

DIFFERENTIATED INSTRUCTION TO IMPROVE STUDENTS' SKILLS IN WRITING OPINIONS ON ARGUMENTATIVE TEXT

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Abstract: To facilitate effective learning, Differentiated Instruction-a teaching approach designed to accommodate students' diverse needs by adjusting teaching methods based on their learning styles, readiness levels, and interests-was implemented in a classroom setting. This study aims at examining the improvement of students' ability to express opinions in argumentative writing through its application. The study was conducted using classroom action research. The subject of this study were 32 students from class VIII F SMPN 2 Ciamis. The research process was divided into two cycles, consisting of preparation, action, observation, and reflection. Data were collected through pre-tests and post-tests. To analyze the findings, the researcher employed a quantitative approach using mean score analysis. The research results show that Differentiated Instruction can improve students' skills in writing opinion texts. Improving students' writing skills lies in constructing sentences that comply with language rules and according to context. Additionally, students' progress was reflected in their test scores. The average score in the pre-test was 59, which increased to 67 in post-test 1 and further improved to 81 in post-test 2. These findings suggest that Differentiated Instruction can enhance students' writing skills, particularly in expressing opinions within argumentative texts.

Keywords: *argumentative text, differentiated instruction, writing skill*

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INTRODUCTION

Differentiated Instruction (DI) is a teaching approach that acknowledges students' varying abilities, learning preferences, and interests. Tomlinson (1999) introduced DI as a proactive framework that modifies the content, process, product, and learning environment to ensure that all students can meaningfully engage in learning. By placing students at the center, DI aims to meet learners where they are and guide them to higher levels of achievement. Kotob and Abadi (2019) highlighted DI's positive impact on academic performance, while Kado et al. (2021) emphasized that this method surpasses traditional strategies in fostering meaningful learning outcomes.

The effectiveness of Differentiated Instruction becomes even more apparent when applied to the teaching of writing. Writing is a complex skill that demands not

only linguistic accuracy but also the ability to organize ideas logically and express them coherently. Several studies have demonstrated that DI can enhance students' writing performance. Jawiah et al. (2023) demonstrated that implementing DI significantly improved students' ability to structure ideas and express arguments coherently. Likewise, Mehany (2022) found that DI fosters writing fluency by catering to individual learning needs and employing varied instructional techniques.

In the context of English as a Foreign Language (EFL) in Indonesia, writing remains one of the most challenging productive skills for students to master. As English is typically the third language for most Indonesian learners—after their local and national languages—students often struggle with expressing ideas clearly in written English. According to Nunan (2003), writing requires higher-order cognitive processes such as planning, organizing, drafting, and revising. Handayani (2022) adds that writing demands more deliberate thought and accuracy than speaking, especially in a foreign language context. Therefore, writing is not only a means of communication but also a reflection of students' critical thinking and reasoning abilities (Bora, 2023; European Commission, 2020).

Students' writing skills, particularly in argumentative texts, involve not only language accuracy but also the ability to construct, support, and organize ideas logically. According to Brown (2003), key indicators of writing proficiency include content, organization, grammar, vocabulary, and mechanics. These components become more challenging in argumentative writing text, where students are expected to express opinions, defend claims, and address counterarguments coherently (Dang et al., 2020). Van Eemeren (2018) defines argumentation as a rational discourse aimed at resolving differences of opinion through reasoned communication. Nurjannah et al. (2023) emphasize that students' argumentative text writing skills can be assessed based on grammar, coherence, and text organization. Hasani (2016) further explains that argumentative text writing skills are essential for academic and professional success, as they require individuals to persuade others using logical reasoning.

Despite its importance, many students continue to face difficulties in developing strong argumentative text writing. Studies have shown that students struggle to generate ideas, organize arguments coherently, and maintain logical flow (Saprina et al., 2020; Situmorang et al., 2020). Tasya (2022) found that students also encounter problems with mechanics, vocabulary, and grammatical accuracy—components that align with Brown's (2003) criteria for writing assessment, which include content, organization, grammar, vocabulary, and mechanics. These persistent issues indicate a need to re-evaluate current instructional approaches to better support students' writing development.

