

Enhancing Students' Procedural Writing Through Differentiated Learning and the Genre-Based Pedagogy: A Classroom Action Research Study

Yustika Nur Fajriah^{1*}, Ahmad Farhi Munawir², Hilda Sry Kartika³, Muhammad Zanuvar Irsyad⁴, Rafsya Rachmani⁵, Rijal Hengki Adil Al-awwal⁶

Pendidikan Profesi Guru, Institut Pendidikan Indonesia Garut^{1,2,3,4,5,6}

yustikanurfajriah@institutpendidikan.ac.id¹, ahmadfarhim17@gmail.com²

hildasrykartika2001@gmail.com³; zanuvar.irsyad@institutpendidikan.ac.id⁴;

rafsyarachma12@gmail.com⁵; hengkirijal24@gmail.com⁶

*Corresponding Author

Abstrak

This study examines the impact of differentiated learning through varied instructional delivery methods on students' ability to write Procedure Texts. The research was prompted by the need to address students' diverse learning preferences and interests in the teaching and learning process. While differentiated instruction has been widely recognized as an effective pedagogical approach, limited research has explored its specific influence on students' development in writing skills, particularly in the context of Procedure Texts. To bridge this gap, the study was conducted using a two-cycle Classroom Action Research (CAR) design, incorporating three primary instruments: tests, observations, and interviews. The research participants consisted of thirty twelfth-grade students with four focused participants from a senior high school in Garut. The findings indicate that differentiated learning, which involves tailored instructional strategies for visual learners, read/write learners, auditory learners, and kinesthetics learners, significantly enhances students' capacity to produce well-structured Procedure Texts. The study specifically highlights improvements in students' understanding and application of genre moves and language features, demonstrating that customized learning approaches effectively support their writing development. Peculiarly, students could show their improvements in putting the complete generic structure and linguistic features, covering goals, materials/tools, stages, present tense, connectors, adverbials, and imperative sentences. Notably, the achievement rate increased significantly from 56% to 100%, indicating that all students were able to fully apply these elements in their procedural texts. The results underscore the importance of implementing differentiated instruction to cater to students' individual learning styles, ultimately fostering their academic growth and writing proficiency. This study contributes to the existing body of knowledge on differentiated instruction and offers valuable insights for educators seeking to optimize writing instruction through adaptive teaching strategies.

Keywords: Differentiated Learning; Genre moves; Language Features; Pedagogical Approach; Procedure text

Abstract

Penelitian ini mengkaji dampak pembelajaran berdiferensiasi melalui berbagai metode penyampaian instruksional terhadap kemampuan siswa dalam menulis Teks Prosedur. Penelitian ini dilatarbelakangi oleh kebutuhan untuk mengakomodasi preferensi dan minat belajar yang beragam dalam proses pembelajaran. Meskipun pembelajaran berdiferensiasi telah diakui sebagai pendekatan pedagogis yang efektif, penelitian mengenai pengaruh spesifiknya terhadap perkembangan keterampilan menulis siswa, terutama dalam konteks Teks Prosedur, masih terbatas. Untuk mengisi kesenjangan tersebut, penelitian ini dilakukan dengan menggunakan desain Penelitian Tindakan Kelas (PTK) dan melibatkan tiga instrumen utama, yaitu tes, observasi, dan wawancara. Partisipan penelitian terdiri dari tiga puluh siswa kelas dua belas dengan empat partisipan utama dari salah satu sekolah menengah atas di Garut. Hasil penelitian menunjukkan bahwa pembelajaran berdiferensiasi yang mencakup strategi instruksional khusus bagi pembelajar visual, pembelajar membaca/menulis, dan pembelajar

kinestetik secara signifikan meningkatkan kemampuan siswa dalam menghasilkan Teks Prosedur yang terstruktur dengan baik. Studi ini secara khusus menyoroti peningkatan pemahaman siswa dalam penerapan langkah-langkah genre serta fitur kebahasaan dalam teks yang mereka tulis, yang membuktikan bahwa pendekatan pembelajaran yang disesuaikan mampu mendukung perkembangan keterampilan menulis mereka. Hasil penelitian ini menegaskan pentingnya penerapan pembelajaran berdiferensiasi untuk menyesuaikan dengan gaya belajar individu siswa, sehingga dapat mendukung pertumbuhan akademik dan peningkatan keterampilan menulis mereka. Studi ini berkontribusi pada pengembangan kajian tentang pembelajaran berdiferensiasi serta memberikan wawasan yang berharga bagi pendidik dalam mengoptimalkan pembelajaran menulis melalui strategi pengajaran yang adaptif.
Kata Kunci: Ciri Kebahasaan; Pembelajaran Berdiferensiasi; Pendekatan Pedagogik; Struktur Teks; Teks Prosedur,

