

**THE IMPACT OF DIFFERENTIATED LEARNING METHOD  
TO STUDENT’S WRITING SKILLS IMPROVEMENT  
ON SIMPLE PRESENT TENSE MATERIAL**

**THESIS**

**By :**

**SATRIA SAKTI BUDI LEKSONO**

**20129001**



**ENGLISH EDUCATION STUDY PROGRAM  
INSTITUT KEGURUAN DAN ILMU PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA  
BOJONEGORO**

**2024**

**THE IMPACT OF DIFFERENTIATED LEARNING METHOD  
TO STUDENT'S WRITING SKILLS IMPROVEMENT  
ON SIMPLE PRESENT TENSE MATERIAL**

**Thesis  
Submitted to  
IKIP PGRI Bojonegoro  
to fulfill one of the requirements  
in completing the Bachelor's program**

**By :  
SATRIA SAKTI BUDI LEKSONO  
20129001**

**PENDIDIKAN BAHASA INGGRIS  
INSTITUT KEGURUAN DAN ILMU PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA  
BOJONEGORO  
2024**

## APPROVAL SHEET


Undergraduate skripsi proposal entitled “The Impact of Differentiated Learning Method to Student’s Writing Skills Improvement on Simple Present Tense Material” written by :

Name : Satria Sakti Budi Leksono  
Student Id : 20129001  
Study Program : English Language Education

Has been approved by the advisor and proposed to be examined in the Ungraduated Skripsi Exam.

Bojonegoro, 30 July 2024

Advisor I,



Moh. Fuadul Matin, M.Pd.

NIDN. 0727028703

Advisor II,



Oktha Ika Rahmawati, M.Pd.

NIDN. 0701108602

## LEGITIMATION

A skripsi with the title “The Impact of Differentiated Learning Method to Student’s Writing Skills Improvement on Simple Present Tense Material” prepared by :

Name : Satria Sakti Budi Leksono  
Student Id : 20129001  
Study Program : English Language Education

Defended in skripsi defense at English Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro on Tuesday, 30 July 2024

Bojonegoro, 26 August 2024

Chair,

Fitri Nurdianingsih, M.Pd.  
NIDN. 0729058701

Examiner I

DR. Ima Isnaini T.R., M.Pd.  
NIDN. 0723038302

Secretary,

Chyntia Heru Woro P., M.Pd.  
NIDN. 0728017903

Examiner II

Ayu Fitrianiingsih, M.Pd.  
NIDN. 0720049101

Mengesahkan:  
Rektor,

Dr. JUNARTI, M.Pd.  
NIDN. 0014016501

## Pernyataan Keaslian Tulisan

Saya yang bertanda tangan di bawah ini:

Nama : Satria Sakti Budi Leksono

NIM : 20129001

Program Studi : Pendidikan Bahasa Inggris

Fakultas : FPBS

Menyatakan dengan sesungguhnya bahwa skripsi yang saya tulis ini benar-benar tulisan saya, dan bukan merupakan plagiasi baik sebagian atau seluruhnya.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil plagiasi, baik sebagian atau seluruhnya, maka saya bersedia menerima sanksi atas perbuatan tersebut sesuai dengan ketentuan yang berlaku.

Bojonegoro, 29 Juli 2024

Yang membuat pernyataan



Satria Sakti Budi Leksono

## ABSTRACT

**Moh. Fuadul Matin, Oktha Ika Rahmawati, Satria Sakti Budi Leksono,.** 2024. The Impact of Differentiated Learning Method to Student's Writing Skills Improvement on Simple Present Tense Material. Classroom Action Research Report.

**Keyword** : differentiated learning, simple present tense, Classroom Action Research.

This Classroom Action Research (CAR) was motivated by student's lack of writing skills in simple present tense material. This is because the learning process is conventional, it means the learning process is still more focused on Teacher. This Classroom Action Research (CAR) aims to improve students' writing skills in learning simple present tense material by using differentiated learning method on class 7J of SMP Negeri 2 Blora. The Benefits of this classroom Action Research (CAR) is about providing contributions of thought in renovating learning from teacher center to student center through the application of differentiated learning method Thus, students will be directly involved in searching, discovering and exploring their knowledge by themselves. This Classroom Action Research (CAR) consists of 2 cycles. Data in this research obtained from teachers (researchers) and students through observation, tests and documentation. Based on research data from cycle I to cycle II, data obtained regarding activities and results study on student's writing abilities in the learning process through the application of experienced differentiated learning methods significant improvement from previous learning using the method lecture. So, the conclusion is that the application of differentiated learning methods can improve activities and student learning outcomes on student's writing skills in learning simple present tense material in class 7J of SMP Negeri 2 Blora.

