

**THE IMPLEMENTATION OF DIFFERENTIATED
INSTRUCTION IN READING COMPREHENSION: A STUDY
AT SMPN 30 MAKASSAR**

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**POST GRADUATE PROGRAM OF ENGLISH LANGUAGE STUDIES
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
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Thesis

As one of the requirements for achieving Master degree

English Language Studies Program

Written and submitted by

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To

**POST GRADUATE PROGRAM OF ENGLISH LANGUAGE STUDIES
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**IMPLEMENTASI PEMBELAJARAN BERDIFERENSIASI
DALAM PEMAHAMAN MEMBACA: SEBUAH STUDI DI
SMPN 30 MAKASSAR**

Tesis

Sebagai salah satu persyaratan untuk mencapai gelar Magister

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Kepada

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MAKASSAR
2024**

THESIS

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Truthfully states that the thesis was the result of my own work. If it is proven later that some part of the entire part of this thesis is the work of others, I am willing to accept any sanction for my dishonesty.

Makassar, June 7th, 2024

The Researcher



Farida Ariyani

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ABSTRAK

FARIDA ARIYANI. *Implementasi Pembelajaran Berdiferensiasi dalam Pemahaman Membaca: Studi di SMPN 30 Makassar* (dibimbing oleh Abidin Pammu dan Nasmilah).

Penelitian ini bertujuan (1) menjelaskan bagaimana pembelajaran berdiferensiasi dalam pemahaman membaca diterapkan di SMPN 30 Makassar dan (2) mencari tahu persepsi siswa mengenai pemahaman membaca mereka setelah diajar menggunakan pembelajaran berdiferensiasi. Penelitian ini menggunakan pendekatan kualitatif dalam mengumpulkan data tentang penerapan dan persepsi siswa pada pemahaman membaca mereka setelah diajar menggunakan pembelajaran berdiferensiasi di SMPN 30 Makassar. Pengumpulan data dilakukan melalui observasi kelas dan wawancara. Selanjutnya, data dianalisis berdasarkan kerangka analisis percakapan. Analisis data menunjukkan bahwa penerapan pembelajaran berdiferensiasi dalam pemahaman membaca melibatkan: (1) apersepsi, (2) komponen pembelajaran yang dibedakan, dan (3) refleksi. Temuan-temuan ini menggarisbawahi efektivitas pengajaran berdiferensiasi pada pemahaman membaca dan menganjurkan penerapannya secara berkelanjutan untuk mengoptimalkan hasil belajar siswa. Selain itu, persepsi siswa tentang pemahaman membaca siswa setelah diajar menggunakan pembelajaran berdiferensiasi secara tersirat dikategorikan positif, yaitu (1) penilaian kebutuhan siswa: (a) penilaian formatif, (b) koreksi pengucapan, dan (c) pendekatan perancah, (2) tugas berjenjang, dan (3) sikap positif. Temuan ini menyiratkan bahwa pembelajaran berdiferensiasi dirasakan secara positif oleh siswa di SMPN 30 Makassar, meningkatkan keterlibatan, efektivitas, dan personalisasi dalam pemahaman membaca.

Kata kunci: pembelajaran diferensiasi, pemahaman bacaan



ABSTRACT

FARIDA ARIYANI. *The Implementation of Differentiated Instruction in Reading Comprehension: A Study at SMPN 30 Makassar. (Supervised by Abidin Pammu and Nasmilah)*

The aims of this study were to (1) elucidate how the Differentiated Instruction in reading comprehension implemented at SMPN 30 Makassar and (2) ascertain the perceptions of students about their reading comprehension after being taught using Differentiated Instruction. This study employed qualitative approach to collect the data about the implementation and the students' perceptions about their reading comprehension after being taught using Differentiated Instruction at SMPN 30 Makassar. Data were collected through the classroom observation and interviews. The data were then analyzed based on the conversational analysis framework. The data analysis revealed that Differentiated Instruction implementation in reading comprehension involved: (1) apperception, (2) Differentiated Instruction components, and (3) reflection. These findings underscored the effectiveness of Differentiated Instruction in reading comprehension, advocating for its continued implementation to optimize student learning outcomes. Moreover, the students' perceptions about their reading comprehension after being taught using Differentiated Instruction implied positively categorized: (1) assessment of students' needs: (a) formative assessments, (b) pronunciation correction, and (c) scaffolded approaches, (2) tiered assignments, and (2) positive attitudes. These findings implied that Differentiated Instruction was positively perceived by students at SMPN 30 Makassar, enhancing engagement, effectiveness, and personalization in reading comprehension.

Keywords: Differentiated Instruction, reading comprehension.