One contributing factor to these difficulties may lie in the limited attention given to students' individual learning preferences. When instruction does not align with how students learn best, it can hinder their engagement and academic performance. Nurmaya et al. (2023) explained that learning styles refer to students' preferred ways of processing and understanding information. Recognizing and responding to these styles is essential, particularly when teaching cognitively demanding tasks such as argumentative text writing. Instructional approaches that ignore this diversity may fail to reach all learners effectively.

Evidence from classroom observations also supports the need for more responsive instruction. At SMP N 2 Ciamis, the results of a summative assessment in class 8F revealed low student performance in argumentative text writing tasks. To further investigate the underlying causes, a non-cognitive diagnostic assessment was conducted using a learning style questionnaire adapted from Porter and Henacki (2015) and Annisa (2024). The findings showed that 56.25% of students preferred visual learning styles, 18.75% kinesthetic, and 6.25% auditory. In addition, a number of students displayed mixed preferences, such as visual-auditory (12.5%), visual-kinesthetic (3.125%), and visual-auditory-kinesthetic (3.125%).

These findings underscore the diversity of learning styles in the classroom and point to the necessity of adapting instruction accordingly. When students' learning preferences are accommodated, they are more likely to engage actively and improve their academic performance. Considering the complexity of argumentative text writing and the diversity of student learning preferences, implementing Differentiated Instruction offers a strategic response to enhance students' writing skills. By addressing individual readiness, interests, and learning styles, DI helps students better understand argumentative structures, articulate ideas clearly, and produce logically organized texts. Therefore, this study aims to explore the implementation of Differentiated Instruction as a strategy to improve students' skills in writing opinions within argumentative texts.

METHODOLOGY

Subject

This study focuses on SMP N 2 Ciamis, with participants primarily drawn from the VIII F grade class. A total of 32 students participated, consisting of 16 girls and 16 boys. To ensure they could communicate effectively in written English, only students within the 13–15 age range were selected, making VIII F grade students the ideal group for this research. The students in this class are very unique, the results of initial diagnostic tests show that the learning styles in this class are heterogeneous, and most of them like visual-based learning. From the results of observations and interviews, most students felt that learning English in class was rather monotonous. Students become less enthusiastic so they cannot complete assignments or questions optimally. The researcher classified the score of students' recount text writing using Brown's (2003) scoring rubric, which included content, organization, grammar, vocabulary, and mechanics.

Design and Procedures

The study employed a Classroom Action Research (CAR) design, a type of action research specifically developed for educational settings. As explained by David Scott in Suryadi & Berdiati (2018), action research is a research strategy designed to change situations and attempts to use direct experience to understand the effect of an action on changing situations. For this study, the researcher used a classroom action research approach taken from Hopkins (1993) as a reference for research procedures. The procedure includes Planning, Action, Observation and Reflection.

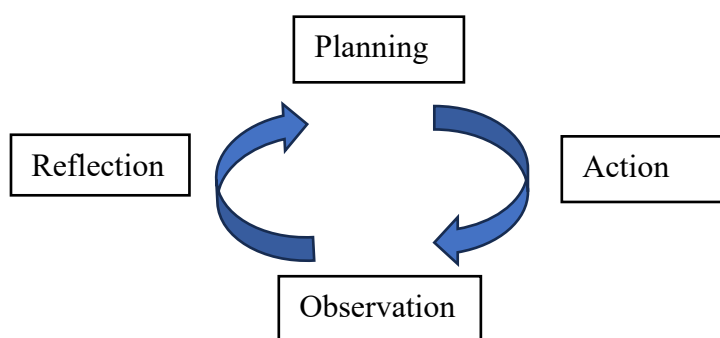


Figure 1. Classroom action research designed by Hopkins

1. Planning
At this stage, the teacher prepared all necessary components for the learning process, including the teaching module (*Merdeka* curriculum), which outlined objectives, materials, character development, methods, models, and supporting facilities.
2. Action
This stage represents the implementation of differentiated instruction using *PowerPoint*, *Wordwall* and *Kahoot* as teaching media. The researcher applied the module step by step to observe how this approach enhances students' writing skills. To support this, the teacher created an interactive and supportive learning environment, guided student activities, and provided assistance based on individual needs.
3. Observation
In the classroom, the researcher acted as both participant and observer, monitoring student engagement. Improvements in writing skills were observed through students' active involvement in discussions, practice tasks, and test outcomes.
4. Reflection
At this stage, the researcher evaluated the classroom activities resulting from the implementation of differentiated instruction through the post-test scores. The evaluation aimed to determine whether the next cycle should be continued or concluded.

