

Pengaruh Penerapan Pembelajaran Diferensiasi terhadap Keterampilan Siswa Menulis Paragraf di Kelas VII SMP Negeri 1 Parbuluan

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Abstract

This research aims to determine "The effect of implementing differentiated learning on students' paragraph writing skills in class VII SMP NEGERI 1 PARBULUAN". This type of research is Quantitative Experimental Research with a One group Pretest and Posttest design. The population in this research is all class VII students with a total of 180 students and the sample is class VII-4 with 30 students and class VII-5 with 30 students. 30 students were determined using the Cluster Sampling Technique. The data analysis techniques used are Normality test, Homogeneity test and Hypothesis test. After conducting research on the pretest and posttest control classes, the average pretest score was 60 with a standard deviation of -1.27 and the average score on the posttest was 77.26 and a standard deviation of -3.27 from the results of the hypothetical test in the research This table "t" test was carried out at a significance level of 5% with $df = N-2$. df is 30 then 28. From df 28 the significance level is processed at $5\% = 1.701$. Based on the calculations that have been carried out, it can be seen that $t_{count} > t_{table}$, namely $6.76 > 1.701$. Thus the null hypothesis (HO) is rejected and the hypothesis is accepted so that it is stated that the application of differentiation learning has an effect on writing ability.

Keywords: Differentiated Learning, Writing Description Paragraphs, Writing Skills.

INTRODUCTION

Language is a communication tool that many people use in everyday life. The most commonly used languages in communication are spoken and written. Language can help people communicate their thoughts and feelings about a topic in a way that readers and listeners can understand. Keep this in mind when you are learning Indonesian. According to muliansyah, (2020) "There are several aspects of language that affect the way people listen, speak, read, and write". One of the most important aspects of learning Indonesian is writing. This is because writing assignments are usually done after students have completed their studies. According to Dalman, (2018) "Writing is a creative process of expressing ideas in the form of written language in the purpose of telling, convincing, or entertaining". This activity can be done after students understand the text and look for information to use as writing material.

Paragraph-based Indonesian language learning in Indonesian subjects emphasizes students to understand various types of paragraphs and requires students to be able to write good and correct paragraphs. A paragraph is a collection of several sentences that have a topic sentence and an explanatory sentence. According to Dalman, (2018) "Paragraphs are a form of expressing ideas that are intertwined in a series of several sentences". According to Kuntarto, (in In 2018) "Paragraphs are part of an essay consisting of several phrases that are complete, cohesive, and are a single unit". From some of these understandings, it is concluded that paragraphs are a series of several sentences and have a unity of ideas expressed so that readers easily understand the purpose of the writing or information available.

However, in reality there are still many problems in learning Indonesian, especially in writing activities at school there are still many who are not able to write well and fluently. Sometimes students still have difficulty determining the subject matter of the writing they will write. The subject matter is determined by the teacher, but the rest themselves are not sure what to write. This happens because the rest are not used to writing so it is difficult to generate ideas, monotonous learning, teacher learning media is less interesting and teachers motivate students less to write, resulting in students lacking good writing skills.

Based on the factors causing low paragraph writing skills, researchers try to solve problems by applying differentiation learning. This differentiation learning is applied to improve students' writing skills so that students will be interested in writing. Therefore, it is necessary to hold research on applying differentiation learning so that it becomes interesting and fun and can make students think more critically so that the rest can express their ideas.

According to Carol Ann & Edison (in Bayumi, 2021: 15) "As learning that actively involves students throughout the process and integrates diverse levels of student readiness, interest, and learning talents". The main goal of differentiation learning is for teachers to pay close attention to the learning needs of their students. Learning profiles that support student needs to improve learning outcomes are created through differentiated learning, and teachers are required to give full attention and take appropriate action to meet student needs. They should also be aware of their students' strengths and weaknesses as they engage in learning. Dunette, (2019) defines skills as "The capacity a person needs to perform activities to develop themselves." After the explanation of it concludes that skill is the ability to do something appropriately.

