

AN ANALYSIS OF DIFFERENTIATED LEARNING IN DEVELOPING ENGLISH READING SKILLS

1st Berita Mambarasi Nehe

English Study Program
Setia Budhi Rangkasbitung University, Indonesia
beritamn@usbr.ac.id

2nd Zainatul Shuhaida Abdull Rahman

Universiti Teknologi Mara, Malaysia
zainatul@uitm.edu.my

3rd Suherman

Setia Budhi Rangkasbitung University, Indonesia
suherman@usbr.ac.id

4th Habib Cahyono

Setia Budhi Rangkasbitung University, Indonesia
hcnrks@gmail.com

5th Dedi Aryadi

Setia Budhi Rangkasbitung University, Indonesia
dediaryadipendor@gmail.com

6th Baiatun Nisa

Universitas Bina Sarana Informatika, Indonesia
baiatun_nisa@bsi.ac.id

7th Taufik Hidayat Suharto

Setia Budhi Rangkasbitung University, Indonesia
taufik-hidayat.suharto.ths@gmail.com

Abstract: The purpose of this study is to analyze the differentiated learning in developing English reading skills among high school students. Differentiated learning provides the diverse learning needs of students by providing adjusted learning experiences. This qualitative research was conducted in a high school in Lebak Regency, involving in-depth interviews. Participants included 10 English teachers who were selected through purposive sampling. Data were collected through semi-structured interviews to explore perceptions and experiences. The results revealed that differentiated learning positively provided by teachers on 5 aspects, they are teaching materials, various teaching method, flexibility assignment, students grouping, and different assessment. Ten Teachers really understand how to treat various students in the classroom using varied learning strategies, such as tiered assignments and flexible grouping, helped meet individual student needs and improved engagement. The discussion highlights the effectiveness of differentiated learning in creating a supportive learning environment that addresses diverse learning styles and needs. It emphasizes the importance of teacher training and resource availability for successful implementation. The study concludes that differentiated learning is a valuable method for enhancing reading skills in high school students, promoting better educational outcomes and fostering inclusivity.

Keywords: *Differentiated learning; English reading skills; instructional strategies, student performance.*

INTRODUCTION

In the quickly changing field of education, the imperative to adjust instruction to fulfill the diverse needs of students has gained considerable attention (Malik, R. S., 2018; Miller, D., 2023). One important aspect of Independent Curriculum nowadays is differentiated learning, which recognizes students' individual differences and gives learning experiences that suit students' needs and interests (Mukhibat, M., 2023; Tomlinson, C. A., & Jarvis, J. M., 2023; Ramadhan, I., 2023). Differentiated learning methods, which involve adapting teaching strategies to fulfill to individual learning styles and abilities, have shown promising potential in enhancing educational outcomes (Bobi, C. B., & Ahiavi, M. A.; 2023; Ojong, A. S. (2023). This approach is particularly relevant in the context of developing English reading skills, a critical phase in their academic journey where proficiency in reading can significantly influence their overall academic performance and future opportunities (El Moutawaqil, N., et.al, 2023).

Reading, as a fundamental skill, serves as the cornerstone for acquiring knowledge across various subjects (Wandira, B., et.al., 2024; Greenleaf, C., et.al., 2023). Mastering English reading skills is not only crucial for academic success but also for effective communication and critical thinking in a globalized world (Nykyoporets, S. S., et.al., 2023; Ekizer, F. N., & Yildirim, S. S., 2023). However, the challenge lies in the inherent diversity of students' reading abilities, backgrounds, and learning preferences (Vestal, P., et.al., 2023; Smeplass, E., 2023). Traditional, one-size-fits-all teaching methods often fail to address this diversity, leading to disengagement and varying levels of proficiency among students (Pastini, N. W., & Lilasari, L. N. T. (2023).

Differentiated learning methods aim to bridge this gap by providing customized learning experiences that cater to the unique needs of each student (Magableh, I. S. I., & Abdullah, A. (2020). This involves the use of varied instructional strategies, materials, and assessments to create a more inclusive and effective learning environment (Lindner, K. T., & Schwab, S. (2020). By acknowledging the individual differences in students' reading abilities and preferences, educators can foster a more engaging and supportive classroom atmosphere that promotes higher levels of reading proficiency. This research seeks to analyze how the English teachers give differentiated learning methods on the development of English reading skills in high school students. By examining various approaches and their effectiveness, the study aims to provide insights into best practices and strategies that can be implemented to enhance reading outcomes. Ultimately, this research endeavors to contribute to the ongoing discourse on educational methodologies, offering evidence-based recommendations for educators striving to improve the literacy skills of their students in an increasingly complex and diverse educational landscape.

