

**IMPROVING STUDENT'S LEARNING OUTCOMES IN
NARRATIVE TEXT THROUGH DIFFERENTIATED
LEARNING APPROACHES (CONTENT, PROCESS, AND
PRODUCT) BASED ON *KURIKULUM MERDEKA***

THESIS



**STATE ISLAMIC UNIVERSITY
OF KIAI HAI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
APRIL 2025**

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirements to obtain
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MOTTO

وَالَّذِينَ ءَامَنُوا وَعَمِلُوا الصَّالِحَاتِ لَا نُكَلِّفُ نَفْسًا إِلَّا وُسْعَهَا أُولَٰئِكَ أَصْحَابُ الْجَنَّةِ هُمْ فِيهَا خَالِدُونَ ٤٢

Meaning: “As for those who believe and do good—We never require of any soul more than what it can afford—it is they who will be the residents of Paradise. They will be there forever” (Q. S Al-A’raf: 42)¹



¹ “Surah Al-A’raf - 42-43 - Quran.Com,” accessed May 15, 2025, <https://quran.com/id/tempat-tempat-tinggi/42-43>.

DEDICATION

This undergraduate thesis is wholeheartedly dedicated to my beloved parents Sutaji and Sumiati (Alm.), who have always been patient with me and continuously supported every decision I made.



ABSTRACT

Mita Puspita Wulandari, 2025: *Improving High School Student's Learning Outcomes in Narrative Text Through Differentiated Learning (Content, Process, and Product) Based on Kurikulum Merdeka*

Keywords: Classroom Action Research, Differentiated Learning, *Kurikulum Merdeka*, Learning Outcomes, Narrative Text

Indonesian students often face difficulties in understanding narrative texts due to low motivation, limited reading skills, and diverse backgrounds. These problems are also influenced by teaching methods and learning environments that do not fully meet the needs of individual students, which reduces their participation and affects their learning outcomes.

Differentiated learning, aligned with the *Kurikulum Merdeka* framework, adjusts the learning process based on students' individual needs, enabling learners to engage with materials at their own level and pace. This study aims to improve high school students' learning outcomes and participation in narrative text learning through the implementation of Differentiated Learning Approaches covering content, process, and product. The research addresses two key questions: (1) How does the application of Differentiated Learning Approaches based on *Kurikulum Merdeka* improve students' learning outcomes in narrative text? and (2) How can students' participation be increased through Differentiated Learning Approaches based on *Kurikulum Merdeka*?

This study employed Classroom Action Research (CAR) using a mixed-methods. Quantitative data were collected through pretests and posttests and analyzed using descriptive statistics. Qualitative data were gathered through classroom observations, interviews, and field notes, and analyzed using data reduction and triangulation. The research was conducted at SMKN 5 Jember in the X DKV class, involving 36 students selected through purposive sampling.

This study shows that the Differentiated Learning approach in *Kurikulum Merdeka* significantly improves learning outcomes and student participation in narrative text learning. The percentage of students who achieved the KKM (≥ 70) increased from 58.3% (pre-test) to 72.2% (first post-test) and 86.11% (second post-test), with the average class score increasing from 75 to 81.2. The various tasks and activities provided proved effective in supporting students to understand and master narrative writing skills gradually. More than 75% of students also actively participated in learning, reflecting their increased motivation and confidence. Brief interviews with some students confirmed that this approach made them more comfortable and motivated. The findings prove that Differentiated Learning effectively creates a learning environment that is engaging and responsive to students' needs.

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All praise and gratitude is due to God for His mercy and grace, the planning, implementation, and completion of the thesis as one of the requirements to complete the undergraduate program, can be completed smoothly.

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Jember, 15th March 2025

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CHAPTER I

INTRODUCTION

This chapter provides an introductory overview of the research. It covers several key components, including the research background, research question, research objectives, the significance of the study, and the definition of key terms.

A. Research Background

Providing narrative texts into the English language curriculum offers numerous advantages to students². First of all, narratives can aid in the development of students' literacy abilities, including writing, grammar, vocabulary, oral communication, and reading comprehension. Second, by exposing students to a variety of viewpoints and genres, narratives can develop their imagination, creativity, and critical thinking skills. Third, by teaching students about a variety of cultures, history, and challenges, narrative texts can help them become more aware of the world around them. In conclusion, incorporating narrative texts into the English language curriculum not only enhances students' literacy abilities but also fosters their imagination, critical thinking, cultural awareness, and overall enjoyment of learning.

A narrative text is a kind of writing that uses a plot and characters to convey a story—fictional or non-fictional. Numerous media, including novels, short stories, autobiographies, memoirs, comic books, films, and more, can tell a story. Other sorts of texts, such as essays, speeches, and reports, can also

² Fraser Douglas Hannam, "Teaching through Narrative.," *Forum on Public Policy Online* 2015, no. 2 (2015).

contain narratives. Narrative texts are therefore useful teaching and learning resources for a variety of subject areas. They can assist students in gaining the information, abilities, and mindset necessary for success in both the classroom and in life³.

However, despite the many advantages of teaching students about narrative literature, there are numerous challenges that teachers must overcome in the classroom to maximize the learning results of narrative texts. If these issues are not successfully resolved, learning outcomes may suffer and students' English proficiency may stagnate rather than improve. Numerous research substantiate this claim.

A study conducted by Sundari et al. (2022) at SMK Al-Ma'sum Kisaran revealed that 75% of students experienced difficulties in understanding narrative texts. The primary reasons cited for these challenges were attributed to factors such as the students' background, teaching techniques, and the learning environment, particularly in the first grade of SMK Al-Ma'sum Kisaran⁴. Research by Gita Rosita Sari et al. at SMAN 2 JEMBER finds the primary obstacle affecting students' reading comprehension is identified as "Motivation," with 65.6% of respondents indicating this as the most problematic aspect. These results suggest the necessity for teachers to prioritize enhancing students' motivation by implementing intensive coursework and

³ Ibid.

⁴ Sundari Sri et al., "An Analysis Of Students' Difficulties In Reading Comprehending Narrative Text," *EDU MANAGE* 1 (2022).

reading assignments tailored to their individual interests⁵. A study conducted in (2019) by Khoirunnisa and Widodo found that 86% of students struggled with understanding the structure, while 76% had difficulty grasping the point of view and many terms. These challenges are influenced by factors such as motivation, reading proficiency, and diverse backgrounds. Students' varying linguistic and cultural backgrounds impact their ability to comprehend new texts based on their previous exposure to different narrative styles. Additionally, differences in reading proficiency contribute to the struggles, with some students facing greater challenges than others. Moreover, motivation plays a crucial role, especially for students who lack interest in connecting with stories, making comprehension more challenging. Collectively, these factors hinder optimal learning outcomes from narrative texts⁶.

Based on the researcher's teaching experience during the Teaching Practicum program at SMKN 5 Jember, many students found it hard to understand narrative texts. Some students were confused by the structure, such as orientation, complication, and resolution. Others had difficulty understanding the vocabulary and identifying the message of the story. In addition, a few students looked less enthusiastic and showed low motivation during the narrative text lessons. These classroom observations support previous research that reports similar problems in teaching narrative texts.

⁵ Gita Rosita Sari, A. Santihastuti, and E. Wahjuningsih, "Student's Perception On Reading Comprehension Problems in Narrative Text" 23 (2020): 342–353.

⁶ Aulia Khoirunnisa and Estu Widodo, "Students' Difficulties in Comprehending Narrative Text," *TELL: Teaching of English Language and Literature Journal* 7 (2019).

To address such challenges, differentiated learning becomes a highly relevant and strategic approach. Differentiated learning enhances student involvement by respecting individual variations. Students are empowered to choose their preferred learning methods based on their needs, interests, and readiness⁷. The core principle of the differentiated approach is that every student is unique in terms of their skills, interests, learning preferences, and cultural backgrounds⁸. This approach allows students to determine how they absorb knowledge, interpret concepts, and articulate their learning. In other words, differentiated learning provides different ways to acquire content, process or understand ideas, and develop products so that each student can learn effectively⁹. As Tomlinson suggests, diverse approaches offered in these different classes enable students to achieve optimal understanding and achievement¹⁰. By tailoring learning outcomes to each student's unique learning needs, this technique facilitates student success in the learning process¹¹.

As reinforced by a spiritual perspective, verse 45 of Surah An-Nur in the Qur'an highlights the distinctiveness and individuality of Allah's creation.

⁷ Carol Ann Tomlinson, *How to Differentiate Instruction in Mixed-Ability Classrooms* / Carol Ann Tomlinson.— 2nd Ed, 2nd ed. (Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 2001).

⁸ Agus Purwowidodo and Muhamad Zaini, *TEORI DAN PRAKTIK MODEL PEMBELAJARAN BERDIFERENSIASI IMPLEMENTASI KURIKULUM MERDEKA BELAJAR*, ed. M Fathurrohman, Cetakan 1. (Yogyakarta: Penebar Media Pustaka, 2023).

⁹ Tomlinson, *How to Differentiate Instruction in Mixed-Ability Classrooms* / Carol Ann Tomlinson.— 2nd Ed.

¹⁰ Ibid.

¹¹ Feny Rahma Maulidia and Aulya Nanda Prafitasari, "Strategi Pembelajaran Berdiferensiasi Dalam Memenuhi Kebutuhan Belajar Peserta Didik," *ScienceEdu* 6, no. 1 (2023): 55.

وَاللَّهُ خَلَقَ كُلَّ دَابَّةٍ مِّن مَّاءٍ ۖ فَمِنْهُمْ مَّن يَمْشِي عَلَىٰ بَطْنِهِ ۗ وَمِنْهُمْ مَّن يَمْشِي عَلَىٰ

رِجْلَيْنِ ۗ وَمِنْهُمْ مَّن يَمْشِي عَلَىٰ أَرْبَعٍ ۗ يَخْلُقُ اللَّهُ مَا يَشَاءُ ۗ إِنَّ اللَّهَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ

“And Allah has created from water every living creature. Some of them crawl on their bellies, some walk on two legs, and some walk on four. Allah creates whatever He wills. Surely Allah is Most Capable of everything.”¹²

This verse emphasizes that all of Allah’s creations are unique, and from an educational point of view, it encourages humans to embrace their individuality. By recognizing this diversity, educators are reminded to provide learning experiences that reflect the unique traits and potentials of each student.

Differentiated learning utilizes various approaches in terms of content, process, and product of learning. In a differentiated classroom, teachers pay attention to three key factors: first, content, which relates to what material is taught to students; second, process, which concerns the way students acquire information and develop an understanding of the subject matter; third, product, which is the way students demonstrate their understanding of the material that has been learned. These three elements are customized and adjusted based on the results of the assessments conducted according to the students' readiness level, interest, and learning profile¹³.

This concept of differentiation is aligned with the *Kurikulum Merdeka*, developed by the Indonesian Ministry of Education and Culture. It is a flexible

¹² Lajnah Pentashihan Mushaf Al-Qur’an, “Al-Qur’an Juz 11-20,” *Al-Qur’an dan Terjemahannya Edisi Penyempurnaan 2019* (2019): 277.

¹³ Purwowododo and Zaini, *Teori dan Praktik Model Pembelajaran Berdiferensiasi Implementasi Kurikulum Merdeka Belajar*.

curriculum framework designed to empower educators to create high-quality learning experiences tailored to students' needs and learning environments¹⁴. It prioritizes content that is essential, relevant, and in-depth, allowing sufficient time for students to build creativity and innovation while mastering basic competencies such as literacy and numeracy.

In *Kurikulum Merdeka*, teachers adapt their teaching based on students' needs. They assess how well students understand and adjust their teaching methods accordingly to ensure effective learning. Students are given the freedom to pursue their interests and talents, allowing for diverse learning approaches. Teachers utilize this freedom to tailor their instruction to match students' readiness, interests, and learning styles¹⁵. Additionally, the projects in *Kurikulum Merdeka* facilitate differentiated learning. Students engage in practical tasks related to important topics, applying their knowledge in various ways. This promotes inclusive learning, accommodating different skill levels and interests¹⁶. *Kurikulum Merdeka* is essentially a comprehensive educational method that celebrates individuality and creates a nurturing classroom where learners can succeed. Teachers who adopt varied learning can help students realize their full potential and provide them the knowledge and skills they need to succeed in a world that is changing all the time.

¹⁴ “Kurikulum Merdeka,” accessed April 3, 2024, <https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/>.

¹⁵ Lutfi Sheykal, “Mengenal Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka,” last modified 2024, accessed April 3, 2024, <https://mediaindonesia.com/humaniora/649611/mengenal-pembelajaran-berdiferensiasi-dalam-kurikulum-merdeka>.

¹⁶ “Kurikulum Merdeka.”

In connection to narrative text learning, differentiated learning has the potential to improve comprehension. For example, H. Toofani Asl's study discovered that differentiated learning enhanced the grammatical and rhetorical aspects of narrative writing across various competency levels¹⁷. Moreover, differentiated learning strategies have been found to be effective in various subjects within the *Kurikulum Merdeka*. A study by Dalila et al. (2022) found that the classroom that implemented differentiated learning had higher n-gain scores compared to other classes that did not employ the same strategy¹⁸. Syarifuddin (2022) demonstrated significant results in the form of 89.66% completeness exceeding KKM on student learning outcomes¹⁹. Then, Puteri (2023) found that using varied learning enables teachers to satisfy students' needs and expectations while also enhancing student learning outcomes and creativity²⁰.

However, despite the increasing focus on diverse teaching methods, there is a lack of research on using differentiated teaching in teaching narrative texts. Previous researches have not fully studied how differentiated instruction relates to the specific characteristics of narrative texts and its impact on student

¹⁷ Hadis Toofani Asl, "Effect of Differentiated Instruction on Linguistic and Rhetorical Features of Narrative Writing Performance across Different Levels of Proficiency," *Research in English Language Pedagogy* 7, no. 2 (July 1, 2019): 405–426, accessed March 5, 2024, https://relp.isfahan.iau.ir/article_665954.html.

¹⁸ "Garuda - Garba Rujukan Digital," accessed March 5, 2024, <https://garuda.kemdikbud.go.id/documents/detail/3150250>.

¹⁹ Syarifuddin Syarifuddin and Nurmi Nurmi, "Pembelajaran Berdiferensiasi Dalam Meningkatkan Hasil Belajar Matematika Siswa Kelas IX Semester Genap SMP Negeri 1 Wera Tahun Pelajaran 2021/2022," *JagoMIPA: Jurnal Pendidikan Matematika dan IPA* 2, no. 2 (2022): 35–44.

²⁰ Fadhilah Nur Ramadhani Rizqiyah Puteri and Iqnatia Alfiansyah, "Analysis of Differentiated Learning Strategies on Student Learning Outcomes," *DIDAKTIKA TAUHIDI: Jurnal Pendidikan Guru Sekolah Dasar* 10, no. 2 (2023): 131–143.

learning outcomes. This gap emphasizes the need for further investigation to understand the potential benefits and challenges of incorporating differentiated learning methods into teaching narrative texts within the *Kurikulum Merdeka* framework.

In summary, there is a research gap regarding differentiated learning in narrative text education within the *Kurikulum Merdeka* framework due to the dearth of studies on the subject. Differentiated learning has the ability to improve student engagement, comprehension, and academic performance. As such, it is an important field for further study and application in Indonesian education.

Based on previous studies above, this study aims to identify effective differentiation strategies for narrative text instruction in the context of the *Kurikulum Merdeka*. The researcher comes with a title:

“Improving Student’s Learning Outcomes in Narrative Text through Differentiated Learning Approaches (Content, Process, and Product) Based on Kurikulum Merdeka.”

The main goals of the study are multifaceted, focusing on the enhancement of student engagement, comprehension, and overall academic performance through differentiated instruction. By addressing these challenges and gaps, the study seeks to contribute to the body of knowledge on differentiated instruction in narrative text instruction and provide valuable insights for educators in Indonesia.

B. Research Question

To limit the discussion of this research, the researcher formulates research questions as follow:

1. How does the application of Differentiated Learning Approaches based on *Kurikulum Merdeka* improve students' learning outcomes in narrative text?
2. How can students' participation be increased through Differentiated Learning Approaches based on *Kurikulum Merdeka*?

C. Research Objective

Based on the research question above, the research objective of this research was:

1. To assess how the application of Differentiated Learning Approaches based on *Kurikulum Merdeka* can improve students' learning outcomes in narrative text.
2. To describe how Differentiated Learning Approaches based on *Kurikulum Merdeka* can increase students' participation.

D. The Significance of Study

1. Theoretical Significant

This research is theoretically significant as it adds to existing literature on differentiated learning approaches in teaching narrative texts, especially within the framework of *Kurikulum Merdeka*. By studying how Differentiated Learning Approaches relate to student learning outcomes, it provides valuable insights into effective teaching methods for improving

students' understanding and engagement with narrative texts. Additionally, exploring strategies to increase student participation contributes to discussions on effective teaching practices

2. Practical Significant

The findings of this research are practically significant for various stakeholders in the Indonesian education system, including policymakers, curriculum developers, educators, and students. Understanding the benefits of Differentiated Learning Approaches can inform decisions on curriculum design and teaching methods, leading to better learning outcomes. Emphasizing student participation addresses the need for engaging learning environments. Ultimately, this research can contribute to improving education quality and student achievement in Indonesia.

E. Definition of Key terms

1. Differentiated Learning Approaches

These are teaching techniques and approaches that address the various needs, passions, and learning preferences of students in the same classroom. It involves tailoring instruction, content, and assessment to match students' readiness, interests, and learning profiles.

2. *Kurikulum Merdeka*

This refers to the Indonesian concept of a flexible curriculum framework that emphasizes autonomy and flexibility in teaching and learning processes. It aims to empower schools and educators to design and implement curriculum according to local needs and contexts.

3. *Learning Outcomes*

Learning outcomes in this study refer to the measurable progress in students' ability to write narrative texts, including improved use of appropriate vocabulary, accurate sentence construction, and logical text organization. This progress is further reflected in the students' active engagement and increased enthusiasm during differentiated learning activities, as demonstrated through their participation in tasks, completion of assignments, and responses during discussions.

4. Narrative Text

This refers to any form of written or oral communication that tells a story or recounts a sequence of events. Examples of narrative texts include novels, short stories, folktales, myths, and autobiographies. In an educational context, narrative texts are often used to develop students' reading comprehension and literary analysis skills.

CHAPTER II

LITERATURE REVIEW

A review of the literature was offered in this chapter. It included theoretical and conceptual frameworks along with appropriate previous studies.

A. Previous Studies

1. The first previous research was from Hasanah, Susanti, and Nurhajati (2023). Their aims is to ascertain how students reading skills are affected by differentiated instruction. In this study, a quantitative approach was employed by the researchers, focusing on class X11 students at SMAN 4 Kediri. The data were collected from students' pre-test and post-test scores. The results of the t-test hypothesis test showed that the calculated t-value (10.723) exceeded the critical t-value (1.690), leading to the rejection of the null hypothesis. This indicates a significant effect of differentiated teaching on students' reading comprehension.²¹ In conclusion, the study conducted at SMAN 4 Kediri demonstrated the effectiveness of differentiated teaching in enhancing students' reading comprehension skills. Moreover, English teachers are encouraged to incorporate differentiated teaching strategies into their instructional practices to maximize students' reading comprehension proficiency.²²

²¹ N N Hasanah, Y Susanti, and Diani Nurhajati, "Differentiated Teaching Method From the Students Ability in Reading Comprehension At Sman 4 Kediri," ... *of Humanities and ...* 1, no. 3 (2023): 910-919, <https://humasjournal.my.id/index.php/HJ/article/view/170%0Ahttps://humasjournal.my.id/index.php/HJ/article/download/170/103>.

²² Ibid.

2. The second study by Wahyuni (2023). Her research aims to investigate the application of differential learning in an independent curriculum for high school English courses (SMA). Emphasizing on diversified learning allows schools, teachers, students, and all educational resources to experiment, be creative, and learn independently. The research employs qualitative descriptive techniques. Her study's findings demonstrate the viability of using differential learning in an independent English program.²³ In conclusion, it demonstrates how this strategy, which takes into account each student's preparation, interests, and learning preferences, may enhance student learning outcomes.
3. The third previous studies by Maknuun, Anwar, Farida (2023) demonstrated initiatives aimed at enhancing student involvement and understanding of instructional materials at SMA Negeri 1 Karangtengah Demak. The study's goal was to increase student comprehension by utilizing a differentiated learning strategy based on the *Kurikulum Merdeka* and a qualitative descriptive technique. The findings of the pre-cycle observation revealed that many students struggled to identify the key idea of the explanatory text, and that their use of electronics during learning activities caused a lack of participation from the students. To address these issues, the study used cooperative learning and a differential

²³ S Wahyuni, "The Implementation of Differentiated Learning in *Kurikulum Merdeka* In Learning English at High School," *Journal of Applied Linguistics and English* ... 1, no. 01 (2023): 27–33, <https://jurnal.unipasby.ac.id/index.php/jalle/article/view/8695><https://jurnal.unipasby.ac.id/index.php/jalle/article/download/8695/5252>.

learning strategy. As a result, student comprehension increased by 73% in cycle 2. Because their individual learning styles were met, the students' participation was excellent.²⁴ It can be concluded that implementing a differentiated learning strategy based on the *Kurikulum Merdeka*, coupled with cooperative learning techniques, effectively improved student comprehension and participation in instructional activities at SMA Negeri 1 Karangtengah Demak

4. In the fourth previous study, Azhari and Zainil (2024) investigated how differentiated learning was implemented at the secondary school level within the framework of the *Kurikulum Merdeka*. The present study employed a qualitative research methodology, utilizing data collection approaches such as observations and interviews. English instructors from batches I and II of the Mobilizing Schools in Padang, who are now teaching phase F students at SMA Negeri 7 and SMA Negeri 10 in Padang, comprised the research sample. Purposive sampling was used in the sampling process to choose respondents and two teachers had chosen is Teacher A and Teacher B. The English teachers participated in the study were observed and interviewed in order to gather data for the study. The findings demonstrated that instructors who regularly used differentiated learning were able to establish a learning environment that aided in the social and intellectual growth of their students. But Teacher A also noted

²⁴ Luklu Ul Maknuun, Khoirul Anwar, and Alief Noor Farida, "Improving Students' Reading Comprehension and Participation through Finding and Sharing," *UNNES-TEFLIN National Conference 5* (2023): 452–460.

several difficulties instructors encountered when putting differentiated learning into practice, like a lack of resources and a poor comprehension of the concept.²⁵

5. This study written by Nik Mohd Rahimi et al. (2019) investigated the efficacy of a diversified learning approach to Arabic language learning within the Malaysian educational system. Including 60 grades, the study used a quasi-experimental design with two respondents who were secondary school students in Malaysia. The treatment group and the control group each received pre- and post-tests. The analysis's findings demonstrated a substantial difference in both the two groups' levels of motivation and achievement between the control and treatment groups. As a result, this study concludes that studying Arabic can be more motivated and successful when using a customized learning strategy. The study's conclusion is that one foreign language learning strategy that Arabic language instructors can employ to help their students become more proficient in the language is the differentiated learning method. Furthermore, the researcher also notes this finding has larger applications in terms of boosting motivation and proficiency in other foreign languages. It is therefore proposed that foreign language instructors modify their

²⁵ Zakiyurrahman Azhari and Yetti Zainil, "Journal of English Language Teaching Differentiated Teaching and Learning Applied in English Classes of Phase F of Senior High School" 13, no. 1 (2024): 360–383.

teaching and learning methods to incorporate the Differentiated Learning Approach.²⁶



²⁶ Nik Mohd Rahimi et al., “The Effectiveness of Differentiated Learning Method on Motivation and Achievement of Foreign Language Learning,” *Religacion: revista de Ciencias Sociales y Humanidades* 4, no. 19 (2019): 161–164.

Table 2. 1
The Similarities and Differences between Previous Research and This Research

No.	Author and Title	Similarities	Differences
1	A journal written by Nila Nisaul Hasanah, Yunik Susanti, and Diani Nurhajati (2023) entitled “Differentiated Teaching Method from The Students’ Ability in Reading Comprehension at SMAN 4 Kediri”	<ul style="list-style-type: none"> a. Both studies use a differentiated learning approach. b. Both aim to improve student learning outcomes related to reading comprehension and narrative texts. 	<ul style="list-style-type: none"> a. The previous study focuses on general reading comprehension, while this study focuses specifically on narrative text. b. The previous study uses a quantitative method with a pre-experimental design, while this study uses classroom action research with a quantitative descriptive method.
2	A journal written by Sri Wahyuni (2023) entitled “The Implementation of Differentiated Learning in Kurikulum Merdeka in Learning English at High School”	<ul style="list-style-type: none"> a. Both studies aim to explore the use of differentiated learning in the context of Kurikulum Merdeka. b. Both are conducted in high school English classrooms. 	<ul style="list-style-type: none"> a. The previous study uses a qualitative method, while this study uses classroom action research. b. The previous study discusses English learning in general, while this study focuses on improving students' outcomes in narrative texts.
3	A journal written by Luklu UI Maknuun et al. (2023) entitled “Improving Students’ Reading Comprehension and Participation through Finding and Sharing Activity Based on Differentiated Learning”	<ul style="list-style-type: none"> a. Both apply differentiated learning approaches. b. Both use Kurikulum Merdeka. c. Both use classroom action research. 	<ul style="list-style-type: none"> a. The previous study focuses on reading comprehension and participation, while this study focuses on student outcomes in narrative text. b. The previous study uses qualitative methods with descriptive techniques, while this study uses quantitative descriptive methods. c. The previous study uses explanatory texts, while this study uses narrative texts.

No.	Author and Title	Similarities	Differences
4	A journal written by Zakiyurrahman Azhari and Yetti Zainil (2024) entitled “Differentiated Teaching and Learning Applied in English Classes of Phase F of Senior High School”	a. Both apply a differentiated learning approach. b. Both are conducted under Kurikulum Merdeka.	a. The previous study uses qualitative methods with descriptive techniques, while this study uses quantitative descriptive methods. b. The previous study involves teachers as subjects, while this study involves students. c. The previous study focuses on how teachers implement differentiated learning, while this study focuses on improving students’ outcomes in narrative text through differentiation in content, process, and product.
5	A journal written by Nik Mohd Rahimi et al. entitled “The Effectiveness of Differentiated Learning Method on Motivation and Achievement of Foreign Language Learning”	a. Both apply differentiated learning to improve student learning outcomes.	a. The previous study focuses on Arabic language learning in Malaysia, while this study focuses on English narrative text learning in Indonesia. b. The previous study discusses foreign language learning in Arabic, while this study discusses foreign language learning in English through narrative texts.

The application of varied teaching methods, particularly through differentiated learning approaches, has become a central topic in educational research. Numerous studies, including those conducted by Hasanah, Susanti, and Nurhajati (2023), Wahyuni (2023), Maknuun et al. (2023), Azhari and Zainil (2024), and Rahimi et al., have examined the implementation of differentiated instruction to improve students' learning outcomes. These studies have provided valuable contributions to the field. However, there are still some research gaps that have not been fully addressed. Methodologically, several previous studies employed qualitative approaches or pre-experimental designs, with limited use of classroom action research that allows for direct observation and intervention in the teaching and learning process. Contextually, many of the studies focused on general reading comprehension or on different genres such as explanatory texts, rather than on narrative texts. Furthermore, a number of the studies emphasized teacher practices or motivational factors without thoroughly measuring the impact on students' academic achievement, particularly in the context of *Kurikulum Merdeka*. Therefore, this study seeks to address both methodological and contextual gaps by employing a classroom action research design to investigate how the use of varied teaching methods through content, process, and product differentiation can improve students' learning outcomes in understanding narrative texts within the framework of *Kurikulum Merdeka* at the senior high school level.