According to Poerwardaminta (in Shamsuddha 2017: 7), "Influence is a force that exists or arises from something, both people and things and so on that are powerful or that are related and influential to others". Furthermore, according to Istighfaroh (2014: 1), "Influence is a force or force that arises from something that exists in nature so that it affects everything around it".

Based on the background that has been described, this research is entitled "The Effect of the Application of Differentiation Learning on Student Writing Skills in Class VII SMP N 1 Parbuluan".

METHOD

This research uses quantitative method Experiment. The research conducted is a quantitative research method, because the data needed from the object in this study is data expressed in the form of numbers, is the result of calculating and measuring the value of each variable. The experimental design that will be used is in the form of Posstest-only Design.

RESULT/S AND DISCUSSION

This research is a type of experimental research method that has been carried out at SMP Negeri 1 Parbuluan. This experimental research design uses two-class actions (Two Group Pretest and Posttest). This study used two groups, namely the Control class as the Pretest and the Experimental Class as the Posttest. The instrument data used is in the form of subjective tests in the form of assignments, namely based on unity, unity, completeness, development, characteristics of description paragraphs, the use of language in description paragraf.

In this chapter, the results of research and discussion of the effect of the application of differentiation learning on students' paragraph writing skills are discussed. In addition, the results of paragraph writing skills will also be discussed in grade VII students of SMP Negeri 1 Parbuluan. After collecting data from the field, the next step is to analyze the data. The results of the data

obtained from the results of the Pretest and Posttest assignments are research data used before and after using the application of differentiation learning to students' paragraph writing skills.

Tabulating Class Scores

The data obtained in learning paragraph writing skills before and after using the application of Differentiation learning are presented in the following table:

Table 1. Tabulating Pretest Class Scores

No	Name	Assessment Aspect						Score	Final Grades
		1	2	3	4	5	6		
1	GL	3	4	2	3	2	1	15	50
2	JS	4	4	3	4	2	1	18	60
3	JP	3	2	2	3	1	3	14	46
4	JM	5	3	2	5	3	4	20	66
5	KP	4	2	4	3	1	4	18	60
6	KS	4	3	5	2	4	2	20	66
7	KS	3	2	3	1	3	2	14	46
8	KS	2	1	5	4	4	4	20	66
9	LS	2	3	4	3	4	2	18	60
10	LS	5	4	3	4	3	2	21	70
11	LT	3	2	1	3	3	2	14	46
12	MS	5	5	4	2	5	3	24	80
13	MS	2	1	5	3	5	4	20	66
14	MM	3	3	2	2	1	3	14	46
15	MP	5	5	1	4	5	4	24	80
16	NS	1	3	4	3	2	5	18	60
17	NS	5	5	4	3	5	4	26	86
18	OP	3	2	3	4	1	1	14	46
19	PS	2	1	4	3	2	2	14	46
20	PS	4	2	3	5	1	3	18	60
21	.RM	5	3	4	5	3	1	21	70
22	RS	3	3	1	4	2	1	14	46
23	SS	5	4	3	3	1	2	18	60
24	VS	4	3	3	2	4	2	18	60
25	WS	4	2	4	4	4	2	20	66
26	WS	3	2	4	3	2	1	15	50
27	YN	5	5	3	2	3	2	20	66
28	YM	2	4	3	4	3	2	18	60
29	YM	4	4	2	5	2	3	20	66
30	YS	3	2	3	2	3	2	15	50
Sum									18000
Average									60

Based on the value obtained from the skill of writing description paragraphs before the application of differentiation learning presented in the table, the lowest score is 46 and the highest value is 86. Furthermore, it can be known the average value of paragraph writing skills before the

application of differentiation learning with the total value obtained by students divided by the total number of scores $1800:30 = 60$.