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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Merdeka curriculum was a prevalent newly adopted curriculum endorsed by the Ministry of Education, Culture, Research, and Technology that had to be applied at all public schools in Indonesian education. The regulation about the implementation of Merdeka curriculum is on the Ministry of Education, Culture, Research, and Technology decree, number 262/M/2022, about the change in the Ministry of Education, culture, research, and Technology decree number 56/M/2022 about the guideline of the curriculum implementation in the context of learning recovery.

The change was made by the ministry of education, culture, research, and technology to overcome the learning loss of students. A study conducted by Johnson et al. (2021) highlighted a decline in student academic performance and skills during a specific period. This research provided evidence supporting the Ministry's decision to implement the Merdeka curriculum as a means of addressing the learning loss issue. The Merdeka curriculum implementation was established step by step, then after the evaluation stage and revision, the Merdeka curriculum would be enforced nationally from 2024.

A fundamental learning theory in the Merdeka curriculum is what is generally understood as Differentiated Instruction. "Differentiated Instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences (Tomlinson, 2003). Differentiated Instruction is used by English public school teachers to meet the diverse learning needs of students. It recognizes that every student has unique learning styles, interests, abilities, and needs and strives to provide relevant and meaningful learning experiences for each individual. Through Differentiated Instruction, teachers can explore freely developing their learning materials based on the students's needs and learning developments. There are three ways to map students' learning needs:

readiness level, interest, and learning profile. Those can be utilized in the beginning activities in the classroom before entering the core activities. Readiness is the capacity to learn new materials or skills. When English teachers want to introduce new skills or content, they must understand that some students are ready for what they teach, some lack the essential skills, and some are already familiar with the materials or skills. In addition, interest refers to the topics, themes, or activities that engage and motivate students in their learning. Moreover, product refers to the outcomes or projects undertaken by students as part of personalized learning tailored to their needs and interests, providing students with opportunities to demonstrate their understanding of the subject matter in ways that align with their preferences and abilities. Then, teachers can adjust the content, process, and product to suit their students' learning needs. Thus, the learning can be more relevant and meaningful to the learning experiences of each individual.

The second important feature of Differentiated Instruction concerns its ability to attract the learner's attention. Differentiated Instruction enables the learners to be active in learning because they realize the compatibility between the school and their desire to study. The last way is the students' learning profile. This can assist students in understanding the best learning modes in the classroom. In addition, in Differentiated Instruction, there are curricular elements that involve content, process, and product aspects. In the content element, teachers differentiate what they would teach or what they wanted students to learn. Then, in Differentiated Instruction, students would obtain information about new learning and teaching ways based on students' abilities. Furthermore, the product aspect can help students, individually or in groups, to apply and broaden what students have learned; teachers can also measure how far students understand in materials discussion. In implementing content, process, and product in the classroom, teachers should use three different methods of instruction (students' readiness, interest, and learning profile).

In addition, Differentiated Instruction can be applied to English skills as it was used by Maglabe and Abdullah (2020) in two schools in the 8th grade in Ibrid, Yordania. Their research investigated the effectiveness of Differentiated Instruction strategies toward the students' English achievement. Differentiated Instruction assisted Jordanian students in the 8th grade in improving their overall English achievement by differentiating the content, process, and product using a variety of ways, including homogeneous grouping, tiered assignments, and tiered instruction. Differentiated Instruction had a larger effect size on the experimental group than the minor impact size on the control group of the one-size-fits-all strategy. Moreover, Aliakbari and Haghghi (2014) investigated and compared the effectiveness of Differentiated Instruction and traditional-based instruction in improving the reading comprehension of Iranian students. The participants were students at a private language institute Viz, Alpha Institute in Ilam, Iran. The result of the study revealed that implementing Differentiated Instruction effectively enhanced reading comprehension in elementary and intermediate classroom participants.

Based on the preliminary observation with the English teacher at SMPN 30 Makassar, it was prevalent that the Differentiated Instruction has been implemented to the eighth-grade students in the academic year 2022/2023 and would be applied consistently while waiting the evaluation time by time. Students were very enthusiastic about participating in learning in the classroom, evidenced by the average value of students in eighth grade being eighty and most students engaged actively in the classrooms. In terms of English subjects, Differentiated Instruction has been implemented for all English skills, particularly reading comprehension.

Furthermore, reading competence is an aspect that will be discussed in this research. Reading skills are essential in comprehending a written statement precisely and efficiently. In Indonesia, reading was more emphasized to be taught among the four English skills (reading, writing,

speaking, and listening) considering the fact that the school examination for public schools was more focused on reading comprehension. In terms of reading, students were expected to be capable of understanding, using, reflecting, and interpreting texts they read. Hence, teachers must choose the proper approach, strategy, or method for students with different readiness, interest, and learning profile.

The basis for conducting this research was that there is a demand for the researcher to venture into the domain of Differentiated Instruction in reading comprehension, notably for secondary education in the Indonesian context. Undertaking this research was expected to bear pedagogical implications that teachers at SMPN 30 can apply to inculcate secondary students in general.