Data Collection and Data Analysis

The data collection methods in this study employed both quantitative and qualitative approaches, utilizing tests as the primary means of gathering information and questionnaires to measure students' perceptions based on the actions that had been implemented. By administering these tests, the researcher systematically collected essential data to analyze research questions and evaluate student performance. The researcher implemented both pre-tests and post-tests. According to Brown (2001), the testing process is divided into two phases: the pre-test and the post-test. The pre-test was conducted during the first meeting of the initial cycle. Meanwhile, the post-test was administered after students had undergone an instructional intervention. The main objective of the post-test was to identify any changes or improvements before and after the intervention. If the post-test results did not meet the required standards, it could be

administered multiple times, which in turn influenced the number of cycles carried out by the researcher.

The researcher also conducted an assessment of students' writing to evaluate the effectiveness of the Differentiated Instruction implemented during the classroom action research. Following Brown's (2003) criteria, the researcher assessed the students' writing for content, organization, grammar, vocabulary, and mechanics. The maximum possible scores for each component were 30 for content, 20 for organization, 25 for grammar, 20 for vocabulary, and 5 for mechanics.

Table 1. Scoring rubric by Brown (2003)

Aspect	Score	Performance Description	Weighting
Content (Logical, development of ideas)	5	Story ideas sequentially and logically, according to the topic given.	30-27
	4	Story ideas can be developed more fully according to the topic given.	26-22
	3	The development of story ideas is incomplete or somewhat out of topic, the authorship of each paragraph is not properly divided.	21-17
	2	Incomplete story idea, hasty authorship without regard to logical storylines.	16-13
	1	The story idea is completely inadequate and does not tell a storyline according to the topic.	12-9
Organization (Introduction, Body, and Conclusion)	5	Introduction, content, and conclusion are complete according to the topic.	20-18
	4	The introduction, main points, and conclusion are generally sufficient, though some supporting details might be missing and certain ideas could be more thoroughly expanded.	17-15
	3	Mediocre or scant Introduction, body, and conclusion are not complete according to the topic.	14-12
	2	Inadequate effort at introduction, body, and conclusion that is off topic.	11-6
	1	There is an absence of introduction, body or conclusion.	5-1
Grammar	5	There are no grammatical errors, complete and correct according to tenses.	25-24
	4	There are very few grammatical errors, but it do not affect the meaning.	23-22
	3	There are grammatical errors, and slightly affect the meaning.	21-20
	2	There are grammatical errors, and affect the meaning so that it is difficult to read sentences.	19-18
	1	There are many grammatical errors so that the readability of the sentence is very difficult to understand.	17-15

Vocabulary (Style, and quality of expression)	5	Vocabulary is used accurately with consistent sentence patterns; the writing is brief and maintains an appropriate tone.	20-18
	4	Shows some variation in language; vocabulary is adequate; expression is clear without being verbose; tone and style are mostly suitable.	17-15
	3	Certain word choices are incorrect; the tone may be inappropriate; writing tends to be overly verbose.	14-12
	2	Ideas are not clearly communicated; vocabulary use is weak; sentence structures are repetitive.	11-6
	1	Word choices are unsuitable; the tone is not considered, and sentence forms lack diversity	5-1
Mechanics (Punctuation, spelling)	5	Correct and neat use of punctuation, spelling and capitalization.	5
	4	Some problems with punctuation, spelling, and capitalization. There are occasional spelling mistakes.	4
	3	There are punctuation, spelling and capitalization errors that distract the reader.	3
	2	there are punctuation, spelling and capitalization errors that make sentences hard to read.	2
	1	Complete disregard of English writing conventions; illegible paper; missing clear capitalization, no margins, severe spelling issues.	1

Test results are essential in providing researchers with the quantitative data needed for analysis. To identify performance trends, researchers calculated the average scores of pre-tests and post-tests using the formula introduced by Arikunto et al. (2010:150). To evaluate improvements in students' writing abilities, the average scores from each cycle test were measured. These scores were obtained by averaging the results from both pre-tests and post-tests conducted in every cycle of the study. By analyzing these average values, researchers can observe changes in performance over time and gain insights into the effectiveness of the interventions applied during the research.