B. Theoretical Framework

1. The Concept Of *Kurikulum Merdeka*

a. Background and Definition of *Kurikulum Merdeka*

Kurikulum Merdeka is a new curricular policy implemented in Indonesia's educational system. It was initially introduced in 2022. This curriculum is optional because schools are given the freedom to decide which curriculum to choose: 1. the full 2013 curriculum, 2. the emergency curriculum, namely the simplified 2013 curriculum, 3. the *Kurikulum Merdeka*. The *Kurikulum Merdeka* is designed to give students the freedom to manage and develop their own learning independently.²⁷

Kurikulum Merdeka is developed as a response of learning crisis in Indonesia. According to the results of the Program for International Student Assessment (PISA), 70% of students in 15 years old are not proficient enough in basic math concepts or simple reading comprehension. Over the past ten to fifteen years, there hasn't been a noticeable improvement in these PISA ratings. The study demonstrates that there are significant differences in learning quality between socioeconomic classes and geographical areas. This is made worse by the COVID-19 outbreak. In order to prevent learning loss during the epidemic, the Education Minister overcame this by simplifying the curriculum under extraordinary conditions, or the emergency curriculum. According to data from 31.5% of schools that

²⁷ “Latar Belakang *Kurikulum Merdeka*,” accessed March 5, 2024, <https://pusatinformasi.guru.kemdikbud.go.id/hc/en-us/articles/6824331505561-Latar-Belakang-Kurikulum-Merdeka>.

have implemented emergency curricula, utilizing it can lessen.²⁸ The effectiveness of the curriculum in these specific conditions reinforces the importance of changing the design and implementation strategy of the curriculum more comprehensively.

The principles of *Kurikulum Merdeka* are as follows:²⁹

- 1) Learning in *Kurikulum Merdeka* is designed considering the development stage and achievement level of students. It is adjusted to the learning needs and reflects the diverse characteristics and development of students, making learning meaningful and enjoyable.
- 2) Learning is designed and implemented to build the capacity to become lifelong learners.
- 3) The learning process supports the holistic development of students' competencies and character.
- 4) Relevant learning is designed according to the context, environment, and culture of students, and involves parents and the community as partners.
- 5) Learning is oriented towards a sustainable future.

b. Objectives and Focus of Learning in *Kurikulum Merdeka*

The main objective of the *Kurikulum Merdeka* is to offer education that encourages students to develop their imagination,

²⁸ Ibid.

²⁹ "Urutan Tahapan Pengembangan *Kurikulum Merdeka* Dan Prinsipnya," accessed May 3, 2024, <https://tirto.id/urutan-tahapan-pengembangan-kurikulum-merdeka-dan-prinsipnya-gFPg>.

emotions, and determination, shaping them into lifelong learners imbued with Pancasila values, faith, and moral integrity. This curriculum prioritizes essential subjects, allowing students ample opportunity to delve into concepts and refine their abilities. Additionally, it gives teachers flexibility and assistance for training materials and instructional tools as they create the curriculum for individual units of study.³⁰

c. Relevance of Differentiated Learning to *Kurikulum Merdeka*

Differentiated learning is highly relevant to the Merdeka Belajar (Freedom to Learn) curriculum in Indonesia. Here are some key points:

- 1) Student-Centered Learning: The Merdeka Belajar curriculum puts a strong emphasis on students taking charge of their learning journey, tailoring it to their interests, needs, and abilities.³¹

Differentiated learning, which adapts teaching methods to suit each student's unique learning style, readiness level, and interests, fits well with this principle. By personalizing the learning process, differentiated learning ensures that each student receives

³⁰ Dea Digna and Choiriyah Widayarsi, "Teachers' Perceptions of Differentiated Learning in *Kurikulum Merdeka* in Elementary Schools," *International Journal of Elementary Education* 7, no. 2 (2023): 255–262, <https://doi.org/10.23887/ijee.v7i2.54770>.

³¹ Bagus Adi Wijaya, Djameluddin Perawironegoro, and Betty Mauli Rosa, "The Impact of Differentiated Learning in the Merdeka Belajar Curriculum on Elementary School Literacy as the Object of the Kampus Mengajar Program" 8, no. 1 (2024): 22–33.

instruction that is relevant and meaningful to their individual learning needs.³²

- 2) Accommodating Individual Differences: Differentiated learning recognizes and accommodates the diverse needs and abilities of students, offering them a more tailored and engaging learning experience. This approach is perfectly in line with the Merdeka Belajar curriculum's focus on personalized learning. By catering to individual differences, differentiated learning ensures that each student receives instruction tailored to their unique learning style, maximizing their learning potential.³³
- 3) Principles of Differentiated Learning: Implementing differentiated learning methods within the *Merdeka Belajar* curriculum must adhere to key principles. These include creating a supportive learning environment, developing a high-quality and flexible curriculum, using ongoing assessment practices, adapting teaching strategies responsively to meet students' needs, and promoting effective leadership and routines within the classroom. Following these principles ensures that differentiated learning is implemented effectively within the Indonesian educational context.³⁴

³² Khulisoh, "Penerapan Pembelajaran Berdiferensiasi Pada Kurikulum Merdeka Di SD" 5, no. 5 (2022): 1150–1158.

³³ Wijaya, Perawironegoro, and Rosa, "The Impact of Differentiated Learning in the Merdeka Belajar Curriculum on Elementary School Literacy as the Object of the Kampus Mengajar Program."

³⁴ Khulisoh, "Penerapan Pembelajaran Berdiferensiasi Pada *Kurikulum Merdeka* Di SD."

4) Benefits of Differentiated Learning: Integrating differentiated learning approaches into the Merdeka Belajar curriculum is expected to yield direct benefits for students.³⁵ By personalizing instruction and catering to individual learning needs, differentiated learning promotes deeper understanding, increased engagement, and improved learning outcomes. Ultimately, the aim of incorporating differentiated learning within the Merdeka Belajar curriculum is to empower students, foster their academic growth, and prepare them for success in an ever-changing world.

2. Differentiated Learning Approaches

Differentiated instruction is an educational strategy where teachers strive to comprehend the individual strengths and areas for growth of each student. By tailoring instruction to accommodate their diverse interests, abilities, and learning preferences, educators aim to provide a more personalized and impactful learning experience, moving away from a uniform teaching approach. This method involves adapting course content, activities, and evaluations to cater to the unique needs and preferences of learners.³⁶

According to Carol Ann Tomlinson, a renowned expert in differentiated instruction, differentiation is based on three primary indicators: readiness, interest, and learning profile.³⁷

³⁵ Ibid.

³⁶ Carol Ann Tomlinson, *How To Differentiate Instruction in Mixed-Ability Classrooms*. 2nd Edition., 2001.

³⁷ Ibid.

a. Readiness

This refers to the current knowledge, understanding, and skill level a student has in relation to the content being taught. Differentiating based on readiness involves adjusting the complexity of content and tasks to match each student's current level of understanding and skill. In order to differentiate content, procedure, and product, teachers use students' readiness levels as a starting point. The goal is to push students slightly over their comfort zones, making the task a little too challenging for them. They then assist students in pushing themselves to reach a higher degree of proficiency with crucial concepts and abilities.³⁸

b. Interest

This involves connecting the content and tasks to topics or activities that students find appealing or are curious about. When students are interested in what they are learning, they are more likely to be engaged and motivated. Student interests can cover a wide range of aspects such as, subjects, topics or issues, learning activities, ways of learning, hobbies, careers, etc. It is possible to combine interest-based differentiation with other forms of differentiation. A task or product that incorporates features common to the entire class, readiness-based, interest-based, and learning profile options is frequently feasible. While it may be useful to consider differentiation

³⁸ Ibid.

based on readiness, interest, and learning profile categories, it is not required to divide the categories during instruction or planning.³⁹

c. Learning Profile

This refers to how students learn best. It can include learning style (visual, auditory, kinesthetic), intelligence preference (linguistic, logical-mathematical, spatial, etc.), and environmental preferences (working alone, in a group, in a quiet space, etc.).

According to Carol Ann Tomlinson, a learning profile encompasses four key dimensions⁴⁰:

- 1) Gender: Gender can impact students' learning styles and interactions within the classroom environment.
- 2) Culture: Cultural background significantly shapes students' learning experiences and perspectives, influencing their approach to education.
- 3) Learning Style: This encompasses preferences such as working independently or collaboratively, in quiet or noisy settings, while remaining stationary or engaging in movement.
- 4) Intelligence Preference: This refers to the favored type of intelligence for learning or problem-solving. It may align with Gardner's multiple intelligences, including verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, musical-rhythmic, spatial, or naturalist

³⁹ Ibid.

⁴⁰ Ibid.

intelligences. Alternatively, it could reflect creative, analytical, or practical preferences based on Sternberg's theory of intelligence.

Tomlinson splits the three distinctive elements—content, method, and product—in his 2001 book. Based on the findings of the student diversity survey, which can be chosen based on readiness, interest, and learning profile, teachers have the option to alter the method, content, and final product.

a. Differentiated Content

When it comes to content differentiation, the aim is to provide methods for "input" (knowledge, concepts, and abilities) that are tailored to each student individually. The "input" of teaching and learning is content. It's what teacher aim for students to learn or what student teach them. There are two ways to conceptualize different content.⁴¹ First, teachers can tailor their lessons by distinguishing their content. Secondly, teachers have the ability to change or adapt how they provide students with access to the material they wish to learn.

The following techniques can be applied in the classroom to diversify content:⁴²

- 1) Concept-Based Teaching
- 2) Curriculum Compacting
- 3) Using Varied Text and Resource Materials
- 4) Learning Contracts

⁴¹ Ibid.

⁴² Ibid.

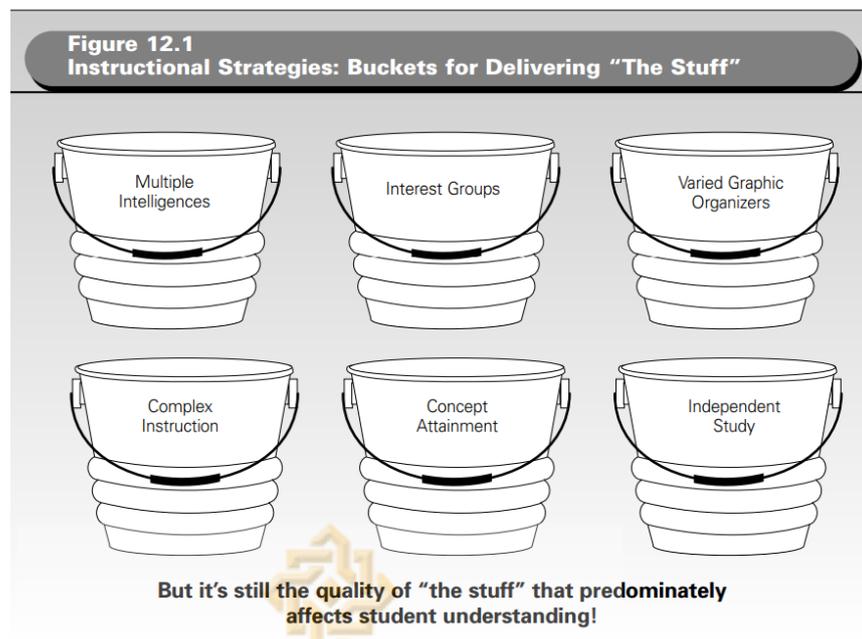
5) Minilessons

b. Differentiated Process

Process provides students with an opportunity to reflect on the concepts, ideas, and skills they have learned. In educational terminology, activity represents the embodiment of "process". Essentially, all effective activities serve as deliberate procedures aimed at guiding students from basic to more advanced levels of understanding. When classroom activities are engaging, encourage critical thinking, and require the application of fundamental skills to grasp important concepts, students are more likely to retain and comprehend information effectively. By fostering such an environment, educators can facilitate deeper learning experiences that promote meaningful understanding and retention among students.

Students are provided with meaningful exercises that are not meant to be graded, but rather serve as a record of feedback regarding what attitudes, knowledge, and skills still require improvement. An effective differentiated activity is one that students will create or participate in in a variety of ways and to varying degrees.⁴³

⁴³ Ibid.



Picture 1. 1

Instructional Strategies adapted from Tomlinson, Carol A. (2001)

c. Differentiated Product

Product, in the context of education, is a long-term undertaking. Assignments related to product should enable students, whether working individually or in groups, to reconsider, utilize, and expand upon what they have learned over an extended period—an entire unit, semester, or even a year.⁴⁴ Products play a crucial role not only in showcasing students' comprehensive understandings and applications but also in providing them with a tangible element of the curriculum that they can directly identify with and take ownership of. Consequently, well-designed product assignments have the potential

⁴⁴ Ibid.

to be highly motivating as they bear the unique imprint of the students' creativity and effort.

The teacher can decide on the product's format after determining the information, comprehensions, and skills needed for it. This format choice might be based on the curriculum's specified competencies or the teacher's sophisticated perception of the variations in each student's learning profile, readiness, and interests. At this point, setting fundamental standards for the end product's quality, work method, and content becomes essential.⁴⁵ The goal of the assignment should be to push students to apply their knowledge and abilities in new ways and inspire them to pursue excellence in their work. Teachers can choose to lead brainstorming sessions as a way to get the product creation process going.⁴⁶ Students get the chance to spark their creativity and explore ideas in groups during these workshops.

Products need to be evaluated because they are summative assessments. Therefore, in order to ensure fairness and openness in the assessment process, it is crucial to create precise grading criteria right away. Teachers can establish a positive learning environment that supports students' overall development and academic success by carefully planning and carrying out product-based assignments.

3. Narrative Text

⁴⁵ Ibid.

⁴⁶ Ibid.

a. Definition of Narrative Text

A narrative text is a kind of discourse that is mainly concerned with the depiction and ordered retelling of experiences and events; these are frequently defined by a series of episodes. With the use of characters and locations, a storyteller or narrator engages the reader through the experience dynamics of human awareness and temporality in this discourse form. Both written and spoken narrative texts are possible; they progress from simple episodic patterns seen in oral traditions to more intricate report-plus-scene structures found in written genres such as novels. The fundamental purpose of narrative, which has evolved to fit a variety of media and historical settings, is still to masterfully communicate human experiences and events through discursive means. This involves adding components of ability and significance to the story to make it relevant and impactful on the audience.⁴⁷

Furthermore, narrative texts frequently stand in contrast to other macro-genres like argumentative or instructional texts, although they also aim to transmit knowledge and experience through organized discourse. Natural narratology emphasizes the role of narrative in generating mimetic experiences and enabling the comprehension of human consciousness and actions within particular

⁴⁷ Monika Fludernik, "Genres , Text Types , or Discourse Modes ? Narrative Modalities and Generic Categorization" 34, no. 2 (2016): 274–292.

spatial and temporal contexts. Narrative is integrated with other discourse functions and examined within a range of text types.⁴⁸

The key features of a narrative text are⁴⁹:

- 1) **Storytelling Purpose:** The main goal is to tell a story or describe a series of events and experiences.
- 2) **Sequence of Actions:** It includes a clear sequence of actions or events, often structured in a specific order (beginning, middle, end).
- 3) **Characters:** Narrative texts feature characters who carry out the actions and experience the events of the story.
- 4) **Setting:** There is a defined setting, which provides the time and place where the story unfolds.
- 5) **Experientialist:** The text conveys human experiences and consciousness, making the reader feel connected to the events and characters.
- 6) **Plot:** The narrative has a plot, which includes a problem or conflict that needs resolution.
- 7) **Temporal Structure:** There is an element of time, which can be either linear or non-linear, to frame the events.
- 8) **Preferentiality:** The narrative refers to a possible world or the shared world of the speaker and the reader.

⁴⁸ Ibid.

⁴⁹ Ibid.

- 9) **Mimetic Illusion:** It creates an illusion of reality, making the story feel lifelike and believable.
 - 10) **Reflectivity:** In some cases, especially in more modern texts, there is a reflective component where the narrator or characters reflect on their experiences and thoughts.
 - 11) **Genre Flexibility:** Narrative texts can appear in different forms, such as novels, poems, plays, histories, and biographies, and can integrate elements from other genres like instructional or argumentative texts.
 - 12) **Adaptability:** They are adaptable to both oral and written forms, though they may develop specific features unique to each medium.
- b. The Importance of Narrative Text Learning in *Kurikulum Merdeka***

Merdeka

Learning narrative text is important in the *Kurikulum Merdeka* for several reason:

1) Student-centered Learning

Kurikulum Merdeka emphasizes student-centered learning, where students take an active role in their education.⁵⁰ Learning narrative text allows students to express their own thoughts and creativity, aligning with this student-centered approach.

2) Competency-based progression

Kurikulum Merdeka focuses on competency-based progression, where student's progress based on demonstrating competencies rather than age or grade level. Learning narrative text involves developing specific writing and reading competencies that students can work towards mastering.⁵¹

3) Project-based learning

Kurikulum Merdeka encourages project-based learning, where students work on real-world projects to apply what they've learned.⁵² Writing narrative texts can be a key part of project-based learning, as students can create stories and presentations for various purposes and audiences.

⁵⁰ Ahmad Rifa'i, N. Elis Kurnia Asih, and Dewi Fatmawati, "Penerapan Kurikulum Merdeka Pada Pembelajaran PAI Di Sekolah," *Jurnal Syntax Admiration* 3, no. 8 (August 23, 2022): 1006–1013, accessed May 27, 2024, <https://journalsyntaxadmiration.com/index.php/jurnal/article/view/471/800>.

⁵¹ Rehan Halilah Lubis and Besse Darmawati, "Using Local-Wisdom Literature in Teaching English through Text-Based Method on Merdeka Belajar Curriculum," *Al-Lisan* 8, no. 2 (2023): 200–216.

⁵² Sumbertada, "DEVELOPING E-STORYBOOK BASED ON THE *KURIKULUM MERDEKA* FOR 6th GRADE STUDENTS OF SDN 1 BAKTISERAGA."

4) 21st-century skills

Kurikulum Merdeka aims to develop 21st-century skills like communication, creativity, and critical thinking. Learning narrative text helps students develop these skills by writing engaging stories, analyzing texts, and presenting their work.

5) Autonomy and agency

Kurikulum Merdeka promotes student autonomy and agency, where students take ownership of their learning.⁵³ Learning narrative text gives students the freedom to choose topics, develop ideas, and express themselves in their own unique way, promoting autonomy and agency.

6) Inclusive Learning

The *Kurikulum Merdeka* incorporates innovative learning strategies, such as differentiated learning, to create an inclusive, supportive, and stimulating educational environment.⁵⁴ This approach ensures that all students, regardless of their learning needs, can benefit from the curriculum.

To sum up, the inclusion of narrative text learning in *Kurikulum Merdeka* is essential to creating a comprehensive and welcoming learning environment. Narrative text learning comprises

⁵³ Muliardi Muliardi, "Mengembangkan Kreativitas Dan Karakter Bangsa Melalui Kurikulum Merdeka Di Madrasah," *Takuana Jurnal Pendidikan Sains dan Humaniora* 2, no. 1 (April 16, 2023): 1–12.

⁵⁴ Safrudin and Wijaya, "Innovative Learning Strategies (Differentiated Learning Perspective on *Kurikulum Merdeka*)."

project-based activities, competency-based progression, and student-centered learning, all of which are ideally aligned with the objectives of the curriculum. In addition to encouraging autonomy and agency, it improves students' 21st-century abilities like creativity, communication, and critical thinking. Furthermore, the emphasis on inclusive learning methodologies guarantees that all students may interact with and gain from the curriculum, regardless of their particular needs. In general, narrative text learning aids students' personal development and aids in their pursuit of lifelong learning in addition to supporting their academic progress.

4. Learning Outcomes

a. Definition

Student learning outcomes describe the knowledge, skills, and attitudes that students are expected to gain after finishing a course, program, or degree. They offer a clear understanding of what students will be able to know, comprehend, and achieve through their educational experiences⁵⁵. Student learning outcomes serve as a critical benchmark for both educators and students, ensuring that learning objectives are clearly articulated and measurable. Additionally, they help align instructional strategies with the desired

⁵⁵ Manvender Kaur et al., "Importance and Benefits of Learning Outcomes," *Article in IOSR Journal of Humanities and Social Science* 22, no. 3 (2017): 65–67, accessed October 4, 2024, www.iosrjournals.org.

competencies, facilitating a more structured and effective learning process.

In language learning, student outcomes are categorized into several key areas, including linguistic competence⁵⁶, communication skills⁵⁷, cultural awareness⁵⁸, and critical thinking⁵⁹. Linguistic competence refers to the ability to accurately apply vocabulary and grammar across a range of contexts, such as constructing complex sentences using subordinate clauses. Communication skills emphasize students' ability to engage in conversations, comprehend spoken language, and articulate their ideas clearly, exemplified by the capacity to participate in a five-minute conversation on familiar topics with minimal hesitation. Cultural awareness is also a critical component, wherein students are expected to gain an understanding of the cultures associated with the target language. Furthermore, critical thinking is developed through activities that require students to analyze and interpret texts in the target language, such as identifying central themes and characters in a short story written⁶⁰. These outcomes provide a comprehensive framework for assessing students' progress in language learning.

⁵⁶ “Using Bloom’s Taxonomy to Write Effective Learning Outcomes | Teaching Innovation and Pedagogical Support,” accessed October 4, 2024, <https://tips.uark.edu/using-blooms-taxonomy/>.

⁵⁷ Education Scotland, “Modern Languages: Experiences and Outcomes” (n.d.).

⁵⁸ Ibid.

⁵⁹ “Using Bloom’s Taxonomy to Write Effective Learning Outcomes | Teaching Innovation and Pedagogical Support.”

⁶⁰ Ibid.

In the *Kurikulum Merdeka*, the learning outcomes for narrative texts at the high school level are designed to develop students' language skills comprehensively. Students are expected to understand the structure and elements of narrative texts, including orientation, complication, resolution, and coda, as well as to identify the theme, characters, and setting in the story. Additionally, writing narrative texts is a key focus, where students are encouraged to produce engaging stories with a clear plot, using appropriate and creative language, and applying various narrative techniques such as dialogue and description. Reading and listening skills are also strengthened through understanding the meaning and message within the text, as well as critically analyzing and evaluating it. In terms of speaking skills, students are expected to retell narrative texts orally with confidence and participate in discussions about the text, supporting their opinions with relevant evidence. Reflection and self-assessment are important parts of the learning process, where students are encouraged to evaluate their own progress and identify areas for improvement. The flexibility in the *Kurikulum Merdeka's* teaching modules allows teachers to adjust the learning process according to students' interests and needs, and to incorporate various innovative media and teaching methods to achieve optimal results.

b. The Importance of Learning Outcomes

Learning outcomes are essential in education for several reasons. First, they provide clarity and focus by clearly describing what students are expected to learn and how their learning will be assessed⁶¹. This helps both instructors and students concentrate on the key objectives of the course. Second, well-defined learning outcomes simplify course design, enabling educators to select appropriate content and sequence topics effectively, ensuring that all activities and assessments support the desired educational goals⁶². Third, learning outcomes establish a framework for assessing student progress, allowing instructors to create fair and transparent assessments while providing students with a clear understanding of expectations⁶³.

In conclusion, learning outcomes are important for guiding education and improving student success. They clearly define the skills, knowledge, and attitudes that students need to succeed in their studies and future jobs. By setting clear expectations for what students should learn, these outcomes create a structured environment that helps both teachers and students. In the context of the *Kurikulum Merdeka*, learning outcomes not only support language skills but also encourage critical thinking and cultural understanding, preparing students to handle real-world challenges. Therefore, focusing on clear

⁶¹ Kaur et al., "Importance and Benefits of Learning Outcomes."

⁶² Charles R. Duke, "Learning Outcomes: Comparing Student Perceptions of Skill Level and Importance," *Journal of Marketing Education* 24, no. 3 (2002): 203–217.

⁶³ Azmahani A. Aziz, Khairiyah M. Yusof, and Jamaludin M. Yatim, "Evaluation on the Effectiveness of Learning Outcomes from Students' Perspectives," *Procedia - Social and Behavioral Sciences* 56 (October 8, 2012): 22–30.

learning outcomes is essential for achieving educational goals and ensuring that students are ready for their future.

c. Learning Outcomes in the *Kurikulum Merdeka* for Narrative Texts

The *Kurikulum Merdeka* aims to enhance students' overall language abilities, particularly through the study of narrative texts. This curriculum encourages a balanced development of writing, reading, listening, and speaking skills, along with self-reflection and critical analysis⁶⁴.

The *Kurikulum Merdeka* focuses on developing students' language skills through narrative texts at the high school level. Students are expected to understand the structure and key elements of narrative texts, including the orientation, complication, resolution, and coda, as well as identify the theme, characters, and setting. Writing narrative texts is an important part of the curriculum, where students are encouraged to create interesting stories with a clear plot, using suitable and creative language, and applying techniques like dialogue and description. Additionally, students improve their reading and listening skills by learning to understand the meaning and message in the text, and by analyzing and evaluating it. Speaking skills are developed as students retell stories orally with confidence, take part

⁶⁴ Robert Randall et al., "THE LEARNING GAP SERIES-TWO Reforming Indonesia's Curriculum: How Kurikulum Merdeka Aims to Address Learning Loss and Learning Outcomes in Literacy and Numeracy" (2022), accessed October 4, 2024, <https://www.inovasi.or.id>.

in discussions, and support their ideas with evidence from the text. Reflection and self-assessment are key parts of the learning process, helping students review their progress and identify areas to improve. The flexible teaching modules in the *Kurikulum Merdeka* allow teachers to adjust lessons according to students' interests and needs, using different media and teaching methods to achieve the best results.

d. Factors Influencing Student Achievement in Narrative Text Learning

Developing successful teaching tactics requires a thorough understanding of the aspects that affect students' achievement when learning through narrative texts. Numerous studies have examined several factors that affect students' performance in reading and writing narrative texts, including gender disparities, instructional strategies, and cognitive abilities.

1) Gender Differences and Achievement Orientations

Boys tend to score higher on avoidance factors, while girls generally perform better on literacy tasks. Achievement orientations and task interests significantly influence reading performance, with different patterns observed based on gender.⁶⁵

2) Reading Decoding Skills

⁶⁵ Jemma Graham et al., "Staying with the Text: The Contribution of Gender, Achievement Orientations, and Interest to Students' Performance on a Literacy Task," *Educational Psychology* 28, no. 7 (2008): 757–776.

