

## **CHAPTER I**

### **INTRODUCTION**

This chapter describes an overview of the study that consists of background of the study, statement of problems, aims of the study, scope of the study, significances of the study, clarification of related terms, and organization of the paper.

#### **1.1 Background of the Study**

Writing is not a plain skill in learning English as a foreign language. James (2007) states that it is exactly no doubt that writing is the most difficult skill for L2 learners to master. He further explains that the difficulties are not only in generating and developing ideas, but also translating the ideas into a good text. Another difficulty is when controlling the text into a coherence text, sometimes the writers must clarify the message, reorganize, modify and articulate ideas (Alamargot & Chanquoy, 2001). The evidence of writing skill, which is a difficult skill for L2 learners to master, came from a research conducted by Tillema (2012) in Netherlands. The result showed that texts written in second language (L2) usually have lower quality than texts written in the first language (L1) by the same writer of third graders of secondary school. When children reach to 10 years of age and above, their first language literacy probably still influences their second language or foreign language. Even though, they begin to understand how written text works and they are in a good motor skills in writing (Cameron, 2001). During they learn how to write, there are some factors that influence their writing ability.

Students' readiness could be a determinant factor for students' ability in mastering the lessons including writing. They have different needs even they are in the same age (Tomlinson, 2001). Naturally, in a class, there are students who have a better understanding of particular material and the rest of them are not. For instance, in a second grade class of primary level consisting of 22 students, one student may be reading at a kindergarten level while another may be reading beyond a fifth grade (Gangi, 2011). It is also the same when they have encounter writing

skill. Some of the students understand how to develop a paragraph while the others still struggling in making a sentence. That thing may affect teacher's teaching ways and children's learning (Moon, 2000). However, at the end of class, all students should achieve the learning objectives of the lesson. It is stated in The Standard Contents of Primary and Secondary Education that students are be able to arrange a written text, very short and simple, by using organize text structure and exact language features (See Permendikbud Year 2016 No 021). In this case, teacher should find ways to adapt lesson plan to meet students' different needs and abilities in learning process (Gangi, 2011).

From the explanation above, teacher needs a way to cope with students' different needs. At any rate, students should achieve what has been planned before in curriculum. An approach that used in this study is Differentiated Instruction which is developed by Carol Ann Tomlinson since 1999. "Differentiating Instruction means "shaking up" what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn" (Tomlinson, 2001). Naturally, in a classroom, students have differences in term of background, cultures, language proficiency, educational skills, and interests (Parsons, et. al, 2013). In other words, they have diverse needs. Parsons, et. al (2013) elaborates that the best way for teachers to meet the students' diverse needs is differentiating their instruction. Differentiated Instruction is an effective instruction which delivers according to students' readiness, interest, and learning preferences (Ontario, 2008).

Actually, there are a lot of studies regarding the use of Differentiated Instruction in enhancing English skills. In reading skill, the newest research related the use of Differentiated Instruction in English classroom has been conducted by Mina Trygg Solberg in 2017 entitled "The Differentiated English Classroom: Teachers' approaches to differentiated instruction in group lessons in lower secondary school". This research analyzed the use of differentiated instruction in reading skill by grouping the students to random groups and ability groups. The findings showed that differentiated instruction is more warranted to offer in ability

group to address students' need in learning English. Another study related to the use of DI in reading skill has been conducted by Reis, et. al (2011) entitled "The Effects of Differentiated Instruction and Enrichment Pedagogy on Reading Achievement in Five Elementary Schools". This study investigated the effect of differentiated instruction and the effect of the use of the school wide enrichment model-reading (SEM-R) on students' reading fluency and comprehension. The result of this study showed that an enrichment reading approach with differentiated instruction was effective to enhance the students' reading fluency and comprehension.

The previous study of DI has also been conducted in listening skill. The study entitled "Differentiated Instruction: Strategies for English Language Learners listening Comprehension Development" conducted by Moreno (2015). The study investigated how DI helps ELL (English Language Learners) developing their listening comprehension skills by using literature review study.

