

# Differentiated Instruction and Its Implementation in Teaching of Recount Texts: A Case of Applying Genre-Based Approach

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## Abstract

Differentiated Instruction is an approach to teaching that considers the diverse learning needs, interests, and abilities of students. In contrast, the genre approach is a pedagogical method focused on teaching writing through the exploration and production of various genres. The objectives of this study are to investigate the implementation of a genre-based approach in teaching recount texts within a differentiated instruction framework, and to assess the impact of this approach on students' learning outcomes and engagement.

This research employs a qualitative method, which is a process of inquiry aimed at understanding human behaviors by creating complex, holistic pictures of the social and cultural contexts in which such behaviors occur. The data instruments include document analysis, observations, and interviews. Participants in this research consist of a teacher and students from SMP Al Azhar Pagelaran Malang. Data analysis follows an interactive model technique, which involves several stages: data reduction, data display, conclusion drawing, and triangulation.

The result, teacher conducted an assessment to identify the students' needs. Subsequently, they implemented genre-based approach to make learning recount texts more engaging, allowing students to circulate and exchange information with different groups. From the interview data, it was evident that students enjoyed learning through differentiated instruction. With various learning styles accommodated, students felt confident in their understanding of the material presented in each lesson.

**Keywords:** Differentiated Instruction; Genre Based Approach; Recount Text

## 1. Introduction

An instructional plan serves as a foundational blueprint for educators, guiding the structure of teaching and learning activities for a specific class or instructional period (Beckmann, 2023). This comprehensive outline typically includes clearly defined objectives, instructional strategies tailored to diverse learners, assessment methods to evaluate progress, and resources necessary for the lesson. The primary purpose of an instructional plan is to create a clear and organized framework that enables teachers to deliver effective instruction while facilitating meaningful learning experiences for students. Without a well-implemented learning design, there is a significant risk that intended learning outcomes may not be achieved, underscoring the importance of thorough planning in the educational process.

Incorporating differentiated instruction within an instructional plan is essential for addressing the varied needs of students. Differentiated instruction allows teachers to adapt their approaches based on individual learning preferences, abilities, and interests, promoting greater engagement and deeper understanding among students. By considering factors such as learning styles and readiness levels, educators can modify content, processes, and products to create a more inclusive learning environment. This intentional adaptation not only caters to diverse learning needs but also fosters a supportive atmosphere where every student feels valued and capable of succeeding. Moreover, research has shown that when differentiated instruction is effectively implemented, it can lead to improved academic outcomes and greater student satisfaction.

Differentiated instruction encourages students to take ownership of their learning, which significantly enhances motivation and engagement. When students are provided with choices in their learning processes—such as selecting topics for projects or deciding how to demonstrate their understanding—they are more likely to invest in their education. This sense of agency allows learners to explore subjects that resonate with their interests and strengths, fostering a

positive attitude toward learning. Consequently, students become active participants in their educational journey rather than passive recipients of information. Furthermore, by engaging in self-directed learning, students develop critical thinking and decision-making skills that are essential for lifelong learning. As they navigate their educational paths, they not only gain knowledge but also cultivate a sense of responsibility and confidence in their abilities, preparing them for future challenges both inside and outside the classroom.

The integration of differentiated instruction into a well-crafted instructional plan enhances the overall learning experience for all students. It not only supports academic achievement but also contributes to the development of essential skills such as critical thinking, problem-solving, and collaboration. By utilizing a variety of instructional strategies, including cooperative learning, tiered assignments, and flexible grouping, teachers can create dynamic classroom environments that cater to the diverse needs of their students. This multifaceted approach ensures that each learner has the opportunity to thrive and develop a love for learning. Moreover, differentiated instruction fosters resilience in students as they encounter challenges tailored to their individual skill levels, helping them learn to persevere through difficulties. This approach also encourages educators to continuously assess and adjust their teaching methods based on student feedback and performance, promoting a responsive learning environment. Ultimately, by prioritizing differentiated instruction within their instructional plans, teachers not only enhance student engagement but also cultivate a classroom culture that values growth, diversity, and lifelong learning.

Ultimately, the effective implementation of an instructional plan that incorporates differentiated instruction is vital for fostering an inclusive and supportive educational environment. By recognizing and addressing the unique needs of each student, educators can create pathways for success that empower all learners to reach their full potential. As schools continue to evolve and diversify, the commitment to thoughtful instructional planning and differentiation will be essential in cultivating a generation of engaged, confident, and capable learners ready to face future challenges. Additionally, fostering such an environment helps to build strong relationships between teachers and students, enhancing trust and communication within the classroom. This positive dynamic not only improves academic outcomes but also promotes students' social-emotional development, preparing them for collaborative work in diverse settings. Ultimately, prioritizing differentiated instruction within instructional plans equips educators to meet the complexities of modern education, ensuring that every student has the tools and support necessary for lifelong success.