1.2 Research Questions

Based on the background of the study above, this research questions were formulated as follows:

1.2.1 How is the Differentiated Instruction in reading comprehension implemented at SMPN 30 Makassar?

1.2.2 How do students perceive their reading comprehension after being taught using the Differentiated Instruction at SMPN 30 MAKASSAR?

1.3 Objectives of the Study

Based on the formulation of the problems, the objectives of this research were:

1.3.1 To elucidate how the Differentiated Instruction in reading comprehension implemented at SMPN 30 Makassar.

1.3.2 To ascertain the perceptions of students about their reading comprehension after being taught using a Differentiated Instruction.

1.4 Significance of the Study

The current study was expected to benefit secondary school teachers, the vice principal, and the principal of SMPN 30 Makassar in implementing

Differentiated Instruction about how far the school in the Merdeka curriculum that had been applied for a year. In addition, the researcher expected that the result of this research could be beneficial as a reference for English teachers to develop Differentiated Instruction in the classroom to be better in the future and to be more prepared for the enforcement of the Merdeka curriculum nationally from 2024. Furthermore, the result of this research can be a reference for every researcher who wants to research Differentiated Instruction, especially in reading comprehension for secondary school students.

1.5 Scope of the Study

This research focused on implementing Differentiated Instruction regarding English reading comprehension in SMPN 30 Makassar the 8th-grade Students. In this case, the researcher analyzed the implementation of Differentiated Instruction using Tomlinson's theory. The researcher employed observation and interviews to get data in-depth to obtain a more detailed result. Thus, the highlight of this research was primarily on analyzing the implementation of Differentiated Instruction in reading comprehension at SMPN 30 Makassar.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Related Studies

Several studies have already been documented concerning Differentiated Instruction. The studies almost came up with positive results that could encourage learners to engage in classroom activities. In other words, these studies confirmed whether Differentiated Instruction had theoretical and pedagogical implications for making EFL learners best in multi-level classes.

The first necessary documentation was a study by Aliakbari and Haghghi (2014) in their research entitled “Impact of Differentiated Instruction Strategies and Traditional-Based Instruction on the Reading Comprehension of Iranian EFL Students”. The findings showed that Differentiated Instruction effectively stimulated students’ reading comprehension in elementary and intermediate classrooms. However, there was no significant enhancement in the final achievement at the advanced level. The relationship between this research and previous research focused on Differentiated Instruction on the student’s reading comprehension. Nonetheless, the current study had a different focus concerning the research objective. The previous study focuses on determining the effectiveness of Differentiated Instruction implementation in students’ reading comprehension based on their school levels. Then, the current research focused on analyzing how Differentiated Instruction in reading comprehension was implemented for more than one academic year as a new paradigm in the new national curriculum.

Another critical study was undertaken by Saleh (2021) entitled “The Effectiveness of Differentiated Instruction in Improving Bahraini EFL Secondary School Students in Reading Comprehension Skills”. The findings show that Differentiated Instruction assisted EFL students in enhancing their comprehension skills. Moreover, students’ reading comprehension proficiency could be improved due to Differentiated

Instruction using several materials for teaching reading to match students' various needs and abilities. The relationship between this research and previous research was that both focus on the strategy applied to reading skills. In addition, this previous research and the current study had similar research in the field of the research. However, the current study focused on the object that was being observed and its purposes.

Further study by Magableh, et al (2020) in their research entitled, "On the Effectiveness of Differentiated Instruction in The Enhancement of Jordanian Students' Overall Achievement". The findings revealed that Differentiated Instruction positively affected classroom diversity, evidenced by the t-test results that encouraged the experimental group. The relationship between this research and previous research focused on Differentiated Instruction. In addition, this previous and current study had similar research in the same field of research. However, the current study had a different focus concerning the purposes and the object being observed.

The following study was by Leblebicier (2020), "Learning through Differentiated Instruction: Action Research in an Academic English Class. According to the findings, most students experienced an improvement in self-efficacy in their writing skills, particularly regarding the format of academic writing and language use. In addition, the ability of students to self-correct also increased, allowing them to detect their mistakes more easily. The relationship between current and previous research was that both looked for the learning impact of implementing Differentiated Instruction. However, the current study focused on the English skills observed or viewed.

The final important research was by Rumkoda and Alinda (2022) entitled, "Using Differentiated Instruction Strategy to Improve Students' Speaking Skills at The Tenth Grade of Students in Seminary Maria Bunda Segala Bangsa Senior High School in The Academic Year of 2021/2022. The findings showed an enhancement of students' speaking skills by applying Differentiated Instruction, which made students more interested

and active in attending the learning activity in class. The relationship between current research and previous research focused on Differentiated Instruction. In addition, the previous and current studies had similar research in the same field of research. On the other hand, the current study had a different focus regarding the object viewed and the purposes observed.

