

IMPLEMENTING DIFFERENTIATED INSTRUCTION IN TEACHING WRITING DESCRIPTIVE TEXT IN JUNIOR HIGH SCHOOL

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ABSTRACT

This study examined the implementation of differentiated instruction approach in teaching writing descriptive texts in the seventh grade of one junior high school. It was conducted to investigate how differentiated instruction approach could assist the seventh grade of junior high school students in writing descriptive texts. Students with various background and different needs should be facilitated to reach the learning objectives. Thus, this study was conducted by facilitating students' needs through differentiating process according to readiness level. This study employed qualitative method. The data gathered from observation, students' writings samples from pre-assessment and final writings, and students' reflective journals. The participant involved in this study was one class of seventh grade in one junior high school in Bandung, West Java. The results showed that there were some improvement on students' writings from pre-assessment to final writings. Differentiated instruction was implemented through tiering strategy and flexible grouping. To some extends, differentiated instruction created an enjoyable atmosphere as it helped students in the learning process.

Keywords: differentiated instruction, writing, descriptive text