Table 2. Tabulating Post Test class scores

No	Name	Assessment Aspect						Score	Final Grades
		1	2	3	4	5	6		
1	ICE	3	4	3	2	4	2	18	60
2	HN	5	3	3	5	3	2	21	70
3	HB	4	5	2	4	3	5	23	76
4	HS	3	4	5	5	3	4	24	80
5	JL	2	5	3	5	4	2	21	70
6	JP	1	5	5	5	4	4	24	80
7	.JS	3	3	3	1	5	5	21	70
8	JM	5	3	2	5	4	4	23	76
9	KS	4	4	3	5	2	5	23	76
10	LS	3	5	5	2	5	4	24	80
11	MP	5	4	5	5	3	4	26	86
12	MS	3	1	3	4	3	1	15	50
13	NB	5	3	2	4	5	5	24	80
14	NT	4	3	3	5	4	4	23	76
15	RL	5	5	4	5	3	4	26	86
16	RLT	3	5	4	5	3	3	23	76
17	RS	5	4	5	5	2	5	26	86
18	RS	1	4	1	5	5	5	21	70
19	RS	5	4	3	5	3	4	24	80
20	RS	5	5	4	2	5	5	26	86
21	RS	3	1	5	5	5	5	24	80
22	SL	5	5	5	5	1	5	26	86
23	SS	4	3	3	5	4	5	24	80
24	SS	5	5	4	5	5	3	27	90
25	SS	3	1	5	5	5	5	24	80
26	SS	4	3	3	5	5	3	23	76
27	SS	5	5	4	5	5	3	27	90
28	SP	3	3	4	5	3	3	21	70
29	SC	4	3	3	3	5	5	23	76
30	SS	3	1	5	5	4	3	21	70
Sum									2318
Average									77,26

Based on the scores obtained from the skill of writing description paragraphs after the application of differentiation learning presented in the table, the lowest score is 50 and the highest value is 90. Furthermore, it can be known the average score of paragraph writing skills after the application of differentiation learning with the total value obtained by students divided by the total number of scores $2318:30 = 77.26$.

Data description (Pre-test)

The data presented below are data obtained before the application of differentiation learning by students in writing paragraphs. The first step is to compile a frequency distribution list, this is done to find out the mean, standard deviation and standard error from the data. The description of the pretest is as follows:

Table 3. Pre-Test class Frequency Distribution

NO	X	F	Fx	x1	x12	Fx12
1	46	7	322	-14	196	1372
2	50	3	150	-10	100	300
3	60	8	480	0	0	0
4	66	7	462	6	36	252
5	70	2	140	10	100	200
6	80	2	160	20	400	800
7	86	1	86	26	676	676
		$\Sigma F=30$	$\Sigma Fx=1800$			$\Sigma Fx12=3600$

Table 1. Pretest Frequency Distribution Table

No	Range	F	F.Relative
1	46 – 52,66	10	33%
2	53,66 – 60,32	8	27%
3	61,32 – 67,98	7	23%
4	68,98 – 75,64	2	7%
5	76,64 – 83,3	2	7%
6	84,3 – 90,96	1	3%
	Sum	30	100%

Data description (Post-Test)

The data presented below is data obtained after the application of differentiation learning by students in writing paragraphs.

The first step is to compile a frequency distribution list, this is done to find out the mean, standard deviation and standard error of the data. The posttest description is as follows:

Table 5. Post-Test class Frequency Distribution

NO	X	F	Fx	x1	x12	Fx12
1	50	1	50	-27,26	743,47	743,47
2	60	1	60	-17,26	298,13	298,13
3	70	5	350	-7,266	52,80	264,02
4	76	8	608	-1,266	1,60	12,83

5	80	8	640	2,73	7,47	59,76
6	86	5	430	8,73	76,27	381,35
7	90	2	180	12,73	162,13	324,27
		$\Sigma F=30$	$\Sigma Fx=2318$			$\Sigma Fx12=2083.86$

Table 2. Post-Test Frequency Distribution Table

No	Range	F	F.Relative
1	50 – 56,66	1	3%
2	57,66 – 64,32	1	3%
3	65,32 – 71.98	5	17%
4	72,98 – 79,64	8	27%
5	80,64 – 87,3	13	43%
6	88,3 – 94,96	2	7%
	Sum	30	100%

Table 7. Research Statistics Data for Pre-Test and Post-Test classes

No	Unit Magnitude	Class	
		Pre-test	Post-test
1	Average (\bar{x})	60	77,26
2	Variance (S^2)	120	69,46
3	Standard Deviation (S)	10,95	8,33
4	The Biggest Data	86	90
5	Smallest Data	46	50
6	Standard Error	2,03	1,54
7	Lots of data	30	30

Based on the table above, it can be seen that on average, the highest data data is found in the Posttest class while the variance, standard deviation and standard error of the highest data data are found in the Pre-test class.