The comprehension of narrative texts is deeply influenced by students' reading decoding skills. Decoding, the ability to translate text into meaningful language, is crucial for understanding the plot, characters, and events within a narrative. This skill allows students to effortlessly recognize and process words, which in turn facilitates a smoother and more immersive reading experience. As a result, students with strong decoding abilities can focus more on higher-order cognitive processes such as inferring meaning, predicting outcomes, and connecting events within the story, thereby enhancing their overall comprehension of the narrative.⁶⁶

3) Narrative Competence and Literacy Skills

Narrative competence, especially at the macro structural level, is closely linked to higher literacy skills, including the ability to produce written texts effectively. Macro structural elements such as information density—the amount of relevant information included in a narrative—and the use of a psychological lexicon, which refers to words that convey emotions, thoughts, and motivations, play a significant role in this competence. When students can skillfully manage these elements, their narratives become richer and more engaging, demonstrating

⁶⁶ Rachel M. Best, Randy G. Floyd, and Danielle S. McNamara, "Differential Competencies Contributing to Children's Comprehension of Narrative and Expository Texts," *Reading Psychology* 29, no. 2 (2008): 137–164.

a deeper understanding of how to structure and convey complex ideas.⁶⁷

4) Text Difficulty Perception

Teachers' judgments of text difficulty, based on factors such as vocabulary, sentence complexity, and plot complexity, often align closely with students' comprehension performance. This alignment suggests that teachers are generally accurate in their assessments of what makes a text challenging for students, which is crucial for effective instruction.⁶⁸ By accurately gauging text difficulty, teachers can ensure that instructional materials are both accessible and challenging, thereby fostering students' reading development and literacy skills.

5) Instructional Strategies

The use of story maps in teaching narrative texts significantly improves students' writing achievements compared to conventional methods.⁶⁹ Similarly, task-based learning strategies have been shown to effectively enhance students'

⁶⁷ Paola Zanchi, Laura Zampini, and Mirco Fasolo, "Oral Narrative Competence and Literacy Skills," *Early Child Development and Care* 190, no. 14 (2020): 2309–2320, <https://doi.org/10.1080/03004430.2019.1572132>.

⁶⁸ C. LaSasso, "The Effectiveness of Hearing-Impaired Teachers' Judgment Of Relative Text Difficulty for Deaf Students," *American Annals of the Deaf* 132, no. 5 (1987): 399–402, accessed May 26, 2024, /summary.

⁶⁹ Fardhila Sheli Rahmawati, Bambang Yudi Cahyono, and Mirjam Anugerahwati, "Effect of Story Maps on EFL Students' Achievement in Writing Narrative Texts," *Journal on English as a Foreign Language* 8, no. 2 (September 22, 2018): 130.

achievement in writing narrative texts.⁷⁰ Additionally, theme-based teaching approaches lead to significant improvements in students' reading achievements in narrative texts,⁷¹ while paired storytelling techniques also significantly improve students' reading comprehension achievements in narrative texts.⁷² Incorporating differentiated learning strategies further enhances these benefits by addressing the diverse needs and abilities of students, ensuring more personalized and effective instruction.⁷³

C. Action Hypothesis

1. The application of Differentiated Learning Approaches based on *Kurikulum Merdeka* will significantly improve high school students' learning outcomes in narrative text.
2. Differentiated Learning Approaches will increase student participation and involvement.

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⁷⁰ Afsyah Tri Mida Sari and Sumarsih, "THE EFFECT OF TASK BASED LEARNING ON STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE TEXT," *REGISTER Journal of English Language Teaching of FBS-Unimed* (2014).

⁷¹ H. Tussa'diah and K. Nurfadillah, "The Implementation of Theme Based Teaching to Improve Students' Achievement in Narrative Text," *KnE Social Sciences* 3, no. 4 (April 19, 2018): 352.

⁷² Hafizah Siregar and Busmin Gurning, "Improving Students Reading Comprehension Achievement in Narrative Text Through Paired Story Telling Technique," *REGISTER Journal of English Language Teaching of FBS-Unimed* (2014).

⁷³ Nur Hidayat et al., "Improving Student Learning Outcomes through Differentiated Learning and Adversity Intelligence," *PPSDP International Journal of Education* 2, no. 2 (2023): 352–359.

CHAPTER III

RESEARCH METHOD

Chapter 3 of this research aimed to present the methodology that was used in the research entitled “*Improving High School Student Learning Outcomes in Narrative Text through Differentiated Learning Approaches (Content, Process, and Product) Based on Kurikulum Merdeka.*” This method included the research design, procedures, data collection techniques, and data analysis that were applied to achieve the research objectives.

A. Research Design

This research used a mixed methods approach in the framework of Classroom Action Research (CAR) to gain a comprehensive understanding of improving students' learning outcomes in writing narrative text through a differentiated learning approach based on Kurikulum Merdeka. Qualitative data was obtained through observations interviews, and fieldnote to reveal experiences, perceptions, and classroom dynamics during the learning process. Meanwhile, quantitative data from written tests (pretest and posttest) provided an objective picture of changes in students' abilities before and after the intervention. The mixed methods approach allowed for data triangulation, increasing the validity and reliability of the findings and providing richer context and explanations behind the quantitative data⁷⁴. This ensured that the study not only objectively evaluated learning outcomes, but also understood

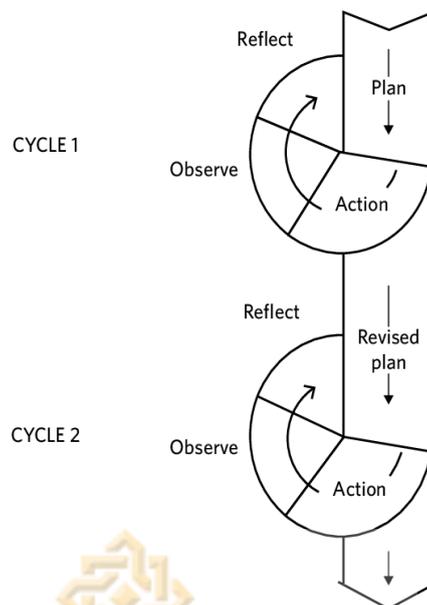
⁷⁴ Scott F. Turner, Laura B. Cardinal, and Richard M. Burton, “Research Design for Mixed Methods,” <https://doi.org/10.1177/1094428115610808> 20, no. 2 (November 25, 2015): 243–267, accessed July 22, 2024, <https://journals.sagepub.com/doi/10.1177/1094428115610808>.

the processes and experiences that underlay those achievements, in line with the principles of Kurikulum Merdeka that focused on the individual needs of students.

Carr and Kemmis defined Classroom Action Research (CAR) as a type of reflective inquiry carried out in social and educational contexts by participants such as teachers, students, or principals with the goal of enhancing justice and reason in teaching⁷⁵. Within this framework, CAR assisted actors in enhancing their daily social or educational practices, expanding their comprehension of these practices, and enhancing the environments and establishments in which these practices were carried out⁷⁶. The researcher collaborated closely with the pertinent teachers at the school based on this principle. In this study, the researcher assumed the role of an English instructor who imparted the information, and the teacher served as an observer or collaborator who watched the research actions throughout teaching and learning activities in the classroom. In order to continuously enhance the learning process and the learning outcomes of the students, the researcher collaborated with the English instructor to build lesson plans and carry out reflections. This was done through the use of an iterative cycle that involved planning, action, observation, and reflection.

⁷⁵ Asrori and Rusman, *Classroom Action Reserach Pengembangan Kompetensi Guru*, Pena Persada, 2020.

⁷⁶ Ibid.



Picture 2. 1

Kemmis and McTaggart's Action Research Cycle Diagram

According to Kemmis and McTaggart (1988), CAR is a form of research conducted by teachers in their own classroom environment, which aims to improve learning practices through repeated cycles of plan, action, observe, and reflect. They suggest that CAR consists of iterative cycles, each of which includes four main stages:

1. Plan

According to Stephen Kemmis and McTaggart, the "plan" stage in classroom action research (CAR) is the first of four key steps in their model. This stage involves identifying a problem or area that needs improvement and creating actions to solve the issue⁷⁷. They stress that planning must be done carefully, systematically, and thoroughly to ensure

⁷⁷ Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, "The Action Research Planner," *Springer eBooks* (January 1, 2014): 1–200, accessed October 5, 2024, https://www.academia.edu/113947814/The_Action_Research_Planner.

that the actions taken will be effective, observable, and properly evaluated⁷⁸.

2. Action

Stephen Kemmis and McTaggart state that the "action" phase in classroom action research (CAR) is the second step in their four-step model. During this phase, the previously developed plan is implemented to address the identified problem⁷⁹. They emphasize the importance of executing actions carefully, systematically, and precisely. The goal of this approach is to ensure that the actions can be observed and evaluated effectively, providing the necessary information for reflection and further improvement⁸⁰.

3. Observe

In Classroom Action Research (CAR), observation is a crucial stage in gathering information about how actions are carried out and how they affect student learning outcomes and the learning process, claim Kemmis and McTaggart⁸¹. The teacher keeps a careful eye on how the activity affects the students' learning. The actual circumstances in the classroom, including the way the activity is carried out, how it affects learning, and any difficulties that may emerge, should be captured in these observations. To document the impact of the intervention on classroom

⁷⁸ Aytac Gogus, "Action Research on Learning," *Encyclopedia of the Sciences of Learning* (2012): 69–72, accessed October 6, 2024, https://link.springer.com/referenceworkentry/10.1007/978-1-4419-1428-6_488.

⁷⁹ Kemmis, McTaggart, and Nixon, "The Action Research Planner."

⁸⁰ Gogus, "Action Research on Learning."

⁸¹ Kemmis, McTaggart, and Nixon, "The Action Research Planner."

dynamics and student involvement, systematic observations are carried out.

4. Reflect

According to Kemmis and McTaggart, reflection in classroom action research (CAR) is the process of analyzing, synthesizing, and interpreting all the information gathered from observation activities⁸². This reflection is an important part of the action research cycle, which includes planning, action, observation, and reflection, aimed at improving educational practices and understanding the social or educational situation being studied⁸³.

B. Research Settings, Time of The Research and Research Participants

1. Research Setting

The setting of this research is SMKN 5 Jember. This school was selected because it aligns with the aim of the study, which is to explore the implementation of differentiated instruction within the Kurikulum Merdeka framework. Based on the researcher's prior Teaching Practicum experience in the TESOL program, several learning issues were identified, particularly in students' engagement with English texts. For instance, during group assignments, some students showed high enthusiasm while others appeared disengaged, suggesting diverse learning needs that differentiated instruction may address effectively.

⁸² Risman Bro, "Model Kemmis & Mc Taggart Dalam PTK - Calon Pendidik," accessed October 6, 2024, <https://calonpendidik.com/model-kemmis-mc-taggart/>.

⁸³ Gogus, "Action Research on Learning."

Prior to data collection, the researcher obtained formal research permission from the principal of SMKN 5 Jember, Mr. Nanda Wiratama Miftakhul Fauzi, S.Pd, M.Pd. (see research permission letter in Appendix, page 193), and classroom access approval from the supervising teacher, Ms. Anita Volliyanti, S.Pd. All research procedures were carried out in accordance with academic and ethical standards. A statement confirming the completion of the study is also included (see completion letter in Appendix, page 194).

2. Time of The Research

This Classroom Action Research (CAR) was conducted through two cycles to improve students' learning outcomes in narrative text using differentiated learning. The decision on the number of cycles was based on the percentage of students' learning achievements observed after each cycle. The research activities began with submitting the research permission letter to the principal of SMKN 5 Jember on December 6, 2024, and receiving official approval on December 11, 2024. A follow-up discussion was held with the deputy principal for curriculum on January 2, 2025, followed by a meeting between the researcher and the English teacher on January 3, 2025, to discuss the lesson plan for the research.

Prior to the implementation, the researcher conducted classroom observation in the XDKV class on January 8, 2025, and revised the lesson plan accordingly. The first cycle began with a pretest and the first meeting on January 10, 2025, followed by the second meeting on January 15 and

the third meeting on January 17, 2025. The post-test for Cycle 1 was conducted on January 22, 2025, to evaluate students' progress.

Cycle 2 started with the first meeting on January 24, 2025, which included an additional session aimed at enhancing students' writing creativity. The post-test for Cycle 2, along with student interviews, was conducted on February 5, 2025, to measure the final learning outcomes and gather qualitative data for the research.

3. Research Participants

This study involved 36 students from class X DKV (16 male and 20 female). They were selected through purposive sampling. Based on observations the class showed low interest in learning narrative texts. All participants gave their consent to take part in the study. Ethical guidelines were followed to ensure their comfort and privacy. To protect their identity, the researcher used codes instead of real names.

C. Procedure of the Study

This section outlined the detailed steps that were undertaken to implement the Classroom Action Research (CAR) in the classroom. The procedure followed the iterative cycle of planning, action, observation, and reflection as proposed by Kemmis and McTaggart (1988). The process was carried out over two cycles, each involving four stages: planning, action, observation, and reflection. The detailed procedures for each cycle were as follows:

1. Plan

a. Problem identification

The first step was finding particular issues with students' learning objectives for composing narrative texts. This was done by identifying the areas where students struggled through preliminary observations and conversations with the English teacher.

To assist teachers in identifying problems, Sudarsono in 1997 suggests the following steps⁸⁴:

- a. Identify the concerns you have as a teacher or principal.
- b. Explain why these issues are of concern to you.
- c. Determine what actions you can take to address these issues.
- d. Identify the evidence you can collect to help assess what is happening.
- e. Decide on effective methods for collecting this evidence.
- f. Determine how you will verify the truth and accuracy of the situation.

b. Development of Action Plan

A thorough action plan was created based on the problems that had been identified. Differentiated learning strategies aligned with the *Kurikulum Merdeka* (covering content, process, and product) were incorporated into this plan. The specific interventions to be used in the classroom were described in detail in the plan.

c. Instrument Drafting

⁸⁴ Asrori and Rusman, *Classroom Action Reserach Pengembangan Kompetensi Guru*.

Instruments for data collection were created. These included observation checklists to monitor classroom dynamics, interview guides to gather qualitative insights from students and teachers, and pretest and posttest written assessments to measure changes in students' abilities.

2. Action

a. Implementation of The Plan

The action plan was put into practice by applying the differentiated learning strategies in the classroom. This involves:

1) Differentiating Content

Providing varied reading materials and prompts that cater to different student interests and proficiency levels.

2) Differentiating Process

Offering a range of activities and scaffolding techniques to support diverse learning needs.

3) Differentiating Product

Allowing students to choose how they demonstrate their understanding, such as through written narratives, presentations, or visual aids.

b. Teaching Session

The classroom interventions were conducted over six face-to-face meetings, spanning from January 10 to February

5, 2025. These meetings included teaching sessions, pre- and post-tests, as well as an additional session to enhance students' writing creativity. The implementation was carried out consistently and systematically to ensure the effectiveness of the differentiated learning strategies.

3. Observe

a. Classroom Observation

During the implementation phase, systematic observations was carried out to monitor the classroom dynamics and student engagement. These observations focused on the impact of the differentiated learning strategies on student participation and learning outcomes.

b. Data Collection

In order to thoroughly evaluate the impact of differentiated learning strategies on improving high school students' outcomes in composing narrative texts, this study used a variety of data collection methods. These included written tests, interviews, and observations, each aimed at capturing different aspects of the learning process and outcomes.

Collecting data was essential for understanding the relationship between educational inputs, processes, and outcomes, which played a key role in improving the effectiveness of teaching and

learning⁸⁵. Initiatives that encouraged educators to use data helped enhance their knowledge, skills, and classroom practices⁸⁶. However, the impact of these initiatives on organizational and student-level outcomes varied and was not always consistently positive.

1) Observation

Morris in 1973 describes observation as the process of using instruments to record phenomena and documenting them for scientific or other purposes⁸⁷. The methods of observation used in research can vary based on the setting, requirements, and goals of the study.

Observations were conducted to monitor and document student engagement, participation, and interactions during lessons that applied differentiated learning strategies. The researcher used a scoring system to assess participation, measuring eight specific aspects of student involvement during each observation:

- a) Asking questions when unclear.
- b) Answering questions posed by the teacher.
- c) Completing tasks thoroughly.
- d) Participating in discussions actively.

⁸⁵ Scott F. Turner, Laura B. Cardinal, and Richard M. Burton, "Research Design for Mixed Methods: A Triangulation-Based Framework and Roadmap," *Organizational Research Methods* 20, no. 2 (2017): 243–267.

⁸⁶ Julie A. Marsh, "Interventions Promoting Educators' Use of Data: Research Insights and Gaps," *Teachers College Record* 114, no. 11 (2012).

⁸⁷ Asrori and Rusman, *Classroom Action Reserach Pengembangan Kompetensi Guru*.

- e) Taking notes on teacher explanations.
- f) Solving problems or exercises.
- g) Completing individual tests.
- h) Summarizing the material at the end of the lesson.

Observations were conducted six times: once before the intervention (January 8, 2025) and five times during the implementation phase (January 10, 15, 17, 24, and February 5, 2025). These observations aimed to monitor student engagement during differentiated learning lessons. A scoring system was used to assess eight aspects: asking questions, answering teacher's questions, completing tasks, participating in discussions, taking notes, solving problems, completing individual tests, and summarizing material. The data were analyzed at the end of each cycle to inform reflection and evaluation. The observation instrument was validated and deemed appropriate without revisions.

2) Field Notes

Field notes are important in research because they record what happens during the learning process. These notes may include short points or detailed descriptions and can also have reflections. According to Rusli Lutan, field notes can show different aspects of the classroom, like the learning process, classroom atmosphere, how the teacher and students interact, and

how students work together⁸⁸. In classroom action research, these notes are useful for gathering information about what happens in class. Usually, the researcher or assistant writes the notes by hand. They may use simple symbols or short forms to make writing faster and easier⁸⁹.

The researcher also used field notes to provide additional information about what happened in the classroom. These notes helped capture students' behaviors, interactions, and responses during the learning activities. The researcher recorded sudden events, notable student actions, and any problems or unexpected situations that occurred during the lessons. By including these details, the field notes offered a clearer picture of how students learned and how the teaching method supported their engagement and skill improvement.

3) Interview

Interviews are a commonly used method for data collection in social research. This technique involves direct, face-to-face interaction between the researcher and the subjects (respondents) to gather primary data. Interviews are employed to obtain information related to facts, beliefs, feelings, and desires that are necessary for achieving the research objectives⁹⁰.

⁸⁸ Ibid.

⁸⁹ Ibid.

⁹⁰ Ibid.

The objective was to obtain detailed and nuanced information from participants regarding their experiences, perceptions, and insights about differentiated learning strategies and their effects on student learning outcomes. Guided interviews were employed, in which the researcher asked participants pre-prepared questions. This method was chosen for its structured approach, ensuring that all relevant topics were consistently covered across interviews, which allowed for a systematic comparison of responses⁹¹.

However, unlike in-depth interviews, guided interviews were less dynamic due to their structured nature⁹². This structure sometimes created a less conversational atmosphere, as the researcher tended to focus more on following the pre-prepared questions than on engaging interactively with the informants. Despite this limitation, guided interviews were useful for maintaining focus on the research objectives and ensuring that all key areas were thoroughly covered. The focus areas of these interviews included participants' experiences with differentiated learning strategies, their perspectives on the effectiveness of these strategies in improving learning outcomes, and any additional feedback or insights that could inform future adjustments to the approach.

⁹¹ Ibid.

⁹² Ibid.

4) Writing Test

A test, based on Sudijono (2011), is a technique or process that must be used for assessment and measurement in the educational area. It entails assigning assignments, or a set of assignments, to participants or student, such as questions that must be answered or directions that must be followed⁹³.

In this study, the researcher used two types of assessments to measure the improvement in students' learning outcomes through differentiated learning techniques: the pre-test and the post-test.

- a) The pre-test served as an initial assessment conducted before the differentiated instruction was implemented. It aimed to evaluate students' baseline abilities related to the upcoming content and to identify their initial level of understanding.
- b) The post-test was administered after the differentiated learning activities had been carried out. This assessment aimed to measure the improvement in students' learning outcomes resulting from the tailored instructional strategies.

Rustiyarso 2020 explains that there are two main types of written tests: subjective and objective⁹⁴. Written tests require

⁹³ Anda Juanda, *Penelitian Tindakan Kelas (Classroom Action Research)*, 1st ed. (Yogyakarta: PENERBIT DEEPUBLISH, 2016).

⁹⁴ Teacher Training et al., "Improving Students' Reading a Narrative Text Through Digital Storytelling at the Eleventh Grade Students of MA Darus Sholah Jember 2022/2023 Academic Year English Education Program," no. June (2023).

students to respond to questions in writing. Subjective tests involve students providing detailed, explanatory answers, often in essay form, to gauge their understanding and learning progress. In contrast, objective tests offer predetermined answer choices, such as true/false, matching, and multiple-choice questions.

In this research, the test involved students writing a narrative text, which categorized it as a subjective test. This type of assessment required students to produce original written content that was evaluated based on content, coherence, creativity, and adherence to instructions. Therefore, the narrative writing task aligned with Rustiyarso's definition of subjective tests. This approach not only assessed students' understanding of the material but also offered deeper insights into their learning outcomes by evaluating how well they could express and organize their thoughts creatively and coherently.

In addition to assigning narrative writing tasks for both the pre-test and post-test, the researcher used a detailed assessment rubric to evaluate the students' work. The rubric outlined specific grading criteria, focusing on key elements such as content relevance, coherence, creativity, and narrative structure. By applying the same rubric to both assessments, the evaluation process remained transparent and consistent, ensuring fair assessment of each student's progress. This method provided clear

and constructive feedback while aligning with the learning objectives, offering students concrete guidance for improving their writing skills and showcasing their development throughout the study.

4. Reflect

In the research process, reflection served as a crucial element, with data analysis playing a central role. Through this reflective practice, the researcher systematically examined both quantitative and qualitative data to assess the effectiveness of the teaching interventions. This reflection went beyond merely evaluating student performance, encompassing a broader analysis of how the data related to classroom dynamics, student engagement, and the overall success of differentiated instruction.

After the data were successfully collected, the quantitative analysis focused on comparing pretest and posttest results to measure improvements in students' learning outcomes. At the same time, qualitative data gathered from observations and interviews were thoroughly analyzed to provide deeper insights into classroom interactions and student experiences. This integrated approach offered a comprehensive assessment of the intervention's effectiveness, guiding necessary adjustments in future cycles. Ultimately, this reflective data analysis supported continuous improvement, ensuring that the instructional strategies remained aligned with Kurikulum Merdeka and contributed to enhanced student outcomes.

a. Quantitative Data

1) Scoring Rubric Analysis

The writing test results were evaluated using a scoring rubric that focused on key aspects of narrative writing, such as content, organization, grammar, and creativity. This approach helped ensure fair and consistent scoring by breaking down the writing into clear, measurable criteria. It also allowed for detailed analysis of students' strengths and areas for improvement, providing them with useful feedback. The rubric was carefully designed to align with the learning objectives of Kurikulum Merdeka, especially in Fase E, which emphasizes developing students' written English skills. By matching the assessment to these goals, the rubric ensured the evaluation reflected the skills students were expected to master, while making the process clear and transparent. Overall, the rubric played a key role in providing a fair and reliable assessment of students' narrative writing abilities. The rubric is included in the appendix.

2) Calculation of Mean Scores

The overall student performance was determined by calculating the class's mean score before and after implementing

the differentiated learning strategies.. The mean score is calculated using the formula by Sudjana 1919⁹⁵ :

$$M = \frac{\sum x}{N}$$

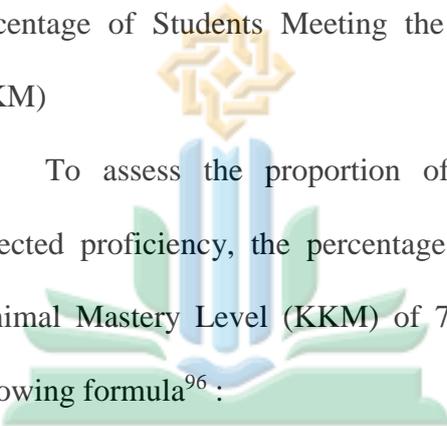
M = Mean score

$\sum x$ = Sum of all individual student scores

N = Total number of students

3) Percentage of Students Meeting the Minimal Mastery Level (KKM)

To assess the proportion of students achieving the expected proficiency, the percentage of students meeting the Minimal Mastery Level (KKM) of 70 is calculated using the following formula⁹⁶ :



$$P = \frac{F}{N} \times 100\%$$

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P = Percentage of students meeting the KKM

F = Number of students who met or exceeded the KKM

N = Total number of students

4) Student Participation Analysis

⁹⁵ Sudirman and Rosmini Maru, *Implementasi Model-Model Pembelajaran Dalam Bingkai Penelitian Tindakan Kelas*, Badan Penerbit UNM, 2016.

⁹⁶ Ibid.

Based on Nana Sudjana (1990: 132–134), observation scores can be calculated using these steps⁹⁷.

- a) Add up all the scores students get.
- b) Find the average score for the eight things being observed.
- c) Change the average score into a percentage out of 100.
- d) Put the results into specific groups.

$$\text{Percentage} = \frac{\text{Total Score Achieved} \times 100}{\text{Maximum Possible Score}}$$

b. Qualitative Data

1) Data Reduction

In this research, data reduction was an important step in analyzing the qualitative data collected from observations, field notes, and interviews. According to Patilima (2005), data reduction means selecting, focusing, simplifying, and changing raw data into more useful information⁹⁸. In this study, data reduction was used by summarizing classroom observations and field notes that tracked student engagement, participation, and interaction during the use of Differentiated Learning Approaches (DLA) in teaching narrative texts. The researcher focused on important parts related to the research questions, such as levels of

⁹⁷ “Penilaian Hasil Proses Belajar Mengajar / Nana Sudjana | Perpustakaan Universitas Islam Negeri Sultan Syarif Kasim Riau,” accessed November 28, 2024, <https://inlislite.uin-suska.ac.id/opac/detail-opac?id=25249>.

⁹⁸ Juanda, *Penelitian Tindakan Kelas (Classroom Action Research)*.

student involvement, the quality of interactions between peers and teachers, and changes in classroom behavior. Unnecessary details were removed, and only significant observations, such as important changes in student behavior and teamwork, were kept for analysis.

Similarly, interview data was reduced by transcribing and organizing answers based on themes that matched the study's goals, including students' opinions on DLA, its effects on their learning results, and increased classroom participation.

2) Triangulation

In this study, the validity of the data was checked using triangulation. Norman K. Denzin described triangulation as the process of combining different methods to examine a phenomenon from multiple perspectives⁹⁹. Triangulation was used as a method to ensure data accuracy by comparing data from various sources and employing different data collection and analysis techniques (Moleong, 2004: 178)¹⁰⁰. The triangulation process in this research involved collecting quantitative data through tests to measure students' learning outcomes, gathering qualitative data from classroom observations and detailed field notes to capture student participation and behavior, and obtaining feedback from students through questionnaires. By cross-

⁹⁹ Ibid.

¹⁰⁰ Ibid.

checking these data sources, the researcher was able to confirm the consistency of the findings, identify discrepancies, and gain a comprehensive understanding of how Differentiated Learning Approaches affected student participation and learning outcomes in narrative texts. This method strengthened the reliability of the results and helped uncover hidden patterns that might have been overlooked if only one data source or method had been used.

By adhering to this structured approach, the research systematically aimed to improve high school students' learning outcomes in writing narrative texts through the implementation of differentiated learning methods. Each phase was meticulously designed to generate meaningful insights and guide necessary adjustments, ensuring continuous progress and the effective integration of Kurikulum Merdeka principles into the instructional process.