The concept of differentiated learning has been widely studied and discussed in educational research, particularly for its potential to address the varied needs of students in diverse classrooms. Differentiation, a popular term in education, has been defined in myriad ways. Roberts and Inman (2013) state that differentiation as simply being the match of the curriculum and learning experiences to learners. A teacher who differentiates effectively matches the content (from basic to complex), the level of the cognitive (thinking) processes, the sophistication and choice of the product, and/or the assessment to the strengths, readiness, and interests of the student or

cluster of students.

Differentiation does indeed benefit all students. Sousa and Tomlinson (2018) Effective differentiation does not call on a teacher to be all things to every student at all times of the day. Rather, it calls on teachers to be consistently mindful of three things: (1) how they structure their content for meaning and authenticity, (2) who their students are as individuals, and (3) how to use classroom elements flexibly to give themselves degrees of freedom in connecting content and learners. Differentiated learning, as defined by Tomlinson (2003), involves tailoring instruction to meet the individual needs of students by varying the content, process, product, and learning environment. This approach is grounded in the recognition that students have diverse backgrounds, readiness levels, interests, and learning profiles, which necessitate a flexible and responsive instructional strategy.

Differentiated learning refers to the implementation of differentiation strategies in the classroom. This involves offering several methods for comprehending information, processing ideas, and creating learning outcomes. These approaches enhance students' learning process effectiveness (Maulida et al., 2024). Differentiation is a widely acknowledged approach that help teachers in meeting the needs of students with diverse abilities in a classroom filled with students who have varying characteristics (Hidayat, N., Ruhiat, Y., Anriani, N., & Suryadi, S. (2024).

Research has shown that differentiated learning can significantly impact the development of reading skills. Differentiated instruction in reading allows teachers to provide various texts and materials that align with students' reading levels and interests. This personalized approach not only engages students but also challenges them at an appropriate level, thereby promoting reading

growth (Pozas, M., Letzel, V., & Schneider, C. 2020; Sun, X., 2023; Pattiasina, P. J., Rahmani, S. F., Riztya, R., Laratmase, A. J., & Vanchapo, A. R. (2023). Several methods and strategies have been identified as effective in differentiated reading instruction.

One common method is the use of leveled reading groups, where students are grouped based on their reading abilities and provided with texts that match their level (Fountas & Pinnell, 2012). Another strategy is the use of tiered assignments, which involve providing tasks that are designed to meet the different readiness levels of students within the same class (Daniels, H., 2023; Zheng, Y., 2024; Walpole, S., 2024; Michailidis, T., 2024).

Despite the growing recognition of the potential of differentiated learning, there remains a significant gap in understanding how this approach can be effectively applied to improve English reading skills in diverse high school settings. Research has shown that tailored instructional methods can significantly impact students' engagement and outcomes, yet the practical implementation of these strategies often faces challenges, including limited resources and teacher preparedness (Sousa & Tomlinson, 2018; Pozas, M., Letzel, V., & Schneider, C., 2020). Investigating differentiated learning in the context of reading development is essential to identify effective practices that address these challenges and ensure all students can achieve their full potential. This study contributes to the body of knowledge by exploring the strategies employed by English teachers and their effectiveness in promoting reading proficiency in high school students.

This research lies in its focus on analyzing the implementation of differentiated learning specifically in developing English reading skills among high school students, an area that remains underexplored in existing literature. While previous studies have

examined the benefits of differentiated learning in general or in other subjects, few have delved into its application in English reading, particularly within diverse classrooms that reflect varying abilities, learning preferences, and cultural contexts. This study contributes by offering a comprehensive examination of practical strategies employed by teachers, their effectiveness, and the challenges encountered in real-world settings. By addressing these gaps, the research not only enhances understanding of differentiated learning's role in literacy development but also provides actionable insights to optimize reading instruction and outcomes in an increasingly heterogeneous educational landscape.

METHOD

Research Design

This study employs a qualitative research design to explore the differentiated learning methods in developing English reading skills among senior high school students. A qualitative approach is chosen to gain in-depth insights into the experiences of teachers regarding differentiated learning. This approach allows for a comprehensive understanding of the complexities and nuances involved in implementing differentiated learning strategies in a real-world educational setting.

