DEVELOPING DIFFERENTIATED INSTRUCTION-BASED MATERIALS FOR TEACHING WRITING

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ABSTRACT
The study aims at (i) developing writing material based on differentiated instruction in the eight year students of SMP Negeri 1 Singaraja, (ii) identifying whether the developed material is effective or not for the students' writing competency. The data were collected by using rubrics and interview guides to find the compatibility of the existing materials and the developed materials with the syllabus and the criteria of suitable materials. Dick and Carey's design model was employed as the present research procedures. The data which were obtained from the rubrics and checklists were quantitatively analysed by using the percentage of frequency. It was found that (i) the writing material was developed based on the criteria of a suitable material, a suitable writing material, and the combination of school-based syllabus and syllabus of BSNP for the eight-year students of Junior High School. The materials were finally developed based on three-level students, lower, average, and upper students. (ii) From the data of comparison between the result of pre-test and post-test, it was proved that the developed material could improve the students' writing competency to achieve the standard competency stated in the syllabus.
Keywords: material development, differentiated instruction, writing material

INTRODUCTION

Education plays an essential role in every human life. It can form a human's character since it builds the human's thought. The better education means that, the better character will the human possesses. Moreover, in Law no 20 of 2003, it is stated that the goal of national education is to advance the competence, character, and civilization of the nation for improving the intellectual capacity, and is intended at developing learners' potentials in order to become a person filled with human values who is faithful and pious to one and only God; who possesses morals and noble character; who is healthy, knowledgeable, competent, creative, independent; and as a citizen, who is democratic and responsible. Through the processes of education, individual personality is developed to build human maturity. These processes of education are necessary to every learner, even lower, average, and upper learners. One of the ways to step ahead is by improving human quality. It is caused by the demand of the globalization, which leads

everyone to be more active, innovative, and creative to produce a better output.

A better output can be achieved by having a good quality of education, which points to global phenomenon. First is globalization. It makes any transformation processes give significant effect to the role of teachers in producing a good output. The second is competency-based education, tomorrow's educators are the third point, which leads the teacher to be active and innovative. The last phenomenon is IT-based education.

Those four global phenomena are also in line with the standard which is shared in the National Educational System (SISDIKNAS). Mainly, achieving a good quality of education can also be seen in the standard of SISDIKNAS, which is also a reference. SISDIKNAS standard shares many things that should be achieved to improve national education. There are eight standards, namely; 1) content standard *(standar isi)*, which shared the criteria of good material and book based on the standard curriculum and the students' need 2) process standard *(standar proses)* in which related to the process of learning activities to achieve the graduated-competency standard. 3), educator

standard (*standar tenaga pendidik*), where the educators need to have a good personality and aptitude as an educator, 4) graduated-competency standard (*standar kompetensi kelulusan*), where the learners should have a good output, 5) facility and infrastructure standard (*standar sarana dan prasarana*), 6) management standard *(stadar pengelolaan)*, 7) financing standard (*standar pembiayaan*), and 8) education assessment standard (*standar penilaian pendidikan*).

By those standards, it can be indicated that the standards of SISDIKNAS are the guideline for the education system in Indonesia. It is also aimed at improving the quality of education so the output will be better. Thus, the standard should be met.

However, in the present time, based on the observation conducted by the researcher in SMP Negeri 1 Singaraja, many problems still existed in teaching English; (1) the teacher pretended that all students were the same, instead of focusing on the differences that exist, and giving each student the opportunity to shine. The lower and upper learners were assisted at the same pace. Thus, the fast learner would always be the best, and the slow learner will

always be the last, (2) another problem that also exists was the teachers ignored the use of lesson plan to guide their teaching.

Those facts show in contrary with the global phenomena and the standard of SISDIKNAS as stated previously; (1) the education in Indonesia is still not maximal since it does not emphasize on the output who will be able to compete with others and have high academic ability, (2) competency-based education does not notice in learning to do, learning to be, and learning to live together; otherwise, the teaching still emphasizes on learning to know. (3) the future educators also seem to neglect the point shared by Chen (2010) about the thinking edge, where tomorrow's educators should be aware of the students' needs for their future, which asserts them to upgrade their way of thinking. In the second point, he also shared about the curriculum edge that stimulates the teachers to modernize what is taught, and how the students' being assessed in their learning, (4) IT-based education cannot be realized as the consequence of there is no human resource in Indonesia who able to operate IT as a media in the learning process at all yet.

