

REFERENCES

- Abawi, K. (2013). Data Collection Instruments (Questionnaires and Interview).
Geneva Workshop 2013.
- Alamargot, D., & Chanquoy, L. (2001). *Through the models of writing*. Dordrecht-Boston-London: Kluwer Academic Publishers.
- Bao, J. (2010). *Teaching and Learning Strategies for Differentiated Instruction in the Language Classroom*. Retrieved from
<https://www.scribd.com/mobile/document/258043426/>
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York, NY: Longman.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy (2nd edition)*. New York, NY: Longman.
- Burkett, J. A. (2013). *Teacher Perception on Differentiated Instruction and its Influence on Instructional Practice*. (Dissertation, Oklahoma State University, May 2013).
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press
- Caswell, R & Mahler, B. (2004). *Strategies for Teaching Writing: An ASCD Action Tool*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Creswell, J. W. (2007) *Qualitative Inquiry and Research Design (2nd Edition)*. California: Sage Publications Inc
- Creswell, J. W. (2014). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. California: Sage Publications Inc
- Emilia, E. (2010). *Teaching Writing: Developing critical learners*. Bandung: Rizqi Press

- Emilia, E. & Christie, F. (2013). *Factual Genres in English: Learning to write, read and talk about factual information*. Bandung: Rizqi Press
- Gangi, S. (2011). *Differentiating Instruction using Multiple Intelligences in the Elementary School Classroom: A Literature Review*. (Thesis, University of Wisconsin-Stout, 2011).
- Gebhard, J. G. (2009). *Teaching English as a Foreign or Second Language*. United States of America: The University of Michigan Press.
- Geisler, J. L., Hessler, T., Gardner, R., III, & Lovelace, T. S. (2009). Differentiated writing interventions for high-achieving urban African American elementary students. *Journal of Advanced Academics*, 20, 214–247.
- Ghamrawi, N. (2014). Multiple Intelligences and ESL Teaching and Learning: An Investigation in KG II Classrooms in One Private School in Beirut, Lebanon. *Journal of Advanced Academics (Vol.25 (I))*, 25-46.
- Giouroukakis, V. & Connolly, M. (2012). *Getting to the Core of English Language Arts*. California: Corwin A Sage Company.
- Hancock, B., Ockleford, E., & Windridge, K. (2009). *An Introduction to Qualitative Research*. United Kingdom: The NIHR RDS EM / YH
- Harmer, J. (2002a). *The Practice of English Language Teaching (4th Edition)*. Essex: Pearson Education Limited.
- Harmer, J. (2002b). *How to Teach English*. Essex: Pearson Education Limited.
- Hoong, et.al (2007). Classroom Research as Teacher-Researcher. *The Mathematics Educator 2007, Vol. 10, No.2, 1-26*.
- Ioannou-Georgiou, S. & Pavlou, P. (2003). *Assessing Young Learners*. Oxford: Oxford University Press.
- James, N. (2007). *Writing at Work: How to write clearly, effectively, and professionally*. Australia: Allen & Unwin.

- Kementrian Pendidikan dan Kebudayaan (2017). *Panduan Penilaian oleh Pendidik dan Satuan Pendidikan*. Jakarta: Kementrian Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Dasar dan Menengah, Direktorat Pembinaan Sekolah Menengah Pertama.
- King-Shaver, B. & Hunter, A. (2003). *Differentiated Instruction in the English Classroom: Content, Process, Product, and Assessment*. Portsmouth, NH: Heinemann.
- Levy, H. M. (2008, March-April). Meeting the Needs of All Students through Differentiated Instruction: Helping Every Child Reach and Exceed Standards. *Clearing House* 81 no4 Mr/Ap 2008, 161-164
- Malik, R. S. & Hamied, F. A. (2014). *Research Methods: A Guide For First Time Researchers*. Bandung: UPI Press.
- Menter, et.al. (2011). *A Guide to Practitioner Research in Education*. London: SAGE Publication Ltd.
- Merriam, S. B. (2002). *Introduction to Qualitative Research*. San Francisco: JOSSEY-BASS.
- Moon, J. (2000). *Children Learning English*. Oxford: Macmillan Heinemann.
- Moreno, S. (2015). *Differentiated Instruction: Strategies for English Language Learners Listening Comprehension Development*. (Thesis, Bridgewater State University, 2015).
- Nafisah, N & Kurniawan, E. (2007). *Writing English for General Communication*. Bandung: UPI Press.
- NSW. (2011). *Text Types: Different Types of Writing*. Retrieved from <https://www.schooltoz.com.au/>
- Oliver, F. E. (2016). *Teachers' Perspectives on Differentiated Instruction in the Foreign Language Classroom*. (Thesis, University of Iceland, 2016).

- Ontario. *Reach Every Student through Differentiated Instruction*. [Brochure]. (2008). Retrieved from
<http://www.edugains.ca/resourcesDI/Brochures/DIBrochureOct08.pdf/>
- Paholta, T. (2015). Differentiating Instruction in EFL Classrooms in Secondary Education. *Inquiry Project Fulbright Distinguished Awards in Teaching Program 2015-2016*.
- Parsons, S. A., Dodman, S. L., & Burrowbridge S. C. (2013, September). Broadening the View of Differentiated Instruction. *Kappanmagazine.org* 38-42.
- Reis, et. al, (2011). The Effects of Differentiated Instruction and Enrichment Pedagogy on Reading Achievement in Five Elementary Schools. *American Educational Research Journal, Vol. 48, No. 2, 462-501*.
- Shea, M. (2015). Differentiating Writing Instruction: Meeting the Diverse Needs of Authors in a Classroom. *Journal of Inquiry & Action in Education, 6(2), 80-118*.
- Solberg, M. T. (2017). *The Differentiated English Classroom: Teachers' approaches to differentiated instruction in group lessons in lower secondary school*. (Thesis, University of Oslo, 2017).
- Subban, P. (2006). Differentiated Instruction: A Research Basis. *International Education Journal, 2006, 7(7), 935-947*.
- Tool of English as Additional Language (TEAL). (2015). *Writing Assessment Criteria*. Sydney: University of Sydney. Retrieved from:
<https://teal.global2.vic.edu.au/>
- Theisen, T. (2002). Differentiated instruction in the foreign language classroom: Meeting the diverse needs of all learners. *LOTE CED the Communiqué. 6*.
- Tillema, M. (2012). *Writing in First and Second Language: Empirical Studies on Text Quality and Writing Processes*. (Dissertation, University of Utrecht, 2012).

- Tomlinson, C. A. (1999). *The Differentiated Classroom Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C. A. (2001). *How to Differentiate Instruction in a Mixed-Ability Classroom 2nd Edition*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C. A. (2014). *The Differentiated Classroom Responding to the Needs of All Learners Second Edition*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C. A. & Moon, T. R. (2013). *Assessment and Student Success in a Differentiated Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Valiande, S. & Koutselini, M. I. (2009). Application and Evaluation of Differentiation Instruction in Mixed Ability Classrooms. *4th Hellenic Observatory PhD Symposium, LSE, 25-26 June 2009*.
- Wu, Echo. (2013). The Path Leading to Differentiation: An Interview with Carol Tomlinson. *Journal of Advanced Academics*. 24 (2), 125-133.