There are several types of instructional plans (Beckmann, 2023) The first is daily instruction, which is designed for a single class meeting. Next is unit instruction, which encompasses learning over one semester or even an entire school year. Then, there is integrated instruction, which is intended to facilitate activities that incorporate multiple lessons. Last, differentiated instruction is tailored to meet the diverse needs of students, resulting in varied learning models and student worksheets. Additionally, project-based instruction focuses on engaging students in real-world challenges, encouraging them to apply their knowledge and skills collaboratively. Performance-based instruction emphasizes hands-on activities that allow students to demonstrate their understanding through practical applications. Online instruction, which has gained prominence in recent years, utilizes digital tools and platforms to deliver content and facilitate interaction among learners. Each of these instructional plans serves a unique purpose, providing educators with the flexibility to choose the most effective approach for their specific teaching goals and student needs.

Differentiated instruction is an approach to teaching that recognizes and addresses the diverse learning needs, interests, and abilities of students within a classroom (Langelaan et al., 2024). By employing a variety of instructional strategies, materials, and assessments, educators can tailor their teaching methods to accommodate different learning styles and levels. This may include providing texts at varying reading levels, offering choices in assignments, or integrating technology to enhance the learning experience. The primary goal of differentiated instruction is to create an inclusive and supportive environment where all students feel valued and capable of succeeding, regardless of their backgrounds or abilities. By carefully considering each learner's unique profile, educators can foster an atmosphere that promotes engagement and motivation, empowering students to take ownership of their educational journeys. Additionally, this personalized approach not only helps students grasp the content more effectively but also nurtures their confidence and fosters a lifelong love of learning.

In addition to enhancing academic achievement, differentiated instruction encourages collaboration among students, allowing them to learn from one another's strengths and perspectives. This collaborative approach helps to build a sense of community within the classroom, which is essential for fostering student engagement and motivation. Regular assessment and feedback play a crucial role in this process, enabling teachers to monitor student progress and make timely adjustments to their instructional strategies. By recognizing and valuing each student's contributions, differentiated instruction not only supports cognitive development but also promotes social-emotional growth, ensuring that every student has the opportunity to thrive in a dynamic and supportive learning environment. Ultimately, this comprehensive approach cultivates a classroom culture where students are not only motivated to excel academically but also empowered to develop essential interpersonal skills that will serve them well beyond the classroom.

Differentiated instruction can be implemented in various educational settings and across different grade levels to address the diverse learning needs of students (Karst, 2022). First, there is the inclusive classroom, which is designed to accommodate the abilities and talents of each learner. Next, the mixed-ability classroom includes students with varying academic capabilities. Subject-specific instruction combines multiple subjects within a single lesson. Additionally, project-based learning classes engage students through various activities to foster interest in learning. Furthermore,

online and blended learning environments incorporate both online and offline instruction. Differentiated instruction can also be utilized in professional development settings to support educators in their own learning. By implementing differentiated instruction in these various contexts, teachers can create inclusive and supportive learning environments that cater to the diverse needs of all students. Moreover, differentiated instruction promotes a culture of continuous improvement, as both students and teachers reflect on their learning experiences and outcomes. This approach not only enhances academic performance but also encourages critical thinking and problem-solving skills, equipping students for future challenges. Ultimately, by embracing differentiated instruction, educators can foster an environment where all students feel valued, engaged, and empowered to reach their full potential.

An instructional plan and genre are two distinct concepts in the context of education, particularly in language teaching and writing instruction. The genre approach is a pedagogical method that focuses on teaching writing through the study and production of various genres, while an instructional plan is a specific tool that outlines the activities and strategies to be implemented during a particular teaching session (Beckmann, 2023). The genre approach can be incorporated into an instructional plan as a framework for teaching specific writing genres, but the two concepts are not interchangeable. In practice, integrating the genre approach into an instructional plan allows educators to provide students with targeted guidance on the conventions and structures unique to different genres. This focused instruction not only aids students in developing their writing skills but also enhances their understanding of how to adapt their communication styles for various audiences and purposes. Additionally, an instructional plan that incorporates the genre approach can facilitate meaningful assessments, enabling teachers to evaluate students' proficiency in both content and form. Ultimately, this synergy between the two concepts enriches the learning experience, equipping students with essential skills for effective writing across contexts.

The genre approach serves as a highly effective method for teaching writing and language skills across a variety of educational settings, making it a versatile tool for educators. In language classrooms, instructors can seamlessly integrate different levels and types of texts, such as narratives, reports, essays, and letters. This integration provides students with a comprehensive understanding of various genres, helping them recognize the unique characteristics and conventions that define each form of writing. By exposing students to a diverse array of texts, educators can cultivate critical reading skills and inspire a deeper appreciation for the art of writing. Furthermore, this exposure enables students to analyze how different genres serve various purposes and audiences, enhancing their ability to tailor their writing to specific contexts. As they engage with a range of texts, learners also develop the skills to evaluate the effectiveness of different writing techniques, thereby becoming more discerning readers and writers. Ultimately, the genre approach not only enriches students' writing abilities but also empowers them to express their ideas more clearly and effectively in both academic and real-world situations.