Participants

The participants of this study include English teachers at senior high school Lebak regency, Indonesia. A purposive sampling technique is used to select participants who are actively engaged in differentiated learning practices. Specifically, the study includes 10 English teachers who have been using differentiated learning methods for at least one academic year.

Data Collection Methods

Data collection is conducted through Interviews with the selected teachers to explore their experiences of applying the differentiated learning in enhancing students' reading skills.

Data Analysis

The data collected from interviews is analyzed by transcribing interviews and reading through all data to become immersed in the content to capture the essence of the participants' experiences.

RESULT AND DISCUSSION

There are 5 aspects given on this interview that should answer by English teachers. The aspects are teaching materials, various teaching method, flexibility assignment, students grouping, different assessment.

Aspect number 1 is about teaching and content of reading. How do you adapt reading materials for students of different ability levels? Can you provide concrete examples of materials you have adapted?

#Participant 1 : "I provide texts at several levels of difficulty. For example, for the topic 'Environment,' I created a simple text with short sentences for beginners and a more complex text with technical terms for more advanced students."

#Participant 2 : "I divide students into groups based on their abilities and provide appropriate texts. For example, when discussing 'Fairy Tales,' the beginner group gets stories with illustrations and simple sentences, while the advanced group gets stories with longer paragraphs and more difficult vocabulary."

#Participant 3 : "I use worksheets of varying levels of difficulty. For example, when reading 'Fables,' I provide worksheets with basic comprehension questions for beginning students and analytical questions for advanced students."

#Participant 4 : "I use a reading app that adapts texts based on a student's ability. For example, the app provides shorter, simpler texts for beginners and longer, more complex texts for advanced students."

#Participant 5 : "I create simplified versions of texts. For example, in the reading 'Historical Events,' I rewrite long paragraphs into short sentences and replace difficult terms with words that are easier for beginning students to understand."

#Participant 6 : "I add visuals and diagrams to support lower ability students' understanding. For example, in a lesson on 'The Solar System,' I provide text with lots of pictures and simple explanations for beginning students."

#Participant 7 : Because in the class not all students are the same, which means I (the teacher) have to recognize and overcome various kinds of learning, one of which is reading, usually I apply reading material with visual and audio aids, for example the material I teach is about recount text biography "BJ Habibie" I visualized the material with a video.

#Participant 8: By providing reading variations in content, processes and learning products to meet individual student needs. Teachers can arrange assignments or activities that are tailored to students' abilities and interests. For example: for groups of students whose literacy skills are lacking, reading is provided with texts that are not too long/simple and have themes that they like. But for students whose literacy skills are good, they are given more text and it contains themes about critical reasoning.

#Participant 9: with different levels of ability, as teachers try to provide reading material that is contextual and close to events often experienced by students, so that students can more easily understand and imagine them in learning.

#Participant 10 : I utilize differentiated

learning by providing additional or enrichment assignments to more advanced students. For example, after reading a short story, I ask students with high abilities to make a character analysis or compose a follow-up story

Aspects number 2 is about various teaching method. What teaching methods do you use to develop students' reading skills in your class? How do you decide which method is most appropriate to use in a particular situation?

Participant 1: "I use phonics methods to help students understand the sounds of English. I choose this method for students who are still struggling with pronunciation. The decision is based on initial assessments and observations during class."

Participant 2: "I often use theme-based learning, where students read texts related to the topic being studied. I choose this method to make reading more relevant and interesting, especially when discussing specific topics."

Participant 3: "I implement repeated reading to improve reading fluency. I decide to use this method when I see that students are having difficulty with fluency and pronunciation."

Participant 4: "I frequently use skimming and scanning techniques to teach students how to quickly find information in a text. I choose this method when the focus is on developing the skill to identify key information in lengthy texts."

Participant 5: "I use discussion and Q&A sessions after reading to ensure students' comprehension. I decide this method is suitable when I want to develop critical thinking and communication skills in students."

Participant 6: "I often apply paired or group reading to increase engagement and collaboration among students. I choose this method when I want students to help and learn from each other in a more supportive

environment."

#Participant 7: I use the Visual, Auditory, Read Write, Kinesthetic (VARK) learning method. I use this method because it is a learning model that involves sight, hearing and movement. By providing reading materials in the form of videos, students read and write whatever they listen to and understand it more easily.