By observing that phenomenon, many paradigms are encouraged to manage education and its development based on the needs of globalization. Many issues and demands that are encountered by the education area should be developed in the new system of education paradigm. The education system should emphasize humanistic education, which leads to think active-positive with income-generating skills and realize that everyone has their primary strength that should be maximized. This concept is as well as the education that concentrates on students' activities (students centered).

Humanism is a thought that believes that human beings are different from other species and possess capacities not found in animals (Edwords, 1989), as cited in Huitt (2009). Humanists, therefore, give priority to the study of human needs and interests. Humanists believe that it is necessary to study the person as a whole, especially as an individual grows and develops over the lifespan. The study of the self, motivation, and goal-setting are also areas of particular interest. This study is associated to the education field. As described by Gage and Berliner (1991) in Huitt (2009), there are five basic objectives of the humanistic view of

education (1) promote positive self-direction and independence (development of the regulatory system). (2) develop the ability to take responsibility for what is learned (regulatory and affective systems), (3) develop creativity (the divergent thinking aspect of cognition); (4) curiosity (exploratory behavior, a function of imbalance or dissonance in any of the systems); and (5) an interest in the arts (primarily to develop the affective/emotional system).

From those objectives, humanistic education can be correlated to the theory of multiple intelligences in which appraising or giving opportunity for students to develop their learning by their style. The style of learning can be reflected in what intelligence he/she has. As a result, by knowing the students' own intelligence, they will be welcomed to create their learning activity based on the objective of humanistic education, which promotes positive self-direction.

Multiple intelligences are firstly developed by Howard Gardner, who found that, humans have different intelligence. Intelligence is defined by Gardner in Suparno (2003) as an ability to solve a problem and producing a product in any setting in real life. The capacity is said as intelligence if it shows someone's skill in solving the problem and creating something to develop their skill. There are nine multiple intelligences proposed by Gardner (1) Linguistic intelligence, in which the learners like to learn in written form, (2) Logical-mathematical intelligence, in which the learner like to learn logically and systematically, (3) Spatial intelligence, in which the learner like to learn in visual space condition, (4) Kinesthetic intelligence, where the learner prefers to do something physical, (5) Musical intelligence, where the learner chooses to hear the language, (6) Interpersonal intelligence, in which the learner feel confident to learn anything with others in group discussion, (7) intelligence, in which the learner feel comfortable in learning by themselves, (8) intelligence, where the learner like to learn in a natural condition outside the space, (9) Existential intelligence, where the students like learning to know the existence of themselves.

Those nine intelligences should be appropriately developed to humanize the learner. In this case, education has a significant role to optimize the intelligence own by each learner. In short, the theory of multiple intelligences will lead the teachers to realize that every

student has their intelligence, and thus, the teacher should become aware of their different intelligence.

The paradigm of students-centered learning forces the teacher to change their habits in applying teacher-centered in class. As one of the constructivism principles, the teacher in students-centered learning should act as a facilitator, who plans and develops the learning material and assessment during teaching. Those are prepared for the students to ease their learning individually and in group either. The application of student-centered paradigm will bring many benefits if it is tagged along with the model of "differentiate instruction", which appraising the students' difference who has the same right to have the education (Eaton, 1996).