Based on the explanation above, the five researchers discussed the Differentiated Instruction in the classroom, as seen from the previous findings. In focusing on Differentiated Instruction, the first three researchers discussed how effective the Differentiated Instruction implementation was. Moreover, the fourth researcher focused on the impacts on students' writing skills that appeared by implementing a Differentiated Instruction in the class. Then, the fifth researcher discussed how the students' speaking improved after the teacher applied Differentiated Instruction in the teaching and learning process in the class. In summary, the three findings were similar to the study in that they discussed the Differentiated Instruction in reading comprehension in teaching and learning activities. Furthermore, the differences were observed in the focus, which included implementing Differentiated Instruction in English subjects on the new national curriculum that was analyzed in its application.

2.2 Some Pertinent Ideas

2.2.1 Differentiated Instruction

2.2.1.1. Definition of Differentiated Instruction

According to Tomlinson (2001), Differentiated Instruction is an effort to adjust the learning process in the classroom to fulfil students' learning needs. Differentiated Instruction is a learning that gives discretion and can accommodate students' learning needs to enhance their potential according to their readiness, interest, and learning profile. In implementing this strategy, teachers can classify the materials, diagnose the students' readiness, and design various learning kinds based on students' interests,

readiness levels, and learning profiles. This strategy also focused on learning competency, evaluating readiness, and students' progression accommodated by curriculum flexible classification, and students would be shaped as active students (Tomlinson, 2001). Then, Tomlinson also stated that Differentiated Instruction is powerful due to it focuses on principles and concepts rather than predominantly on facts. Differentiated Instruction also focuses on essential and meaningful understandings to create transferable learning power (Tomlinson, 2001).

Furthermore, the student's learning progress may differ even if they were in a group due to the fact that differenced in cognitive development, instructional strategies, and teaching materials remarkably impacted student's academic performance (Pham, 2012). In employing Differentiated Instruction, teachers should be careful, particularly when they would like to make informed decisions to encourage students' learning and enhance academic performance along the teaching and learning activity. The key to a great classroom setting is the appropriate strategies and techniques employed (Pham, 2012).

Lawrence-Brown (2004) stated that the Differentiated Instruction plan had to recognize and encourage the classroom as a community where peers should be cherished as individual students. Kalbfleisch and Tomlinson (1998) emphasized that Differentiated Instruction were "responsive to students' varying readiness levels, varying interests, and varying learning profiles" (as cited in Lawrence-Brown, 2004, p.37). Therefore, Differentiated Instruction is exceptionally relevant for students who school easily and those who struggle in their learning process in the classroom (Ortega, Cabrera, Benalcázar, 2018).

2.2.1.2 Characteristics of Students Guide Differentiation

According to Tomlinson (2001), three characteristics of students guide differentiation: readiness, interest, and learning profile. Teachers awared that students ought to learn if material exercises were proper for their skills and knowledge (readiness) if assignments created curiosity and

enthusiasm (interest), and if the tasks supported students to study in a preferred manner (learning profile). Below are the explanations of Differentiated Instruction characteristics in the classroom:

2.2.1.2.1 Differentiation by Readiness

According to Tomlinson, preparedness is considered when teachers plan lessons based on their students' past knowledge and backgrounds (as cited in Corley, 2005). A comprehensive guide for planning and monitoring the effectiveness of a different curriculum was highly needed to help teachers Differentiated Instruction according to student's readiness. Learning several lessons and finding out what differentiated them is one of the ways to obtain exceptional guidance. In addition, great readiness can encourage students to do a better version of their studies and then encourage them to bridge the gap between what they already know and what they do not know. Sandra and Kurniawati (2021) claimed that the "readiness" characteristic of organizing a lesson requires teachers to remember that each student has a different level of readiness. The best teachers always serve topic discussion in the classroom based on their students' readiness levels. That also happens when teachers plan differentiated lessons and they have to match the assignments with the student's readiness level. Thus, Differentiated Instruction on students' readiness created a sense of comfort for the teachers and appropriate learning experiences for the students.

In response to student readiness, teachers can differentiate any or all of the three major curriculum elements (content, process, and product), Tomlinson (2001). Depending on the student's readiness, a middle school teaching team differentiated product assignments in various ways. One method involved utilizing various rubrics, or quality indicators, with multiple teachers. A five-column rubric would have two or three columns for each student. Each student decided on their objectives for the product project in collaboration with the teacher. The teacher's purpose was to provide each student with a set of rubric columns that appeared to be at or beyond their

current level of skills and to assist them in "working up" through self-selected goals in each of the categories listed on the rubric.

Teachers push students just a little bit beyond their own "comfort zones" to make student work just a little bit too difficult when they use readiness level as a focus for differentiating content, process, and product. They then assisted students in pushing themselves to advance their understanding of critical concepts and abilities.