D. Criteria of Success

The success of this research was evaluated based on two specific criteria. First, at least 80% of the students needed to show improvement in their learning outcomes as a result of the differentiated learning approaches used in the study. Additionally, the average score for students' narrative writing skills had to meet or exceed 70, which is the Minimal Mastery Level (KKM) standard for English at SMKN 5 Jember. Second, there had to be a significant increase in student participation and involvement during the learning process, with at

least 75% of students actively participating. This criterion was important for assessing the effectiveness of the differentiated instructional strategies implemented.

E. Research Schedule

In this research, the researcher outlined the research schedule as follows:

Table 3.1
Research Schedule

No	Activities	Week			
		1	2	3	4
1.	Planning				
	- Conduct a needs analysis to identify specific issues in the current learning process.	√			
	- Collaborate with the English teacher to develop a detailed action plan and lesson plans.	√			
	- Draft instruments for data collection, including observation sheets, interview questions, and pretest/posttest questions.	√			
2.	Action				
	- Implement the first cycle of the action plan in the classroom.		√	√	
	- Apply differentiated learning strategies consistently and systematically, ensuring thorough documentation of each session.		√	√	
3.	Observation				
	- Conduct systematic observations during the implementation phase.		√	√	
	- Use observation sheets to record data on student engagement, participation, and immediate outcomes.		√	√	
	- Collect pretest and posttest results to measure learning gains.		√	√	
4.	Reflection				
	- Analyze observation data and test results.				√
	- Reflect on the effectiveness of the strategies used.				√
	- Discuss findings with the English teacher and adjust the action plan for the next cycle if necessary.				√

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The researcher gives two sections in this chapter: study findings and explanations of the data analysis results. The following describes the specifics of the research procedures:

A. Research Findings

This study applies the Kemmis & McTaggart cycle model, which consists of four main stages: planning, action, observation, and reflection. Data were collected through tests (pre-test and post-test), student participation observations, field notes, documentation, and interviews at the end of the study. The analysis was conducted by comparing the results of the pre-test and post-test in each cycle and examining changes in student engagement during the learning process. In addition, interviews with students at the end of the study aimed to provide a deeper understanding of their experiences with the application of Differentiated Learning and the challenges they faced during the learning process.

The study was carried out in two cycles, each consisting of planning, implementation, observation, and reflection stages. The study took place in a face-to-face learning environment, where students were involved in individual, pair, and group activities to support the implementation of Differentiated Learning. Various formative assessments were integrated into the lessons to strengthen students' understanding and provide structured practice in reading

and writing. The study was conducted over six meetings, held twice a week on Wednesdays and Fridays, from January 10 to February 5, 2025.

Cycle 1 focused on introducing the structure of narrative texts, while Cycle 2 emphasized developing students' writing skills through guided exercises and structured writing tasks. The teaching approach included collaborative discussions, guided exercises, and differentiated learning strategies, allowing students to progress at their own pace while receiving appropriate support. The findings of this study highlight students' progress in understanding narrative elements, applying language structures, and increasing classroom participation. The following sections present a detailed analysis of the outcomes from each cycle, focusing on the impact of the implemented strategies on students' reading comprehension and writing proficiency.

1. The preliminary research

Before conducting the first cycle, the researcher carried out preliminary research through diagnostic assessment to identify students' challenges in understanding and writing narrative texts in Class X DKV at SMKN 5 Jember. This assessment also aimed to determine students' learning preferences to better tailor instructional strategies. The diagnostic process included a questionnaire to assess students' interests and preferences and a narrative writing test to evaluate their initial writing abilities.

Table 4. 1
Student Pre-Test Score

NO	NAME	PRE-TEST
1.	AER	70
2.	ANS	40
3.	AL	80
4.	AA	75
5.	BMM	80
6.	BHD	90
7.	DDA	65
8.	FIP	60
9.	FP	55
10.	HM	30
11.	INB	75
12.	IMM	60
13.	ISH	85
14.	KU	80
15.	KPSW	70
16.	LAN	50
17.	MKA	70
18.	MFA	70
19.	MAM	70
20.	MYR	80

21.	MIS	50
22.	MJ	50
23.	MRF	85
24.	NAM	95
25.	PH	40
26.	PDL	55
27.	RZM	50
28.	RAA	65
29.	SQ	70
30.	SKS	70
31.	SRT	70
32.	SM	50
33.	SES	90
34.	WH	60
35.	YFH	95
36.	ZAR	80
	Total	2430
	Mean	67,5
	Percentage	58,3%



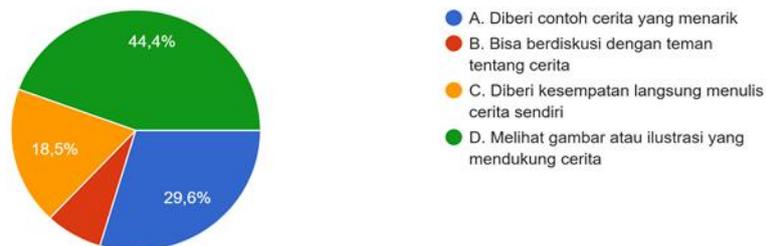
Picture 4. 1
Students did Pre-test

The pre-test results revealed a significant variation in students' writing skills. Out of the total students, 21 (58.3%) scored 70 or above, meeting the Minimal Mastery Level (KKM), indicating that more than half had a foundational understanding of narrative writing. However, 15 students (41.7%) scored below 70, with some receiving scores as low as 30 or 40. These lower scores suggest difficulties in key writing aspects such as organization, grammar, and creativity. Given this distribution, students were classified into two broad categories: high achievers (students scoring 70 and above) and low achievers (students scoring below 70). The low achievers (41.7%) primarily scored between 30 and 60, highlighting gaps in their narrative writing skills, whereas high achievers demonstrated a relatively strong grasp of narrative elements but still needed further refinement. This classification allowed for the implementation of

differentiated learning approaches to ensure that both struggling and proficient students received the appropriate level of support and challenge.

Ketika menulis cerita, kamu merasa paling tertarik jika:

27 jawaban



Kamu lebih suka belajar menulis cerita dengan cara:

27 jawaban



In addition to the writing test, the researcher also conducted a learning interest questionnaire to explore students' preferences regarding the learning process. The results showed that many students preferred reading a book first or having the teacher provide reading materials before engaging in learning activities. Furthermore, a majority of students enjoyed the opportunity to explore and create their own stories after reading. Meanwhile, a small number of students favored stories in the form of pictures and preferred listening to the teacher's explanation of the material. These findings emphasized the importance of incorporating

varied instructional strategies, including text-based learning, visual storytelling, and teacher-led discussions, to accommodate different learning preferences and enhance student engagement in narrative writing.

2. Cycle 1

a. Plan

The primary goal of Cycle 1 was to enhance students' understanding of narrative text structure and improve their ability to write narrative texts through differentiated learning approaches. This approach was designed to accommodate students' varying levels of proficiency by providing adapted materials and instructional strategies. Students were categorized as low achievers or high achievers based on their readiness, interest, and learning profile, which were assessed during the pre-test. This classification ensured that each student received appropriate support and challenges tailored to their specific needs.

To achieve this, differentiated content, process, and product were integrated into the learning activities. Students were given the opportunity to engage with texts that matched their comprehension levels, enabling them to analyze and identify key narrative elements such as orientation, complication, resolution, and re-orientation. The learning experience was further enriched through multimodal instructional materials, including visual aids, kinesthetic activities, and auditory resources for reading and writing. These tools allowed

students to interact with the material in ways that aligned with their learning preferences, ensuring a more effective and personalized learning experience.

In addition to analyzing existing narratives, students were encouraged to demonstrate their understanding by writing their own narrative texts. Structured guidance and feedback were provided throughout the lessons to support their writing development. By implementing these differentiated learning strategies based on students' readiness, interest, and learning profiles, Cycle 1 aimed to foster student engagement, develop text analysis skills, and improve their ability to construct well-organized narrative texts.

b. Act and Observe

1) Meeting 1

The first meeting took place on January 10, 2025, from 07:00 to 08:30. The main goal was to introduce the structure of narrative texts and check students' understanding and writing skills through a pre-test.

The lesson started with pre-teaching activities, including greetings, a short prayer, and an attendance check. To help students remember what they already knew, the teacher showed a picture and asked simple questions about the story. This activity helped students get interested and ready to learn.

During while-teaching, the teacher explained the structure of a narrative text, focusing on four main parts: orientation, complication, resolution, and re-orientation. The teacher gave examples to help students understand each part. Then, students worked in groups to study a short story using LKPD 1, where they found and marked the different parts of the story. To match different learning levels, high-achieving students read a complex legend, while low-achieving students read a simpler fairy tale. Using LKPD 2, students wrote down the main parts of their stories.

In the post-teaching stage, the teacher repeated the main ideas and gave feedback on students' work. Students also shared their thoughts about the lesson and talked about what was easy or difficult.

Most students joined the activities, especially during the warming-up and discussion parts. Giving different reading tasks helped students learn at their own speed, making them feel more confident. However, some students had problems finding the right parts of the story and needed extra help. A few students were also shy to talk because they had a small vocabulary and did not feel confident. Keeping all students interested in the lesson, especially during the explanation, was sometimes difficult. Even

though students learned the structure of a narrative text, some needed more practice to fully understand it.

To help students more, some changes will be made. First, extra exercises with sentence starters and examples will help low-achieving students find story parts more easily. Small group discussions will give shy students a chance to practice speaking before sharing with the class. To keep students interested, fun activities and pictures will be used to help explain the lesson. These changes will help students understand and feel more confident when writing and analyzing narrative texts.

2) Meeting 2

Meeting 2 of Cycle 1 took place on January 15, 2025, from 12:30 to 13:50. The goal was to help students understand orientation and complication in a narrative text. The teacher used The Origin of Banyuwangi as the main story. Students listened to the audio or read the text based on their preference. The lesson began with greetings, a short prayer, and an attendance check. The teacher asked simple questions to help students think, such as What makes a story interesting? and Why do we need to know the main characters and their problems? This discussion helped students get ready for the lesson.

During the main activity, the teacher explained that orientation introduces the characters, place, and time, while

complication presents the main problem in the story. Students worked in pairs using LKPD 4, which had two versions. The first version had only pictures, so students had to create a full story by themselves. The second version had pictures and guiding sentences, so students only needed to complete and improve the text. Many students, especially those who enjoy visual learning, were very excited. The pictures helped them understand the story better and made the activity more fun.

At the end of the lesson, students shared their work in small groups. They gave feedback to each other using simple questions like Is the orientation clear? and Is the complication interesting? The teacher repeated the main ideas and asked students to reflect on their learning. Most students joined the activities actively. They enjoyed discussing with friends, and those who liked pictures felt more confident in writing their stories. However, some students still had trouble finding the right parts of the story, and a few lost focus when working on LKPD 3.

To help students in the next meeting, the teacher will give more examples and use pictures to explain orientation and complication. Students will also work in smaller groups so they feel more comfortable sharing their ideas. These changes will

help students understand narrative texts better and feel more confident in writing stories.

3) Meeting 3

Took place on 17 January 2025 from 07.00 to 08.30 with the goal of strengthening students' understanding of resolution and reorientation in narrative texts through interactive and collaborative activities. The lesson began with greetings, a short prayer, and an attendance check. As an icebreaker, students participated in "Pecahkan Cerita!" where they worked in small groups using LKPD 5 to discuss possible endings for narrative text excerpts without resolution and reorientation. They presented their ideas creatively through drawing, short dialogues, or storytelling. The teacher then introduced the concepts of resolution, explaining how conflicts are resolved, and reorientation, which provides the closing message or moral of the story.

During the while-teaching session, students explored these concepts by analyzing a complete narrative text and highlighting the resolution and reorientation sections. The teacher facilitated a discussion with guiding questions to deepen their understanding. This was followed by the game-based activity, "Story Puzzle," where students worked in groups to rearrange mixed-up story segments into a logical sequence before rewriting

or modifying the resolution and reorientation sections. Many students showed strong comprehension and creativity in this activity, demonstrating confidence in structuring narrative endings. Another engaging task, "Spin the Wheel," challenged students to create unique story conclusions by incorporating new narrative elements such as characters, settings, or conflicts. Basic-level students focused on completing simple conflicts, while intermediate-level students added creative twists that enriched their storytelling.

In the post-teaching session, students participated in a gallery walk where they displayed their work and exchanged feedback with peers. The teacher then led a class reflection, highlighting the various creative endings students had developed. Most students demonstrated a solid understanding of resolution and reorientation, and their written work showed significant improvement in both structure and creativity. While a few students still needed minor guidance, overall, the majority successfully crafted well-structured and engaging narrative endings.

To build on this progress, upcoming sessions will provide additional sentence starters and structured templates for students who need extra support. More time will also be allocated for group discussions and peer feedback to further refine their

storytelling skills. With these adjustments, students are expected to develop even greater confidence and fluency in writing narrative conclusions.

c. Post test of Cycle One

After conducting Cycle 1, which consisted of one meeting, the researcher administered a post-test on students' narrative writing skills. The test was conducted on [Insert Date] and showed an increase in student scores. Out of 36 students in the class, 27 students successfully met or exceeded the minimum mastery criteria, while 9 students scored below the required standard. The total score of this post-test was 2,835, with an average student score of 78.75. The percentage of students who passed the KKM was 75%, while the percentage of students who did not meet the minimum score was 25%. It can be concluded that the students' post-test scores improved compared to their previous performance. However, additional reinforcement is still needed to support students who have not yet achieved the expected learning outcomes.

Table 4. 2
Student Post-test 1 Scores

No	NAME	Post Test 1
1	AER	90
2	ANS	65
3	AL	90
4	AA	85
5	BMM	85
6	BHD	90
7	DDA	95
8	FIP	70
9	FP	65
10	HM	55
11	INB	85
12	IMM	70
13	ISH	80
14	KU	70
15	KPSW	65
16	LAN	65
17	MKA	55
18	MFA	95
19	MAM	90
20	MYR	90
21	MIS	70
22	MJ	65
23	MRF	75
24	NAM	85
25	PH	65
26	PDL	90
27	RZM	70
28	RAA	95
29	SQ	85
30	SKS	85
31	SRT	70
32	SM	65
33	SES	95
34	WH	70
35	YFH	70
36	ZAR	85
	Total	2795
	Mean	77,6
	Percentage	75%



Picture 4. 2
Students did Post-test 1

d. Student Participation

Student participation is a key factor in determining the effectiveness of the learning process. This study aimed to assess student engagement during Face-to-Face Learning 1 through structured observation. Participation was measured using eight indicators: asking questions when facing difficulties, answering teacher's questions, completing assignments, actively participating in discussions, taking notes, working on exercises, completing individual tests, and summarizing the lesson. Each indicator was scored from 1 to 4, with a maximum total score of 32. Based on their total scores, students were categorized as Excellent (75-100%), Good (50-74%), Poor (25-49%), and Very Poor (0-24%).

Table 4. 3
Student Participation Category

No	NAME	TOTAL	PERCENTAGE	CATEGORY
1	AER	25	78	Excellent
2	ANS	22	69	Good
3	AL	24	75	Excellent
4	AA	24	75	Excellent
5	BMM	25	78	Excellent
6	BHD	24	75	Excellent
7	DDA	32	100	Excellent
8	FIP	21	66	Good
9	FP	22	69	Good
10	HM	18	56	Good
11	INB	22	69	Good
12	IMM	23	72	Good
13	ISH	22	69	Good
14	KU	24	75	Excellent
15	KPSW	20	63	Good
16	LAN	21	66	Good
17	MKA	24	75	Excellent
18	MFA	32	100	Excellent
19	MAM	32	100	Excellent
20	MYR	24	75	Excellent
21	MIS	19	59	Good
22	MJ	19	59	Good
23	MRF	24	75	Excellent
24	NAM	21	66	Good
25	PH	15	47	Poor
26	PDL	28	88	Excellent
27	RZM	19	59	Good
28	RAA	20	63	Good
29	SQ	20	63	Good
30	SKS	24	75	Excellent
31	SRT	22	69	Good
32	SM	24	75	Excellent
33	SES	32	100	Excellent
34	WH	20	63	Good
35	YFH	24	75	Excellent
36	ZAR	20	63	Good
	Total	832		
	Percentage	47,2%		

The findings demonstrate varying levels of engagement and performance in classroom activities. A significant number of students fall into the Excellent category, meaning they actively participate in discussions, complete their tasks thoroughly, and summarize the lesson effectively.

These students scored between 75% and 100%, showing a high level of understanding and commitment to their learning. Among them, a few students achieved a perfect score (100%), excelling in all aspects, including asking and answering questions, solving problems, and taking notes on teacher explanations.

On the other hand, several students are in the Good category, with scores ranging from 56% to 72%. These students participate in discussions and complete tasks but may struggle with certain aspects, such as asking questions when unclear or solving problems independently. Some students in this category answered fewer questions or engaged less actively in discussions, suggesting that they might need more encouragement and structured support to improve their confidence and involvement in class.

One student falls into the Poor category, with a score of 47%, indicating significant difficulties in most areas. This student struggles with asking and answering questions, completing individual tasks, and participating in discussions. While they take notes on teacher explanations, their low engagement in other aspects suggests a need

for closer attention and targeted interventions. Providing extra support, such as one-on-one guidance or additional practice activities, may help improve their performance and confidence in the classroom.

Overall, these findings suggest that while many students are actively participating and performing well, there is still room for improvement. Encouraging all students to ask more questions, engage in discussions, and complete tasks with greater attention to detail can enhance their overall learning experience. Teachers may consider implementing strategies such as interactive group activities, peer tutoring, and personalized feedback to support students at different levels and ensure more balanced participation across the class.

e. Reflect of Cycle 1

The results of Cycle 1 showed a big improvement in students' writing skills. Based on the post-test results, most students were close to reaching the success criteria. They understood the structure of narrative texts well, including content, organization, language use, creativity, and coherence. However, one thing that still needed improvement was their choice of words and writing style, especially in describing characters and settings. While their stories were well-organized, they needed more interesting and detailed descriptions to make the stories more engaging.

Even with these improvements, the research had not fully met the success criteria. According to the standard, at least 80% of students

should show better learning results, and the average writing score should be at least 70, following the Minimal Mastery Level (KKM) at SMKN 5 Jember. Many students performed well, but some still needed extra help to improve their narrative writing.

In terms of participation, students were active in tasks like completing assignments, taking notes, and doing exercises. However, fewer students joined discussions or asked questions, which showed they were not fully confident in speaking. The research required at least 75% of students to actively take part in learning, but observations showed that some students were still passive. This meant that more strategies were needed to help students feel more comfortable sharing their ideas and working together.

To solve these problems, Cycle 2 focused on improving creativity in writing by teaching students about the order of adjectives. This helped them describe things more clearly and in an interesting way. Students were given different activities to practice using adjectives correctly. More group activities were also added to encourage students to take part in discussions and share their thoughts. By improving both writing skills and participation, Cycle 2 aimed to help students fully reach the success criteria and write better, more creative stories.

3. Cycle 2

a. Plan

The second cycle of this research aims to further improve students' writing skills, particularly in enhancing creativity and descriptive language in narrative texts. While Cycle 1 demonstrated significant progress, some students still needed to refine their word choice and writing style, especially in describing characters and settings. Additionally, student participation in discussions and interactive activities required further encouragement. To address these challenges, Cycle 2 will focus on teaching the order of adjectives to improve descriptive writing while integrating more interactive learning activities to increase student engagement.

The main objectives of Cycle 2 are to help students enhance their creativity and word choice in narrative writing by applying the correct order of adjectives when describing characters, settings, and objects. This cycle also aims to encourage active participation in classroom discussions and group activities by incorporating structured learning interactions. Another key goal is to ensure that at least 80% of students demonstrate improvement in their writing scores, achieving the minimum standard of 70, as required by the Minimal Mastery Level (KKM) at SMKN 5 Jember. Additionally, student engagement should increase, with at least 75% of students actively participating in learning activities.

To achieve these objectives, Cycle 2 will implement differentiated learning approaches through content, process, and

product differentiation. In the first meeting, the teacher will introduce adjectives and their function in sentences, guiding students to understand their role in descriptive writing. Students will then learn the eight-category rule of adjective order, which includes opinion, size, age, shape, color, origin, material, and purpose.

To reinforce this concept, students will complete both individual and group exercises. In the individual practice session, students will be given scrambled lists of adjectives and will be required to arrange them in the correct order within sentences. This will help them apply the rules independently and improve their sentence structure. Additionally, a game-based activity will be introduced, where students collaborate in small groups to arrange scrambled adjectives correctly and create descriptive sentences. These interactive tasks aim to build confidence in applying adjectives in writing while fostering teamwork and engagement.

1) Act and Observe

a) Meeting 1

The first meeting of Cycle 2 was held on 24 January 2025, from 07.00 to 08.30. The lesson focused on helping students improve their descriptive writing by learning the correct order of adjectives. The lesson started with greetings, a short prayer, and an attendance check. To help students remember what they knew about adjectives, the teacher

asked simple questions and showed example sentences like The small cute dog (size – opinion – noun). Many students answered actively and showed interest in the topic. The teacher then explained the eight-category rule for ordering adjectives: opinion, size, age, shape, color, origin, material, and purpose. To help students understand better, the teacher gave clear examples, such as A beautiful small old round blue wooden table. Students listened carefully and asked questions when they were unsure.

After the explanation, students practiced using adjectives in different activities. In the individual exercise, they got a list of mixed-up adjectives and had to put them in the correct order. Most students did well, but some needed extra help. Next, they joined a group game where they used flashcards to make sentences with adjectives in the right order. This game made learning fun and helped students become more confident. Finally, students worked on a writing task, where they described characters or objects in full sentences. Some students found it difficult to use adjectives correctly in longer sentences, so the teacher gave sentence starters to help them.

At the end of the lesson, students shared their sentences and talked about how adjective order makes a story

better. More students participated than in earlier lessons, asking and answering more questions. While most students understood the topic well, a few still needed more practice. In the next meeting, the teacher will give extra exercises and writing activities to help students use adjectives correctly in narrative writing. This lesson helped students become more confident in using adjectives and working with their classmates.

2) Post test of Cycle 2

Post test 2 was conducted to measure students' progress after the second learning cycle. The total score of all students was 2,885, with a mean score of 80.1. This shows an improvement compared to post test 1, where the mean score was 75. The increase in the average score indicates that most students understood the lessons better after further practice and learning.

The highest score in this test was 95, achieved by several students, showing excellent comprehension. However, some students still faced difficulties, with the lowest scores being 55 and 65. These students may require extra support and more practice to strengthen their understanding. The passing score for this test was 75, and 30 out of 36 students successfully passed, while 6 students did not reach the required score.

The percentage of students who passed the test was 83.3%, meaning most students met the expected performance level. The percentage of improvement from post test 1 to post test 2 can also be seen in the mean score, which increased from 75 to 80.1. This positive change shows that the teaching strategies were effective, but additional support may be needed for those who still struggled. Future lessons can focus on interactive activities, personalized learning, and more exercises to help all students achieve better results.

Table 4. 4
Students Post-test 2 Scores

No	NAME	Post Test 2
1	AER	90
2	ANS	70
3	AL	90
4	AA	85
5	BMM	85
6	BHD	90
7	DDA	95
8	FIP	75
9	FP	70
10	HM	65
11	INB	85
12	IMM	75
13	ISH	80
14	KU	75
15	KPSW	65
16	LAN	75
17	MKA	55
18	MFA	95
19	MAM	90
20	MYR	85
21	MIS	75
22	MJ	70

No	NAME	Post Test 2
23	MRF	80
24	NAM	85
25	PH	70
26	PDL	90
27	RZM	75
28	RAA	95
29	SQ	85
30	SKS	85
31	SRT	65
32	SM	70
33	SES	95
34	WH	75
35	YFH	65
36	ZAR	85
	Total	2860
	Mean	79,4
	Percentage	86,11%



Picture 4.3
Students did Post-test 2

3) Student Participation of Cycle 2

The observation in Cycle 2 shows that most students participated more actively in learning. Out of 36 students, many were in the Excellent category, with at least 75% taking part in discussions, answering questions, and completing tasks well. Some students even achieved the highest scores, showing full engagement in the learning process. Others were in the Good category, meaning they were not at the highest level but still made an effort to participate. Since at least 75% of students were active, the success criteria were met, showing that the teaching strategies were effective.

However, some areas still require improvement. Some students are still quiet when asked questions or when solving problems. They also need to ask more questions when they do not understand. To support their participation, group discussions and reflective questions can be used. In conclusion, student participation in Cycle 2 improved and met the success criteria.

Table 4. 5
Students Participation Category Cycle 2

No	NAME	TOTAL	PERCENTAGE	CATEGORY
1	AER	21	66	Good
2	ANS	24	75	Excellent
3	AL	27	84	Excellent
4	AA	24	75	Excellent
5	BMM	24	75	Excellent
6	BHD	24	75	Excellent
7	DDA	32	100	Excellent

No	NAME	TOTAL	PERCENTAGE	CATEGORY
8	FIP	19	59	Good
9	FP	25	78	Excellent
10	HM	18	56	Good
11	INB	24	75	Excellent
12	IMM	25	78	Excellent
13	ISH	21	66	Good
14	KU	24	75	Excellent
15	KPSW	24	75	Excellent
16	LAN	21	66	Good
17	MKA	24	75	Excellent
18	MFA	32	100	Excellent
19	MAM	32	100	Excellent
20	MYR	24	75	Excellent
21	MIS	18	56	Good
22	MJ	18	56	Good
23	MRF	24	75	Excellent
24	NAM	24	75	Excellent
25	PH	16	50	Good
26	PDL	29	91	Excellent
27	RZM	19	59	Good
28	RAA	24	75	Excellent
29	SQ	25	78	Excellent
30	SKS	25	78	Excellent
31	SRT	24	75	Excellent
32	SM	24	75	Excellent
33	SES	32	100	Excellent
34	WH	24	75	Excellent
35	YFH	25	78	Excellent
36	ZAR	24	75	Excellent
	Total	864		
	Percentage	75%		

4) Reflection of Cycle 2

In the second meeting of Cycle 2, the learning results showed a big improvement in students' understanding of adjective order in descriptive writing. Most students could use the correct order of adjectives in both individual and group exercises. This

was seen in the increase in the post-test average score from 75 in Cycle 1 to 79,4 in Cycle 2. Also, 75% of students took part in discussions and activities. Their active participation showed that the teaching strategies were effective in helping students understand and feel more confident.

Even though the results met the success criteria, some students still found it hard to write more complex descriptive sentences. This was seen in six students who did not reach the minimum score of 70 in the post-test. Also, some students were still quiet and did not ask many questions in class discussions. Because of this, extra support is needed, such as giving more guidance to struggling students and using strategies that encourage more interaction, like structured group discussions and scaffolding techniques.

Based on this reflection, the next step to improve learning is to give more exercises, such as writing tasks and reflective discussions, to help students who still struggle. Also, group work and peer assessment can help students learn from each other and take part more actively. With these improvements, all students are expected to reach the learning goals and feel more confident in using the correct order of adjectives in their descriptive writing.

4. Interview Data Analysis

To support the quantitative data from the pre-test and post-test results, the researcher conducted interviews with eight students to explore their experiences during the implementation of Differentiated Instruction under the *Kurikulum Merdeka*. Thematic analysis was used to examine the students' responses.