#Participant 8 : The teaching method applied is problem based learning where the teacher presents problems carefully with clear procedures to involve students in identification. The important thing here is that orientation to the problem situation sets the stage for subsequent inquiry. Therefore, at this stage the presentation must attract students' interest and arouse curiosity. I hope students can think critically, be sensitive to developing issues, related to the news they read, causes and effects, problems and solutions that will be taken.

#Participant 9: using the demonstration method, with this method students are required to master the material that will be displayed, so students inevitably have to read so that learning can run well.

#Participant 10 : I often use pre-reading activities, such as discussing important topics or vocabulary before reading the text. I chose this method to prepare students and improve their understanding of the text they will read

Aspect number 3 is about Flexible Assignment. How do you implement flexibility in reading assignments to meet students' different needs and interests? Can you provide an example of an assignment that you have adapted?

Participant 1: "I apply flexibility in reading assignments by offering a range of reading materials tailored to diverse interests and proficiency levels. For instance, I might provide options such as news articles, short stories, or graphic novels, allowing students

to choose texts that resonate with them."

Participant 2: "Flexibility in assignments is crucial, so I often allow students to select reading materials aligned with their interests. For example, I might assign a research project where students can explore a topic of their choice within the realm of English literature, presenting their findings in a format they prefer."

Participant 3: "In adapting reading assignments, I provide various options for demonstrating comprehension. For instance, students can choose to write a traditional essay, create a multimedia presentation, or engage in a Socratic seminar discussion based on the reading material."

Participant 4: "I incorporate flexibility by offering differentiated reading assignments based on students' preferences and learning styles. For example, I might assign a literature circle activity where students can choose from different novels and discuss them in small groups, catering to their diverse interests."

Participant 5: "Flexibility in reading assignments allows for personalization. I provide students with options to demonstrate understanding, such as creating character sketches, analyzing themes through creative projects, or participating in book clubs where they choose the texts they want to explore."

Participant 6: "To accommodate diverse needs and interests, I offer choice in reading assignments by providing multiple text options or allowing students to select their own reading materials. For instance, I might implement a literature-based choice board where students can select tasks aligned with their interests and abilities."

#Participant 7 : I Usually provide reading material on various themes via a platform (quizizz) which they can then access anywhere or I can determine the time, for example I give a story and they analyze the story in an application

#Participant 8 : In this case, the teacher

prepares several texts and students can choose the reading theme/text they like. For example: the teacher prepares reading topics about favorite hobbies/activities such as traveling, culinary, sports, etc. Students may choose a theme they like.

#Participant 9 : By analyzing reading material in the form of journals and modules that have been provided, and giving HOTS-based questions so that students get used to analyzing.

#Participant 10: In adapting reading assignments, I provide a menu of options that cater to different learning preferences and abilities. Students can choose from activities such as journaling responses to the text, participating in literature circles, or creating digital book trailers to demonstrate comprehension.

Aspect number 4 is about students grouping. How do you determine student groupings in reading activities in class? What criteria do you use to form a dynamic and effective group?

Participant 1: "I determine student grouping based on their reading proficiency levels, learning styles, and interests in specific topics. I also consider diversity within each group to encourage dynamic and effective discussions."

Participant 2: "The criteria I use to form effective groups include balancing students with strong reading abilities and those who may need additional assistance. I also consider interpersonal dynamics to ensure good collaboration within the group."

Participant 3: "I establish student grouping based on their reading proficiency levels and learning preferences. The criteria I use to form dynamic groups include diversity in abilities, interests, and learning styles, as well as compatibility among group members."

Participant 4: "When determining student grouping, I consider factors such as reading

proficiency levels, learning preferences, and social interactions among students. My main criteria are creating balanced groups in terms of abilities and promoting effective collaboration among group members."

Participant 5: "I determine student grouping by considering their reading proficiency levels, interests, and learning styles. The criteria I use involve creating academically heterogeneous but socially compatible groups to facilitate productive and effective discussions."

Participant 6: "When forming groups, I consider students' reading proficiency levels, interests, and learning styles. I also aim for a balance among students with different strengths to encourage dynamic collaboration and supportive learning within the group."