2.2.1.2.2 Differentiation by Interest

Students' engagement is essential in the teaching and learning process that cannot be negotiated. According to (Bess, 1997; Brandt, 1998), there were two influential motivators for students' engagement: interests and choices. If there was a little spark of curiosity regarding a learning topic, learning was more accessible for the students to absorb; thus, improvement in learning could be created.

According to Tomlinson (2001), one thing can be an obstacle in the implementation: students have different interests in a class, so content, process, and product are applied based on the students' interests. It would be better if teachers differentiated content once an academic year in response to their students' interests. Moreover, in exploring a broad topic, teachers can ask their students to choose topic discussions that are intriguing to them.

There are some benefits of interest-based instruction, according to Tomlinson (2001), as follows:

- (1) Assisting students in realizing that school and their learning goals are compatible.
- (2) Showcasing the interconnectedness of all learning.
- (3) Using students' existing knowledge to help them understand concepts or ideas they are unfamiliar with.
- (4) Raising student enthusiasm to learn.

All four objectives are more likely to be accomplished when a teacher encourages a student to view a subject of study through the prism of that student's interest.

2.2.1.2.3 Differentiation by Learning Profile

According to Tomlinson (2001), "learning profile" describes students' learning styles. Teachers were aware of some teaching strategies that helped students learn highly well and others that hindered learning or caused students to feel uncomfortable. Students can learn more effectively and efficiently when teachers can access resources supporting this goal. This was supported by research, experience, and common sense. The objectives of learning-profile differentiation were to provide options so that each student could find a suitable learning fit in the classroom and to assist individual learners in understanding the learning modes that were most effective for them.

According to Tomlinson (2001), there are four types of learning-profile elements that teachers can utilize to create curriculum and instruction in the classroom that are appropriate for students: learning style, intelligence preference, gender, and culture.

1. Intelligence Preferences

Intelligence preference refers to the many brain-based predispositions that all learners have for learning. According to Robert Sternberg (1985), different combinations of the three intelligences labels as analytic (schoolhouse intelligence, preference for learning in linear ways frequently found in schools), contextual (contextual intelligence, preference for understanding how and why things work in the world as people use them), and creative (problem-solving intelligence, preference for making new connections, innovation), are more substantial in different learners. Results seemed pretty good when teachers approach learning in ways that address their intelligence preferences.

2. Culture-Influenced Preferences

Culture influences how learners learn as well. Some learning patterns may change from one culture to the next, and each culture has significant learning variation. The goal of the teacher is thus not to suggest that people from a particular culture should learn in a certain way but rather to understand the wide range of learning preferences that will exist in any group of people and to design a classroom that is flexible enough to invite people to work in ways that they find most productive.

3. Gender-Based Preferences

Gender affects how learners learn as well. As with culture, there are teaching patterns in each gender. However, there are also a lot of variations. Whereas more males prefer competitive learning over females, some males prefer collaborative learning, and some females favour competition. Gender influences some of the same components that culture influences (for example, expressiveness versus reserve, group versus individual orientation, analytic versus creative or practical thinking, and many manners).

4. Combined Preferences

A combination of culture and gender will shape individuals' learning preferences. Sensitive teachers recognize that their students' learning preferences may be similar to or dissimilar to their own, and they try to provide options and choices that make everyone comfortable most of the time. On this basis, teaching practitioners need to consider such variables to offer maximum and productive results in both the teaching of receptive and productive skills, which will eventually benefit the institution.

2.2.1.3 Elements of Differentiated Instruction

According to Tomlinson (2001), there are three elements of curriculum that can be differentiated in a classroom, as follow:

1. Differentiating Content

The "input" of teaching and learning is content. It is what teachers teach or want their students to learn. There are two approaches to

differentiating content. First, by distinguishing material, teachers may tailor their instruction. Second, teachers may adjust or change how they provide students access to what they want them to learn.

In differentiating content for students' needs, content may be differentiated according to a student's level of readiness, interests, or learning profile. Teachers may also combine readiness, interest, and learning profile. The purpose of readiness differentiation of content is to match the material or information that students are requested to learn based on their ability to read and understand it (Lawrence-Brown, 2004). For example, asking a 5th-grade kid who reads independently at a 9th-grade level to accomplish most of her work in a grade-level reading series wastes time. Furthermore, interest differentiation of content entails adding concepts and materials in the curriculum that build on present students' interests or extend students' interests.

Moreover, Learning profile differentiation of content entails ensuring that a student has a means of "coming at" resources and concepts corresponding to his preferred learning style. For example, some students may respond better to a lecture if the speaker employs overhead transparencies as well as discourse, thereby combining visual and aural learning. Some children will understand reading significantly better if they can read aloud, but others require stillness. Reading the science literature may be enough for one student to grasp the notion of "work." Still, another student may benefit more from viewing a presentation that utilizes examples of "work" and "not work."