FINDING AND DISCUSSION

Findings

This study was conducted in two cycles. The first cycle consisted of three meetings, while the second cycle included two meetings. In the first cycle, the initial session involved administering a pre-test, followed by an action-based intervention in the second session, and concluded with the first post-test in the third session. In the second cycle, the first meeting was dedicated to reviewing the previous assignment

and making in-depth improvements, while the final meeting (second meeting) was used to conduct post-test 2.

The first meeting of cycle 1 was held on Wednesday, November 6, 2024, at 09.35 to 10.55 WIB. This meeting was used to pre-test. In the pre-test, it was in the form of pictures and students were asked to express their opinions on the environmental issue in a worksheet. The results of the pre-test revealed that most students were only able to produce extremely simple and limited responses. For instance, when asked to respond to a picture of a polluted environment, the majority of students wrote short, undeveloped sentences such as *'The environment is very dirty and we must doing clean it.'* The phrase *"we must doing clean it"* is incorrect and should be revised to *"we must clean it."* Moreover, the sentence does not provide any supporting explanation, reasons, or elaboration to strengthen the opinion. Based on Brown's (2003) scoring rubric, this response would likely fall into the lower bands of performance: Content score of 14 out of 30, as the idea is minimally developed; Organization score of 10 out of 20, with no clear structure or logical flow; Grammar score of 12 out of 25, due to basic verb and structure errors that affect meaning; Vocabulary score of 13 out of 20, showing limited range and awkward phrasing; and Mechanics score of 3 out of 5, due to improper form usage. The total estimated score is 52 out of 100. These deficiencies indicate that students still struggled to formulate complete arguments with appropriate grammar and organization, and that further scaffolding through differentiated instruction was necessary to support their development in argumentative writing.

Table 1 shows the students' pre-test scores. These results provide an overview of students' abilities before the treatments are carried out. The results indicate that the lowest score was 28, while the highest score reached 88, with an average of 59. From these results, from the minimum completion criteria given of 80 only 1 student reached the completeness criteria, while 31 other students did not.

Table 2. Students' pre-test score

Category	Pre-test
Lowest Score	28
Highest Score	88
Average Score	59
Complete	1
Not Complete	31

The second meeting in cycle 1 was held on Monday, November 11, 2024 at 07.55 to 09.15 WIB. This meeting was used to provide material using a differentiated approach. After knowing the various learning styles of students, the researcher used the help of *PowerPoint* media to help visual and auditory learners. The researcher also used *Wordwall* and *Kahoot* media to help kinesthetic learners in games. The main material is still provided with a focus on each student's learning style while providing additional questions to monitor student understanding. The researcher provided learning at the second meeting to encourage students' abilities. This is related to the research of Gultom et al. (2022) who carried out treatment after the pre-test to encourage students' knowledge before post-test 1.

The researcher administered post-test 1 on Wednesday, November 13, 2024 to assess whether Differentiated Instruction could enhance students' ability to write opinion texts within argumentative writing material. In the post-test 1, some students began to demonstrate emerging skills in constructing basic arguments and providing

simple supporting reasons. The same student in the pre-test wrote: *“The river is dirty because many people throw rubbish. This is make fish all die and water is smell bad.”*. The response reflects a developing ability to identify a problem (polluted river), mention the cause (human behavior), and explain the consequences (dead fish, bad smell). However, several grammatical issues persist, such as *“This is make”* instead of *“This makes,”* *“fish all die”* instead of *“all the fish die,”* and *“water is smell bad”* instead of *“the water smells bad.”* Based on Brown’s (2003) scoring rubric, this response would likely receive a Content score of 18 out of 30, as the ideas are relevant but underdeveloped; Organization score of 13 out of 20, showing a basic but disorganized flow; Grammar score of 16 out of 25, with errors that slightly hinder clarity; Vocabulary score of 14 out of 20, due to basic and sometimes awkward word choice; and Mechanics score of 4 out of 5, with minor spelling mistakes such as *“is make”* and missing articles. The total estimated score is 65 out of 100, which shows moderate improvement from the pre-test, particularly in the ability to express opinion and provide causal reasoning. This indicates that the first cycle of differentiated instruction had some positive influence, though further support was still needed.