#Participant 7: By giving a test to read and spell the alphabet at the beginning of teaching (the beginning of school for new students/new students). There are 2 criteria that I have created: 1. for students who are not yet fluent in spelling the alphabet. 2. for students who are already fluent in spelling the alphabet but cannot yet read sentences. 3. For students who are already fluent in spelling and can read sentences. So my focus is on children memorizing and being able to spell first because some students still haven't memorized the alphabet.

#Participant 8 : The way to group students in reading activities is for students with poor literacy skills to be given the same group with simple texts. The criteria are grouped according to students' abilities with text adjustments.

#Participant 9 : to determine groups. Each group has experts who they feel know more about helping other friends.

#Participant 10: In forming groups, I consider various factors such as students' reading ability levels, interests, and learning styles. The criteria I use are creating groups that are heterogeneous in terms of abilities and

promoting positive interactions among group members to achieve effective learning.

Aspect 5 Different Assessments. How do you design different assessments for students with varying reading skill levels? What factors do you consider when adjusting your assessment?

#Participant 1: Use Multiple Formats. Method: Provide assessments in various formats such as oral presentations, visual projects, written reports, and digital media. Considerations: Recognize students' strengths and allow them to demonstrate knowledge in different ways to accommodate different reading levels.

#Participant 2: Tiered Assignments. Method: Create tiered assignments that offer different levels of complexity for the same concept. Considerations: Ensure each tier challenges students appropriately while maintaining high expectations.

#Participant 3: Reading Level Adaptations. Method: Adjust the reading materials and questions to match students' reading abilities. Considerations: Use simpler vocabulary and shorter sentences for lower-level readers while providing more complex texts for advanced students.

#Participant 4: Visual Aids and Supports. Method: Incorporate visual aids such as charts, diagrams, and pictures in assessments. Considerations: Support comprehension and provide alternative ways for students to process and respond to information.

#Participant 5: Interactive Assessments. Method: Utilize interactive assessments such as discussions, group work, and hands-on activities. Considerations: Engage students in collaborative tasks that allow for verbal and kinesthetics expression of their understanding.

#Participant 6: Choice Boards. Method: Implement choice boards where students select from a variety of assessment options.

Considerations: Offer tasks that cater to different learning styles and reading levels, allowing students to choose what suits them best.

#Participant 7: I give a reading test then a post test (filling in and understanding the material). My assessment considerations include fluency in reading and reasoning.

#Participant 8 : Carrying out an assessment of reading skills, namely in English how the correct pronunciation of words (pronunciation), understanding the meaning of sentences or the content of the reading is aligned with the existing questions. And how it correlates with their perspective on the text. The factor to consider is that as a teacher, you must know very well about your students' abilities, so that students' perspectives and understanding are different. Give them space to express their own understanding.

#Participant 9: I determined several qualifications, such as a direct reading test, and held a short post-test to measure the extent of understanding of the material that had been read

#Participant 10: When designing assessments for students with diverse reading skills, I consider task difficulty, types of instructions, and differentiation needs. I also offer options in evidence collection methods to facilitate inclusive and responsive learning.

The narration above can be shown in the table 1.1

Participant/Question	1 Teaching Materials	2 Teaching Methods	3 Assignment	4 Grouping	5 Assessment
Par 1	Several text, simple and complex	phonics methods	offering a range of reading materials	grouping based on reading proficiency	Various format, visual projects, written reports, and digital media
Par 2	Group, give light and heavy text	theme-based learning	allow students to select reading materials aligned with their interests	to form effective groups, strong reading-additional assist	Tiered Assignments
Par 3	Worksheet, easy and analytical text	repeated reading	provide various options for demonstrating comprehension	reading levels and preferences	Reading Level Adaptations
Par 4	Reading application, short, simple, complex	skimming and scanning techniques	offering differentiated reading assignments	proficiency levels, and social interactions among students	Visual Aids and Supports
Par 5	Simplified text, long paragraph become short	discussion and Q&A sessions	provide students with options to demonstrate understanding	proficiency levels, interests, and learning styles	Interactive Assessments: discussions, group work, and hands-on activities
Par 6	Add visuals and diagrams, many picture, simple explanation	paired or group reading	offer choice in reading in multiple text options	reading proficiency levels, interests, and learning styles	Choice Boards
Par 7	Audio visual aids	Visual, Auditory, Read, Write, Kinesthetic, (VARK) Problem based learning.	reading various themes via platform (Quizizz)	By giving a test to read and spell the alphabet at the beginning of teaching	By giving a reading test then a post test
Par 8	Give various reading texts. Short, long text		Prepare various texts and students choose	Group based on students' level	Pronunciation test, understanding the meaning of sentences or the content of the reading is aligned with the existing questions
Par 9	Contextual experienced students providing additional or enrichment assignments to more advanced students	Demonstration	Analyze text with HOTS based questions	Based on students' level	Direct reading test, post test
Par 10		pre-reading activities	provide a menu of options that cater to different learning preferences and abilities	heterogeneous in terms of abilities	consider task difficulty, types of instructions, and differentiation needs