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INTRODUCTION

English literacy is a fundamental skill that plays a critical role in shaping students' academic success and future career opportunities. In Indonesian contexts, English instruction primarily aims to develop four core language competencies: listening, speaking, reading, and writing, which serve as the foundation for advanced linguistic proficiency and critical thinking (Hasan, 2023; Yamin, 2017). Recognizing its significance, the Indonesian government has integrated English literacy into the national curriculum to enhance students' global competitiveness and intercultural communication abilities (Mambaunnisa, 2014). Moreover, fostering English literacy from an early age is essential, as it enables students to access a broader range of information and resources, thereby cultivating a more comprehensive understanding of global issues (Kementerian Pendidikan dan Kebudayaan, 2020). By equipping students with strong English skills, schools not only enhance academic performance but also prepare them for future professional and societal demands in an increasingly interconnected world.

Despite this emphasis, the effective teaching of English in Indonesia faces numerous challenges. Limited exposure to English outside the classroom, inadequate instructional resources, and significant disparities in students' proficiency levels present considerable obstacles to language acquisition (Suhendra et al., 2024). Furthermore, many educators encounter difficulties in adjusting their teaching methodologies to accommodate the diverse learning styles and needs of students (Wibowo et al., 2025). Research indicates that the absence of differentiated instruction often results in disengagement and suboptimal learning outcomes (Zahro et al., 2024). Addressing these challenges through tailored pedagogical approaches is imperative to fostering students' progress in English literacy, highlighting the importance of differentiated learning as a means to meet individual learning needs effectively.

Differentiated learning is an instructional approach that involves adapting teaching strategies to address the diverse needs of each student (Dack, 2018; Gilson, 2021; Malacapay, 2019; Thapliyal et al., 2022). This method underscores the necessity of customizing learning activities to align with students' unique characteristics and learning preferences. According to Morgan (2014), differentiated learning is defined as an instructional process designed to accommodate variations in students' abilities and learning styles, acknowledging that heterogeneity exists within every classroom. Given these differences, employing diverse instructional methods is essential to ensure that all students receive appropriate support in their learning journey. Teachers, in this context, function as facilitators who address students' distinct learning needs by designing flexible and inclusive instructional strategies (Morgan, 2014). Tomlinson (2013, 2014) asserts that implementing differentiated learning strategies can effectively cater to various learning preferences, fostering a more engaging and supportive educational environment. Similarly, Marlina et al. (2019) emphasize that differentiated instruction involves utilizing adaptive teaching approaches tailored to students' individual strengths

and learning profiles, ultimately improving literacy outcomes. Along with this, one approach that can be used in English language teaching is the Genre-Based Approach (GBA), which aims to teach students to understand texts in various genres according to social and cultural contexts. The method was recommended by other researchers as a new concept in efficient English teaching and learning, especially in writing (Herman et al., 2020). However, while GBA is effective in teaching texts, the effectiveness of this method highly depends on how teachers adjust their teaching techniques to match students' learning styles. It is known that many students find the activities in this method to be less varied and not well-suited to their learning styles. This affects students' understanding and motivation to learn, also the outcomes in English language learning.