The results of post-test 1 showed that 90.6% of students scored below the minimum competency standard, while only 9.4% met the required standard. In cycle II, the lowest score recorded was 50, while the highest reached 80, with an average score of 67. Only three students were able to achieve the minimum required score, whereas 29 students did not meet the standard. Although there was a slight improvement from pre-test results where only one student met the criteria overall, the average score remained below the minimum competency level. Based on these findings, the researcher decided to conduct post-test 2 in cycle 2. The detailed cognitive learning outcomes of post-test 1 are presented in the table below.

Table 3. Students’ score post-test 1

Category	Post-test 1
Lowest Score	50
Highest Score	80
Average Score	67
Complete	3
Not Complete	29

Based on the results of Post-Test 1, the researcher first conducted a reflection to determine the next steps to be taken. The reflection results included: 1) The classroom environment was not fully conducive due to the grouping arrangement, 2) The implementation of the learning process aligned with the lesson plan, 3) There was no LCD installed in the classroom, which caused some obstacles in using PowerPoint media through the LCD, 4) The learning outcomes in Cycle I indicated that only 3 out of 29 students, or 9.4%, met the passing grade. Based on this reflection, the researcher decided to proceed with Cycle II to further examine whether Differentiated Instruction could significantly improve students' writing skill.

The researcher conducted the first meeting of Cycle 2 on Monday, November 18, 2024. In this session, the researcher reviewed the material and reinforced students' understanding using differentiated instruction. Considering the reflection results from Cycle 1, the researcher evaluated the learning activities by managing class time more strictly to ensure that the lesson proceeded according to the lesson plan. During this

meeting, students were asked to bring their own devices and use their mobile phones to participate in games via *Kahoot*. The researcher continued to use an LCD projector to accommodate visual and kinesthetic learning styles. In this learning activity, students were calmer and could be better managed. During the practice session, the teacher utilized *Kahoot* games to foster students' competitive spirit in an engaging manner. Students could see their results in real-time on the screen, with speed and accuracy being the key assessment criteria in the application. The top three scores, determined by the fastest and most accurate responses, were displayed on the "podium" within *Kahoot*. It was evident that students' enthusiasm increased, along with their improved understanding of the material

The final meeting of cycle 2 took place on Wednesday, November 20, 2024, from 09:35 to 10:55 AM WIB. This session was dedicated to administering post-test 2 to collect data at the conclusion of cycle 2. Students were given 60 minutes to complete the test. In the post-test 2, significant improvement was observed in both the structure and content of students' writing. The same student in the post-test 1 responded to an environmental poster about plastic pollution by writing: *'The poster is show many rubbish in the river and warning us do not do that. I think it is important for us to protect the river and the environment in land. If we see rubbish arround us we should pick up it and throw in the rubbish bin.'* Phrases such as "is show" should be "shows," "warning us do not do that" should be revised to "warns us not to do that," and "in land" should be "on land." Additionally, "pick up it" should be "pick it up," and "arround" is a misspelling of "around." These issues affect fluency and clarity. Based on Brown's (2003) scoring rubric, the response would receive the following ratings: Content score of 22 out of 30, as the student conveyed a relevant opinion with limited elaboration; Organization score of 17 out of 20, due to a logical but basic structure; Grammar score of 18 out of 25, reflecting consistent but non-obstructive errors; Vocabulary score of 16 out of 20, showing adequate but occasionally awkward word choices; and Mechanics score of 4 out of 5, due to minor spelling mistakes. The total score is 77 out of 100, indicating clear improvement in argumentative writing skills while still requiring refinement in language accuracy and complexity. This marks progress in logical development of ideas, organization, and vocabulary usage.

The results of post-test 2 revealed that 34.4% of students scored below the minimum competency standard, while 65.6% met the required standard. Specifically, in cycle 2, the lowest score recorded was 63, the highest score was 90, and the average score reached 81. A total of 21 students achieved the passing criteria, whereas 11 students did not meet the minimum standard. The results of post-test 2 showed a significant improvement, with the average score now reaching the required competency level. The detailed cognitive learning outcomes from post-test 2 are presented in the table below.

