthetic
SNZ	Auditory Kinesthetic
Be	Auditory Kinesthetic
Na	Kinesthetic
Am	Kinesthetic
Ra	Visual
Rr	Visual
Va	Visual
IH	Kinesthetic
IF	Visual
AAI	Kinesthetic
Ju	Visual Kinesthetic
DW	Auditory
AZA	Visual Kinesthetic
MRNH	Kinesthetic
AEN	Auditory
VGPP	Visual

Turnitin Instructor

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-  Kelas II
-  MAGISTER PEND. BAHASA INGGRIS
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