Normality Test

Pre-Test Normality Test

Table 8. Pre-Test Normality Test

NO	X	F	Fkum	Zi	Table	F(Zi)	S(Zi)	L
1	46	7	7	-1,27	0,39	0,10	0,23	0,13
2	50	3	10	-0,91	0,31	0,18	0,33	0,15
3	60	8	18	0	0	0,5	0,6	0,1
4	66	7	25	0,54	0,20	0,70	0,83	0,12
5	70	2	27	0,91	0,31	0,81	0,9	0,08
6	80	2	29	1,82	0,46	0,96	0,96	0,00
7	86	1	30	2,37	0,49	0,99	1	0,00
							Lcalculate	0,15
							Ltabel	0,16

Based on the table, the price of $L_{\text{calculate}} = 0.15$ and $L_{\text{calculate}}$ obtained from the critical table L hypothesis test with $N = 32$ and $\alpha = 0.05$ obtained $L_{\text{table}} = 0.16$. After comparing $L_{\text{calculate}} < L_{\text{table}}$ or $0.15 < 0.16$, it can be concluded that the Pre-test data is distributed **USUAL**

POST-TEST NORMALITY TEST

Table 9. Post-Test Normality Test

NO	X	F	Fkum	Zi	Table	F(Zi)	S(Zi)	L
1	50	1	1	-3,27	0,49	0,00	0,03	0,032
2	60	1	2	-2,07	0,48	0,01	0,06	0,04
3	70	5	7	-0,87	0,30	0,19	0,23	0,04
4	76	8	15	-0,15	0,05	0,44	0,5	0,05
5	80	8	23	0,32	0,12	0,62	0,76	0,14
6	86	5	28	1,04	0,35	0,85	0,93	0,08
7	90	2	30	1,52	0,43	0,93	1	0,06
							$L_{\text{calculate}}$	0,14
							L_{table}	0,16

Based on the table, the price of $L_{\text{calculate}} = 0.14$ and $L_{\text{calculate}}$ can be obtained from the critical table L hypothesis test with $N = 30$ and $\alpha = 0.05$ obtained $L_{\text{table}} = 0.16$. After comparing $L_{\text{calculate}} < L_{\text{table}}$ or $0.14 < 0.16$, it can be concluded that the Post-test data is **NORMAL distributed**

Table 10. Tester Data Normality Testing

NO	Data	$L_{\text{calculate}}$	$L_{\text{table}} (=0.05\alpha)$	Conclusion
1	Pre-Test	0,15	0,16	USUAL
2	Post-Test	0,14	0,16	USUAL

Homogeneity Test

To test the homogeneity of the data on the pre-test, a variance comparison formula is used. Pretest class variance (S^2)= 120 and S^2_{posttest} class variance (S^2)= 69.46

$$F = \frac{\text{VARIANS TERBESAR}}{\text{VARIANS TERKECIL}}$$

$$F = \frac{120}{69,46}$$

$$F = 1.72$$

Test criteria for whether or not data is homogeneous $F_{\text{count}} < F_{\text{table}}$ Taken dk the numerator is DK the largest variance and DK the denominator is the smallest variance. Then the price F is obtained from the table with real letters $\alpha=0.05$ or $F_{\alpha}(n_1-1:n_2-1)$ is $F_{0,05}(29-29)$. Looking for F_{table} as follows :

F_{table} = calculated by interpolation

Price $F_{\text{table}} \alpha=0.05$

df_1 (numerator) = k-1

$df_1 = 2-1$

=1

df_2 (denominator) = n-k

$df_2 = 30-2$

= 28

Information:

N = amount of data

K = Research variable

α = significance level

Ftable(0.05)=(28.1) = 4.196

Based on these results, to find out homogeneous population data or not $F_{\text{calculate}} < F_{\text{table}}$ (1.63 4.196 Then it can be concluded that the population data < pre-test and Post-test are homogeneous.