Table 4. Students' score post-test 2

Category	Post-test 2
Lowest Score	63
Highest Score	90
Average Score	81
Complete	21
Not Complete	11

This table presents a comparison of the average scores of pre-test, post-test 1, and post-test 2, as well as student scores based on assessment components: content, organization, grammar, vocabulary, and mechanics. From this table, it can be seen that the overall average score increased from 59 on the pre-test to 67 on post-test 1 and 82 on post-test 2. This increase reflects improvements in students' understanding in various aspects of the material. In the content aspect, the score increased from 15 in the pre-test to 19 in post-test 1 and reached 22 in post-test 2. In the organizational aspect, the score increased from 12 to 14, then to 17. Aspects of grammar, vocabulary and mechanics also showed a similar improvement, which strengthens the evidence that differentiated learning can comprehensively improve students' argumentative text writing skills in English.

Table 5. The students' mean score of the pre-test and the post-test

Indicator	Pre-Test	Post-Test 1	Post-Test 2	Information
Content (30)	15	19	22	Improved
Organization (20)	12	14	17	Improved
Grammar (25)	16	16	20	Improved
Vocabulary (20)	14	14	17	Improved
Mechanics (5)	4	4	5	Improved
Mean	59	67	82	Improved
Lowest Score	28	50	63	Improved
Highest Score	82	82	90	Improved

Based on the table above about the result of pre-test until post-test, in cycle 1 from pretest to post-test 1 there was an increase in the class average score from 59 to 67, there was an improvement of 8 points. In Post-Test 1 there were 3 students (9,4%) of the 32 students who passed the minimum completeness score. From the mean score it still did not achieve a minimum completeness score. Then from cycle 1 to cycle 2 the average value improved from 67 to 82, there was an improvement of 15 points. In Post-Test 2 there were 21 students (65,6%) of the 32 students passed the minimum completeness score. This means that most students have mastered the material. The researcher conducted another reflection to assess the improvements made and determine further steps. The reflection results included: 1) The classroom environment became more conducive as adjustments were made to the grouping arrangement, allowing for better student interaction and engagement, 2) The implementation of the learning process remained aligned with the lesson plan, with additional strategies applied to enhance student participation, 3) The use of the LCD projector was no longer hindered, as the school's facilities and infrastructure staff provided assistance, ensuring that the learning process could proceed smoothly, 4) The learning outcomes in Cycle II showed significant improvement, with a higher number of students meeting the passing grade compared to Cycle I. Based on this reflection, the researcher concluded that the implementation of Differentiated Instruction contributed positively to students' writing skills, and further refinements could be made to optimize learning outcomes especially for Junior High School level. The researcher concluded that the cycle of the Classroom Action Research had been completed, and the implementation of Differentiated Instruction proved to be effective in improving students' skill in writing argumentative texts.

Discussion

Differentiated Instruction is an approach proposed by Tomlison (1999) with her book *The Differentiated Classroom: Responding to the Needs of All Learning*, emphasizes the importance of addressing students' diverse learning modalities, interests, and paces. This method acknowledges that students possess varying abilities, learning preferences, and interests. It aims to create an inclusive environment where every student can achieve academic success. The principles of the differentiated instruction approach include content, process, product and learning environment (Tomlison, 2001). As stated in this theory, learning styles significantly influence students' comprehension of the material, which ultimately impacts their learning outcomes. This study also highlights that prior to the intervention; pre-test results were relatively low. However, after implementing differentiated instruction by accommodating students with visual, auditory, and kinesthetic learning styles, their understanding improved, as reflected in the post-test scores.

Differentiated Instruction (DI) is currently being promoted in the *Merdeka* Curriculum in Indonesia. This also supported by the study Fikni, et al. (2024) with the title *An analysis of differentiated learning strategies in the implementation of Kurikulum Merdeka Belajar in teaching English writing skills*, she used descriptive qualitative methods which employed observation techniques, questionnaire, interview and recording device for the data collection. From research conducted by Fikni, it can be seen that differentiated learning strategy was very attractive to students because it creates a lively atmosphere and was able to provide active interaction between teachers and students, as well as between one student and another. The results of the questionnaire data indicate that 42.86% of the 35 students felt an improvement in their writing skills in recent years. However, 24 students still struggle to generate interesting ideas. DI can serve as a solution to the current state of students' writing abilities by fostering creativity in content, process, and product differentiation, allowing students to be grouped based on their learning preferences and talents.

