

**THE DIFFERENTIATED INSTRUCTION IN
IMPROVING READING COMPREHENSION IN
MIXED ABILITY CLASSROOM FOR SECONDARY
SCHOOL : A SYSTEMATIC LITERATURE REVIEW**

By :

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ANTASARI STATE ISLAMIC UNIVESITY

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COMPREHENSION IN MIXED ABILITY CLASSROOM FOR
SECONDARY SCHOOL : A SYSTEMATIC LITERATURE REVIEW**

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by

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VALIDATION


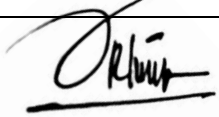
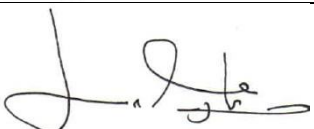
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STATEMENT OF AUTHENTICITY

I, the undersigned, Deni Ansyari, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, June 09th 2021

The writer,



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ABSTRACT

Deni Ansyari. 2021. The Differentiated Instruction in Improving Reading Comprehension in Mixed Ability Classroom for Secondary School : A Systematic Literature Review. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Puji Sri Rahayu, MA., (II) Afifah Linda Sari, M.Pd.

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Differentiated instruction applies a way to deal with instructing, so students have different choices for learning and comprehending thoughts. In Indonesia, students generally have different abilities. In order to create a learning English, more effort is needed from the teacher in creating a classroom that supports students learning reading. In dealing with students of different abilities, the teacher must know what differentiated instruction.

The researcher applied systematic literature review which searched and analyzed the journals on internet. It presented five steps of data analysis procedures: Identifying the review question and writing the protocol, developing a search strategy and applying inclusion criteria, data extraction, analysis and synthesis, and writing up and editing.

The results is only three articles from 2010-2020 found that addressed aspects of implementing differentiated instruction and its relation with reading comprehension for secondary school. (Ruth Boelens, Michiel Voet & Bram De Wever, 2018) found that in the content the teacher provides a variety of reading from the ordinary to the complex. After the process and product, they feel welcome, respect, feel accepted and valued, and grow as much as their ability while (Lisbeth M. Brevik, Ann Elisabeth Gunnulfsen & Joseph S. Renzulli, 2017) found that teachers prioritize content, such as distinguishing low and high content. Distinguishing reading variations and lots of practice for low-achieving students, and advanced training for high-achieving students and the results only increase skills for high learning potential than low ones. Finally, (Catherine A. Little, D. Betsy McCoach & Sally M. Reis, 2014), the authors demonstrate a positive impact in reading comprehension due to differentiated instruction. Articles provide examples, teacher's procedures, strategies and perspectives to follow up this kind of instruction. All the studies displayed that there can be a positive impact in students' reading comprehension when implementing differentiated instruction in the classroom, rather than whole group instruction. For instance, differentiated instruction has an impact on EFL reading comprehension for secondary school.

ABSTRAK

Deni Ansyari. 2021. *The Differentiated Instruction in Improving Reading Comprehension in Mixed Ability Classroom for Secondary School : A Systematic Literature Review*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Puji Sri Rahayu, MA., (II) Afifah Linda Sari, M.Pd.

Kata kunci: Kelas Berkemampuan Campuran, Pembelajaran Berdiferensiasi, Pemahaman Membaca, , Sekolah Menengah, Tinjauan Sastra Sistematis

Pembelajaran berdiferensiasi menerapkan cara untuk memberi instruksi, sehingga siswa memiliki pilihan yang berbeda untuk belajar dan memahami. Di Indonesia, siswa pada umumnya memiliki kemampuan yang berbeda dalam belajar Bahasa Inggris, maka dari itu diperlukan upaya lebih dari guru dalam menciptakan ruang kelas yang mendukung pembelajaran membaca siswa. Dalam menghadapi siswa yang memiliki kemampuan berbeda, guru harus mengetahui tentang pembelajaran berdiferensiasi.

Peneliti menerapkan tinjauan pustaka sistematis yang mencari dan menganalisis jurnal di internet. Peneliti menggunakan lima langkah prosedur analisis yaitu: Mengidentifikasi pertanyaan tinjauan dan menulis protokol, mengembangkan strategi pencarian dan menerapkan kriteria inklusi, ekstraksi data, analisis dan sintesis, dan menulis dan mengedit.

Hasilnya hanya tiga artikel jurnal dari tahun 2010-2020 yang ditemukan yang membahas aspek penerapan pembelajaran differensiasi dan hubungannya dengan pemahaman membaca pada sekolah menengah. (Ruth Boelens, Michiel Voet & Bram De Wever, 2018) menemukan bahwa Dalam konten guru memberikan variasi bacaan dari yang biasa sampai yang kompleks. Setelah proses dan produk, mereka merasa diterima, dihormati, merasa diterima dan dihargai, dan tumbuh sebanyak kemampuan mereka sementara (Lisbeth M. Brevik, Ann Elisabeth Gunnulfsen & Joseph S. Renzulli, 2017) menemukan bahwa guru memprioritaskan konten, seperti membedakan kandungan rendah dan tinggi. Membedakan variasi membaca dan banyak latihan untuk siswa berprestasi rendah, dan pelatihan lanjutan untuk siswa berprestasi tinggi dan hasilnya hanya meningkatkan keterampilan untuk potensi belajar tinggi daripada yang rendah. Akhirnya, (Catherine A. Little, D. Betsy McCoach & Sally M. Reis, 2014), penulis menunjukkan dampak positif dalam pemahaman bacaan karena instruksi yang berbeda. Artikel memberikan contoh, prosedur, strategi, dan perspektif guru untuk menindaklanjuti instruksi semacam ini. Semua studi menunjukkan bahwa ada dampak positif dalam pemahaman membaca siswa ketika menerapkan instruksi berbeda di kelas, daripada instruksi seluruh kelompok. Misalnya, instruksi yang berbeda berdampak pada pemahaman membaca EFL untuk sekolah menengah.

MOTTO

*Better to feel how hard education is at this
time rather than feel the bitterness of stupidity,
later.*

DEDICATION

I dedicate this thesis for:

1. My beloved parents, Supriyadi and Noorliana who always give me endless love, supports in mentally, spiritually, and materially during the time of study and the process of making this thesis.
2. My lovely little sisters, Nazwa Mariamah, has been always blessed for the laughs and happiness. They are such life amusements for me.
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Keep believing to pursue our dreams.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Syawal, 28th 1442 A.H

June, 09th, 2021 A.D

Deni Ansyari

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