On the other hand, there are few studies regarding the use of DI in writing skill. There is a study entitled "Differentiated Writing Intervention" conducted by Geisler, et. al (2009) observed 5 African American first graders students in an urban elementary school. The aim of this study was to determine the effects of self-counting and a synonym list of total words written and the number of different words written. The result of this study shows that those students have much progression on using different words in their text. This study focused on the vocabularies not in the process of writing. That is why, the researcher decided to conduct about implementing Differentiated Instruction in teaching descriptive text writing in one of Junior High School which compasses to the 2013 Curriculum of Indonesian Education.

### **1.2.1 Statement of the Problem**

To find out the result of this study, there is a following question which should be answered: How does Differentiated Instruction help junior high school students in writing descriptive texts?

### **1.2.2 Aim of the Study**

Based on the research question above, the purpose of this study is to describe how Differentiated Instruction approach helps junior high school students in writing descriptive texts.

### **1.4 Significance of the Study**

This study is expected to give some benefits for teachers, students, and also other researchers. For teachers, hopefully, the findings of this study could give more understanding about using Differentiated Instruction strategy in teaching writing descriptive text. Also, could implement this strategy in the class to facilitate students' various needs. For students, the study hopefully could assist them in writing a descriptive text by considering their different prior knowledge. For researchers, hopefully, this study can be helpful to give sources for future research regarding the use of Differentiated Instruction strategy in teaching writing descriptive text.

### **1.5 Scope of the Study**

This study focused on the implementation of Differentiated Instruction approach in assisting seventh graders of Junior High School in writing a descriptive text. In detail, the analysis focused on students' readiness in process during writing a short descriptive text using Differentiated Instruction approach. The reason why the researcher focused in students' readiness level because at the end of the lesson all students are be able to write a short descriptive text. It is stated in the standard of competences of 2013 curriculum, "Arranging a spoken and written descriptive text, very short and simple about people, animals, and things by looking at social function, text structure, and language features, exact and appropriate with context". It was quite hard to apply learning preferences and interests because all students were asked to write a descriptive text in which they cannot choose the genre of the text by their selves. As Tomlinson (1999) has stated that teacher needs not to apply

all elements but teacher may adapt one or more of the curricular elements (content, process, and product) based on one or more students' characteristics (readiness, interest, and learning preferences) in a lesson.

## **1.6 Clarification of Terms**

To avoid misunderstanding, the clarification of major terms used in this study are described below:

### **1. Differentiated Instruction**

Differentiated Instruction can be defined as providing different ways on learning process to acquiring content, to making sense of ideas, and to developing products so that the students have various options to express what they learn (Tomlinson, 2001). It is also in line with Oliver's statement (2016) that "differentiated instruction is when teachers differentiate by curricular elements such as materials, instructions and assessments, and/or by student characteristics like their readiness for a task, their learning style or interests". In other words, differentiated instruction means an innovating way of effective teaching and learning (Valiande & Koutselini, 2009). This study focused on differentiating instruction according to students' readiness level.

### **2. Descriptive Text**

Descriptive text is one of a genre text that is aimed to give information about someone or something (Emilia, 2010). NSW (2011) has a similar statement that descriptive text has a purpose to describe someone or something by giving facts or tangible information.

## **1.7 Organization of the Paper**

This research paper contains of five chapters, as follow:

### **1. Chapter I Introduction**

This chapter describes an overview of the study that consists of background of the study, statement of problems, aims of the study, scope of the study,

significances of the study, clarification of related terms, and organization of the paper.

2. Chapter II Literature Review

This chapter explains the theories related to the implementation of Differentiated Instruction in writing descriptive text to Junior High School students. In detail, this chapter explains theories of writing, Differentiated Instruction, descriptive text, and some previous studies about the implementation of Differentiated Instruction in English subject.

3. Chapter III Research Methodology

This chapter presents the methodology that used in this study. In detail, this chapter describes the research design, site and participants, research procedures, data collection, and data analysis.

4. Chapter IV Findings and Discussion

This chapter indicates the findings and discussion of this study. The data were examined through observation sheet and documents.

5. Chapter V Conclusion and Suggestion

This chapter concludes the result of the study which obtained from the collected data. This chapter also gives some suggestion for the future research.