2. Differentiating Process

Process refers to the chance for learners to process the knowledge, concepts, and skills taught to them. Students who meet new ideas, information, or abilities require time to process the material via their meaning filters. They must make sense of the content when attempting to study, apply, question, or solve an issue before it becomes "theirs." This processing or sense-making is a necessary component of education

because, without it, students would either forget or mistake the information. In education, the process is frequently referred to as being an activity.

In relevant to content, teachers can differentiate processes concerning student readiness, interest, and learning profile:

1. Differentiating process based on student preparedness entails matching a task's complexity to a student's present level of comprehension and skills.
2. Differentiating process based on student interest entails offering students options for facets of a topic to specialize or assisting them in connecting a personal interest to a sense-making aim.
3. Differentiating process based on the student learning profile commonly means encouraging students to make sense of an idea in their preferred way of learning, such as exploring or expressing what they learn spatially, kinesthetically, verbally, studying independently or with a group, work by sitting on the floor or sitting in a straight chair.

3. Differentiating Product

A product is a long-term undertaking in terms of understanding and skills. Product assignments should encourage students to consider, apply, and extend what they have learned over a lengthy period- a unit, a semester, or even a year. Products are significant because they reflect your students' broad understandings and applications and are the curricular aspect students can most directly "own." As a result, well-designed product assignments may be highly motivating since they bear the creator's imprint.

High-quality product assignments also effectively test student knowledge, comprehension, and skills. Many students may demonstrate their knowledge significantly more effectively in a product than in a written test. As a result, in a differentiated classroom, teachers may substitute specific examinations with prosperous product assignments or combine tests and product possibilities so that the broadest possible variety of

students get the most chance to think about, apply, and show what they have learned.

2.2.2 The Concept of Reading Comprehension

2.2.2.1 Definition of Reading Comprehension

According to Harris and Sipay (1980), reading comprehension is the outcome of the interplay between the perception of graphic symbols presenting language skills and knowledge of the world. This means that reading comprehension is a language between an author and a reader in which the written language becomes the medium via which the two people communicate.

Moreover, Guthrie (2008) also stated that to comprehend the text, readers must relate their prior knowledge to the issue provided in the current section. Reading comprehension is thus a process of connecting the text with the student's prior knowledge about the topic of the text. Reading comprehension is one of the reading objectives. It can be defined as the readers understanding what the text is about, recognizing the primary idea of the text and the details of the text, and then combining them with their knowledge of the issue presented. Some consider reading comprehension to be an extremely complex skill.

In addition, reading comprehension is a great technique for creating meaning from written language and developing and extracting meaning from written language, including books and other written forms of expression. Understanding what you read requires you to actively engage with the printed word and keep an eye on your understanding to deduce meaning. Mozayan (2012) claims that people learn more vocabulary and grammar from texts they read frequently without even realizing it. This broadening of their language knowledge also boosts their overall linguistic confidence, affecting and enhancing their proficiency in other language domains.

Furthermore, Brassell (2008) defines reading comprehension as the capacity to show knowledge or comprehension of material found in written texts. Comprehending is the ability of a reader to act upon, react to, or modify information from a book. This implies that the reader is required to finish the material. Commentaries on what they have read are also available to readers.

Then, Klingner (2015) defines reading comprehension as coordinating various complicated processes; including word reading, word knowledge, fluency, and concept formation, to create meaning. Reading comprehension involves selecting and reconstructing linguistic signals to complete the author's intended meaning. Comprehension includes understanding the core idea and accompanying details.

Based on the description above, the researcher concludes that reading comprehension is the dynamic interaction between decoding textual symbols and using prior knowledge to generate meaning from text. It entails connecting existing information to the content provided, hence increasing comprehension of the main idea and specifics contained within the text. This procedure not only improves language skills but it also increases linguistic confidence and expertise in other areas. Furthermore, reading comprehension requires actively engaging with written language, reacting to it, and eventually comprehending and reflecting on it. It is a complicated ability that combines word recognition, fluency, and concept development to extract and rebuild the author's original meaning, allowing for a more in-depth knowledge of the text.

2.2.2.2 Level of Reading Comprehension

According to Burn (1984), there are some levels of reading comprehension, as follows:

a. Literal Comprehension

Literal comprehension is the most apparent comprehension at this level and involves surface meaning. At this level, teachers can ask students to find information and ideas explicitly stated in the text. The

readers can outline, paraphrase, or summarize the ideas expressed by the author.

b. Interpretive Comprehension

Interpretive reading involves reading between the lines or making inferences. It is the process of deriving implied ideas rather than directly stated.

c. Critical Comprehension

Critical reading is evaluating within material, comparing the ideas discovered with known standards, and drawing conclusions about appropriate accuracy and timelines.

d. Creative Comprehension

It is a text that goes beyond the material presented by the author. It required them to think as they read.