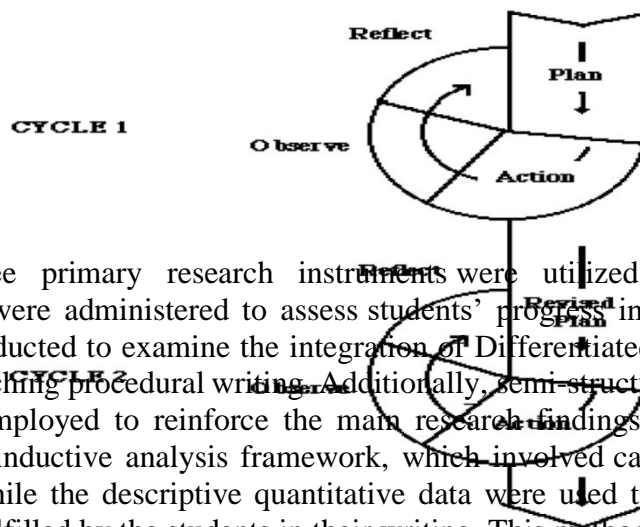
Empirical studies regarding the use of differentiated learning and Genre Based-Approach have been done separately. First, studies focusing on differentiated learning mostly demonstrated that this instruction positively influenced students' literacy development, particularly in enhancing reading and writing skills (Marlina et al., 2019; Zahro et al, 2024). Ummat, et al. (2023), in their article, explored the effectiveness of conducting a variety of methods in teaching. They stated that the variety of teaching methods leading to increased active participation, enthusiasm, concentration, and interest in the classroom. Another study conducted by Damayanti et al. (2022) also argues that the use of varied teaching methods in English instruction at one of Islamic Senior High Schools enhances student engagement and understanding. Further, Wanodya and Fatkurochman (2023) found that the application of the Genre Based Approach and differentiated learning effectively improves student learning outcomes. Similar to this, Telaumbanua and Harefa (2024) argue that learning styles refer to the preferred methods that students use to receive and process information. They categorize learning styles into four types: visual learning, auditory learning, and kinesthetic learning. The finding suggests that teaching strategies should be varied and tailored to each student's learning style to make teaching more effective and help improve students' academic performance. Second, studies focusing on Genre Based-Pedagogy have also been carried out such as Fajriah et al. (2021) reporting that the use of various media such as digital storytelling optimized the strength of Genre-Based Approach. Another study conducted by Irawansyah (2016) proved that Genre Based-Approach is effective to teach English Writing.

From the above-mentioned previous studies, it is obviously seen that most of previous studies solely focused on how differentiated learning or Genre-based Approach is conducted; meanwhile, the studies focusing on the impacts of how differentiated learning and Genre-Based Approach were conducted in the same time in the teaching of writing are still very few. Therefore, this present study has an objective; that is, to develop students' procedural writing through differentiated learning undertaken in the cycles of Genre-Based Pedagogy.

METHODS

This study employed a Classroom Action Research (CAR) design, guided by several key considerations. Firstly, the research aimed to enhance students' writing proficiency while simultaneously improving the quality of teachers' instructional performance. Secondly, the study was conducted collaboratively by practitioners (teachers), ensuring an interactive and reflective approach to teaching and learning. The research involved thirty twelfth-grade students, with four focal participants, from a senior high school in Garut. Those four respondents were chosen based on the result of the placement test at the beginning, categorizing them into low, mid and high achievers. Data collection was carried out across two cycles, following a structured framework.

Figure 1: The Visualization of CARS



Furthermore, three primary research instruments were utilized: tests, observations, and interviews. The tests were administered to assess students' progress in writing, while classroom observations were conducted to examine the integration of Differentiated Learning and the Genre-Based Approach in teaching procedural writing. Additionally, semi-structured interviews (Bogdan & Biklen, 2007) were employed to reinforce the main research findings. The data were analysed qualitatively using an inductive analysis framework, which involved categorization, analysis, and interpretation. Meanwhile the descriptive quantitative data were used to calculate the number of features of language fulfilled by the students in their writing. This methodological approach ensured a comprehensive understanding of students' writing development and the effectiveness of instructional strategies.

FINDINGS AND DISCUSSION

Findings

The Development of Students' Writing of Procedure Texts

Based on the pre-tests and tests results after two cycle-treatment completed, the result revealed that students could develop their writing capacity of procedure texts. The descriptive data show an improvement from 56% to 100%, indicating that students were able to achieve all aspects of the generic structure and linguistic features of the text. The first development is seen from the genre moves. In the pre-test, most of students did not mention the title and the purpose of the texts. They preferred to directly write the stages of how to do something.

Excerpt 1: An example of the absence of genre moves from student's writing

How to Use Pinterest

1. Open the Google Play Store (for Android users) or the App Store (for ios users)
2. Search for the "Pinterest" app in the search bar
3. Tap the "Install or "Get" button to download and install the app.
4. After the app is installed, open Pinterest by tapping the Pinterest icon on Your home screen.
5. If you don't have an account, select the "Sign up" option and enter your email name, and create a password. You can also sign up using your Google or Facebook account.
6. If you already have an account. tap "Login" and enter your email and password.
7. Browse the home feed or use the search bar to find pins based on your interests.
8. Tap on a pin and click "Save" to add it to an existing board or create a new one.
9. Like, comment, or follow users and boards you like.
10. Tap the "Share" Icon to share pins on other platforms or with friends.
11. Tap your profile Icon and select "Log Out" when done.