## ACKNOWLEDGEMENT

In the Name of Allah, the Most Gracious, the Most Merciful. First of all the writer's deepest thank to Allah Swt., the lord of the universe that guide me so that preparation of classroom action research entitled " *The Impact of Differentiated Learning Method to Student's Writing Skills Improvement on Simple Present Tense Material. Classroom Action Research Report*" can be resolved according to the plan. And to our prophet Muhammad SAW., may peace and blessing be upon him, his family and his followers.

In preparing this Class Action Research, there were many obstacles, hurdles, and obstacles trials faced by the author. However, thanks to cooperation and material assistance, physical, as well as moral from various parties, so that these obstacles, obstacles and trials are not became an inhibiting factor in preparing this CAR and finally all of it was achieved passed well. For this reason, the author with all humility conveys his words thanks and highest appreciation to Ms. Oktha Ika Rahmawati, M.Pd. and Mr. Dr. M. Fuadul Matin, S.S., M.Pd. that had guided me to compose this thesis.

The author is fully aware that the preparation of this research is still far from complete perfection, therefore all constructive criticism and suggestions are very authoritative hope for improvements in the next writing. Hopefully, this research will be useful in education world in the future. May Allah SWT will always have mercy on us all. Amin Ya Rabbal Alamin.

## TABLE OF CONTENTS

|   |      |
|---|------|
| <b>Contents</b>                           |      |
| Cover .....                               | i    |
| Title .....                               | ii   |
| APPROVAL SHEET .....                      | iii  |
| LEGITIMATION .....                        | iv   |
| Halaman Pernyataan.....                   | v    |
| ABSTRACT .....                            | vi   |
| ACKNOWLEDGEMENT .....                     | vii  |
| TABLE OF CONTENTS .....                   | viii |
| LIST OF TABLES .....                      | x    |
| LIST OF PICTURE.....                      | xi   |
| CHAPTER 1.....                            | 12   |
| INTRODUCTION .....                        | 12   |
| A. Research Background .....              | 12   |
| B. Research Question .....                | 13   |
| C. Objectives of Study.....               | 13   |
| D. Significance of the Study .....        | 13   |
| E. Scope and Limitation of the Study..... | 14   |
| F. Definition of the Key Terms .....      | 14   |
| CHAPTER II.....                           | 15   |
| REVIEW OF RELATED LITERATURE.....         | 15   |
| A. Simple Present Tense .....             | 16   |
| B. Writing Skills .....                   | 21   |
| C. Differentiated Learning.....           | 22   |
| D. Student Engagement and Motivation..... | 23   |
| E. Theoretical Framework .....            | 24   |
| CHAPTER III.....                          | 26   |
| RESEARCH METHOD .....                     | 26   |
| A. Research Subject.....                  | 26   |
| B. Research Location.....                 | 27   |
| C. Data and Source of Data .....          | 27   |



|                                       |    |
|---------------------------------------|----|
| D. Approach and Research Design ..... | 27 |
| E. Data Collection Technique .....    | 30 |
| F. Research Instrument.....           | 30 |
| G. Data Analysis Technique .....      | 30 |
| CHAPTER 4.....                        | 31 |
| FINDINGS AND DISCUSSION .....         | 31 |
| A. Data Analysis .....                | 31 |
| B. Cycle 1 .....                      | 31 |
| C. Cycle II.....                      | 37 |
| D. Interpretation.....                | 41 |
| CHAPTER V.....                        | 43 |
| CONCLUSION AND SUGGESTION.....        | 43 |
| A. Conclusion .....                   | 43 |
| B. Suggestion.....                    | 43 |
| REFERENCES.....                       | 45 |
| APPENDIXES .....                      | 49 |

## **LIST OF TABLES**

|   |    |
|---|----|
| TABLE 1 : VERB OF BE IN INTROGATIVE SENTENCE.....               | 19 |
| TABLE 2 : FIRST DAILY EXAM SCORES OF STUDENTS IN CLASS 7J ..... | 32 |
| TABLE 3 : FIRST TEST RESULT .....                               | 34 |
| TABLE 4 : SECOND TEST RESULT .....                              | 38 |

## **LIST OF PICTURE**

|   |    |
|---|----|
| PICTURE 1 : THEORETICAL FRAMEWORK SCHEME .....            | 26 |
| PICTURE 2: CLASSROOM ACTION RESEARCH (CAR) FLOW SCHEME... | 30 |

# CHAPTER 1

## INTRODUCTION

This section introduces the current research. It includes information on the study's background, research question, objectives of the study, scope, and limitations, as well as definitions of key terms.