2.2.2.3 Aspects of Reading Comprehension

According to Nuttal (1982), five aspects of reading comprehension involve the main idea, locating references, making inferences, detailed information and understanding vocabulary. These aspects are related to the difficulty that pupils have understanding the material.

1) Determining Main Idea

The main idea is a statement that expresses the author's viewpoint on the topic. Finding the main idea is essential for understanding a paragraph or short selection. The main idea typically appears in a sentence and is frequently found in the first sentence, although it can also be found in the middle or at the end. As a result, this option can make it more challenging to discover the main idea. Students will become confused when they find out what the main idea of a paragraph is and where the main idea position is positioned.

2) Locating Reference

A reference serves as the precursor for a pronoun, signifying the word or phrase to which the pronoun alludes. To identify references, students need to comprehend the particular role of pronouns in sentences and how

they are employed. This includes recognizing pronouns that denote individuals, locations, or circumstances.

3) Understanding Vocabulary

When reading a text, the student develops his or her vocabulary by looking up new terms in a dictionary and guessing the meaning based on context. Context assists students in developing general predictions about the meaning. It means that predicting from context will assist students in understanding the meaning of a paragraph without having to look up every new word in a dictionary. One of the reasons readers have difficulty reading a paragraph is a lack of vocabulary.

4) Making Inference

Readers must practice combining textual clues with prior information to make inferences. It means that the textual cues will assist students in making assumptions and drawing conclusions. So they can respond to the inquiries. These inquiries are frequently phrased in one of the following ways:

“From the passage, we can conclude that ...”

“It can be inferred from the passage...”

“What is the meaning of the statement above?”

Moreover, sometimes, students struggle to locate the conclusion paragraph due to the meaning of the statement not being expressed in the text.

5) Detail Information

A detailed question or information is the last sort of question that is typically seen in reading examinations. This question usually assesses a student's ability to comprehend information directly from the text. Some detailed questions follow the pattern:

“According to the passage, who fought for the forest conversation?”

“All of the following are true except...”

“A person, date, or place is...”

Students can use a scanning method to grasp and answer detailed questions. Moreover, the reader can highlight or underline the keyword to

locate the answer to a detailed question and then scan the passage for synonyms.

2.2.2.4 Assessment of Reading Comprehension

Teachers' methods to evaluate students' understanding of what they read vary. As per Sally and Katie (2008), different assessments can be utilized to gauge reading comprehension.

1. Gap filling

This reading comprehension test takes a word, phrase, sentence, or paragraph from the text or diagrams. Grammar and vocabulary skills can also be evaluated using this fill-in-the-blank exercise.

2. WH questions

"Where," "why," "who," "when," and "how" are examples of WH questions. These queries can aid students in both literal comprehension and information recognition inside a text.

3. Multiple choice questions

Students are typically assigned this kind of reading assignment. One or more multiple-choice questions are included with any type of text. An unfinished statement with a list of phrases or words, a question with an answer, and a statement are all examples of alternatives. There is usually only one correct answer out of three or four.

4. True or false questions

This is a shared reading exam among students. It consists of words and statements. Based on the text, students must determine whether the presented claims are correct or incorrect.

5. Yes or no questions

These are questions that can be answered with either yes or no. Teachers should ask additional questions to ensure students understand the content, as yes/no questions can be incorrectly answered.

6. Open-ended questions

These questions are used in standardized testing. They measure comprehension skills, including learners' capacity to make conclusions from text.

7. Matching

Matching tasks require students to choose from a prompt option. Prompts might include statements, titles, or questions. Students may be asked to match descriptions to paragraphs or phrases to meanings.

2.2.2.5 The Strategies of Reading Comprehension

A reading comprehension strategy is a behavioral or cognitive action used in specific contexts to enhance a particular comprehension-related skill. According to McNamara (2007), there some strategies that reader may employ:

1) Activating Prior Knowledge

Serravallo (2010) stated that proficient readers connect concepts about the topics and structure of the text before beginning to read, and they draw connections between the text and other written materials, the outside world, and their own lives. Ultimately, they make these connections after finishing the text. In other words, to facilitate understanding of the text, readers should utilize their prior knowledge by considering the information they find on the subject.

2) Prediction

By integrating the readers' prior knowledge with what they have read, prediction forms expectations about what will happen in the text (Moreillon:2007). This means that the readers must create a rational assumption about the text's substance before they even start reading it.

3) Skimming

Skimming is a quick reading used to quickly ascertain a work's main ideas or points (Mikulecky and Jeffries:2007). This indicates that readers read the text rather than reading it word for word to understand the primary idea or overall topic.

4) Scanning

According to Brown (2000), the reader searches the text for specific information without reading it from beginning to end. Stated differently, readers selectively scan selected text passages to extract relevant information. It can assist readers in quickly understanding the primary idea without requiring them to read the entire text.