Differentiated instruction is an approach that enables teachers to plan strategically to meet the needs of every student (Tomlinson, 1999, 2001, 2003) as cited in Corley (2010). It also can be defined as a strategy that teachers can adopt to fulfill the needs in an inclusive class with diversity (Shareefa, 2019). This model realizes us that the slow, medium and the accelerated groups should have the same attention. In differentiated instruction, teachers use the research-based evaluation techniques and instructional strategies to provide to the students' various skill needs (Arrow, 2015). There are four steps in implementing differentiated instruction as proposed by Gibson (2011). These four steps can be an option for the teacher to be implemented in teaching and learning activities; (1) Arrange furniture in classrooms to create physical environments that include four to six work areas. Make sure there is a teaching table for teacher-led, small-group instruction. Provide classroom space for workstations that promotes the collaborative small-group practice and a work table for students to begin homework at school where help is available. The teachers can create workstations by pushing desks together to form table top workspaces. (2) Use data to identify students' strengths and needs, and to assign students to small-group memberships. Group the students homogenously (by similar skill) for explicit, teacher-led instruction, or heterogeneously (using mixed skills) for small-group practice. Make decisions about group memberships based on monitoring student performance in small-group activities or by reviewing work samples. Keep memberships flexible.

Change them to accommodate the type of activity and, or to suit available resources (time, equipment, or personnel), (3) Manage resources to maximize the use of teaching time and enables for small-group, differentiated instruction. Use these teaching tools to create an environmental structure that allows students to self-regulate and participate successfully in variable whole-group and small-group activities: a flexible Daily Schedule that ensures small-group instruction is planned and delivered every day, if possible, a Job Chart to delegate classroom responsibilities (monitoring workstations, distributing materials, etc.) and allow students more time to focus on instruction, a Rotation Chart that communicates student performance expectations clearly. Charts should illustrate group memberships and participation in instruction and practice activities, (4) *Create routines and procedur*es for small-group management that ensure efficient transitions between activities. Plan activities and teach expectations, so students know what to do and when to do things. While one group of students works with you, other students complete assignments and activities in small groups or independently. Use work contracts to help students organize their work, monitor their progress, and complete tasks.

To fulfill the need for an education paradigm, a model of 'differentiated instruction' which help the individual needs and differences in the classroom should be developed. This model is expected to lead the teachers that they should consider different approaches and strategies as long as students can explain their reasoning. It is because the lower, average, and upper learners have different characteristics and speeds in activating their brain.

Consequently, teachers must be able to provide the need of such kind of learner. The need here is supposed to be the developing material proposed for them to accelerate their learning.

In this present study, the researcher especially wants to develop writing material for differentiated instruction. Developing material in this study aimed at giving the same opportunity for students who need an 'i + 1' level. As Krashen hypothesis shared in his input hypothesis, the students need the material more than their level. Krashen suggests that natural communicative input is the key to design a syllabus, ensuring in this way that each learner will receive some 'i

+ 1' input that is appropriate for his/her current stage of linguistic competence. Then, developing writing material itself aims to develop writing material since the writing material for the eighth year students of SMP in Buleleng has not been adequately available yet in (Dambayana:2010). The writing material, in fact, needs to be practical, compatible, useful, and complete the school curriculum for effective teaching and learning. Dambayana (2010) argued some of the materials do not promote authentic tasks. Therefore, the students tend to have little chance to practice writing by their nature. It can be reflected by the teacher's act where directly ask the students to write on an exercise book and, or on a piece of paper. The standard competency for writing skills is no longer acquired well since the students do not have any experience or relation with their real life. They also do not reflect the actual use of their writing. By this phenomenon, in this present study the researcher would develop writing material for differentiated instruction in the eighth year students of SMPN 1 Singaraja.

Regarding the problem statements above, the objective of this study are to know the materials for teaching writing that should be developed for differentiated instruction and to know whether or not the developed material effective for the students' writing competency.

RESEARCH METHODS

The object of this study is to develop writing material for differentiated instruction. The participant of this study was the eighth-year students of SMP. To have a representative school, a purposive sampling technique was proposed. Purposive sampling technique is a technique of taking sample of the study based on a personal judgment to select a sample. Fraenkel and Wallen (1990) pointed that, the sample can be chosen based on the assumption of the researcher in which she/he can use their understanding of the population to judge whether or not a specific sample will be representative. Hence, by considering the characteristics and the conditions of each regency, it was decided that the representative school as the sample was in SMP Negeri 1 in Singaraja. The decision of the representative school was based on some considerations, they are: the multimedia facilities provided in school (computer), the teachers' educational background that is mostly S1

degree, and the last consideration is, it was easy to reach the school location. By those accounts, the reasercher decided that the present study would be conducted in SMP Negeri 1 Singaraja.