The discussion focuses on several key themes derived from the research findings. they are teaching materials, various teaching method, flexibility assignment, students grouping, and different assessment. Customization of Learning Materials; One of the central principles of differentiated learning is the customization of reading materials to suit the individual needs of students (Sbaragli, S., & Panero, M., 2024; Sofiana, N., Andriyani, S., Shofiyuddin, M., Mubarak, H., & Candraloka, O. R., 2024). The article highlights how tailored reading assignments can cater to students' diverse interests and proficiency levels, making the learning process more engaging and effective. By providing materials that align with students' abilities and interests, teachers can foster a more inclusive and motivating learning environment.

The use of various teaching methods in differentiated learning is essential for effectively developing English reading skills among diverse learners (Azimah, I., & Sujannah, W. D., 2024). By incorporating direct instruction, collaborative learning, independent study, scaffolding, technology-enhanced learning, project-based learning, choice boards, and interactive read-alouds, teachers can address individual needs and preferences. This multifaceted approach ensures that each student receives the appropriate level of support and challenge, promoting engagement, motivation, and proficiency in reading. Employing a range of instructional strategies not only caters to different learning styles but also helps create a dynamic and inclusive learning environment that fosters significant improvements in students' reading skills.

Flexibility in assignments is crucial for differentiated learning, particularly in developing English reading skills. By

allowing students to choose from a variety of tasks that match their interests and skill levels, teachers can better engage and motivate them. Flexible assignments enable students to work at their own pace and tackle challenges appropriate to their abilities, fostering a more personalized and effective learning experience. This approach not only caters to individual needs but also encourages students to take ownership of their learning, ultimately leading to improved reading proficiency and greater overall success.

Flexible Grouping Strategies, the research underscores the importance of flexible grouping strategies in differentiated learning. Grouping students based on their reading levels, interests, or specific skill needs allows for more targeted instruction. The article discusses various grouping methods, such as homogeneous grouping for focused skill development and heterogeneous grouping to encourage peer learning and collaboration. This flexibility helps address the diverse needs within a classroom and supports the overall development of reading skills.

Use of Formative Assessments; Formative assessments play a crucial role in differentiated learning by providing ongoing feedback and allowing for adjustments in instructional strategies. The article emphasizes the use of various formative assessment tools, such as quizzes, reading journals, and informal observations, to monitor students' progress and identify areas needing additional support. This continuous assessment helps teachers tailor their instruction to better meet the evolving needs of their students.

CONCLUSION

Customizing teaching materials to suit the individual needs of students is crucial for effective differentiated learning. Providing a variety of reading materials that align with students' interests and proficiency levels helps to engage them more deeply in the

learning process. Tailored materials ensure that all students, regardless of their skill level, can participate meaningfully and progress at their own pace. Employing a range of teaching methods is essential in addressing the diverse learning styles and needs of students.

The study emphasizes the importance of using different instructional strategies, such as direct instruction, collaborative learning, and independent study. By varying teaching methods, educators can better accommodate individual differences and promote a more inclusive learning environment. Flexibility in assignments allows teachers to cater to the varying needs and interests of their students. Assignments that are adaptable in terms of difficulty and format enable students to work at their own level and pace. This flexibility not only helps in keeping students motivated but also ensures that they are appropriately challenged, fostering continuous improvement in their reading skills. Effective student grouping strategies are pivotal in differentiated learning. Grouping students based on their reading levels, interests, or specific learning needs allows for more targeted and effective instruction.

The study highlights the benefits of both homogeneous and heterogeneous grouping, where students can either work with peers at a similar skill level or benefit from the diverse strengths within a mixed-ability group. Implementing various forms of assessment is crucial for accurately measuring student progress and identifying areas that need additional support. Formative assessments, such as quizzes, reading journals, and informal observations, provide ongoing feedback that is essential for adjusting instruction to meet individual needs. Summative assessments, meanwhile, help in evaluating the overall effectiveness of the differentiated strategies employed.