Overall, the students showed positive perceptions of the learning process in class. Two students described the lessons as “very exciting” (“Sangat seru”), indicating high engagement. Another student expressed that the lessons were enjoyable but sometimes felt fast-paced: “Pembelajarannya cukup menarik, tapi kadang terasa cepat”, which means “The lessons were quite interesting, but sometimes felt fast.” Meanwhile, one student noted a mix of feelings, saying, “Kadang seru, kadang bikin pusing. Kalau lagi paham sih enak”, meaning “Sometimes fun, sometimes confusing. But when I understand, it feels nice.”

When asked about learning through various approaches, all students responded positively. One student stated, “Senang sih”, which means “I do enjoy it.” Another added, “Ya, karena jadi nggak monoton”, meaning “Yes, because it’s not monotonous.” This suggests that variation in learning approaches helps maintain student interest and prevents boredom.

Despite the variety of methods used by the teacher, most students admitted they were not consciously aware of the changes.

Several responses included, “Tidak sadar” (“Didn’t realize”) and “Nggak sadar sih, tapi emang aktivitasnya banyak dari miss” (“Didn’t really notice, but there were a lot of activities from Miss”). However, one student did note, “Kadang terasa beda, terutama kalau ada diskusi atau tugas kelompok”, which means “Sometimes it feels different, especially when there are discussions or group tasks.” This indicates that while the methods may not be explicitly recognized, they are implicitly felt through the variation in classroom activities.

In terms of understanding the material, all four students felt that the differentiated strategies made learning easier. One student said, “Iya karena selama pembelajaran saya merasa lebih mudah mencerna dan soal-soal bisa saya jawab”, meaning “Yes, because during the lessons I could understand better and answer the questions.” Another student explained, “Iya kalau dikasih banyak contoh”, which translates to “Yes, especially when there are lots of examples.” The importance of relevant examples was also echoed in the statement, “Iya, terutama kalau ada contoh yang relevan” (“Yes, especially if there are relevant examples”).

Regarding the narrative writing lessons, students felt supported by the strategies. Some expressed, “Bisa. karena soal-soal yang dikasih itu mudah” (“Yes, because the questions given were easy”), and another said, “Lumayan” (“Quite helpful”). A more specific comment was, “Cukup membantu, terutama dalam menyusun alur”, which means “Quite helpful, especially in organizing the plot.” These responses

reflect the effectiveness of the strategy in facilitating students' writing skills.

All students observed improvements in their learning outcomes. Two students simply stated, "Baik" ("Good"), while another shared, "Meningkat sih, sebelumnya gak tau bagian-bagian narrative teks, sekarang jadi tahu", meaning "It improved. Previously I didn't know the parts of narrative text, now I do." Another student emphasized, "Ada peningkatan, terutama dalam memahami struktur teks", or "There has been improvement, especially in understanding the structure of the text."

When asked in what areas they noticed improvement, students mentioned both cognitive and affective domains. Some said, "Iya, di bagian nilai dan juga merasa lebih bagus menulisnya" ("Yes, in terms of grades and I feel like my writing has improved"), while others emphasized, "Memahami teks dan menulis bagian-bagian narrative text itu" ("Understanding the text and writing the narrative parts"), and "Ya, dalam pemahaman teori dan praktik" ("Yes, in theoretical and practical understanding").

Three students also reported increased confidence in doing tasks or answering questions. Responses included "Iya" ("Yes") and "Lebih percaya diri kalau sudah latihan dulu" ("More confident after practicing first"). However, one student expressed mixed feelings with, "Kadang

percaya diri, kadang tidak”, which means “Sometimes confident, sometimes not.”

When asked why they felt confident, students pointed to the clarity of instruction and the availability of examples. One student explained, “Karena penjelasan mudah dipahami jadi saya yakin dengan jawaban saya”, which translates to “Because the explanations were easy to understand, so I was confident in my answers.” Another added, “Karena sudah ada contoh yang bisa saya jadikan referensi”, meaning “Because there were examples I could use as references.”

In terms of feedback for the teacher, most students felt satisfied, saying “Tidak ada, sudah baik” (“Nothing, it’s already good”). However, one student suggested, “Mungkin kalau bisa lebih pelan-pelan jelasin, terus kasih lebih banyak contoh biar lebih ngerti”, or “Maybe explain more slowly and give more examples so it’s easier to understand.” Another said, “Lebih banyak contoh dalam menjelaskan teori” (“More examples in explaining the theory”).

As for their overall learning experience, students described it as enjoyable and helpful. Several stated simply, “Seru sih” (“It’s fun”), and one elaborated, “Metode ini membantu sekali”, meaning “This method helps a lot.”

Finally, when asked whether this strategy should be continued for other students, all students agreed: “Menurut saya iya”, “Iya setuju

miss”, and “Iya”—which all reflect agreement that the differentiated learning strategy should be maintained for future learners.

B. Discussions

The use of Differentiated Learning (DL) in the Kurikulum Merdeka program helped students improve their ability to write narratives. Their average scores increased from 67.5 in the pre-test to 77.6 in Cycle 1, and then to 79.4 in Cycle 2. This improvement happened because lessons were adjusted based on students’ skills, interests, and learning styles. Providing simpler texts with pictures helped struggling learners reduce their cognitive load, making it easier for them to understand and write stories. Meanwhile, more advanced students received complex tasks and open-ended questions, encouraging deeper thinking and skill development.

In practice, DL was implemented through activities that matched students' abilities. Those who needed more support used simpler texts, visual aids, and graphic organizers, while advanced students engaged with higher-level examples and open-ended questions. Interactive group activities—such as peer discussions, story puzzles, and spin-the-wheel challenges—helped make learning more engaging and boosted students’ confidence. Additionally, focused exercises on adjective ordering improved sentence structure, contributing to better writing outcomes. These findings support Carol Ann Tomlinson’s Differentiated Instruction theory (2001), which emphasizes the need to adjust content, process, and product to address student diversity in the classroom. The observed improvement in both performance and participation

validates the theory's central claim that differentiated instruction fosters higher engagement and achievement when students' individual needs are acknowledged.

The results of this study also align with some previous research. Natalia Simarmata, Sadieli Telaumbanua, Sartika Sari (2024) found improvements in students' writing fluency and creativity after Differentiated Learning interventions¹⁰¹. Similarly, Hasanah, Susanti, and Nurhajati (2023) demonstrated that Differentiated Learning enhanced reading comprehension¹⁰². However, Hermansyah (2023) identified challenges in managing diverse learner needs and tracking progress—issues that were also present in this study. Some students displayed inconsistent performance across cycles, highlighting the need for more structured individual monitoring to ensure steady development¹⁰³.

Contextual classroom factors also played a role. The class had wide variation in student abilities, with some learners needing continuous guidance and others demonstrating early independence. Furthermore, limited resources and the additional planning time required for differentiation presented practical challenges for the teacher. While most students adapted well to the DL

¹⁰¹ N Simarmata, S Telaumbanua, and ..., "Penerapan Pembelajaran Berdiferensiasi Dengan Pendekatan Berbasis Teks Untuk Meningkatkan Kemampuan Menulis Cerpen Siswa," *Jurnal Educatio FKIP* ... 10, no. 3 (2024): 860–865, <https://ejournal.unma.ac.id/index.php/educatio/article/view/9086%0Ahttps://ejournal.unma.ac.id/index.php/educatio/article/download/9086/5265>.

¹⁰² Hasanah, Susanti, and Nurhajati, "Differentiated Teaching Method From the Students Ability in Reading Comprehension At Sman 4 Kediri."

¹⁰³ Wawan Hermansyah, "Tantangan Implementasi Pembelajaran Berdiferensiasi Pelajaran Bahasa Indonesia Di Sekolah Dasar Negeri Kerekeh Kecamatan Unter Iwes Kabupaten Sumbawa," *NIVEDANA : Jurnal Komunikasi dan Bahasa* 4, no. 2 (2023): 494–499.

approach, a few struggled with new learning formats, indicating a need for stronger scaffolding, reflective feedback, and possibly one-on-one mentoring to support their adjustment.

Student interviews reinforced the quantitative findings. Many students described the lessons as “enjoyable and engaging,” noting that varied examples and multimedia helped them understand narrative structure more effectively. One student shared, “The visual story maps helped me organize my ideas before writing,” illustrating the benefits of personalized instructional media. Although most students were unfamiliar with the term “differentiated instruction,” they recognized that clearer explanations, more relevant tasks, and interactive activities defined their learning experience.

In conclusion, Differentiated Learning within Kurikulum Merdeka has proven effective not only in improving students’ narrative writing outcomes but also in creating a more inclusive, engaging classroom environment. These results strongly support Tomlinson’s theory and are consistent with previous research. However, practical challenges remain, especially in terms of monitoring, planning, and managing mixed-ability classrooms. To address these, future applications of DL should incorporate digital tools, flexible resources, and personalized mentoring to ensure that all learners receive the support they need to thrive.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results show that Tomlinson's (2001) Differentiated Learning Approach effectively improves students' narrative writing skills and encourages greater participation in class. By modifying the content, process, and product according to student needs, this approach led to improved outcomes. Student scores increased from 58.3% in the pre-test to 72.22% in the first post-test and 86.11% in the second post-test, showing that students could better understand and apply narrative writing concepts. These findings support Tomlinson's theory that varied teaching methods tailored to learning styles can enhance academic performance.

Observations and interviews also revealed that students became more engaged and confident, especially when interactive strategies like group discussions and educational games were used. Although some students still needed help with forming complex descriptive sentences and expressing ideas, personalized support addressed these issues. Overall, the approach helped students develop both writing skills and active participation in the learning process.

B. Suggestion

1. For teacher

Teachers implementing Tomlinson's Differentiated Learning Approach should design lessons that accommodate students' diverse

needs. They can incorporate small group tasks, provide additional support when necessary, and regularly assess student progress. Utilizing various instructional materials, such as visual aids, videos, and hands-on activities, can enhance students' understanding. Additionally, fostering a positive and inclusive classroom environment encourages students to ask questions and collaborate effectively.

2. For Future Research

Future research can investigate how this approach influences students' writing skills across different text genres. Studies can also explore the role of technology, such as educational applications, in supporting student learning. Comparing Differentiated Learning with other instructional strategies may provide valuable insights into the most effective teaching practices. Further research could also examine how this method benefits students with special needs or those from diverse cultural backgrounds to determine its broader applicability in different learning contexts.

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APPENDIX 1 MATRIX OF RESEARCH

Title	Variable	Indicator	Research Question	Hypothesis	Research Methods
IMPROVING STUDENTS' LEARNING OUTCOMES IN NARRATIVE TEXT THROUGH DIFFERENTIATED LEARNING APPROACHES (CONTENT, PROCESS, AND PRODUCT) BASED ON KURIKULUM MERDEKA	<ol style="list-style-type: none"> 1. Independent Differentiated Learning Approaches (Content, Process, Product) Based on The <i>Kurikulum Merdeka</i> 2. Dependent Student's Learning Outcomes in Narrative Text 	<ol style="list-style-type: none"> a. Differentiated Content: Modification of learning materials according to the <i>Kurikulum Merdeka</i>. b. Differentiated Process: Tailoring teaching methods to suit diverse student needs within the <i>Kurikulum Merdeka</i>. c. Differentiated Product: Varied forms of student assessment aligned with the <i>Kurikulum Merdeka</i>. d. Comprehension of narrative text. e. Enhancement in writing skills for narrative composition. f. Increased engagement and participation in narrative text activities. 	<ol style="list-style-type: none"> 1. How does the application of Differentiated Learning Approaches based on <i>Kurikulum Merdeka</i> improve students' learning outcomes in narrative text? 2. How can students' participation and involvement be increased through Differentiated Learning Approaches based on <i>Kurikulum Merdeka</i>? 	<ol style="list-style-type: none"> 1. The application of Differentiated Learning Approaches based on <i>Kurikulum Merdeka</i> will significantly improve high school students' learning outcomes in narrative text. 2. Differentiated Learning Approaches will increase student participation and involvement. 	<ol style="list-style-type: none"> 1. Type of Research: Classroom Action Research (CAR) 2. Method: Mixed Method 3. Research Design: Kemmis and Mc Tagget Model 4. Research Procedure: Action Cycle: <ol style="list-style-type: none"> a. Planning b. Action c. Observation d. Reflection 5. Research Subject: Class X DKV 6. Research Location: SMKN 5 Jember 7. Data Collection Method: <ol style="list-style-type: none"> a. Observation b. Interview c. Writing test 8. Data Analysis Method <ol style="list-style-type: none"> a. Quantitative descriptive analysis b. Qualitative Analysis 9. Research Instrument <ol style="list-style-type: none"> a. Observation Sheet b. Interview Question c. Writing Test Rubric 10. Completeness Criteria <ol style="list-style-type: none"> a. Completeness 80% b. $KKM \geq 70$ c. Participation 75%

APPENDIX 2 IDENTITAS ALUR TUJUAN PEMBELAJARAN**IDENTITAS
ALUR TUJUAN PEMBELAJARAN**

Nama Sekolah	: SMK Negeri 5 Jember
Mata Pelajaran	: BAHASA INGGRIS
Fase/Kelas	: E/X

TUJUAN PEMBELAJARAN (ATP)

MATA PELAJARAN BAHASA

INGGRIS

Karakteristik Mata Pelajaran

- Jenis teks yang diajarkan dalam bahasa Inggris umum beragam, misalnya narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, teks khusus (pesan singkat, iklan), dan teks otentik. Beragam teks ini disajikan bukan hanya dalam bentuk teks tulisan saja, tetapi juga teks lisan (monolog atau dialog), teks visual, teks audio, dan teks multimodal (teks yang mengandung aspek verbal, visual dan audio), baik otentik maupun teks yang dibuat untuk tujuan pengajaran, baik tunggal maupun teks ganda, yang diproduksi dalam kertas maupun layar. Hal ini diupayakan untuk memfasilitasi peserta didik agar terampil menggunakan teknologi (literasi teknologi), sehingga dapat meningkatkan kemampuan mereka dalam menavigasi informasi digital.
- Guru dapat menentukan jenis teks yang ingin diajarkan sesuai dengan kondisi di kelas. Pembelajaran dapat dimulai dari jenis teks yang memuat topik yang sudah dikenal oleh peserta didik untuk membantu mereka memahami isi teks yang dibacanya dan kemudian mampu menghasilkan teks jenis tersebut dalam bentuk lisan dan tulisan. Selanjutnya, guru dapat memperkenalkan peserta didik dengan jenis teks yang

baru diketahui oleh peserta didik. Guru dapat membantu mereka membangun pemahaman terhadap jenis teks baru tersebut, sehingga peserta didik mampu menghasilkan karya dalam jenis teks tersebut, baik lisan maupun tulisan. Pemilihan jenis teks juga dapat disesuaikan dengan kondisi yang sering dialami oleh peserta didik baik di dalam konteks sekolah, maupun konteks di rumah agar peserta didik memiliki kesempatan untuk mempelajari dan mempraktikkan teks tersebut dalam kehidupan nyata.

- Proses belajar berfokus pada peserta didik (learner-centred) (Tyler, 1949, 1990), yakni bahwa proses belajar harus difokuskan pada upaya mengubah perilaku peserta didik (yang awalnya dari tidak mampu menjadi mampu), dalam menggunakan bahasa Inggris pada enam keterampilan berbahasa dalam berbagai jenis teks.
- Pembelajaran bahasa Inggris umum difokuskan pada kemampuan berbahasa peserta didik sesuai dengan tahapan perkembangan kemampuan berbahasa. Pembelajaran bahasa Inggris umum mencakup elemen keterampilan reseptif (menyimak, membaca, dan memirsa), serta keterampilan produktif (berbicara, menulis, dan mempresentasikan).

Capaian Pembelajaran

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan

utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.



Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Alur Tujuan Pembelajaran	Projek Penguatan Profil Pelajar Pancasila		Jam pelajaran
				Dimensi	Elemen P5	
B (Membaca, Memirsa, dan Menulis)	Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi , prosedur, eksposisi, recount, dan report. Mereka membaca untuk mengidentifikasi tujuan penulis, struktur teks dan unsur kebahasaan, mendapatkan informasi, mencari dan mengevaluasi detil spesifik dan inti dari teks, memahami ide pokok dan pengembangan plot, melakukan inferensi sederhana dalam memahami informasi tersirat dalam <i>teks deskripsi</i> yang berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Peserta didik menyampaikan, mengkomunikasikan gagasan, mengekspresikan kreativitas dan mencipta teks tertulis tentang teks deskriptif dengan cara yang	<ol style="list-style-type: none"> 1. Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) terkait topik lingkungan fisik dan sosial masyarakat dengan kreatif 2. Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk deskriptif (descriptive) terkait topik lingkungan fisik dan sosial masyarakat dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan 	<ol style="list-style-type: none"> 1.1. Memahami makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis berbentuk teks deskriptif 1.2. Menganalisis ide pokok dan pengembangan plot, melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks deskriptif berbentuk teks visual 1.3. Menyusun teks deskriptif dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks 1.4. Membuat teks deskriptif dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan 	<ol style="list-style-type: none"> 1. Kreatif. 2. Gotong royong 	<ul style="list-style-type: none"> • Menghasilkan gagasan yang orisinal • Kolaborasi 	32 x 45'

	efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat	yang optimal.	sesuai konteks			
C (Menyimak dan Menulis)	Pada akhir fase E, peserta didik menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung dari paparan lisan yang didengar terkait teks khusus berbentuk pengumuman (announcement). Peserta didik menyampaikan, mengkomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai <i>genre</i> teks tertulis berbentuk pengumuman (announcement) , dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.	<ol style="list-style-type: none"> 1. Peserta didik dapat menganalisis, menangkap dan makna fungsi sosial, struktur teks, dan unsur teks lisan dan tertulis berbentuk pengumuman secara kreatif dan jujur terkait topik fenomena alam dan sosial dengan tingkat dan kelancaran yang optimal. 2. Peserta didik merancang dan memproduksi berbagai <i>genre</i> teks tertulis (berupa Pengumuman) dengan struktur organisasi dan unsur kebahasaan yang sesuai konteks secara santun, kritis, kreatif, dan mandiri. 	<ol style="list-style-type: none"> 1.1. Menganalisis makna dengan memperhatikan fungsi sosial, struktur menyampaikan bahasa teks berbentuk pengumuman (announcement), dari audio yang di dengar 1.2. Menjelaskan makna dengan memperhatikan fungsi sosial, struktur bahasa teks dan unsur teks berbentuk pengumuman (announcement), dari audio yang di dengar 1.3. Menyusun berbagai <i>genre</i> teks tertulis (berupa 	<ol style="list-style-type: none"> 1. Kreatif 2. Gotong royong 	<ul style="list-style-type: none"> • Menghasilkan karya dan tindakan yang orisinal • Kolaborasi 	16 x 45'

			<p>Pengumuman) dengan dengan struktur organisasi dan unsur kebahasaan yang sesuai konteks</p> <p>1.4. Membuat teks tertulis (berupa Pengumuman) dengan dengan struktur organisasi dan unsur kebahasaan yang sesuai konteks</p>			
B (Memirsa, Membaca, dan Menulis)	<p>Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, <i>recount</i>, dan report. Mereka membaca untuk mengidentifikasi tujuan penulis, struktur teks dan unsur kebahasaan, mendapatkan informasi, mencari dan mengevaluasi detil spesifik dan inti dari teks, memahami ide pokok dan pengembangan plot, melakukan inferensi sederhana dalam memahami informasi tersirat dalam <i>teks recount</i> yang</p>	<ol style="list-style-type: none"> 1. Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk <i>recount</i> secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan tingkat kelancaran dan ketepatan yang optimal. 2. Merancang teks tulis dan mempresentasikan secara 	<ol style="list-style-type: none"> 1.1. Memahami makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis berbentuk teks <i>recount</i> 1.2. Menganalisis ide pokok dan pengembangan plot, dalam memahami informasi tersirat dalam teks <i>recount</i> berbentuk teks visual 1.3. Menjawab pertanyaan berdasarkan 	<ol style="list-style-type: none"> 1. Kreatif 2. Bernalar kritis 3. Mandiri 	<ul style="list-style-type: none"> • Menghasilkan gagasan yang orisinal • Memperoleh dan memproses informasi dan gagasan • Menganalisis dan mengevaluasi penalaran. 	16 x 45'

	<p>berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Peserta didik menyampaikan, mengkomunikasikan gagasan, mengekspresikan kreativitas dan mencipta teks tertulis tentang teks recount dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.</p>	<p>lisan teks berbentuk recount terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.</p>	<p>informasi yang terdapat pada teks recount</p> <p>1.4. Menyusun teks recount dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara mandiri</p> <p>1.5. Membuat teks recount dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara mandiri</p>		<ul style="list-style-type: none"> • Pemahaman diri dan situasi yang dihadapi 	
C (Menyimak dan Menulis)	<p>Pada akhir fase E, peserta didik menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung dari paparan lisan yang didengar terkait teks khusus berbentuk pesan singkat/Memo. Peserta didik menyampaikan, mengkomunikasikan gagasan,</p>	<p>1. Peserta didik dapat menganalisis, menangkap makna, dan mengevaluasi fungsi sosial, struktur teks, dan unsur teks lisan dan tertulis berbentuk pesan singkat /memo secara kritis, kreatif dan jujur terkait topik fenomena</p>	<p>1.1. Menganalisis makna dengan memperhatikan fungsi sosial, struktur menyampaikan bahasa teks berbentuk pesan singkat/Memo, dari audio yang di dengar</p> <p>1.2. Menjelaskan makna</p>	<p>1. Kreatif</p> <p>2. Gotong Royong</p>	<ul style="list-style-type: none"> • Menghasilkan gagasan yang orisinal • Menghasilkan karya dan tindakan yang orisinal 	12 x 45'

	<p>mengekspresikan kreativitas dan mencipta teks tulis berbentuk pesan singkat/Memo), dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.</p>	<p>alam dan sosial dengan tingkat dan kelancaran yang optimal.</p> <p>2. Peserta didik merancang dan memproduksi berbagai genre teks tertulis (berupa pesan singkat /memo dengan dengan struktur organisasi dan unsur kebahasaan yang sesuai konteks secara santun, kritis, kreatif, dan mandiri.</p>	<p>dengan memperhatikan fungsi sosial, struktur bahasa teks dan unsur teks berbentuk pesan singkat/Memo , dari audio yang di dengar</p> <p>1.3. Menyusun berbagai genre teks tertulis (berupa pesan singkat/Memo) dengan dengan struktur organisasi dan unsur kebahasaan yang sesuai konteks</p> <p>1.4. Memproduksi berbagai genre teks tertulis (pesan singkat/Memo) dengan dengan struktur organisasi dan unsur kebahasaan yang sesuai konteks</p>		<ul style="list-style-type: none"> • Kolaborasi 	
<p>D (Membaca, Memirsa dan Mempresentasikan)</p>	<p>Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti <i>narasi</i>, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mengidentifikasi</p>	<ul style="list-style-type: none"> ▪ Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk 	<p>1.1. Memahami makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis berbentuk teks narasi</p>	<p>1. Bernalar kritis</p>	<ul style="list-style-type: none"> • Memperoleh dan memproses informasi dan gagasan • Menganalisis dan 	<p>24 x 45'</p>

	<p>tujuan penulis, struktur teks dan unsur kebahasaan, mendapatkan informasi, mencari dan mengevaluasi detil spesifik dan inti dari teks, memahami ide pokok dan pengembangan plot, melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks narasi yang berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Peserta didik mampu memaparkan gagasan tentang teks narasi secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar.</p>	<p>naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya indonesia dengan tingkat kelancaran dan ketepatan yang optimal.</p> <ul style="list-style-type: none"> ▪ Memaparkan gagasan dan mempresentasikan secara lisan teks berbentuk naratif fiksi dan non fiksi (narrative) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal. 	<p>1.2. Menganalisis ide pokok dan pengembangan plot, dalam memahami informasi tersirat dalam teks narasi berbentuk teks visual</p> <p>1.3. Mempresentasikan hasil kerja kelompok secara lisan teks berbentuk naratif fiksi dan non fiksi (narrative) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks</p>	<p>2. Gotong Royong</p>	<p>mengevaluasi penalaran.</p> <ul style="list-style-type: none"> • Kolaborasi 	
B (Membaca, Memirsa, dan Menulis)	<p>Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, <i>prosedur</i>, eksposisi, recount, dan report. Mereka</p>	<ul style="list-style-type: none"> ▪ Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks 	<p>1.1. Memahami makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis berbentuk teks prosedur</p>	<p>1. Kreatif</p>	<ul style="list-style-type: none"> • Menghasilkan gagasan yang orisinal • Menghasilkan karya dan 	<p>24 x 45'</p>

	<p>membaca untuk mengidentifikasi tujuan penulis, struktur teks dan unsur kebahasaan, mendapatkan informasi, mencari dan mengevaluasi detil spesifik dan inti dari teks, memahami ide pokok dan pengembangan plot, melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks prosedur yang berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Peserta didik menyampaikan, mengkomunikasikan gagasan, mengekspresikan kreativitas dan mencipta teks tertulis tentang teks prosedur dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat. Peserta didik mampu memaparkan gagasan tentang teks prosedur secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif</p>	<p>lisan dan tulis berbentuk prosedur (procedure) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.</p> <ul style="list-style-type: none"> ▪ Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk prosedur (procedure) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal. 	<p>1.2. Menganalisis ide pokok dan pengembangan plot, dalam memahami informasi tersirat dalam teks prosedur berbentuk teks visual</p> <p>1.3. Merancang teks prosedur dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara mandiri</p> <p>1.4. Memproduksi teks prosedur dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara mandiri</p>	<p>2. Gotong Royong</p> <p>3. Bernalar kritis</p>	<p>tindakan yang orisinal</p> <ul style="list-style-type: none"> • Kolaborasi • Memperoleh dan memproses informasi dan gagasan 	
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	melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar.					
E (Membaca Memirsa, dan Menulis)	Pada akhir fase E, peserta didik membaca dan merespon teks khusus berbentuk iklan lisan dan tulis. Mereka membaca dan memirsa untuk mengidentifikasi tujuan penulis, struktur teks dan unsur kebahasaan, mendapatkan informasi, mencari dan mengevaluasi detil spesifik dan inti dari teks, memahami ide pokok dan pengembangan plot, melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks khusus tentang iklan yang berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.	<ul style="list-style-type: none"> • Peserta didik dapat menganalisis, menangkap makna, dan mengevaluasi fungsi sosial, struktur teks, dan unsur teks lisan dan tertulis berbentuk teks khusus tentang iklan secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial dengan tingkat dan kelancaran yang optimal. • Peserta didik merancang dan memproduksi berbagai genre teks tertulis (berupa teks khusus tentang iklan) dengan struktur organisasi dan unsur kebahasaan yang sesuai konteks secara santun, kritis, dan kreatif 	<p>1.1. Memahami makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis berbentuk teks khusus tentang iklan</p> <p>1.2. Menganalisis ide pokok dan pengembangan plot, dalam memahami informasi tersirat dalam teks khusus tentang iklan berbentuk teks visual</p> <p>1.3. Menyusun teks prosedur dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara mandiri</p> <p>1.4. Membuat teks khusus tentang iklan dengan memerhatikan fungsi sosial, struktur teks, dan unsur</p>	<p>1. Kreatif</p> <p>2. Gotong Royong</p> <p>3. Bernalar kritis</p>	<ul style="list-style-type: none"> • Menghasilkan karya dan tindakan yang orisinal • Memiliki keluwesan berpikir dalam mencari alternatif solusi permasalahan • Kolaborasi • Memperoleh dan memproses informasi dan gagasan • Menganalisis dan mengevaluasi penalaran. 	20 x 45'

			kebahasaan sesuai konteks secara mandiri			
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APPENDIX 3 LESSON PLAN