### A. Research Background

One of the main problems that most teachers faced may be facilitating their students to understand the material well. Teachers need to further develop their capacity and use the most suitable methods and strategies to facilitate the student in the teaching and learning process. Such a challenge in selecting appropriate strategies can be bigger when the teachers are teaching in inclusive classrooms.

Each individual has different characteristics. General differences caused by two factors, namely congenital factors and environmental factors. Congenital factors is a biological factor that is inherited through genetic inheritance from parents. Environmental factors that cause individual differences include status parents' socio-economics, parenting patterns, culture, and birth order (Ina Magdalena *et al.*, 2020).

However, teachers often do not use differentiated instruction in the classroom, for various reasons. Teachers for example often find it difficult to provide all students with those learning activities that fit them best, or have a lack of teacher self-efficacy (Dixon *et al.*, 2014).

Differentiated learning in developing students' potential, of course, cannot be separated from problems that will arise in the field, because until now there are still many teachers who treat students equally in the learning process under the pretext that there is no jealousy among students and in the context of equal distribution of children's rights. Because if there is a difference in treatment of this, they think it will cause jealousy among students because one student gets special treatment. In fact, if we notice that the characteristics of students and the potential of each child will be different,

there may only be a few potential students whose characteristics may be the same, for example from learning styles, maybe the teacher can classify them into visual, audio, audiovisual and kinesthetic learning styles. However, for other things, it will be different according to the interests and talents of the students. Therefore, the teacher must be able to identify the potential of the child through in-depth identification of students. Student potential is the capacity or ability and characteristics/nature of individuals related to human resources that have the possibility to be developed and or support the development of other potentials contained in students.

Within- differentiation learning in this study is to approach student's writing skills improvement in learning class material at SMP Negeri 2 Blora.

## **B. Research Question**

According to the background explained before, the problem of this study is:

1. Is there any impact to student's writing skills of SMP Negeri 2 Blora after using differentiated learning method on simple present tense material?
2. How differentiated learning method has an impact to improve writing skills of SMP Negeri 2 Blora students?

## **C. Objectives of Study**

Based on the problem of the study, the objective of the study is :

1. To analyse the student's writing skills on simple present tense material after teacher using differentiated learning method.
2. To find out that differentiated learning be able to improve the student's writing skills.

## **D. Significance of the Study**

This study becomes significant ever since the differentiated learning strategies are very important especially in teaching English for some students who are studying about simple present tense. Before using the strategies in the

classroom, the strategies should be carefully chosen. This study is crucial since it reveals that the students will be separated into three groups depending on their knowledge about simple present tense. The findings of this study are intended to be used by teachers, particularly in inclusive programs, where teachers have already carefully considered the strategies that are employed in their English lesson, as well as rules from the Ministry of Education. The outcome, which is relevant to teacher candidates in Indonesia, can be utilized as a guide to select instructional strategies carefully and appropriately.

The proper instruction strategies not only help the students gain a better comprehension of English, but they also become more interested and driven to learn the language, especially for students who are slow learners. Furthermore, when the strategies are carefully selected, to excite a student's attention and suit their needs, instructional strategies can be more successful and relevant.

## **E. Scope and Limitation of the Study**

### **1. The scope of this study**

Differentiated instruction strategies by Carol Ann Tomlinson also cover varied strategies in this study. Four aspects determine differentiated instruction strategies: content, process, product, and learning environment.

### **2. The limitation of the study**

The limitation of this study was conducted at SMP Negeri 2 Blora, during the 2023-2024 academic year. SMP Negeri 2 Blora was chosen for this study because it is one of Blora's favorite schools, which has many variety of student. As a result, this study used questionnaires method to some student to know how far they understand about simple present tense.

## **F. Definition of the Key Terms**

### **1. Differentiated learning**

Differentiated learning is the process of doing the same task in different ways and at different levels so that all children can achieve the

task's goal in their way. Teachers, as the frontline in the learning process, are responsible for designing and preparing lesson plans, implementing these plans, and assessing learning to determine whether learning objectives are met. In addition, a teacher must be able to select appropriate learning strategies for students, keeping in mind that each student is unique (Z. Zulhermindra et al, 2023).

## **2. Simple Present Tense**

Simple Present Tense is a form of formula that is crucial for learners. This formula is a tense describe an action happening in/at this time. It is used to show about things universal. Time happen is not only about now, but it is also to say something is true (in the past, at present, and in the future) (Yuliawati *et al.*, 2020).

## **3. Writing Skills**

Writing is ability to communicate ideas, opinion, and feeling in writing. It can be concluded that writing is process of complex thing to produce or express and deliver our idea, thinking and feeling through written texts. ( Sri Fahmi. *et al.*, 2021).

# **CHAPTER II REVIEW OF RELATED LITERATURE**