ACKNOWLEDGEMENT

We would like to express our deepest gratitude to all individuals and institutions who contributed to the completion of this research. We extend our sincere thanks to Universitas Setia Budhi Rangkasbitung and University Teknologi MARA, Malaysia for their invaluable support and resources that made this study possible.

REFERENCES

- Azimah, I., & Sujannah, W. D. (2024). The Effect of Differentiated Learning on EFL Students' Reading Skills. *Didaktika: Jurnal Kependidikan*, 13(1), 937-946. DOI: <https://doi.org/10.58230/27454312.473>
- Bobi, C. B., & Ahiavi, M. A. (2023). Using Differentiated Instruction to Promote Creativity, Critical Thinking and Learning: Perspective of Teachers. *Journal of Education and Practice*, 7(2), 1-30.
- Daniels, H. (2023). *Literature circles: Voice and choice in book clubs & reading groups*. Routledge.
- Ekizer, F. N., & Yildirim, S. S. (2023). 21st Century Skills and Learning Environments: ELT Students' Perceptions. *Educational Research and Reviews*, 18(6), 114-128. DOI: 10.5897/ERR2023.4332
- El Moutawaqil, N., & Nisa, A. F. (2023, August). Peningkatan Literasi melalui Pembelajaran Berdiferensiasi. In *Prosiding Seminar Nasional Pendidikan Dasar* (Vol. 1, No. 1, pp. 395-407).
- Fountas, I. C., & Pinnell, G. S. (2012). Guided reading: The romance and the reality. *The Reading Teacher*, 66(4), 268-284.
- Greenleaf, C., Schoenbach, R., Friedrich, L., Murphy, L., & Hogan, N. (2023). *Reading for understanding: How reading apprenticeship improves*

- disciplinary learning in secondary and college classrooms.* John Wiley & Sons)
- Hidayat, N., Ruhiat, Y., Anriani, N., & Suryadi, S. (2024). The Impact of Differentiated Learning, Adversity Intelligence, and Peer Tutoring on Student Learning Outcomes. *IJORER: International Journal of Recent Educational Research*, 5(3), 537-548. DOI: <https://doi.org/10.46245/ijorer.v5i3.586>
- Lindner, K. T., & Schwab, S. (2020). Differentiation and individualisation in inclusive education: a systematic review and narrative synthesis. *International journal of inclusive education*, 1-21. <https://doi.org/10.1080/13603116.2020.1813450>
- Magableh, I. S. I., & Abdullah, A. (2020). On the Effectiveness of Differentiated Instruction in the Enhancement of Jordanian Students' Overall Achievement. *International Journal of Instruction*, 13(2), 533-548. <https://doi.org/10.29333/iji.2020.13237a>
- Malik, R. S. (2018). Educational challenges in 21st century and sustainable development. *Journal of Sustainable Development Education and Research*, 2(1), 9-20.
- Maulida, F., Fitriani, A. D., & Darmayanti, M. (2024). Development of Teaching Materials Based on Differentiated Learning to Improve Critical Thinking Dimensions of The Pancasila Learner Profile. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 10(1), 125-135. doi:<https://doi.org/10.33394/jk.v10i1.10420>
- Michailidis, T. (2024). Enhancing Reading Skills in an Academic Library: A Case Study of a Reading Groups. *Futurity Education*, 4(1), 290-305). <https://doi.org/10.57125/FED.2024.03.25.15>
- Miller, D. (2023). Embracing the technological metamorphosis: Envisioning higher education for generation alpha in a shifting educational landscape. *International Journal Software Engineering and Computer Science (IJSECS)*, 3(2), 88-96. DOI: <https://doi.org/10.35870/ijsecs.v3i2.1492>.
- Mukhibat, M. (2023). Differentiate learning management to optimize student needs and learning outcomes in an independent curriculum. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 15(1), 73-82. DOI: 10.37680/qalamuna.v15i1.2386
- Nykyporets, S. S., Melnyk, O. D., Ibrahimova, L. V., Boiko, Y. V., & Kukharchuk, H. V. (2023). Fostering critical thinking in technical university students in foreign language classes: Strategies and approaches for cultivating analytical proficiency. *Bulletin of Science and Education. № 8*: 344-360. <https://ir.lib.vntu.edu.ua/bitstream/handle/123456789/37809/131683.pdf?sequence=2&isAllowed=y>
- Ojong, A. S. (2023). Unraveling the Efficacy of Differentiated Instruction in Enhancing Second Language Acquisition: A Comprehensive Review and Future Directions. *International Journal of Linguistics, Literature and Translation*, 6(6), 75-82.). <https://doi.org/10.32996/ijllt.2023.6.6.8>
- Pastini, N. W., & Lilasari, L. N. T. (2023). Empowering EFL students: A review of student-centred learning effectiveness and impact. *Journal of Applied Studies in Language*, 7(2), 246-259). <https://doi.org/10.31940/jasl.v7i2.246-259>
- Pattiasina, P. J., Rahmani, S. F., Riztya, R., Laratmase, A. J., & Vanchapo, A. R. (2023). The Influence of Learning Models and Cognitive Styles on Students' Ability to Understand English Texts. *Innovative: Journal of Social*