INFORMASI UMUM	
NAMA	MITA PUSPITA W
ASAL SEKOLAH	SMKN 5 JEMBER
ALOKASI WAKTU	2X4 JAM
JENJANG/FASE	FASE E
MATA PELAJARAN	BAHASA INGGRIS
JUMLAH SISWA	36 SISWA
MODA PEMBELAJARAN	TATAP MUKA
PROFIL PELAJAR PANCASILA	Kritis, Bergotong Royong, Kreatif, Jujur, Mandiri
ELEMEN	Narrative Text
CP	
KOMPETENSI AWAL	Siswa telah memahami jenis-jenis narrative text Siswa sudah bisa membuat kalimat sederhana
SARANA DAN PRASARANA	Fasilitas yang di butuhkan Media/alat: Internet, Handphone, Papan Tulis
TARGET PESERTA DIDIK	Peserta didik yang menjadi target yaitu: A. Tidak ada kesulitan dalam mencerna dan memahami bahan ajar (siswa reguler) B. Peserta didik dengan kesulitan belajar terbatas pada satu gaya belajar, kurang percaya diri, kesulitan berkonsentrasi (siswa yang sulit memahami konsep) C. Peserta didik dengan pencapaian tinggi mencerna dengan cepat, dan mampu mencapai keterampilan berpikir aras tinggi/HOTS.
ASESMEN	Asesmen Individu dan Kelompok Jenis asesmen: 1. Diagnostik 2. formatif 3. Performa 4. Tertulis
KEGIATAN PEMBELAJARAN UTAMA	Pengaturan siswa: - Individu - Berpasangan - Berkelompok (6-7 orang)
ISI MODUL	
MATERI	Teks narasi adalah jenis teks yang menyampaikan serangkaian peristiwa secara kronologis, umumnya menggunakan bentuk lampau. Dalam konteks bahasa Indonesia, teks narasi merujuk pada cerita yang disusun secara terstruktur dalam kalimat berbentuk lampau. Teks ini dapat berupa kisah imajinatif maupun kisah nyata yang telah dimodifikasi, disusun secara

	<p>sistematis sesuai urutan kejadian yang terjadi di masa lalu.</p> <p>Tujuan teks narasi adalah untuk menghibur pembaca melalui cerita yang menarik dan mengasyikkan. Teks ini bertujuan untuk menyampaikan sebuah kisah yang dapat memikat perhatian pembaca, baik melalui cerita imajinatif maupun kisah nyata yang disajikan dengan cara yang menghibur.</p> <p>Teks narasi terdiri dari beberapa jenis yang bervariasi. Beberapa jenis teks narasi antara lain cerita fantasi (fairytales), misteri (mysteries), cerita horor (horror stories), fiksi ilmiah (science fiction), romansa (romance), dan masih banyak lagi. Setiap jenis teks narasi ini memiliki ciri khas yang berbeda, tetapi semuanya bertujuan untuk menghibur dan menarik perhatian pembaca melalui cerita yang disampaikan.</p> <p>Struktur teks narasi terdiri dari empat bagian utama yang perlu diperhatikan saat menyusun atau membuat sebuah teks narasi, yaitu:</p> <ol style="list-style-type: none"> 1. Orientation Bagian ini merupakan pembuka dari cerita yang memperkenalkan tokoh-tokoh dalam cerita (characters) serta latar tempat, waktu, suasana, dan keadaan sosial (setting) yang menjadi dasar cerita. 2. Complication Bagian ini menggambarkan permasalahan yang terjadi dalam cerita. Secara lebih rinci, complication terbagi menjadi tiga bagian: <ul style="list-style-type: none"> ○ Rising action: Masalah mulai muncul. ○ Climax: Puncak permasalahan yang paling menegangkan. ○ Falling action: Tensi masalah mulai menurun, dan masalah mulai menemukan titik penyelesaian. 3. Resolution Bagian ini memberikan penyelesaian atau akhir dari cerita. Cerita bisa berakhir dengan kebahagiaan (happy ending), kesedihan (sad ending), atau dengan akhir yang menggantung (cliffhanger). 4. Re-orientation Bagian terakhir ini berisi kesimpulan, pesan moral, atau perubahan watak tokoh di akhir
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cerita. Re-orientation bersifat opsional, artinya tidak selalu ada dalam setiap teks narasi.

Kaidah kebahasaan teks narasi adalah unsur-unsur yang membedakan teks narasi dengan jenis teks lainnya. Berikut adalah beberapa kaidah kebahasaan yang perlu dipahami dalam menyusun teks narasi:

1. Menggunakan Simple Past Tense

Teks narasi umumnya menggunakan simple past tense karena menceritakan peristiwa atau kisah yang telah terjadi. Hal ini membantu pembaca untuk mengikuti urutan peristiwa secara jelas dan membenamkan mereka dalam cerita.

Contoh:

“Once upon a time, in a small village, there lived a kind, generous old man. One day, as he was walking through the forest, he stumbled upon a giant squash. Amazed, he inched closer.”

(Pada zaman dahulu kala, di sebuah desa kecil, hiduplah seorang pria tua yang baik hati dan dermawan. Suatu hari, ketika dia sedang berjalan menuju hutan, dia menemukan sebuah labu raksasa. Terkejut, dia pun mendekat.)

2. Menggunakan Adverb of Time

Adverb of time adalah kata keterangan yang menunjukkan waktu terjadinya peristiwa. Dalam teks narasi, adverb of time membantu memperjelas urutan kejadian dalam cerita. Ini memungkinkan pembaca untuk mengikuti alur cerita dengan lebih mudah.

Contoh:

“Early one morning, Sarah decided to go for a jog in the park. As she jogged, the sun began to rise, casting a golden glow over the trees. Later that day, she met her friends for lunch and shared her morning adventure with them.”

(Pagi-pagi sekali, Sarah memutuskan untuk jogging di taman. Saat dia jogging, matahari mulai terbit, menyebarkan cahaya emas di atas pepohonan. Kemudian pada hari itu, dia

bertemu teman-temannya untuk makan siang dan menceritakan petualangan paginya kepada mereka.)

3. Menggunakan Adjective

Adjective atau kata sifat digunakan untuk mendeskripsikan noun (kata benda) atau pronoun (kata ganti). Dalam teks narasi, adjective membantu menggambarkan tokoh, tempat, atau situasi secara lebih rinci, sehingga pembaca dapat lebih merasakan atmosfer cerita.

Contoh:

“The brave knight entered the dark, mysterious forest, ready to face any challenges that lay ahead.”

(Seorang Ksatria yang berani memasuki hutan yang gelap dan misterius, siap menghadapi segala tantangan yang menantinya.)

4. Menggunakan Noun Phrase

Noun phrase adalah gabungan kata yang berfungsi sebagai kata benda. Dalam teks narasi, noun phrase digunakan untuk memberikan deskripsi yang lebih rinci dan memperkaya cerita.

Contoh:

“The bright morning sun cast a golden glow on the calm waters of the lake, creating a breathtaking view.”

(Matahari pagi yang terang melemparkan cahaya emas pada air tenang danau, menciptakan pemandangan yang memukau.)

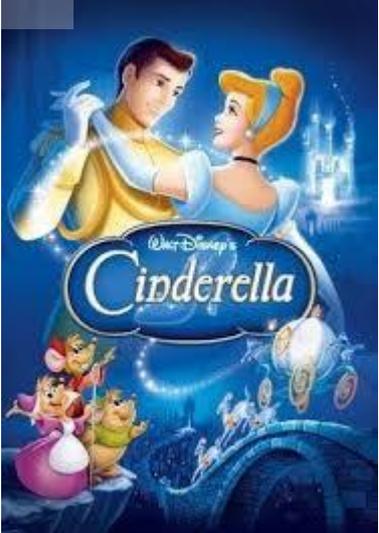
Dengan memperhatikan kaidah kebahasaan tersebut, teks narasi menjadi lebih menarik dan mudah dipahami oleh pembaca.

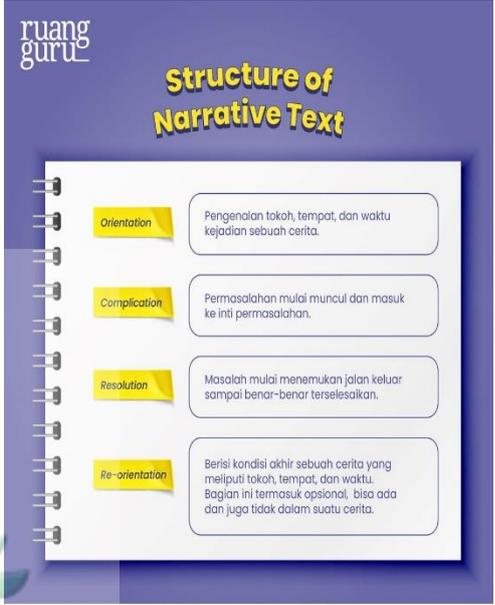
Contoh :

The Legend of Mount Batur

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used

	<p><i>to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.</i></p> <p><i>Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all of the houses and even the temples. It made the Balinese turn to rage.</i></p> <p><i>So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.</i></p> <p><i>One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.</i></p> <p>Source : https://www.ruangguru.com/blog/struktur-dari-narrative-text</p>
TUJUAN PEMBELAJARAN	<ol style="list-style-type: none"> 1. Siswa dapat memahami dan mengidentifikasi struktur teks naratif (orientasi, komplikasi, resolusi) serta elemen-elemen penting dalam teks naratif. 2. Siswa dapat menulis teks naratif sederhana dengan mengikuti struktur yang benar sesuai dengan minat dan gaya belajar mereka. 3. Siswa dapat berpartisipasi aktif dan kreatif dalam pembelajaran melalui diskusi, latihan menulis, dan berbagi hasil tulisan mereka.
PEMAHAMAN BERMAKNA	<ol style="list-style-type: none"> 1. Siswa dapat memahami struktur teks naratif 2. Menulis teks naratif berdasarkan minat dan kesukaan siswa 3. Berpartisipasi aktif dalam pembelajaran
PERTANYAAN PEMANTIK	<ol style="list-style-type: none"> 1. Have you ever read a story before? Can you mention two stories that you like? 2. What makes a story interesting to you?

	<p>3. How do you feel when reading a story that you like?</p> <p>4. How do you make your story more creative?</p>
KEGIATAN AWAL	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan berdoa bersama agar pembelajaran berjalan lancar. 2. Guru memeriksa kehadiran siswa satu per satu, memastikan semua siswa hadir. 3. Guru mengingatkan kembali materi yang telah dipelajari pada pertemuan sebelumnya, seperti struktur teks naratif. 4. Guru memberikan ice breaking untuk membuat siswa lebih rileks dan siap belajar. 5. Guru menunjukkan gambar atau contoh cerita naratif untuk memancing minat siswa. 6. Guru menyampaikan tujuan pembelajaran yaitu memahami dan menulis teks naratif yang menarik. 7. Guru menjelaskan kegiatan yang akan dilakukan, seperti diskusi kelompok, latihan menulis, dan berbagi cerita. 8. Guru menjelaskan metode penilaian berdasarkan partisipasi, hasil tulisan, dan kreativitas siswa dalam menulis teks naratif.
	CYCLE 1
Learning Activities	Meeting I
	<p>A. Warming Up Activity:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="488 1391 954 1700">  </div> <div data-bbox="1027 1391 1406 1924">  </div> </div> <ol style="list-style-type: none"> 1. What picture is it? 2. Have you ever seen that? Where? 3. Have you ever read that? 4. What is written there? 5. Do you like the story?

	<p>B. Menjelaskan struktur dari narrative text</p> <p>Orientation : Setting the scene (who, where, when). Complication : The problem or challenge. Resolution : The solution or outcome. Re-orientation : story message.</p> <p>C. Siswa dengan guru menganalisis bersama 1 contoh Narrative Text. Mereka menganalisa kelengkapan unsur dari masing-masing cerita. (LKPD 1)</p> <p>D. Siswa membaca dan menganalisa teks naratif dan melihat kelengkapan unsurnya. Siswa dapat memilih 2 jenis teks sesuai dengan kemampuannya (Differentiated Content). (LKPD 2)</p> <p>E. Siswa melaksanakan pretest menulis teks narrative</p> 
Learning Activity	Meeting 2
Pertanyaan Pemantik	<ol style="list-style-type: none"> 1. "What do you think makes a story interesting? Is it the characters, the setting, or the problem that arises in the story?" 2. "Why do you think it's important to know who the main characters are and what problem they face in a story?"
	<ol style="list-style-type: none"> 1. Kegiatan Pengantar <ol style="list-style-type: none"> a. Guru menyediakan teks dan audio sebuah narrative text berjudul "The Origin of Banyuwangi" LKPD 3. Siswa mengamati cerita sesuai teknik yang mereka sukai (Differentiated Process) b. Siswa melakukan diskusi bersama guru dan menjawab pertanyaan sederhana

	<ul style="list-style-type: none"> • Who are the characters in the story? • Where and when does the story take place? • What problem arises in the story? <p>c. Guru menjelaskan bahwa bagian awal cerita disebut orientation, sedangkan masalah cerita disebut complication.</p> <p>2. Kegiatan Inti</p> <p>a. Guru menjelaskan definisi: Orientation: Bagian cerita yang memperkenalkan tokoh, waktu, dan tempat. Complication: Bagian cerita yang memunculkan masalah atau konflik.</p> <p>b. Guru dan bersama siswa mengidentifikasi orientation dan complication. (LKPD 3)</p> <p>c. Latihan Terbimbing</p> <ul style="list-style-type: none"> • Siswa diberikan handout berisi potongan cerita naratif (beberapa bagian orientation atau complication sengaja dihilangkan). LKPD 4 • Siswa bekerja secara berpasangan untuk melengkapi bagian cerita tersebut. • Guru memberikan panduan dan umpan balik selama aktivitas berlangsung. <p>Diferensiasi Produk: Level Dasar: Siswa melengkapi bagian cerita yang hilang dengan kata-kata yang sudah disediakan. Level Menengah: Siswa menambahkan detail atau deskripsi pada bagian cerita yang hilang</p> <p>3. Kegiatan Penutup</p> <p>a. Siswa secara bergiliran membacakan atau menceritakan hasil karya mereka di depan kelompok kecil. (Differentiated Process)</p> <p>b. Teman sekelompok memberikan umpan balik menggunakan panduan sederhana, seperti: Apakah orientation-nya jelas? Apakah complication-nya menarik?</p> <p>c. Menyimpulkan kegiatan pembelajaran dengan bimbingan guru.</p> <p>d. Merefleksikan dan memberikan umpan balik terhadap proses dan hasil pembelajaran.</p>
<h2>Meeting 3</h2>	
<p>Pertanyaan Pemantik:</p> <ol style="list-style-type: none"> 1. "How do you think a story should end? What makes a resolution satisfying for the reader?" 2. "What message or lesson do you think a story should leave with the audience at the end?" 	

	<p>1. Kegiatan Pengantar (15 Menit)</p> <p>Aktivitas:</p> <ol style="list-style-type: none"> a. "Pecahkan Cerita!" (Icebreaker) <ul style="list-style-type: none"> • Guru menyediakan potongan cerita naratif sederhana tanpa resolution dan reorientation. LKPD 5 • Siswa bekerja dalam kelompok kecil untuk mendiskusikan bagaimana cerita bisa diselesaikan. • Kelompok membagikan ide mereka dengan cara kreatif, seperti menggambar adegan akhir atau membuat dialog singkat atau mempresentasikan hasil (Diferensiasi Produk) b. Guru memperkenalkan konsep: <ul style="list-style-type: none"> • Resolution: Menyelesaikan konflik cerita. • Reorientation: Menutup cerita dengan pesan, kesan, atau kesimpulan. <p>2. Kegiatan Inti (35 Menit)</p> <ol style="list-style-type: none"> a. Eksplorasi Konsep (10 Menit) <ul style="list-style-type: none"> • Guru membagikan teks naratif lengkap dan meminta siswa menyoroti bagian resolution dan reorientation. • Guru memandu diskusi dengan pertanyaan: Bagaimana masalah diselesaikan? Apa pesan yang disampaikan di akhir cerita? b. Latihan Berbasis Permainan (25 Menit) <p>Aktivitas: "Story Puzzle"</p> <ul style="list-style-type: none"> • Guru menyediakan potongan-potongan cerita (acak) yang terdiri dari orientation, complication, resolution, dan reorientation. • Siswa bekerja dalam kelompok untuk menyusun kembali cerita secara logis. • Setelah selesai, siswa diminta menulis ulang atau memodifikasi bagian resolution dan reorientation. <p>Diferensiasi Produk:</p> <p>Level Dasar: Siswa menyusun cerita dan melengkapi bagian yang hilang dengan pilihan kata yang disediakan.</p> <p>Level Menengah: Siswa menulis ulang bagian resolution dan reorientation dengan tambahan detail atau gaya bahasa mereka sendiri.</p> <ol style="list-style-type: none"> c. Aktivitas: "Spin the Wheel" (Pilihan Kreatif) <ul style="list-style-type: none"> • Guru menyiapkan roda keberuntungan dengan berbagai elemen cerita (karakter baru, tempat baru, jenis konflik, dll.).
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	<ul style="list-style-type: none"> Siswa memutar roda dan memasukkan elemen tambahan untuk menciptakan resolution dan reorientation yang unik. <p>Differensiasi Proses: Level Dasar: Siswa fokus pada menyelesaikan konflik sederhana. Level Menengah: Siswa menambahkan elemen kreatif untuk membuat cerita lebih menarik.</p> <p>3. Kegiatan Penutup (15 Menit)</p> <p>Aktivitas:</p> <p>a. "Gallery Walk"</p> <ul style="list-style-type: none"> Setiap kelompok menampilkan hasil kerja mereka di meja masing-masing. Siswa berkeliling untuk membaca hasil karya teman-teman mereka dan memberikan komentar menggunakan sticky notes. Siswa dan guru melaksanakan refleksi Diakhiri dengan berdoa
	
	
Pertanyaan Pemantik	<ol style="list-style-type: none"> What makes a narrative text interesting? How can you understand and enjoy a story?
	<p>1. Kegiatan Pengantar</p> <ul style="list-style-type: none"> Guru: Mengawali pelajaran dengan bertanya kepada siswa tentang apa itu adjective (kata sifat) dan bagaimana kata sifat digunakan dalam kalimat. Guru: Menjelaskan tujuan pembelajaran hari ini, yaitu mempelajari order of adjectives atau urutan penggunaan kata sifat dalam kalimat, yang akan membantu memperindah narrative text. Guru: Memberikan contoh kalimat sederhana yang menggunakan beberapa kata sifat, dan meminta siswa untuk menyebutkan urutan yang benar dari kata sifat tersebut. <p>Contoh:</p> <ul style="list-style-type: none"> <i>The small, cute dog</i> (Menjelaskan urutan: ukuran – kualitas – benda) <p>2. Kegiatan Inti</p>

- **Penjelasan Guru:**

- Guru menjelaskan aturan dasar **order of adjectives**:
 1. **Opinion** (opini)
 2. **Size** (ukuran)
 3. **Age** (usia)
 4. **Shape** (bentuk)
 5. **Color** (warna)
 6. **Proper adjective** (kata sifat yang menunjukkan asal atau kebangsaan)
 7. **Material** (bahan)
 8. **Purpose** (tujuan)
- Memberikan contoh penggunaan urutan yang benar dalam kalimat. (Diferensiasi Konten)

Contoh:

- *A beautiful small old round blue wooden table*

- **Latihan Individu:**

- Siswa diberikan daftar kata sifat yang acak dan diminta untuk menyusunnya dalam urutan yang benar sesuai dengan aturan order of adjectives. (Diferensiasi Process)

Contoh kata sifat: tall, old, beautiful, green, Italian.

Tugas siswa: *A beautiful tall old Italian green house.*

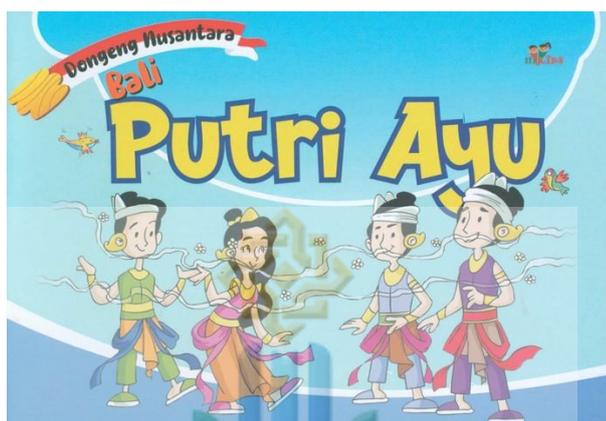
- **Games Kelompok :**

- Siswa dibagi dalam kelompok kecil.
- Setiap kelompok diberikan kartu dengan beberapa kata sifat. Kelompok diminta untuk menyusun kata sifat tersebut dalam urutan yang benar dan membuat kalimat yang menggambarkan sesuatu.
- Kelompok yang dapat menyusun urutan kata sifat dengan benar dan cepat mendapatkan poin. (Diferensiasi Proses)

LKPD

ASESMEN FORMATIF

LKPD 1



The Legend of Putri Ayu and Trunyan Village, Bali

Once upon a time, there were four children of a king, two boys and two girls, who wanted to see the world outside the palace. They were not allowed to go far because they were children of the king.

One day, they smelled a nice smell that made them curious. They asked their parents if they could find out where the smell came from.

They started walking east along the northern coast and even crossed Bali Island. During their journey, they faced many challenges, like meeting wild animals such as tigers and snakes. But they managed to deal with them.

When they reached the foot of Mount Batur, the youngest princess saw the beautiful view and decided to stay at the temple on the mountain. Her three siblings did not agree, but she stayed firm and was left behind.

The three siblings continued their journey to find the source of the smell. When they reached a flat area southwest of a lake, they heard the sound of a bird. The youngest brother, excited, shouted, "I want to catch that bird!"

The oldest sibling, who did not like this behavior, said, "Don't keep going, our journey is still long!"

But the younger brother did not listen and kept chasing the bird. The oldest sibling and the other brother left him behind and continued on their own.

As they traveled on, they met two women who were looking for lice in each other's hair. The second younger sister was very interested and wanted to

stay with them. The oldest sibling was angry and told her to keep going. The younger sister decided to stay, and the oldest sibling went alone.

When he arrived in Trunyan Village, Bali, the oldest sibling rested under a taru menyan tree and realized that the smell he had been looking for came from that tree. There, he saw a beautiful princess. He asked, “Oh, beautiful princess, who are you? Are you a goddess?”

The princess smiled and said, “I am just a regular person who lives here. If you want to know more, stay here and meet my family.”

The oldest sibling decided to stay in the village. Soon, he married Princess Ayu and became the village leader. He lived happily with his family and children.

LKPD 2

Version 1:

The Tale of Purbasari and Lutung Kasarung

A long time ago in Sunda land, there was a kingdom called Pasir Batang. The king, Tapa Agung, wanted to step down but didn't know which of his seven daughters should replace him. The youngest, Purbasari Ayuwangi, wasn't as pretty as her sisters, but she had a kind heart and was very smart. The people chose her to be the next queen, which made her oldest sister, Purbararang, very jealous and angry.

One night, Purbararang put tree sap on Purbasari's skin while she was sleeping, and it turned her into a black monkey. When Purbasari woke up, no one believed she was the princess, and Purbararang sent her away to the jungle. In the jungle, Purbasari met a black monkey named Lutung Kasarung. He helped her get her beauty back with magical leaves. Later, Purbasari became the queen of a new kingdom called Cupu Mandala Ayu, and many people moved there.

Angry that Purbasari was now a queen, Purbararang challenged her to prove she was worthy by finding a husband. Lutung Kasarung said he would marry Purbasari, and she agreed. Suddenly, Lutung Kasarung turned into a handsome prince named Guriang, breaking the magic that had turned him into a monkey.

Realizing she had lost, Purbararang gave the throne back to Purbasari. Purbasari and Prince Guriang ruled Pasir Batang together with kindness and wisdom. The people lived happily and peacefully ever after.

Version 2:

Bawang Merah and Bawang Putih

Once upon a time, there were two sisters named Bawang Putih and Bawang Merah. Bawang Putih was kind and hardworking, while Bawang Merah was lazy and rude. They lived in a small village with their mother.

One day, their mother asked them to go to the river to wash clothes. Bawang Putih worked hard, but Bawang Merah complained and refused to help. As Bawang Putih was washing clothes, she found a golden fish in the river. The fish asked her to let it go, and in return, the fish would grant her one wish.

Bawang Putih wished for happiness and good fortune for her family. When Bawang Merah heard about the golden fish, she went to the river too. She caught the fish and demanded more wishes, but the fish warned her to be careful. However, Bawang Merah did not listen.

Bawang Merah's greed led to misfortune. She lost everything, while Bawang Putih's kindness brought her happiness. The story teaches us that being kind and honest is always the right choice.

Please analyze each element in the narrative text. Choose one of the texts according to your abilities!!

LKPD 3

Please read or listen this narrative text!

The Origin of Banyuwangi

Long ago, on the eastern coast of Java, there was a prosperous and peaceful kingdom ruled by a wise and just king named King Bantera. The people of the kingdom lived in harmony, grateful for their king's leadership.

One of King Bantera's favorite pastimes was hunting in the forest. On one such hunting trip, the king spotted a deer drinking by the riverside. He aimed his arrow and shot, but the arrow missed and struck a tree. Startled, the deer ran deep into the forest, eventually hiding near a waterfall.

As King Bantera searched for the deer, he heard a voice calling to him. Startled, he turned and saw a young woman. Curious, he approached her. The woman introduced herself as Surati, the daughter of the King of Klungkung. She explained that her father had died in a war, and she was fleeing from their enemies. Moved by her story, King Bantera brought Surati back to his palace.

In time, King Bantera and Surati married, and they lived happily together. However, the king continued his hunting trips, often leaving the palace for the forest.

One day, while the king was away hunting, a man dressed in rags sneaked into the palace. Surati recognized him as her brother, Rupaksa. Overjoyed to see her sibling, she listened as he revealed shocking news.

“Surati, your husband, King Bantera, killed our father. You must help me avenge his death!” Rupaksa declared.

Surati was stunned and refused to believe him. “No, brother. King Bantera saved me and has been nothing but kind. I cannot betray him.”

Angered by her loyalty to the king, Rupaksa left in frustration, but not before handing her a headband. “Keep this as a reminder of our family,” he said.

Unbeknownst to Surati, Rupaksa sought out King Bantera in the forest and accused Surati of plotting against him. “Your wife plans to kill you, Your Majesty. Look under her bed, and you’ll find proof – a headband belonging to the man she conspired with,” Rupaksa claimed.

Troubled by the accusation, King Bantera hurried back to the palace. There, he found the headband under Surati’s bed, just as Rupaksa had said. Heartbroken and enraged, the king confronted Surati.

“Why would you betray me after everything I’ve done for you?” he demanded.

Surati pleaded her innocence. “My king, the man you met is my brother, Rupaksa. He is lying to you. I would never harm you!”