The example above shown that students solely focused on the instructions and neglected the need to put the materials/tools. On contrary to that, the post test result indicated that students' awareness of the genre moves of procedure text improved. This claimed could be seen from the following instance.

Excerpt 2: An example of the absence of a complete genre moves from student's writing

A. Title: *How to edit videos in capcut*

B. Goal/Purpose: to explain to readers how to edit videos in capcut

C. Materials/Tools:

to edit videos in capcut. you need to prepare the followings:

1). Handphone

2). internet

3). capcut

D. Steps:

1) First open Google play store / App store to download application Capcut.

2) Next, open application Capcut and sign in your account. If you don't have an account, register immediately.

3) Then, select the search button to choose what kind of video template.

4). Finally, you can edit the video you want to edit.

The above writing shows that students' capacity in putting the text organization of the procedure text develops. Specifically, all students' procedure texts in the post test term consists of the complete structure covering title, goal, materials/tools and stages.

Another development of students' procedural writing is seen from the language features as emerged in the procedure texts. Formerly, some students still put 'simple past' in the stage part. As instance, a student wrote, "Next, **Opened** the application and **signed** using your account!" Another finding on the pre-test is the absence of chronological order such as **first, second, third** on their texts and adverbials such as manner, purpose and time. For example, a student wrote, "mix the batter!". This expression sometimes caused the unclearness to the readers since the readers need to be well-informed regarding the duration of mixing. Surprisingly, the final test shown that students mostly could achieve all linguistic features needed in their texts.

All in all, students with various learning styles could attained the good quality of procedure texts after they learn using differentiated learning under Genre-Based Pedagogy. The additional finding regarding the impact of the treatment could be seen in the next sub-section.

Students' Interview Results

This part elaborates the result of students' interview which is divided into four types of students; visual learners, read/write learners, auditory learners, and kinesthetics learners.

Visual Learners

The analysis of student narratives regarding their comprehension through visual learning styles revealed that instructional variations catering to this learning preference significantly enhance understanding. One participant with a visual learning style reported that she comprehended material more effectively when the teacher employed visual aids, stating, "*I understand better when teachers use visual methods because I can easily recall the displayed material.*" This indicates that visual learners are more likely to retain information when instructional strategies incorporate visual elements, such as PowerPoint presentations, diagrams, or images. Another student similarly noted, "*I perform better when visual aids are used because they align with my learning style, allowing me to grasp concepts more easily.*" He further explained that this approach facilitated his comprehension and enabled him to complete assignments more efficiently compared to peers taught through non-visual methods. These findings align with Putri (2018), who emphasized that learning styles play a crucial role in enhancing students' comprehension of reading texts. Additionally, research suggests that students are more likely to understand concepts effectively when instructional methods align with their preferred learning styles.

Conversely, when teaching methods do not correspond with students' learning styles, their comprehension tends to be hindered. One student illustrated this issue by describing her struggles in learning passive voice, where the teacher relied primarily on verbal explanations rather than visual demonstrations. She stated, "*I felt left behind due to the mismatch between my learning style and the*

teaching approach. Although I tried to understand, relying solely on verbal explanations and written notes on the board made it challenging for me." This emphasizes the necessity of aligning instructional strategies with students' learning preferences to facilitate better comprehension. As Asriyanti and Janah (2018) assert, visual learners benefit most when information is conveyed through images, diagrams, and other visual media rather than through extensive verbal instruction. When teaching methods rely solely on verbal explanations or text-based materials, visual learners may struggle to internalize abstract concepts, leading to slower comprehension.

Auditory Learners

The findings also indicate that students with an auditory learning preference tend to comprehend material more effectively when instructional methods integrate auditory elements, such as lectures, discussions, and sound-based activities. These students perceive teaching approaches that incorporate listening as more engaging and enjoyable, making the learning process more effective. The use of auditory-based strategies enables them to absorb and process information efficiently, as they are more attuned to auditory stimuli than to visual or text-based materials.

For instance, auditory learners demonstrated a stronger ability to recall, spell, and pronounce English words and sentences when instruction was delivered through listening activities. Given their heightened capacity to process information through sound, these students performed better in listening-based tasks, which subsequently boosted their confidence compared to peers with different learning preferences. One student emphasized, *"I find it easier to remember and understand the material when teachers incorporate listening activities because I can absorb the information more effectively."*

However, when teaching methods rely primarily on text-based instruction with minimal auditory engagement, auditory learners often encounter difficulties. For example, when assigned lengthy reading tasks without supplementary verbal explanations, they struggle to remain engaged and process the material effectively. Several students admitted that under such circumstances, they were more likely to disengage rather than attempt to complete the task, highlighting the significant impact of learning styles on their academic engagement.