5) Guessing meaning of unknown word using contextual clues

Without a dictionary, readers are forced to infer terms' meanings when unfamiliar with the text's subject matter. There are several methods for estimating unknown vocabulary, including searching for prefixes that can offer hints, searching for suffixes that can indicate which part of speech a vocabulary word belongs to, searching for well-known roots and grammatical content that can provide information, and searching for the semantic context or topic to obtain clues. When students take an exam and cannot bring dictionaries, they guess unfamiliar words.

6) Identifying topics and main ideas

Most comprehension tasks require readers to identify the text's or passage's primary theme. According to Mikuckey in Farrel (2002), learners should practice the following skills to build cognitive exercise: selecting a topic from a list of vocabulary words, determining a text's topic, and figuring out a passage's main idea. It talks about comprehending subjects and experimenting with concepts crucial to reading comprehension.

7) Use of Questions

Dreher and Gambrell in Guthrie (2007) claimed that to aid students in understanding the text and topic from the text, asking involves having them write self-initiated questions about the passage before and while reading. On the other hand, students are helped to comprehend challenging vocabulary or confusing sentences in the book by asking questions as they read. It implies that asking questions is the best way to understand the information being read.

2.2.2.6 The Purposes of Reading

Reading can enrich students' insight, especially in the English language. The researcher realizes that one of the best ways to enhance students' reading ability is by understanding the goals of the reading. Here are some purposes of reading that some experts pointed out. Nunan (1999) pointed out seven main goals of reading, as follows:

- 1) To gain information for several purposes or because readers are serious about some topics.
- 2) To get instructions about how to perform some assignments for readers' works.
- 3) To overcome a puzzle, play a game, and so on.
- 4) To communicate with friends through correspondence or to comprehend business messages.
- 5) To be aware of when or where something will occur, as well as what is available.
- 6) To be aware of what is happening or has occurred (as published in newspapers, magazines, or reports).
- 7) To have enjoyment or pleasure.

2.3 Conceptual Framework

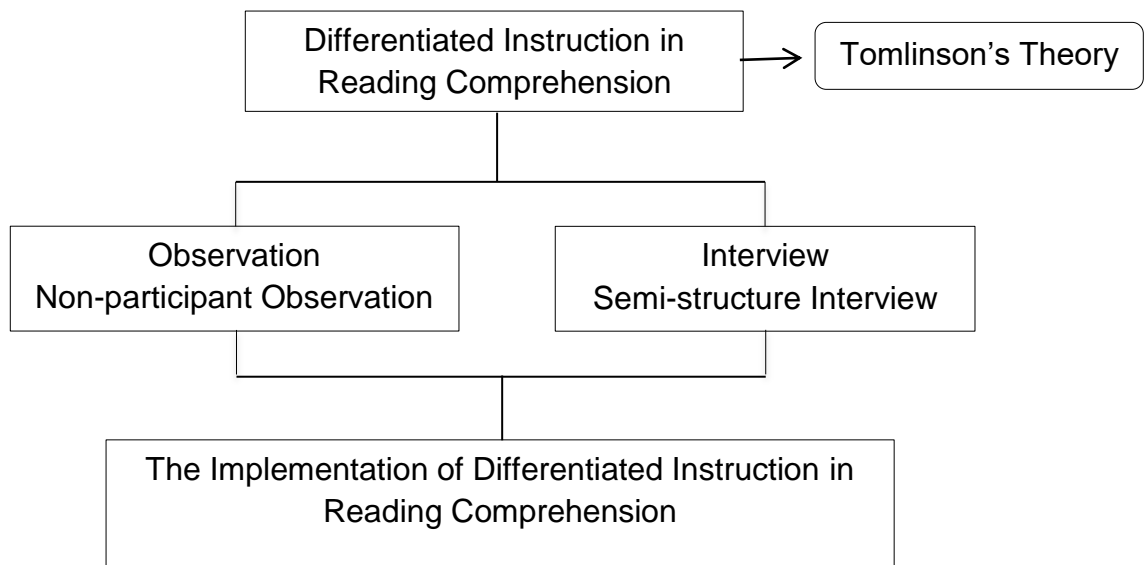


Figure 2.1 Conceptual Framework

This research focused on the analysis of Differentiated Instruction implementation in reading comprehension. Differentiated Instruction is the new paradigm way of learning in the English education sector, and it is the solution for the recovery of learning loss. The researcher interested in analyzing the implementation of Differentiated Instruction, especially in students' reading comprehension. The researcher used a qualitative approach to analyse the implementation and gather the data. Thus, the observation elucidated how Differentiated Instruction in reading comprehension is implemented. Then, the researcher also used the interview to ascertain the students' perceptions of their reading comprehension after being taught using Differentiated Instruction. Moreover, the data gathered from the instruments was analyzed using Miles, Huberman, and Saldana's data analysis model (2014). Thus, the researcher obtained the result of the analysis of Differentiated Instruction implementation in reading comprehension at SMPN 30 Makassar.