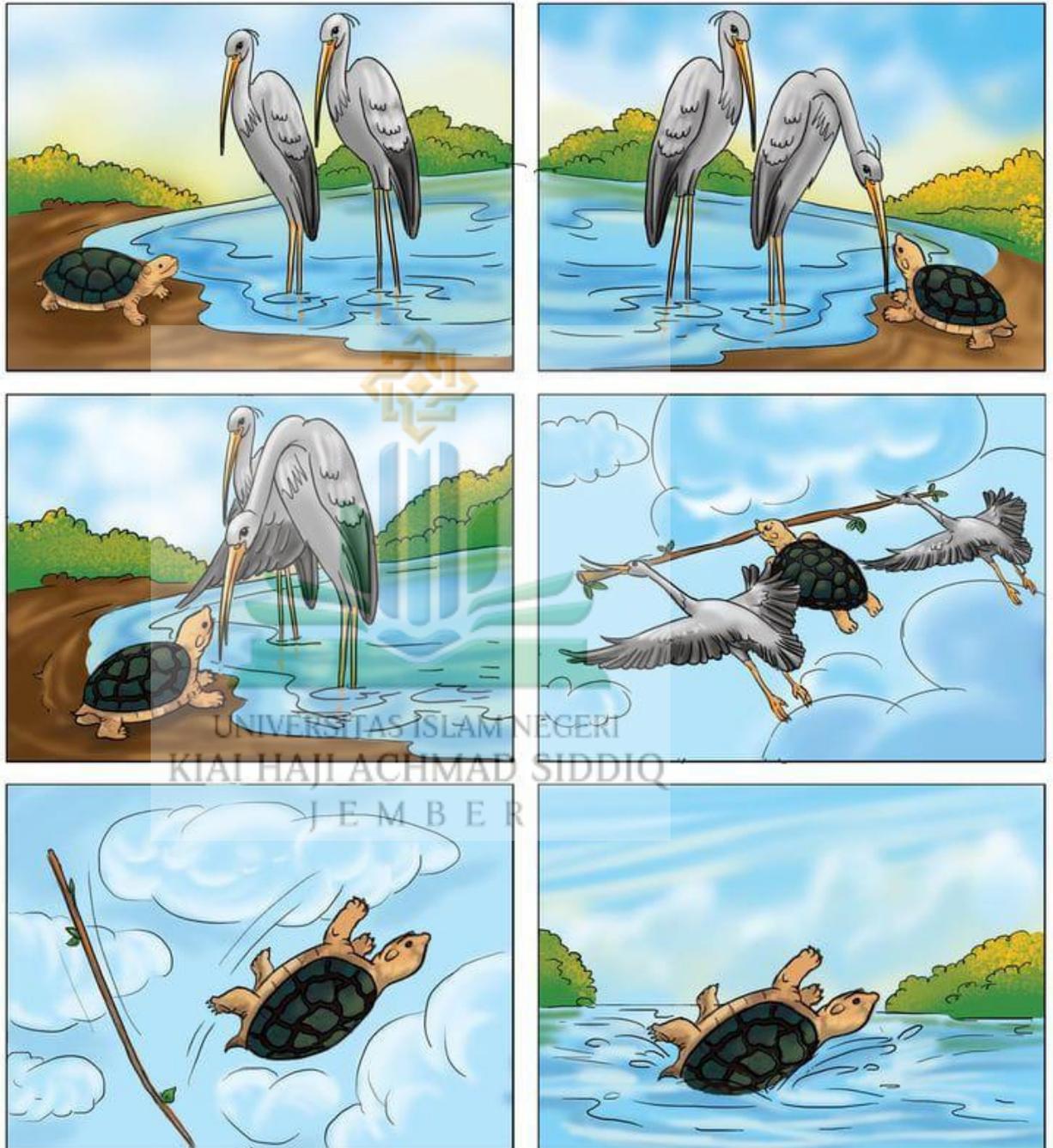
But King Bantera refused to believe her. Distraught, Surati ran to a waterfall and stood at its edge. “If I am innocent, may the waters below smell fragrant. If I am guilty, may they stink of foulness,” she declared before leaping into the river.

The king rushed forward, but it was too late. Moments later, a sweet fragrance rose from the river, proving Surati’s innocence. Overcome with regret, King Bantera cried, “I should have trusted you, my love!”

From that day on, the area was named Banyuwangi, derived from the Javanese words *banyu* (water) and *wangi* (fragrant), to honor the fragrant water that revealed Surati’s innocence.

If you prefer watching video. Click this link:

<https://youtu.be/nKC961MXw7s?si=xHVckvv-jnhQN2l0>

LKPD 4**Version 1:**

Please make your own narrative text (Orientation and Complication)!

Version 2:

Nama :

Kelas :

 Complete the following sentences with the suitable words in past form

(just type the word in the box!)

had to

went

threw

Changed

came


 Right after that, the giant
 into their house.

 Years passed by and Timun
 Mas has into a
 beautiful girl.

 The giant swim to
 cross the sea.

 Timun Mas then opened the
 bag and a handful
 of salt.

 Timun Mas then immediately
 home

Please make your own narrative text (Orientation-Complication)!

LKPD 5**Version 1****Folktale: The Legend of Timun Mas**

Once upon a time, there lived an old widow named Mbok Sрни. She lived alone and often wished for a child to accompany her in her old age. One day, her wish was granted in the most unexpected way. While returning home, she encountered a green giant named Buto Ijo. The giant gave her a large golden cucumber and promised her that it would fulfill her desire for a child. However, there was a condition—Mbok Sрни had to promise to give her first child to Buto Ijo.

Mbok Sрни took the golden cucumber home. She planted its seeds in her yard, and to her astonishment, a single cucumber grew. It was enormous and golden, just like the giant had said. When the harvest time came, Mbok Sрни picked the cucumber and was surprised to find a beautiful baby girl inside. Overjoyed, she named the baby Timun Mas, which means "Golden Cucumber." Mbok Sрни raised Timun Mas with love and care, finding great happiness in her company.

As time passed, Mbok Sрни forgot about her promise to Buto Ijo. Timun Mas grew into a kind, brave, and intelligent young woman. One day, Buto Ijo came to Mbok Sрни's house to claim Timun Mas. In a panic, Mbok Sрни lied, saying that Timun Mas was unwell and asked the giant to return another day. She used the time to warn her daughter of the danger. With a heavy heart, she packed Timun Mas a small bundle containing magical items—a cucumber seed, needles, salt, and shrimp paste—given to her by a local religious leader.

*Please continue with the **resolution** and **reorientation** section!!*

Folktale: The Legend of Timun Mas



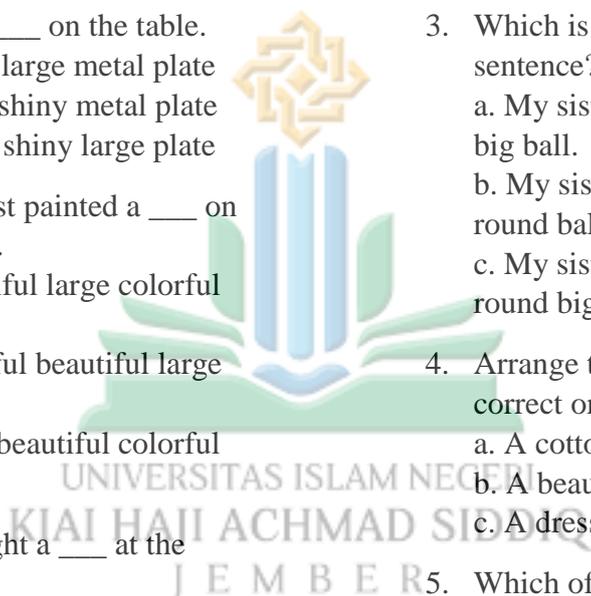
LKPD 6

VERSION 1

1. She found a ___ in the attic.
 - a. dusty old wooden box
 - b. wooden dusty old box
 - c. old wooden dusty box
2. They live in a ___ near the beach.
 - a. big modern white house
 - b. modern big white house
 - c. white big modern house
3. I saw a ___ on the table.
 - a. shiny large metal plate
 - b. large shiny metal plate
 - c. metal shiny large plate
4. The artist painted a ___ on the wall.
 - a. beautiful large colorful mural
 - b. colorful beautiful large mural
 - c. large beautiful colorful mural
5. He bought a ___ at the market.
 - a. round small plastic bowl
 - b. small round plastic bowl
 - c. plastic small round bowl

VERSION 2

1. Choose the correct order of adjectives:
 - a. A blue old car
 - b. An old blue car
 - c. A car blue old
2. The correct phrase is:
 - a. A small white cat
 - b. A white small cat
 - c. A small cat white
3. Which is the correct sentence?
 - a. My sister bought a round big ball.
 - b. My sister bought a big round ball.
 - c. My sister bought a ball round big.
4. Arrange the adjectives in the correct order:
 - a. A cotton beautiful dress
 - b. A beautiful cotton dress
 - c. A dress beautiful cotton
5. Which of these follows the correct adjective order?
 - a. An Italian delicious pizza
 - b. A delicious Italian pizza
 - c. An Italian pizza delicious



APPENDIX 4 RUBRIK PENILAIAN NARRATIVE TEXT (Pretest-Posttest)

Aspek	Indikator	Skor 20 (Sangat Baik)	Skor 15 (Baik)	Skor 10 (Cukup)	Skor 5 (Kurang)
Isi	Keseluruhan cerita menarik, lengkap, dan sesuai tema.	Cerita sangat menarik, lengkap, dan sesuai tema. Terdapat konflik dan penyelesaian yang jelas.	Cerita menarik, sebagian besar lengkap, dan sesuai tema. Konflik dan penyelesaian ada tetapi kurang menonjol.	Cerita cukup menarik, namun kurang lengkap dan hanya sebagian kecil sesuai tema. Konflik atau penyelesaian tidak jelas.	Cerita tidak menarik, tidak lengkap, dan tidak sesuai tema. Konflik dan penyelesaian tidak ada.
Struktur Teks	Mengikuti struktur narrative text (orientation, complication, resolution).	Struktur sangat jelas dan lengkap. Semua bagian (orientation, complication, resolution) ditulis dengan tepat.	Struktur jelas tetapi ada bagian yang kurang lengkap atau tidak mendetail.	Struktur kurang jelas, beberapa bagian hilang atau tidak mengikuti format narrative text.	Struktur tidak jelas sama sekali dan tidak mengikuti format narrative text.
Penggunaan Bahasa	Tata bahasa sesuai, kalimat efektif, dan ejaan benar.	Tata bahasa sangat sesuai, kalimat sangat efektif, ejaan dan tanda baca benar tanpa kesalahan.	Tata bahasa sesuai, kalimat cukup efektif, ada sedikit kesalahan ejaan atau tanda baca.	Tata bahasa kurang sesuai, kalimat kurang efektif, terdapat beberapa kesalahan ejaan dan tanda baca.	Tata bahasa tidak sesuai, banyak kesalahan ejaan dan tanda baca.
Kreativitas	Pemilihan kata dan gaya penulisan.	Sangat kreatif dengan pemilihan kata yang bervariasi dan gaya yang menarik.	Cukup kreatif dengan pemilihan kata yang variatif dan gaya yang menarik, tetapi belum konsisten.	Kurang kreatif, penggunaan kata biasa saja dan gaya tidak menarik.	Tidak kreatif, penggunaan kata monoton, dan tidak ada gaya penulisan yang menonjol.
Koherensi	Alur cerita mengalir dan logis.	Alur cerita sangat logis, mengalir dengan baik, dan mudah dipahami pembaca.	Alur cerita logis dan cukup mengalir, tetapi ada sedikit bagian yang terasa kurang menyambung.	Alur cerita kurang logis, terasa terputus-putus, dan sulit dipahami di beberapa bagian.	Alur cerita tidak logis, tidak mengalir, dan sulit dipahami.

APPENDIX 5 INTERVIEW QUESTIONS

Opening Questions

1. Bagaimana menurutmu cara belajar di kelas selama ini? Apakah cara belajar yang berbeda-beda/bervariasi ini sudah sesuai dengan apa yang kamu butuhkan?
2. Apakah kamu merasa senang belajar dengan cara yang bervariasi? Cara belajar seperti apa yang paling membantu kamu mengerti pelajaran, dan kenapa?

Focus on Differentiated Learning Experiences

1. Apakah kamu menyadari bahwa guru menggunakan metode pembelajaran yang berbeda-beda? (Misalnya: memberikan materi yang sesuai dengan kemampuanmu, memberikan tugas yang berbeda dengan teman lain, atau cara mengajar yang disesuaikan.)

Jika ya, metode apa yang menurut kamu paling membantu dalam belajar?

2. Apakah kamu merasa lebih mudah memahami materi jika metode pembelajarannya disesuaikan dengan kebutuhanmu?

Bisa ceritakan pengalaman tertentu?

3. Saat belajar narasi (narrative text), apakah pendekatan yang digunakan membantumu menulis cerita yang lebih baik?

Apa saja kesulitan yang kamu hadapi saat menulis cerita?

Focus on Outcomes and Feedback

4. Bagaimana kamu menilai hasil belajarmu setelah menggunakan strategi pembelajaran ini?
5. Apakah kamu merasa ada peningkatan? Jika ya, di bagian mana?
6. Apakah kamu merasa lebih percaya diri saat menjawab pertanyaan atau mengerjakan tugas?
7. Mengapa kamu merasa begitu?
8. Adakah saran atau masukan untuk guru agar pembelajarannya lebih baik lagi?

Closing Questions

9. Apakah ada hal lain yang ingin kamu sampaikan tentang pengalaman belajar menggunakan strategi pembelajaran yang berbeda-beda ini?
10. Menurut kamu, apakah strategi ini harus terus digunakan untuk siswa lainnya.

LEMBAR VALIDASI WAWANCARA

No	Aspek yang dinilai	Skor				Kritik dan Saran
		1	2	3	4	
1.	Relevance					
	Apakah pertanyaan sesuai dengan tujuan penelitian?			✓		
2.	Clarity					
	Apakah pertanyaan jelas dan mudah dipahami oleh siswa?			✓		
3.	Language Use					
	Apakah bahasa yang digunakan sesuai dengan tingkat pemahaman siswa?			✓		
4.	Feasibility					
	Apakah pertanyaan memungkinkan untuk dijawab secara realistis oleh siswa?			✓		

D. Komentar Umum dan Saran

Sudah direvisi sesuai saran, bisa digunakan
tanpa revisi.

E. Kesimpulan

Berdasarkan penilaian yang telah dilakukan, maka kesimpulan penilaian ini dinyatakan:

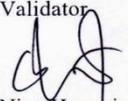
1. Layak digunakan untuk penelitian tanpa revisi
2. Layak digunakan untuk penelitian setelah revisi sesuai saran
3. Tidak layak digunakan untuk penelitian

Mohon berikan tanda silang (X) pada nomor yang sesuai dengan kesimpulan

Bapak/Ibu

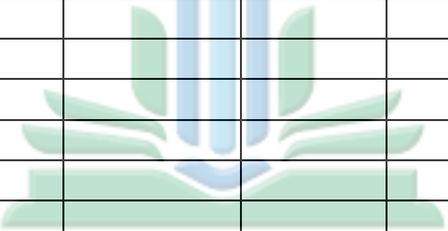
KIJI HAJI ACHMAD SIDDIQ
JEMBER

Jember, ²⁴ Desember 2024
Validator


Nina Hayuningtyas, M.Pd.
NIP.198108142014112003

APPENDIX 6 STUDENTS OBSERVATION SHEET

No	Student's Name	Asking question when unclear	Scoring Scale:		Participating in discussion actively	Category:		Completing individual test (75-100%)	Summarizing material at the end of lesson	Total Score	Percentage	Category
			Answering question posted by teacher	Completing task thoroughly		Taking notes on teacher explanation	Solving problem or exercises					
1.			1 = Very Poor	2 = Poor		Excellent	(50-74%)					
2.			2 = Good	3 = Good		Good	(25-49%)					
3.			3 = Excellent	4 = Excellent		Poor	(0-24%)					
4.												
5.												
6.												
7.												
8.												
9.												


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 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

LEMBAR VALIDASI OBSERVATION SHEET

C. Penilaian

No	Aspek yang dinilai	Skor				Kritik dan Saran
		1	2	3	4	
1.	Format Lembar Observasi			✓		
	Petunjuk dinyatakan dengan jelas			✓		
	Kejelasan sistem penomoran			✓		
2.	Format Isi					
	Pernyataan dirumuskan dengan singkat dan jelas			✓		
	Indikator yang diamati sudah mencakup semua aspek yang mendukung proses pembelajaran efektif			✓		
3.	Language Use					
	Bahasa yang digunakan mudah dipahami			✓		

D. Komentar Umum dan Saran

Sudah direvisi sesuai saran, rekapay bisa digunakan tanpa revisi

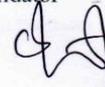
E. Kesimpulan

Berdasarkan penilaian yang telah dilakukan, maka kesimpulan penilaian ini dinyatakan:

- ① Layak digunakan untuk penelitian tanpa revisi
2. Layak digunakan untuk penelitian setelah revisi sesuai saran
3. Tidak layak digunakan untuk penelitian

Mohon berikan tanda silang (X) pada nomor yang sesuai dengan kesimpulan Bapak/Ibu.

24
Jember, Desember 2024
Validator



Nina Hayuningtyas, M.Pd.
NIP.198108142014112003

APPENDIX 7 FIELD NOTES

Research Title:

Observer Name:

Date and Time:

Class/Group:

Instruction:

Lembar ini digunakan untuk mencatat pengamatan selama proses pembelajaran. Harap isi setiap bagian secara singkat, jelas, dan spesifik berdasarkan situasi di kelas. Fokuskan pada elemen yang relevan dengan tujuan pembelajaran dan strategi yang digunakan.

Contextual Elements

- **Classroom setup**
Tuliskan pengaturan ruang kelas yang diamati. Sertakan informasi tentang:
 - a. Susunan tempat duduk (kelompok/pasangan/individu).
 - b. Alat atau bahan yang digunakan (misalnya: media visual, modul, atau perangkat digital).
-
- **General atmosphere during the session:**
Deskripsikan suasana umum di kelas, seperti:
 - a. Tingkat antusiasme siswa.
 - b. Kondisi lingkungan yang memengaruhi pembelajaran (seperti kebisingan, pencahayaan).
-

Key Observations

- **Specific noteworthy episodes or interactions:**
Catat momen penting selama pembelajaran, seperti:
 - a. Tanggapan siswa terhadap aktivitas diskusi atau tugas.
 - b. Interaksi antara siswa dan guru atau antar siswa yang relevan.

- **Behavioral changes in students (positive or negative):**

Jelaskan perubahan perilaku siswa yang diamati, baik positif maupun negatif. Contoh:

- a. Siswa lebih aktif bertanya atau enggan berpartisipasi.
 - b. Peningkatan atau penurunan perhatian terhadap pembelajaran.
-

Challenges or Unforeseen Circumstances

- Analytical Reflections

Identifikasi tantangan yang muncul selama pembelajaran, misalnya:

- a. Kesulitan siswa memahami materi.
 - b. Hambatan teknis atau waktu yang tidak cukup.
 - c. Berikan analisis singkat tentang bagaimana hal ini dapat diatasi atau diantisipasi.
-

Implications of observed behaviors for differentiated learning strategies:

- a. Berdasarkan pengamatan, tuliskan bagaimana perilaku siswa memengaruhi cara mengajar. Sebutkan ide-ide sederhana untuk menyesuaikan cara mengajar, seperti:
 - ◆ Menjelaskan materi dengan lebih pelan untuk siswa yang kesulitan.
 - ◆ Memberi lebih banyak waktu untuk diskusi kelompok bagi siswa yang aktif bicara.
-

LEMBAR VALIDASI FIELD NOTES

C. Penilaian

No	Aspek yang dinilai	Skor				Kritik dan Saran
		1	2	3	4	
1.	Format					
	Petunjuk dinyatakan dengan jelas			✓		
	Penataan format mendukung penjelasan yang sistematis			✓		
2.	Konten					
	Pernyataan dirumuskan dengan singkat dan jelas			✓		
	Indikator mencakup aspek kontekstual, interaksi, tantangan, dan refleksi			✓		
3.	Language Use					
	Bahasa yang digunakan mudah dipahami			✓		
	Informasi yang diharapkan mudah diidentifikasi melalui sub kategori			✓		

D. Komentar Umum dan Saran

Sudah direvisi sesuai saran, sekarang bisa digunakan tanpa revisi

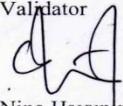
E. Kesimpulan

Berdasarkan penilaian yang telah dilakukan, maka kesimpulan penilaian ini dinyatakan:

4. Layak digunakan untuk penelitian tanpa revisi
5. Layak digunakan untuk penelitian setelah revisi sesuai saran
6. Tidak layak digunakan untuk penelitian

Mohon berikan tanda silang (X) pada nomor yang sesuai dengan kesimpulan Bapak/Ibu.

Jember, ²⁴ Desember 2024
Validator


Nina Hayuningtyas, M.Pd.
NIP.198108142014112003

APPENDIX 8

1. Profile of SMKN 5 Jember

SMKN 5 Jember is a public Vocational High School (SMK) located in Jember Regency, East Java Province. The school is registered under the National School Identification Number (NPSN) 20523760. Its official address is Jalan Brawijaya No. 55, Jubung Village, Sukorambi District, with a postal code of 68151. Administratively, the school is situated in RT 2 RW 1. Geographically, SMKN 5 Jember is positioned at a latitude of -8 and a longitude of 113.

The principal of SMKN 5 Jember is Nanda Wiratama Miftakhul Fauzi, S.Pd., M.Pd., while the data management operator is Hibatur Rahman Nur Amalul Hady Putra. The school has been accredited with an "A" rating, indicating a high standard of quality. Additionally, the institution implements the *Kurikulum Merdeka*, a curriculum designed to promote independent and flexible learning approaches.

2. Vision and Mission of SMKN 5 Jember

B. Vision:

To produce graduates who embody the *Profil Pelajar Pancasila*, are environmentally conscious and culturally aware, and excel in entrepreneurship, employment, and further education.

C. Mission:

1. Strengthen students' character in alignment with the *Profil Pelajar Pancasila*.

The school employs a total of 175 educational staff (PTK), comprising 140 teachers and 35 administrative personnel (Tendik). Among them, 84 are male, and 91 are female, all actively serving in the institution. Additionally, the total number of enrolled students (PD) is 2,479, consisting of 1,476 male and 1,003 female students.

Furthermore, data on student group distribution indicate variations across grade levels. At the 10th-grade level, there are 845 students, including 503 males and 342 females. In the 11th grade, the student population amounts to 824, with 474 males and 350 females. Meanwhile, the 12th grade comprises 810 students, with 499 males and 311 females. This data illustrates the distribution of students across different grade levels and provides insight into the gender composition within the student body.

5. Facilities and Infrastructures

The school had a total of 136 infrastructure facilities to support the teaching and learning process. These included 56 classrooms, 1 library room, 9 laboratory rooms, and 1 room designated for school leadership. Additionally, there was 1 teachers' room, 1 prayer room, 1 health unit (UKS), 6 toilet facilities, 3 storage rooms, 12 administrative rooms, 1 counseling room, and 2 rooms allocated for OSIS (student council) activities. Furthermore, the school had 42 building spaces to accommodate various operational and academic needs. These facilities

were maintained to ensure a conducive learning environment for both students and teachers.



APPENDIX 9 OBSERVATION SCORES

CYCLE 1

Student's Name	Asking question when unclear	Answering question posted by teacher	Completing task thoroughly	Participating in discussion actively	Taking notes on teacher explanation	Solving problem or exercises	Completing individual test	Summarizing material at the end of lesson	Total Score	Percentage	Category
AER	3	3	2	3	4	3	3	4	25	78	Excellent
ANS	2	2	2	3	4	2	3	4	22	69	Good
AL	3	2	2	3	4	3	3	4	24	75	Excellent
AB	3	3	2	3	4	2	3	4	24	75	Excellent
BMM	3	2	2	4	4	2	4	4	25	78	Excellent
BHD	3	2	2	3	4	3	3	4	24	75	Excellent
DDA	4	4	4	4	4	4	4	4	32	100	Excellent
FIP	3	2	2	2	4	2	2	4	21	66	Good
FP	3	2	2	2	4	2	3	4	22	69	Good
HM	1	3	1	2	3	2	3	3	18	56	Good
INB	3	2	2	2	4	2	3	4	22	69	Good
IMM	3	2	2	2	4	2	4	4	23	72	Good
ISH	3	3	1	2	4	2	3	4	22	69	Good
KU	3	2	3	2	4	3	3	4	24	75	Excellent
KPSW	3	2	2	2	4	2	1	4	20	63	Good
LAN	1	3	2	2	4	2	3	4	21	66	Good
MKA	3	2	2	2	4	3	4	4	24	75	Excellent
MFA	4	4	4	4	4	4	4	4	32	100	Excellent
MAM	4	4	4	4	4	4	4	4	32	100	Excellent
MYR	3	3	2	2	4	2	4	4	24	75	Excellent
MIS	1	2	1	2	4	2	3	4	19	59	Good
MJ	1	3	3	1	4	2	1	4	19	59	Good
MRF	3	2	2	3	4	2	4	4	24	75	Excellent
NAM	3	2	2	1	4	2	3	4	21	66	Good
PH	1	1	1	1	4	1	2	4	15	47	Good
PDL	1	4	4	3	4	4	4	4	28	88	Excellent
RZM	1	2	2	1	4	2	3	4	19	59	Good
RAA	3	1	2	1	4	2	3	4	20	63	Good
SQ	3	3	1	2	4	2	1	4	20	63	Good
SKS	3	3	2	3	4	2	3	4	24	75	Excellent
SRT	3	1	2	3	4	1	4	4	22	69	Good
SM	3	3	2	2	4	2	4	4	24	75	Excellent
SES	4	4	4	4	4	4	4	4	32	100	Excellent
WH	3	1	2	1	4	2	3	4	20	63	Good
YFH	3	3	2	2	4	2	4	4	24	75	Excellent
ZAR	3	3	2	1	4	2	1	4	20	63	Good

OBSERVATION SCORES

CYCLE 2

No	Student's Name	Asking question when unclear	Answering question posted by teacher	Completing task thoroughly	Participating in discussion actively	Taking notes on teacher explanation	Solving problem or exercises	Completing individual test	Summarizing material at the end of lesson	Total Score	Percentage	Category
1	AER	3	1	1	4	4	1	3	4	21	66	Good
2	ANS	1	2	2	4	4	3	4	4	24	75	Excellent
3	AL	3	4	2	4	4	2	4	4	27	84	Excellent
4	AB	3	2	2	4	4	2	3	4	24	75	Excellent
5	BMM	3	2	2	4	4	2	3	4	24	75	Excellent
6	BHD	3	2	2	4	4	2	3	4	24	75	Excellent
7	DDA	4	4	4	4	4	4	4	4	32	100	Excellent
8	FIP	3	2	2	1	4	2	1	4	19	59	Good
9	FP	3	2	3	3	4	3	3	4	25	78	Excellent
10	HM	1	1	2	1	4	2	3	4	18	56	Good
11	INB	3	2	2	4	4	2	3	4	24	75	Excellent
12	IMM	3	2	2	4	4	2	4	4	25	78	Excellent
13	ISH	3	1	1	4	4	1	3	4	21	66	Good
14	KU	3	2	2	3	4	2	4	4	24	75	Excellent
15	KPSW	3	2	2	4	4	2	3	4	24	75	Excellent
16	LAN	1	1	2	4	4	2	3	4	21	66	Good
17	MKA	3	2	2	2	4	3	4	4	24	75	Excellent
18	MFA	4	4	4	4	4	4	4	4	32	100	Excellent
19	MAM	4	4	4	4	4	4	4	4	32	100	Excellent
20	MYR	3	2	2	4	4	2	3	4	24	75	Excellent
21	MIS	1	2	1	1	4	2	3	4	18	56	Good
22	MJ	1	1	2	1	4	2	3	4	18	56	Good
23	MRF	3	2	2	4	4	2	3	4	24	75	Excellent
24	NAM	3	2	2	4	4	2	3	4	24	75	Excellent
25	PH	1	1	1	1	4	1	3	4	16	50	Good
26	PDL	1	4	4	4	4	4	4	4	29	91	Excellent
27	RZM	1	2	2	1	4	2	3	4	19	59	Good
28	RAA	3	1	2	2	4	4	4	4	24	75	Excellent
29	SQ	3	2	2	2	4	4	4	4	25	78	Excellent
30	SKS	3	1	2	4	4	3	4	4	25	78	Excellent
31	SRT	3	2	2	4	4	2	3	4	24	75	Excellent
32	SM	3	2	2	4	4	2	3	4	24	75	Excellent
33	SES	4	4	4	4	4	4	4	4	32	100	Excellent
34	WH	3	2	2	4	4	2	3	4	24	75	Excellent
35	YFH	3	2	4	1	4	4	3	4	25	78	Excellent
36	ZAR	3	2	2	3	4	2	4	4	24	75	Excellent

APPENDIX 10 FIELD NOTE REPORT

Cycle 1 Meeting 1

FIELD NOTES Cycle 1

Research Title :
 Observer Name : mita pospita
 Date and Time : 10th January 2025 (Meeting 1)
 Class/Group : XDK V

Instruction
 Lembar ini digunakan untuk mencatat pengamatan selama proses pembelajaran. Harap isi setiap bagian secara singkat, jelas, dan spesifik berdasarkan situasi di kelas. Fokuskan pada elemen yang relevan dengan tujuan pembelajaran dan strategi yang digunakan.