To compensate for this misalignment, auditory learners often employ self-regulated learning strategies. Many reported taking breaks to "refresh" their minds when faced with text-heavy materials, illustrating their efforts to bridge the gap between their preferred learning style and the instructional approach used. This underscores the importance of incorporating diverse teaching methods to accommodate different learning preferences, ultimately fostering a more inclusive and effective learning environment.

Read/Write Learners

Students who exhibit a preference for the read/write learning style demonstrate a strong inclination toward text-based instructional methods, such as reading articles, books, and structured modules. They find these approaches particularly beneficial as they allow for deeper reflection and comprehension without the immediate pressure of verbal interaction. Furthermore, read/write learners often favour a structured and systematic learning process, enabling them to explore complex concepts in greater detail. One key advantage of this learning style is its ability to facilitate connections between abstract theories and concrete understanding through written explanations. Even when the instructional approach does not fully align with their preferred style, such as the use of videos or interactive presentations—these students proactively seek additional learning materials to enhance their comprehension. This suggests that read/write learners tend to be more self-directed in their learning, utilizing written resources to reinforce their understanding.

Additionally, procedural writing and reflective writing exercises play a critical role in their learning process. Engaging in these activities allows them to systematically process information, draw connections between concepts, and refine their comprehension. For instance, reading procedural texts enables them to analyse sequential information more effectively, while reflective writing helps them

articulate their understanding, identify gaps in knowledge, and develop structured responses. This highlights the essential role of text-oriented approaches in supporting the academic success of read/write learners.

Kinesthetic Learners

The analysis of kinesthetic learners' experiences indicates that their comprehension significantly improves when instructional methods incorporate physical activities and hands-on engagement. One student remarked, "*Learning methods that involve physical activities greatly help me understand the material because I am directly involved, and I can apply what I learn to real-life situations.*" This suggests that kinesthetic learners benefit most when actively participating in lessons, as it enhances both their understanding and practical application of knowledge.

Moreover, kinesthetic learners reported feeling more engaged and confident when teachers implemented interactive instructional strategies. One student stated, "*If the teacher applies learning methods that suit me, I can participate more actively and even help my classmates understand the material.*" This demonstrates that when kinesthetic learners are provided with movement-based activities, they are more likely to engage, collaborate, and reinforce their understanding through peer interactions.

However, when instructional methods are predominantly lecture-based or reliant on textbooks and worksheets, kinesthetic learners often struggle. One participant expressed frustration with traditional teaching approaches, stating, "*I find learning difficult when teachers focus only on textbooks and worksheets without involving students in hands-on activities.*" This illustrates the challenges kinesthetic learners face when their preferred learning style is not accommodated, particularly in abstract subjects such as grammar, where hands-on application is minimal.

To address these challenges, kinesthetic learners often adopt self-directed strategies, such as seeking additional resources beyond the classroom. One student shared, "*I adapt by studying at home and looking for supplementary materials, such as educational videos on YouTube, to better understand the content.*" This highlights their proactive approach in bridging the gap between instructional methods and their learning needs. Teachers are encouraged to integrate diverse and interactive teaching strategies to ensure optimal engagement and comprehension for kinesthetic learners.

The Teaching Interventions (Combining Differentiated Learning and Genre-Based Approach)

In this research, the learning process was carried out using Differentiated Learning under Genre-Based Pedagogy for two cycles. Each cycle consisted of Building Knowledge of Field (BKoF), Modelling of the Texts (MoT), Joint Construction of the Texts (JCoT), and Independent Construction of the Texts (ICoT). Below is the representative of teaching scheme showing how differentiated learning worked in Genre Based Approach.

First, in Building Knowledge of Field (BKoF), the teacher used various teaching resources, including visual texts and audio materials. A video was played to help students build their vocabulary and stimulate their background knowledge of the focused topic. The students were observed to be attentive during the video, indicating their engagement. Additionally, the teacher incorporated audio materials to further strengthen students' background knowledge of the topic of a procedure text.

The teacher also incorporated an audio-based activity in the form of a listening session with the topic of *how to use Chat-GPT in English writing*. In this activity, all students were required to take notes on the stages of the procedure and discuss them with their peers. This activity was aimed to accommodate students with an auditory learning preference. Not only that, this activity was used to enhance their listening comprehension and increase the variety of learning activities in class.