Hypothesis Test

Once known, the value will be consulted with the table at a significant level of 5% with $df = N-2$. df is 30 then 28. From df 28 processed significant level 5% = 1.701. Based on the calculations that have been done, it can be seen that the $t_{\text{count}} > t_{\text{table}}$ is $6.76 > 1.701$. Thus the null hypothesis (H_0) is rejected and the hypothesis is accepted so that it is stated that the application of differentiation learning affects the ability to write paragraphs.

Discussion

Differentiation learning is also a series of common-sense decisions made by teachers that are oriented to student needs. Because differentiated learning does not provide actions that help students feel different from children who are smart and not smart enough, instructors should consider an action before making judgments. When a teacher uses a variety of instructional strategies to help students utilize curriculum content, he or she practices different learning. He also provides a variety of sensible activities to help students understand and formulate concepts. A more self-centered teacher is a picture of a class that has not learned distinction. Children's interests and preferences are not understood by teachers. What is needed by students is not all fulfilled because when the learning process uses one way that the teacher thinks is good, the teacher does not provide a variety of activities.

In implementing differentiation learning in the classroom, teachers must understand students through mapping student learning needs with three approaches, namely: learning readiness, learning interests, and student learning profiles (can be done through interviewing these students). And as far as is known there are three character traits of children in learning, namely: audio, visual and kinesthetic. Based on the description of the research findings, it can be seen that the results of learning to write Shiva writing paragraphs after the application of differentiation learning in grade VII SMP Negeri 1 Parbuluan are better than before as seen from the worksheets of students. This is evidenced by the average post-test score of 77.26.

The application of differentiation learning has a significant influence on improving paragraph writing skills in grade VII SMP Negeri 1 Parbuluan than before, the application of differentiation learning can be proven from the $t_{\text{count}} > t_{\text{table}}$, which is $6.76 > 1.701$. Thus the initial hypothesis (H_0) and alternative hypothesis (H_a) are accepted, it can be concluded that the application of differentiation learning affects paragraph writing skills. After carrying out the research procedure using the application of specified learning, researchers use several criteria for the state of the school, such as having a sufficient number of students, the condition of students who are included well in the writing category knowing linguistic rules and the structure of description paragraphs. Based on research before the application of dominant differentiation learning less skilled in writing

paragraphs, especially in writing cohesion, unity, leggy, development, characteristics of description paragraphs and the use of language in description paragraphs.

Based on research after the application of differentiation learning, dominant students are able to write paragraphs, especially in writing unity, unity, leggy, development, characteristics of description paragraphs and the use of language in description paragraphs so that it can be concluded that students are in the category of good enough in writing appropriate paragraphs.

From the results obtained by students, the post-test there is an increase in writing paragraphs with the application of differentiation learning based on the increasing number of students. Student work results increase because the application of differentiated learning that attracts students' attention affects learning interest.

CONCLUSION

Based on the results of research on the application of differentiation learning to the ability to write paragraphs of grade VII students of SMP Negeri 1 Parbuluan. then it can be concluded as follows: Paragraph writing skills of grade VII students of SMP Negeri 1 Parbuluan before the application of differentiation learning. Obtained the lowest score of 46 and obtained the highest score of 86 with an average of 60. Paragraph writing skills of grade VII students of SMP Negeri 1 Parbuluan after the application of differentiation learning. Obtained the lowest score of 50 and obtained the highest score of 90 with an average of 77.26. The application of differentiation learning obtains significant results from the learning outcomes of students' paragraph writing skills better by using the application of differentiation learning. This can be proven from the results of hypothesis testing and data analysis that has been carried out obtained $t_{\text{calculate}} > t_{\text{table}}$ or $6.76 > 1.701$.

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