Science Research, 3(4), 577-584.

- Pozas, M., Letzel, V., & Schneider, C. (2020). Teachers and differentiated instruction: exploring differentiation practices to address student diversity. *Journal of Research in Special Educational Needs*, 20(3), 217-230. doi: 10.1111/1471-3802.12481
- Ramadhan, I. (2023). Independent curriculum assessment at MA Negeri 2 Pontianak. *Jurnal Scientia*, 12(04), 767-775.
<https://doi.org/10.58471/scientia.v12i04.2033>
- Roberts, J. L., & Inman, T. F. (2013). Teacher's survival guide: Differentiating instruction in the elementary classroom. Prufrock Press.
- Sbaragli, S., & Panero, M. (2024). Didactical Materials Customizable to Suit Classroom Needs: A Valuable Resource for Teachers. *Education Sciences*, 14(5), 449.
<https://doi.org/10.3390/educsci14050449>
- Smeplass, E. (2023). Investigating adult learners' experiences from using slow reading as a pedagogical approach. *International Journal of Educational Research*, 122, 102252.
<https://doi.org/10.1016/j.ijer.2023.102252>
- Sofiana, N., Andriyani, S., Shofiyuddin, M., Mubarak, H., & Candraloka, O. R. (2024, May). The implementation of differentiated learning in ELT: Indonesian teachers' readiness. In *Forum for Linguistic Studies* (Vol. 6, No. 2). DOI: <https://doi.org/10.59400/fls.v6i2.1178>
- Sousa, D. A. , & Tomlinson, C. A. (2018). Differentiation and the brain: How neuroscience supports the learner-friendly classroom (2nd ed.) ASCD and Solution Tree.
- Zheng, Y. (2024). The Application of Cooperative Learning Theory in College English Reading Teaching. *International Journal of Mathematics and Systems Science*, 7(1)
- Sun, X. (2023). Differentiated instruction in L2 teaching: Two extensive reading programmes conducted during Covid-19 pandemic. *Innovation in Language Learning and Teaching*, 17(2), 177-190.
<https://doi.org/10.1080/17501229.2021.1979985>
- Tomlinson, C. A., & Jarvis, J. M. (2023). Differentiation: Making curriculum work for all students through responsive planning & instruction. In *Systems and models for developing programs for the gifted and talented* (pp. 599-628). Routledge.
- Vestal, P., Kilag, O. K., Alvez, G. G., Escabas, D., Ignacio, R., & Abendan, C. F. (2023). Bridging the Literacy Gap: A Multisensory Approach to Effective Intervention. *Excellencia: International Multi-disciplinary Journal of Education* (2994-9521), 1(4), 156-168
- Walpole, S. (2024). Repositioning Differentiation Time as Literacy Acceleration Time. *The Reading Teacher*, 77(6), 975-981.
<https://doi.org/10.1002/trtr.2302>
- Wandira, B., Hasibuan, S., Daulay, S. H., & Siregar, L. (2024). The cognitive foundations of reading and its acquisition: a framework with applications connecting teaching and learning: by Wesley A. Hoover and William E. Tunmer, Cham, Springer, 2020, 263 pp. 110, 77 (hardcover), 106.99 (eBook), ISBN 978-3-030-44194-4 (hardcover), ISBN 978-3-030-44195-1 (eBook).