Another alternative done by the teacher is conducting Modelling of the Texts through reading activities. At that moment, the teacher gave three modelled texts to students about procedure texts and students were guided to do skimming and scanning the texts, doing exercises to understand the

information of the texts as well as discussing the generic structure and linguistic features of the procedure texts.

In this stage, the teacher facilitated discussions on the materials of procedure texts from the modelled texts. This activity is very crucial since students need to understand the text comprehensively before they start to write it. Furthermore, the teacher needed three meetings to discuss the procedure texts in order to make students really comprehend not only how to read the procedure texts but also how to produce it in any contexts. Beside reading activity, the teacher also asked students to independently write the procedure text in the final stage (Independent Construction of the Texts) after they completed all the stages. This activity is done to make sure the progress of students' writing capacity and understanding on the procedure text.

Last, the teacher employed a movement-based activity in the third stage (Joint Construction of the Text) before transitioning to Independent Construction of the Text. This kinesthetic activity was conducted in groups to enhance collaboration and engagement.

In this activity, the students participated in a jigsaw game, in which each group had its role to write the particular part of the procedure text. It means that the group needs to collaborate one to another to arrange a procedure text as a whole. This activity is proper for kinesthetic learners since they could transform the knowledge and information to others by involving any movements to come into several groups.

As the conclusion, the characteristics of differentiated learning conducted in this study were seen from any different activities carried out in each cycle of the Genre-based Approach.

Discussion

The findings of this study indicate that students demonstrated significant improvement in their ability to write procedure texts. This progress was evidenced by their successful application of the generic structure and linguistic features essential to the genre (Derewianka, 2012; Eggins, 2004; Emilia, 2011; Hyland, 2007; Knapp & Watkins, 2005; Martin & Rose, 2008). The development of students' writing capacity suggests that explicit instruction in text structure and language use plays a crucial role in enhancing their overall writing proficiency. By mastering these components, students were able to produce well-structured and coherent procedure texts, thereby demonstrating a deeper understanding of both content and language conventions.

Furthermore, the implementation of differentiated learning contributed to increased student performance by accommodating diverse learning needs through varied instructional materials, teaching methods, and assessment strategies. This aligns with previous research (Dack, 2018; Gilson, 2021; Malacapay, 2019; Thapliyal, 2022; Tomlinson, 2017), which highlights the importance of recognizing students' diverse backgrounds, needs, and interests in order to optimize learning outcomes. Importantly, this study underscores that differentiation does not necessitate entirely individualized instruction for each student. Instead, it involves providing a range of activities that enable students to engage with the material in multiple ways, thus promoting a more inclusive and adaptive learning environment.

Moreover, the study found that differentiated learning could be effectively implemented within the framework of the Genre-Based Approach. The flexibility of this approach allows for the incorporation of various forms of learning materials, ensuring that instruction remains adaptable to students' unique learning preferences. By integrating differentiated strategies within Genre-Based pedagogy, teachers can facilitate a more dynamic and student-centered learning experience, fostering deeper engagement with the writing process while maintaining a clear focus on genre-specific textual features.

Overall, these findings highlight the efficacy of combining differentiated learning with the Genre-Based Approach to enhance students' writing proficiency in procedure texts. The integration of diverse instructional strategies and learning materials not only supports students' varied learning needs but also reinforces their ability to construct well-formed texts. Consequently, this study

emphasizes the importance of employing flexible and responsive teaching approaches that align with both the linguistic demands of the genre and the individual learning profiles of students.

CONCLUSION AND SUGGESTION

The simultaneous implementation of Differentiated Learning and the Genre-Based Approach enhances students' ability to write procedural texts by improving their use of generic structures and linguistic features. By tailoring instruction to students' individual needs, Differentiated Learning allows them to engage with materials at their own pace, ensuring a deeper understanding of the writing process. Meanwhile, the structured stages of the Genre-Based Approach provide clear guidance, helping students systematically develop their writing skills. Moreover, incorporating diverse learning materials within Differentiated Learning supports students' varied characteristics, making the learning process more engaging and effective. However, the implementation of Differentiated Learning also presents challenges, such as the increased demand on teachers to design and manage multiple instructional pathways, the potential difficulty in ensuring equal progress among students, and the need for sufficient resources to support individualized learning. Despite these limitations, the combination of these approaches fosters a more inclusive learning environment, accommodating different learning styles and promoting active participation. Ultimately, this integrated approach not only improves students' writing proficiency but also enhances their confidence and motivation in academic writing.

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