Contextual Elements

- Classroom setup
 Tempat duduk masih seperti biasa. Media yang digunakan adalah HP dan papan tulis. LKPD 1 diskusi bersama LKPD 2 berdiskusi bebas, berpasangan atau kelompok-kelompok.
- General atmosphere during the session:
 Siswa cukup tertarik memperhatikan ~~kelas~~ penjelasan guru.

Key Observations

- Specific noteworthy episodes or interactions:
 Untuk aktivitas yang melibatkan menjawab pertanyaan guru, banyak yang masih malu. Tetapi, untuk diskusi bersama teman sejawat, mereka lebih antusias.
- Behavioral changes in students (positive or negative):
 Saat diskusi dengan guru hanya sedikit yang aktif. Saat mengerjakan tugas sendiri mereka aktif sharing.

Challenges or Unforeseen Circumstances
 Siswa masih sulit membedakan ~~an~~ unsur \neq narrative text. Kemungkinan karena masih PTM 2 banyak siswa yang masih malu untuk menjawab pertanyaan guru.

Implications of observed behaviors for differentiated learning strategies:
 Akan lebih memberikan banyak contoh, dan banyak aktivitas grup yang terbimbing. Pemberian LKPD dengan level ~~tertentu~~ yang sesuai.

Cycle 1 Meeting 2

FIELD NOTES Cycle 2

Research Title :

Observer Name : Mita Puspita

Date and Time : 15 January 2025 (meeting 2)

Class/Group : XDKV

Instruction

Lembar ini digunakan untuk mencatat pengamatan selama proses pembelajaran. Harap isi setiap bagian secara singkat, jelas, dan spesifik berdasarkan situasi di kelas. Fokuskan pada elemen yang relevan dengan tujuan pembelajaran dan strategi yang digunakan.

Contextual Elements

- **Classroom setup**
siswa duduk berpasangan untuk mengerjakan LKPD4.
Alat HP, video, dan teks bacaan
- **General atmosphere during the session:**
sebagian besar menunjukkan ketertarikan tinggi, terutama yang menyukai visual learning

Key Observations

- **Specific noteworthy episodes or interactions:**
Mereka merespon dengan baik pertanyaan guru. Mereka mengerjakan LKPD4. Siswa saling bertanya satu sama lain untuk hasil kerja timan sekelompok
- **Behavioral changes in students (positive or negative):**
Beberapa siswa kesulitan memecah orientation dan complication. Ada yang ngobrol terus saat mengerjakan LKPD 3

Challenges or Unforeseen Circumstances

Siswa masih ada yang bingung membedakan orientation dan complication.

Implications of observed behaviors for differentiated learning strategies:
memperoleh pendampingan pada siswa yang tidak paham menggunakan media visual lebih maksimal

Cycle 1 meeting 3

FIELD NOTES		Cycle 1
Research Title	:	
Observer Name	:	Mita Puspita
Date and Time	:	January 17 2025 (meeting 3)
Class/Group	:	X PKV
Instruction		
<p>Lembar ini digunakan untuk mencatat pengamatan selama proses pembelajaran. Harap isi setiap bagian secara singkat, jelas, dan spesifik berdasarkan situasi di kelas. Fokuskan pada elemen yang relevan dengan tujuan pembelajaran dan strategi yang digunakan.</p>		
Contextual Elements		
<ul style="list-style-type: none"> • Classroom setup siswa duduk dalam kelompok kecil. media LKPD S, media visual, roda putar spin the wheel • General atmosphere during the session: tingkat antusiasme tinggi terutama saat kegiatan bermain. 		
Key Observations		
<ul style="list-style-type: none"> • Specific noteworthy episodes or interactions: siswa berdiskusi beragang saat pecahkan cerita diskusi interaktif saat analisis resolusi dan reorientasi kegiatan story puzzle membantu siswa PD • Behavioral changes in students (positive or negative): siswa percaya diri menyusun ending cerita. beberapa siswa perlu bimbingan lebih 		
Challenges or Unforeseen Circumstances		
<p>Beberapa siswa kesulitan menyusun resolusi yang logis waktu yang tidak ke cukup untuk beberapa kelompok</p>		
Implications of observed behaviors for differentiated learning strategies:		
<p>Memberi panduan template untuk siswa yang susah paham. Siswa mahir didorong lebih kreatif. Efisiensi waktu</p>		

Cycle 2 Meeting 1

FIELD NOTES Cycle 2

Research Title :

Observer Name : Mita Puspita

Date and Time : 24 January 2025

Class/Group : XDKV

Instruction

Lembar ini digunakan untuk mencatat pengamatan selama proses pembelajaran. Harap isi setiap bagian secara singkat, jelas, dan spesifik berdasarkan situasi di kelas. Fokuskan pada elemen yang relevan dengan tujuan pembelajaran dan strategi yang digunakan.

Contextual Elements

- **Classroom setup**
Berkelompok dan individual
Media: Flashcards, daftar kata sifat acak, contoh kalimat
- **General atmosphere during the session:**
siswa menunjukkan minat tinggi terhadap topik.
Aktivitas permainan meningkatkan keterlibatan dan pemahaman siswa

Key Observations

- **Specific noteworthy episodes or interactions:**
diskusi interaktif dalam memahami aturan & kata sifat
kegiatan permainan meningkatkan kepercayaan diri siswa
- **Behavioral changes in students (positive or negative):**
siswa lebih percaya diri dalam menyusun kalimat.
sedikit siswa kesulitan menyusun kata sifat dengan benar

Challenges or Unforeseen Circumstances

untuk ~~kata~~ kalimat panjang masih kesulitan

Implications of observed behaviors for differentiated learning strategies:

siswa yang kesulitan langsung didampingi guru.

APPENDIX 11 TRANSKRIP WAWANCARA

(SISWA 1, SISWA 2, SISWA 3, Siswa 4)

Butir Pertanyaan	Siswa 1	Siswa 2	Siswa 3	Siswa 4
Bagaimana pendapat kamu tentang pembelajaran di kelas sejauh ini?	Sangat seru	Kadang seru, kadang bikin pusing. Kalau lagi paham sih enak.	Sangat seru	Pembelajarannya cukup menarik, tapi kadang terasa cepat.
Apakah kamu merasa senang belajar menggunakan pendekatan yang berbeda-beda? Mengapa?	Senang sih		Senang sih	Ya, karena jadi nggak monoton.
Apakah kamu menyadari bahwa guru menggunakan metode pembelajaran yang berbeda-beda?	Tidak sadar	Nggak sadar sih, tapi emang aktivitasnya banyak dari miss	Tidak sadar	Kadang terasa beda, terutama kalau ada diskusi atau tugas kelompok.
Apakah kamu merasa lebih mudah memahami materi jika metode pembelajarannya disesuaikan dengan kebutuhanmu?	Iya karena selama pembelajaran saya merasa lebih mudah mencerna dan soal-soal bisa saya jawab	Iya kalau dikasih banyak contoh	Iya karena selama pembelajaran saya merasa lebih mudah mencerna dan soal-soal bisa saya jawab	Iya, terutama kalau ada contoh yang relevan.
Saat belajar narasi, apakah pendekatan yang digunakan membantumu menulis cerita yang lebih baik?	Bisa. karena soal-soal yang dikasih itu mudah	lumayan	Bisa. karena soal-soal yang dikasih itu mudah	Cukup membantu, terutama dalam menyusun alur.
Bagaimana kamu menilai hasil belajarmu setelah menggunakan	Baik	Meningkat sih, sebelumnya gak tau bagian2	Baik	Ada peningkatan, terutama dalam memahami struktur teks.

Butir Pertanyaan	Siswa 1	Siswa 2	Siswa 3	Siswa 4
strategi pembelajaran ini?		narrative teks skg jadi tahu		
Apakah kamu merasa ada peningkatan? Jika ya, di bagian mana?	Iya, di bagian nilai dan juga merasa lebih bagus menulisnya	Memahami teks dan menulis bagian-bagian narrative text itu	Iya, di bagian nilai dan juga merasa lebih bagus menulisnya	Ya, dalam pemahaman teori dan praktik.
Apakah kamu merasa lebih percaya diri saat menjawab pertanyaan atau mengerjakan tugas?	Iya	Kadang percaya diri kadang tidak	Iya	Lebih percaya diri kalau sudah latihan dulu.
Mengapa kamu merasa begitu?	Karena penjelasan mudah dipahami jadi saya yakin dengan jawaban saya	Kadang ada ragunya	Karena penjelasan mudah dipahami jadi saya yakin dengan jawaban saya	Karena sudah ada contoh yang bisa saya jadikan referensi
Adakah saran atau masukan untuk guru agar pembelajarannya lebih baik lagi?	Tidak ada sudah baik	Mungkin kalau bisa lebih pelan-pelan jelasin, terus kasih lebih banyak contoh biar lebih ngerti.	Tidak ada sudah baik	Lebih banyak contoh dalam menjelaskan teori.
Apakah ada hal lain yang ingin kamu sampaikan tentang pengalaman belajar menggunakan strategi pembelajaran yang berbeda-beda ini?	Seru sih	Kelasnya seru sih	Seru sih	Metode ini membantu sekali
Menurut kamu, apakah strategi ini harus terus	Menurut saya iya	Iya setuju miss	Menurut saya iya	iya

Butir Pertanyaan	Siswa 1	Siswa 2	Siswa 3	Siswa 4
digunakan untuk siswa lainnya?				

TRANSKRIP WAWANCARA

(SISWA 5, SISWA 6, SISWA 7, SISWA 8)

Butir Pertanyaan	Siswa 5	Siswa 6	Siswa 7	Siswa 8
Bagaimana pendapat kamu tentang pembelajaran di kelas sejauh ini?	Menurut saya menarik dan agak terlalu membosankan	Kadang menyenangkan, kadang terasa sulit kalau materinya baru.	Seru sih, tapi gimana yaa gak sukanya saya kan suka bahasa Inggris tapi gatau artinya jadinya agak susah	Seru sih, tapi kadang bikin bingung juga, apalagi kalau kosa katanya baru.
Apakah kamu merasa senang belajar menggunakan pendekatan yang berbeda-beda? Mengapa?	Senag-senang aja sih. karena saya mudah paham	Lumayan, kalau metode yang digunakan cocok buat saya.	Senang apalagi ada game yang kemarin	Senang sih, soalnya belajarnya jadi nggak monoton, apalagi kalau ada game atau diskusi bareng.
Apakah kamu menyadari bahwa guru menggunakan metode pembelajaran yang berbeda-beda?	Saya tidak sadar	Nggak selalu sadar, tapi kalau metodenya asik, saya suka	Iya	Maksudnya yang kadang pakai diskusi, kadang latihan soal, terus ada juga yang pakai video itu kan miss. saya gak sadar, tapi memang pembelajarannya macam-macam
Apakah kamu merasa lebih mudah memahami materi jika metode pembelajarannya disesuaikan dengan kebutuhanmu?	Lebih enak pelajarannya	Iya, kalau ada penjelasan yang lebih detail atau latihan yang cukup.	iya	Iya miss, lebih ngerti saat dijelasin sama miss daripada Bu Anita
Saat belajar narasi, apakah pendekatan yang digunakan membantumu menulis cerita yang lebih baik?	Membantu banget	Lumayan, tapi saya masih kesulitan dengan kosa kata.	Iya	Iya, jadi lebih ngerti strukturnya dan gimana bikin teks yang nyambung gitu pokoknya

Butir Pertanyaan	Siswa 5	Siswa 6	Siswa 7	Siswa 8
Bagaimana kamu menilai hasil belajarmu setelah menggunakan strategi pembelajaran ini?	Cukup berkembang tapi belum sempurna	Saya merasa lebih bisa memahami konsepnya.	Ya enak sih, belajarnya enak	Lumayan meningkat sih, jadi lebih paham konsepnya dibanding dulu.
Apakah kamu merasa ada peningkatan? Jika ya, di bagian mana?	Ada, jadi paham sih urutan narrative text	Iya, terutama dalam memahami konteks cerita.	Iya. sekarang sudah bisa membedakan bagian-bagian narrative text	Sekarang lebih ngerti alur cerita dan bisa ngebedain bagian-bagiannya.
Apakah kamu merasa lebih percaya diri saat menjawab pertanyaan atau mengerjakan tugas?	Cukup percaya diri	Kadang-kadang, tergantung topiknya.	Iya soalnya ada yang gampang	Iya, soalnya udah lebih ngerti materinya, jadi nggak terlalu ragu-ragu lagi.
Mengapa kamu merasa begitu?	Karena bisa menjawab tugas yang dikasih	Karena saya lebih siap kalau sudah banyak latihan.	Ada pilihan soal saya bisa milih yang saya bisa	Karena sama miss mita boleh milih versi soal. jadi saya pilih yang saya bisa
Adakah saran atau masukan untuk guru agar pembelajarannya lebih baik lagi?	Gak ada sih	Tambahkan latihan yang lebih bervariasi.	Mungkin untuk bisa menyesuaikan dengan kemampuan siswa	Mungkin bisa lebih sering kasih latihan yang bervariasi biar nggak bosan.
Apakah ada hal lain yang ingin kamu sampaikan tentang pengalaman belajar menggunakan strategi pembelajaran yang berbeda-beda ini?	Tidak ada sih, seru-seru aja	Bagus, tapi kadang terlalu cepat materinya.	Pembelajarannya seru semoga guru-guru menggunakan metode ini	Seru pokoknya
Menurut kamu, apakah strategi ini harus terus digunakan untuk siswa lainnya?	Harus karena mudah dipahami	Harus, karena menyenangkan	Harus	Wajib sih!

APPENDIX 12 STUDENT'S WORKSHEET

SELLA KARINA SARI
30
X DKV

85

Lost Chick

One day there was a chicken and her chicks, the mother was named Cila and the children were named Cici, Caca, Dena. They lived in a forest where there are lots of fruits, the next morning they went for a walk.

When they were walking around looking for a lake to play water, while on the way Dena saw a tree whose fruit was golden and looked very delicious, Dena approached the fruit and without realizing it she began to eat her mother and sister.

Dena ignored her mother and older sister, and ate the fresh golden colored fruit, after being full, Dena looked for her mother and older sister but did not find them, along the way Dena passed but never met her mother. Night fell and Dena could only cry under the mango tree.

The next morning, her mother and brother looked for Dena. Her mother thought maybe Dena was lost when she saw fresh fruit, because her mother knew Dena really liked fruit. Her mother saw Dena sleeping under the mango tree, and brought her home.



I = 15
ST = 20
PB = 20
K = 15
K = 15

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

The Hidden Garden

Orientation:
In a quiet town surrounded by hills and forests, a legend spoke of a hidden, magical garden that could only be found by the pure-hearted. Amelia, an adventurous girl, decided to seek it.

Complication:
Following a mysterious path marked by glowing stones, she found an ivy-covered archway. Stepping through, she discovered a breathtaking garden. In its center stood a golden-leaved tree, where she found a book with her name. The book revealed her dreams and fears, but its last page was blank except for the words "this garden belongs to those who dare to dream." However, Amelia felt lost when the garden's purpose remained unclear.

Resolution:
As she explored, she realized the garden reflected her courage and imagination. It wasn't just a place; it was a reminder of her inner strength and dreams.

Reorientation:
When she left, the archway vanished, but Amelia felt no fear. The garden had given her hope, courage, and a belief in the magic within herself.

I = 15
ST = 15
PB = 15
K = 15
K = 10

70

APPENDIX 13 STUDENT'S SCORES

No	NAME	Pre Test	Post Test 1	Post Test 2
1	AER	70	90	90
2	ANS	40	65	70
3	AL	80	90	90
4	AA	75	85	85
5	BMM	80	85	85
6	BHD	90	90	90
7	DDA	65	95	95
8	FIP	60	70	75
9	FP	55	65	70
10	HM	30	55	65
11	INB	75	85	85
12	IMM	60	70	75
13	ISH	85	80	80
14	KU	80	70	75
15	KPSW	70	65	65
16	LAN	50	65	75
17	MKA	70	55	55
18	MFA	70	95	95
19	MAM	70	90	90
20	MYR	80	90	85

No	NAME	Pre Test	Post Test 1	Post Test 2
21	MIS	50	70	75
22	MJ	50	65	70
23	MRF	85	75	80
24	NAM	95	85	85
25	PH	40	65	70
26	PDL	55	90	90
27	RZM	50	70	75
28	RAA	65	95	95
29	SQ	70	85	85
30	SKS	70	85	85
31	SRT	70	70	65
32	SM	50	65	70
33	SES	90	95	95
34	WH	60	70	75
35	YFH	95	70	65
36	ZAR	80	85	85
	Total	2430	2795	2860
	Mean	67,5	77,6	79,4
	Percentage	58,3%	75%	86,11%

APPENDIX 14 STUDENT'S PARTICIPATION DATA

No	NAME	TOTAL (CYCLE 1)	PERCEN TAGE	CATEGORY	TOTAL (CYCLE 2)	PERCEN TAGE	CATEGORY
1	AER	25	78	Excellent	21	66	Good
2	ANS	22	69	Good	24	75	Excellent
3	AL	24	75	Excellent	27	84	Excellent
4	AA	24	75	Excellent	24	75	Excellent
5	BMM	25	78	Excellent	24	75	Excellent
6	BHD	24	75	Excellent	24	75	Excellent
7	DDA	32	100	Excellent	32	100	Excellent
8	FIP	21	66	Good	19	59	Good
9	FP	22	69	Good	25	78	Excellent
10	HM	18	56	Good	18	56	Good
11	INB	22	69	Good	24	75	Excellent
12	IMM	23	72	Good	25	78	Excellent
13	ISH	22	69	Good	21	66	Good
14	KU	24	75	Excellent	24	75	Excellent
15	KPSW	20	63	Good	24	75	Excellent
16	LAN	21	66	Good	21	66	Good
17	MKA	24	75	Excellent	24	75	Excellent
18	MFA	32	100	Excellent	32	100	Excellent
19	MAM	32	100	Excellent	32	100	Excellent

No	NAME	TOTAL (CYCLE 1)	PERCEN TAGE	CATEGORY	TOTAL (CYCLE 2)	PERCEN TAGE	CATEGORY
20	MYR	24	75	Excellent	24	75	Excellent
21	MIS	19	59	Good	18	56	Good
22	MJ	19	59	Good	18	56	Good
23	MRF	24	75	Excellent	24	75	Excellent
24	NAM	21	66	Good	24	75	Excellent
25	PH	15	47	Poor	16	50	Good
26	PDL	28	88	Excellent	29	91	Excellent
27	RZM	19	59	Good	19	59	Good
28	RAA	20	63	Good	24	75	Excellent
29	SQ	20	63	Good	25	78	Excellent
30	SKS	24	75	Excellent	25	78	Excellent
31	SRT	22	69	Good	24	75	Excellent
32	SM	24	75	Excellent	24	75	Excellent
33	SES	32	100	Excellent	32	100	Excellent
34	WH	20	63	Good	24	75	Excellent
35	YFH	24	75	Excellent	25	78	Excellent
36	ZAR	20	63	Good	24	75	Excellent
	Total	832			864		
	Percentage	47,2%			75%		

APPENDIX 15 DOCUMENTATION



Post-research documentation with female students.



Post-research documentation with male students.



Student interview session



Student completing Post-Test 2



Students completing Post-Test 1



Student completing Pre-Test

APPENDIX 16 PERMISSION LETTER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://fftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-9606/In.20/3.a/PP.009/12/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMKN 5 Jember
Jl. Brawijaya No.55, Darungan, Jubung,
Kec. Sukorambi, Kabupaten Jember.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 204101060005
Nama : MITA PUSPITA WULANDARI
Semester : Semester sembilan Program
Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai “Improving Student’s Learning Outcomes in Narrative Text through Differentiated Learning Approaches (Content, Process, Product) Based on Kurikulum Merdeka” selama 21 (dua puluh satu) hari di lingkungan lembaga wewenang Bapak/Ibu Nanda Wiratama Miftakhul Fauzi, S.Pd., M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 Desember 2024an.

Dekan,

Ki Dakan Bidang Akademik,



KHOTIBUL UMAM

APPENDIX 17 RESEARCH COMPLETION LETTER



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMK NEGERI 5 JEMBER

Jalan Brawijaya Nomor 55, Jubung, Sukorambi, Jember, Jawa Timur 68151
Telepon (0331) 487535, Laman smkn5jember.sch.id, Pos-el kaliber.smkn5jember@gmail.com

SURAT KETERANGAN

Nomor: 421.5/0155 /101.6.5.23/2025

Yang bertanda tangan dibawah ini :

Nama : **Nanda Wiratama Miftakhul Fauzi, S.Pd., M.Pd**
NIP : 19860705 200902 1 002
Pangkat/Golongan : Penata Tk.I/III d
Jabatan : Kepala Sekolah
Instansi : SMK Negeri 5 Jember

Dengan ini menerangkan bahwa Mahasiswa yang terlampir dibawah ini:

Nama : Mita Puspita Wulandari
NIM : 204101060005
Program Studi /Fakultas : Pendidikan Bahasa Inggris/Fakultas Tarbiyah dan Ilmu Keguruan
Universitas : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Telah selesai melaksanakan Penelitian guna memperoleh data dengan Judul **"Improving Students' Learning Outcomes In Narrative Text Through Differentiated Learning Approaches (Content, Process, And Product) Based On Kurikulum Merdeka"** di SMK Negeri 5 Jember .

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 17 Maret 2025
Kepala Sekolah,

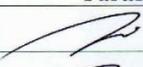
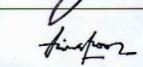
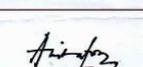
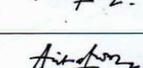
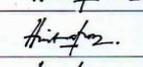
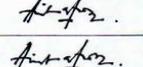
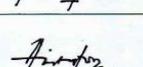
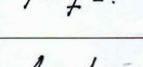
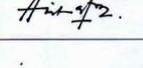
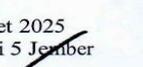


Nanda Wiratama Miftakhul Fauzi, S.Pd, M.Pd
NIP. 19860705 200902 1 002

APPENDIX 18 RESEARCH JOURNAL

RESEARCH JOURNAL

Name : Mita Puspita Wulandâri
 NIM : 204101060005
 Title : IMPROVING STUDENTS' LEARNING OUTCOMES IN
 NARRATIVE TEXT THROUGH DIFFERENTIATED LEARNING
 APPROACHES (CONTENT, PROCESS, AND PRODUCT) BASED
 ON KURIKULUM MERDEKA
 Location : SMKN 5 Jember

No.	Date	Activity	Paraf
1.	6 December 2024	Submission of the research permission letter to the principal of SMKN 5 Jember.	
2.	11 December 2024	Receipt of research permission from the principal of SMKN 5 Jember.	
3.	2 January 2025	Follow-up discussion with the deputy principal for curriculum.	
4.	3 January 2025	Meeting between the researcher and the English teacher to discuss the lesson plan for the research.	
5.	8 January 2025	Researcher conducts an observation in the XDKV class before the action implementation and revisits the lesson plan.	
6.	10 January 2025	Researcher conducts pretest and the first meeting of Cycle 1	
7.	15 January 2025	Researcher conducts the second meeting of Cycle 1.	
8.	17 January 2025	Researcher conducts the third meeting of Cycle 1	
9.	22 January 2025	Implementation of the post-test for Cycle 1.	
10.	24 January 2025	Researcher conducts the first meeting of Cycle 2. Additional meeting to enhance students' writing creativity.	
11.	5 February 2025	Implementation of the post-test for Cycle 2. Conducting an interview with students.	



Jember, 15 Maret 2025
Kepala SMK Negeri 5 Jember

Manda Wiratama Miftakhul Fauzi, S.Pd., M.Pd.
NIP. 198607052009021002

APPENDIX 19
DECLARATION OF AUTHORSHIP

The undersigned below:

NAME : MITA PUSPITA WULANDARI
NIM : 204101060005
PROGRAM STUDY : Tadris Bahasa Inggris
FACULTY : Fakultas Tarbiyah dan Ilmu Keguruan
UNIVERSITY : UIN Kiai Haji Achmad Siddiq Jember

I declare that this research or scientific work contains no elements of plagiarism, except for cited references explicitly mentioned in this manuscript, citation sources, and bibliography.

If, in the future, this research is found to contain elements of plagiarism or if claims arise from other parties, I am willing to be held accountable and processed according to applicable laws and regulations.

Thus, I make this statement truthfully and without any coercion from others.

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J E M B E R

Jember, 20th March 2025

Author,



Mita Pupita Wulandari
NIM. 204101060005



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Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : MITA PUSPITA WULANDARI

NIM : 204101060005

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Improving Student's Learning Outcomes in Narrative Text Through Differentiated Learning Approaches (Content, Process, and Product) Based on *Kurikulum Merdeka*

telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor akhir sebesar 11,8%

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JEMBER

Jember, 19 Maret 2025

Penanggung Jawab Cek Plagiasi

FTIK UIN KHAS Jember

(Uifa Dina Novienda, S.Sos.I., M.Pd.I.)

NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

APPENDIX 21**CURRICULUM VITAE****Personal Information**

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