The effectiveness of using Differentiated Instruction is also supported by previous research conducted by Jawiah et al (2023), titled *The Implementation of Differentiated Instruction to Improve Students' Learning Outcomes in Writing Report Text*. The subjects of this study were the ninth-grade students of SMP. The findings of their study also demonstrated that the use of DI led to a substantial improvement in students' performance. Initially, in the pre-test stage, only three students successfully completed the given task. However, after the implementation of DI, the number of students who were able to complete the task increased significantly to 15 students. Furthermore, in the final cycle of the study, as many as 30 students managed to complete the task successfully. Additionally, the average score showed a remarkable increase, rising from 29.375 in the pre-test stage to 71 after implementing the intervention, with the final score reaching 85. These results provide strong evidence that students' writing skills can be significantly enhanced through the implementation of differentiated instruction.

Classroom Action Research utilizing DI is highly recommended for development and implementation by teachers. This aligns with the study conducted by

Mehany (2022), titled *Differentiated instruction to develop Al-Azhar students' writing fluency*. The sampling method is probability sampling which means that every individual in the population has a chance of being selected. This research emphasizes the effectiveness of Differentiated Teaching (DI) in improving students' writing abilities, although there are differences in research design and focus. Researchers conducted Classroom Action Research (CAR), specifically investigating how DI improves students' skills in writing opinions on argumentative texts, Mehany's quasi-experimental study evaluated the impact of DI on writing fluency among first-year high school students at the Al-Azhar Institute in Egypt. Findings from Mehany's and researchers' studies align in showing that DI significantly improves students' writing proficiency by meeting individual learning needs, modifying content, and using a variety of teaching strategies. Mehany's study highlighted statistically significant improvements in organization, clarity, accuracy, and self-expression in student writing, reinforcing the idea that DI is a highly effective pedagogical approach. This complements the results of the researcher's research which shows that DI fosters critical thinking and structured argumentation in opinion writing. Therefore, despite differences in methodological approaches and writing genres, both studies strongly support the recommendation for teachers to integrate DI in writing instruction to meet students' diverse needs and improve learning outcomes.

The implementation of Differentiated Instruction (DI) as a teaching method has proven to be effective in enhancing students' writing performance and supporting teachers in instructing writing skills. In research by Gultom et al. (2022) with the title *The application of differentiated instruction at the second-grade students of SMP N 2 Bilah Hilir in writing descriptive text* showed the average score of the students' post-test I was 73,10 and 53,57% of the students were able to pass the KKM. This shows that students' ability to write descriptive text before being given action is still relatively low, as more than half of the students had not yet met the minimum competency standards. Subsequently, a second post-test was given to evaluate the students' capability to write report texts. The obtained result reached 80.21 in post-test 2, with 85.71% of students surpassing the KKM threshold, an improvement from the 83% recorded in the pre-test. These results suggest that DI is essential in improving students' writing abilities, as evidenced by the significant increase in their test scores and overall academic performance.

The similarities are both of research focus on how DI has an effect on improving students' writing skills in English. The differences between the previous study with the researcher, as follow: (1) time and place of the research is different, mostly use Junior High School, (2) focus study of the research it is mean from the specific objective of the research, (3) technique of collecting data such as interview, (4) material of the research such as report text and descriptive text, (5) the average score result of the research, and student scores from the pre-test increased in the post-test. The explanation above can be concluded that the use of differentiated learning can improve students' skills in writing opinions on argumentative texts and also increase students' activeness during teaching and learning activities in class.

CONCLUSION AND SUGGESTION

This research shows that the use of Differentiated Instruction significantly improves students' ability to write opinion texts in argumentative writing. By adapting instruction to accommodate varying learning styles, levels of readiness, and interests, students demonstrate significant improvement in constructing well-structured, grammatically accurate, and contextually appropriate sentences. Research findings showed steady improvement in student's writing performance, with average scores increasing from 59 on pre-test to 67 on post-test 1 and finally reaching 81 on post-test 2. These results highlight the effectiveness of DI in encouraging student engagement, increasing writing proficiency, and supporting individualized learning needs. Thus, it can be concluded that DI is an effective pedagogical approach for improving students' writing skills, especially in composing argumentative texts. Needless to say, this article is still far from being perfect. The researcher will accept gratefully every comment and suggestion. Hopefully, this article will give benefit for everyone who concerns with the similar research.

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