The procedure that was conducted derived from Sugiono (2007), was modified. The modified model was formulated until prototype material. Thus, the research in this study was described as below.
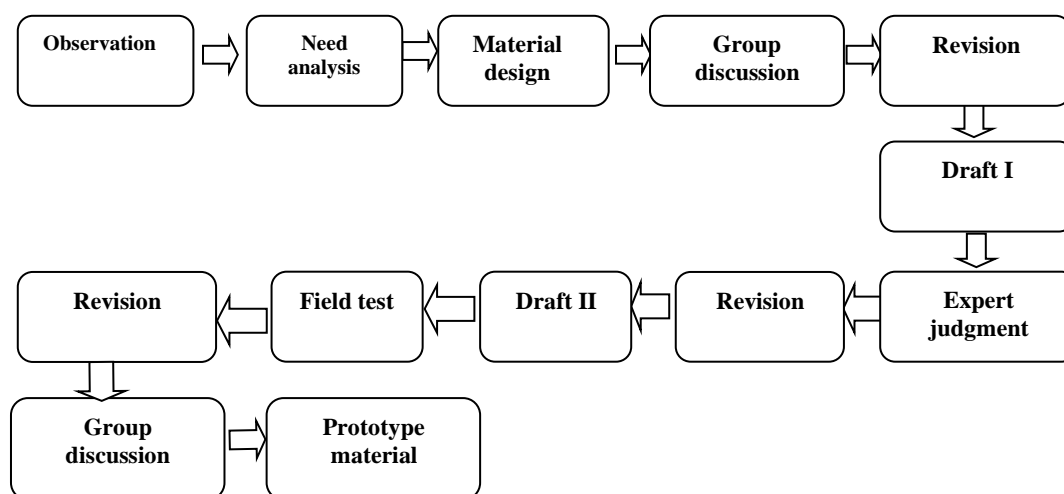

Figure 1. The Procedure of Research Design

The real observation was conducted to observe how teaching and learning commonly happen in the school. The researcher and the English teacher for grade eight had a discussion about the syllabus used and how the teacher creates the syllabus for SBI (*Sekolah Berstandar International*). In the early step, need analysis was required. Need analysis was conducted by identifying the requirement of the output of the teaching and learning process; identifying the criteria of good material, designing a blueprint for developing new material. In this step, the researcher accomplished some material sources and references to design material. Discussion with teachers, principle, and partners would help to have any suggestions, critics, and advice along the process of developing material for differentiated instruction. Thus, this step was conducted as often to make the material design better. The revision

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was completed after passing the group discussion above. The discussion was expected to give significant advice and revises along the process of developing materials. Hence, after having discussion, the researcher would have revision in draft material. Draft materials were produced after having the revision. The draft material in this step would be the one that had been designed after following some suggestions and advice from others.

The next was to have the expert judgments in order to have reliability and several revisions for the betterment. The revision was done after having some advice and critics from the experts. It was expected that the revision from the experts would make the developed materials be better than before. Draft III was the last draft materials since it had been revised for several times. Hence, after having draft III, the draft material was ready to be field-tested in the eighth year students of SMPN 1 Singaraja. The next analysis was analyzing the students' level by having a pre-test. After the material had been revised, field-tested was conducted in a class as sample. It was completed to decide the effectiveness of the model and the

need of field. Before conducting this step, the teacher was trained on using the manual containing new material development. After doing field test, the researcher did some revisions with the developed material which would be produced. In order to have more valid material, discussion with teacher would be conducted. By discussion, the material produced will be better since it will have some suggestions. The final material development, which had been field-tested, would be a prototype material since it was only tested in a limited field test.

Several activities would be conducted in analyzing this study. In the first step, the data were obtained from the rubric in which was filled up by the researcher to decide the material in the syllabus that should be developed for differentiated instruction. Then, the material was developed by considering the revision of expert judgment before the material being field-tested. After the developed material being tested, the questionnaires were administered to find out the students' and teacher's opinion about the material development for differentiated instruction. The data from the

instruments that had been filled by the respondents and researcher then were tabulated. The tabulated data would be analyzed descriptively.

FINDINGS AND DISCUSSION

In developing the material to teach writing for differentiated instruction, some steps had been conducted based on research and development design model by Sugiono (2007). After all the steps were completed and the data were gathered, it can be proved that, there are several criterias have been fulfilled to develop materials in terms of the exercises and materials presentations as proposed by Tomlinson (1998) which are described as follows. Materials can achieve impacts through engaging display, for example, the use of colors and pictures. The following is an example of how materials can achieve impacts through attractive presentations. Tomlinson proposed a number of ways in which material can help the learners to feel at ease. To be precise, he assumed that the material should have a comfortable atmosphere for them to learn, and provide them with the material in which they feel that they are assisted to learn than they are

in material where they are often being tested. Mapping, missing word, and guided pictures are provided materials that can help to ease the learners in writing. Here is an example of how the material can help learners to feel at ease by using mind-mapping. The material can provide exposure to authentic input through 1) the activities they suggest like interviewing the teacher, listening to the radio, writing SMS, etc., 2) the instructions for their real activities, and 3) the spoken and written texts they include. In here, Tomlinson proposed some learners' learning styles that need to be provided for language learning material. Different learners have different preferred learning styles. That means that the activities should be variable and should accommodate all learning styles. The choices of different types of activities as different treatment were the alternative to provide all students in different level. In the developed materials, three different types of activities were provided. Those were, type A activity which was intended for upper learners, type B activity which was intended for average learners, and type C activity

which was intended for lower learners. By providing different types of activities, the materials were able to meet the needs of learners with different ability or learning styles. There were three different activities for three different levels of students.

As cited before, this study used a *before-after* experimental study. To measure whether the developed material can improve the students' writing competency or not, comparing the two observation results, pre-test and post-test, were completed. At first, the mean score from the result of pre-test was found. Based on the result of pre-test, the mean score was 79. Then, the mean score of posttest is 87.75. Table 4.8 shows that, all students in all different levels obtained the higher score in the post-test. It indicates that the developed material to teach writing for differentiated instruction is effective.
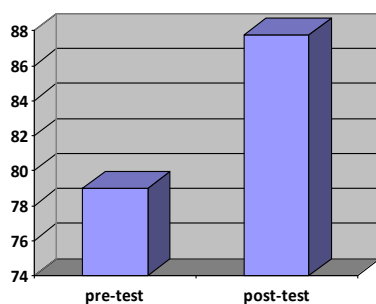

Chart 1. Result of Pre-Test and Post-Test

CONCLUSIONS

In developing the material, several procedures were conducted. First, the syllabus analysis was conducted to find the outline of material that should be developed for the eighth year students of SMP Negeri 1 Singaraja. Then, the observation of teaching learning activities in class was completed. After the preliminary observation, the researcher began to design a developed material. In developing materials, discussion, and revision from expert judgment was conducted to find the compatibility of the new material. After the materials had been designed, field test was administered to know the application of the new material development. After the material development was field-tested, the researcher did several revisions for the betterment. Then, the last procedure was distributing the students' and teacher's comment toward the material development. The result showed that, the developed material had fulfilled the need of the students and could help the teacher in teaching different kinds of writing activities. It was expected that the new material development could be used

an alternative for the teacher to teach writing in a various way. The eighth grade students of SMP Negeri 1 Singaraja could obtain better achievement since the developed material had been designed based on the requirement of the syllabus, and students' different level need. The product of this research can be used as an alternative writing-handbook when the teacher wants to conduct various teaching writing exercises. It is also completed with the material by using *Macromedia Flash* as self-assisted learning or homework. This product is also expected to be able to overcome the problems related to the materials or handbook.

There are some recommendations formulated for teachers; since the product of this research is in the form of a writing-handbook for differentiated instruction for the eighth year students of Junior high school. It is expected that the teacher can use the product of this research to teach writing in various ways. And for other researchers, since there are some limitations of this study, the further test still needs to be done to this particular material. The future researcher is encouraged to develop

material for different level of students and also different focus of language learning. Then, further material development as mentioned before, should involve more scholars and experts from different disciplines to make the developed material becomes a better material for both teacher and students.

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