Writing workshops, whether conducted in schools or community programs, offer an ideal environment for students to engage with genres in a hands-on manner. In these workshops, students can practice and refine their writing skills while receiving immediate feedback from both peers and instructors. Such interactive settings not only encourage creativity but also create a supportive atmosphere where students feel comfortable taking risks in their writing. As they experiment with different genres, learners gain the confidence needed to express their ideas more effectively and develop their unique voices as writers. Additionally, writing workshops foster collaboration among students, allowing them to share insights and strategies that enhance their collective learning experience. This collaborative environment not only enriches individual writing skills but also builds a sense of community, where students feel valued and motivated to support each other's growth as writers.

To maximize the benefits of the genre approach, professional development programs for educators can play a pivotal role in equipping teachers with the necessary skills and strategies to effectively implement this method in their classrooms. Training sessions can focus on best practices for incorporating the genre approach into teaching practices, ensuring that educators feel prepared and confident in their abilities to guide their students. Furthermore, by fostering collaboration among students during writing workshops, educators can enhance peer learning and feedback mechanisms. This collaborative dynamic is crucial for developing writing proficiency, as students learn to critique and support one another, ultimately contributing to a richer educational experience that promotes both academic and social-emotional growth.

Moreover, the genre approach is particularly beneficial in English as a Second Language (ESL) and English as a Foreign Language (EFL) programs, where it helps learners develop proficiency in writing in English. By focusing on specific disciplinary genres, such as those found in science, social studies, and literature, educators can teach students how to adapt their writing styles to meet the expectations of different subjects. This cross-disciplinary integration showcases the approach's adaptability and reinforces students' understanding of writing as a skill that transcends individual subjects. Overall, the genre approach enhances students' writing skills, genre awareness, and communicative competence, equipping them with the necessary tools to navigate various contexts and audiences effectively. Additionally, this approach encourages learners to analyze and deconstruct texts, allowing them to understand the conventions that define each genre and apply them in their own writing. As a result, students not only become more proficient writers but also gain confidence in their ability to express ideas clearly and effectively across diverse contexts, ultimately preparing them for success in academic and professional environments.

Based on the observations made by the researcher of the English teacher, who is also a "Guru Penggerak" in the "Kurikulum Merdeka" program, the use of Differentiated Instruction (DI) in the English learning process for procedural text material was evident. The correlation between differentiated instruction and the genre-based approach lies in their combined potential to enhance students' writing skills, genre awareness, and overall literacy development. When DI and the genre-based approach are implemented together, they can create a cohesive and inclusive learning environment that addresses the diverse needs of students while focusing on the exploration and mastery of different writing genres (Lymer, 2024). Furthermore, this integrated approach encourages students to engage more deeply with the material, as they are able to connect their individual learning preferences with the specific genres being studied. By providing tailored support and resources, educators can help students develop not only their writing skills but also their critical thinking and analytical abilities. Ultimately, the synergy between differentiated instruction and the genre-based approach fosters a more dynamic and responsive classroom environment, where all learners can thrive and achieve their potential.

A previous study related to this research is by Langelaan (2024), which investigated "Differentiating Instruction: Understanding the Key Elements for Successful Teacher Preparation and Development." This study is a descriptive review that included 29 peer-reviewed articles published between 2010 and 2020, evaluating the contributions of both preservice and in-service teacher programs for Differentiated Instruction (DI). The results indicate that successful programs incorporate active learning, collaboration, and reflection, and are often longitudinal and comprehensive, addressing attitudes, knowledge, and skills. Contextual factors within schools acted as both facilitators and impediments to the efficacy of these programs. Balancing school ambitions with realistic expectations remains a concern. The educational and policy implications of these findings are further discussed. Overall, this study underscores the importance of a well-rounded approach to teacher development in order to effectively implement differentiated instruction and meet the diverse needs of students in the classroom.

The research by Heti (2022) investigated "How Teachers Develop Skills for Implementing Differentiated Instruction: Helpful and Hindering Factors." The study aimed to explore the extent to which primary school teachers implement the various steps of Differentiated Instruction (DI) in their daily practice. It examined differences in implementation based on teachers' years of experience, explored specific DI strategies that teachers find easy or difficult to master, and identified factors that either promote or hinder teachers' ability to implement DI. The findings align with previous research and provide additional, more detailed insights. Beginning teachers reported implementing DI significantly less frequently than those with more than three years of experience. Strategies that were implemented more often were also considered easier to learn. In addition to gaining experience and allowing sufficient time for DI, an important factor in developing DI skills appears to be the community of practice within schools. These insights highlight the critical role that ongoing professional development and collaborative support systems play in empowering teachers to effectively adopt and sustain differentiated instruction in their classrooms.

The research by Rebecca Kahmann et al. (2022) investigated "Meta-Analysis of Professional Development Programs in Differentiated Instruction." This study is a literature review. The findings indicated that professional development (PD) programs have a medium effect on teachers' knowledge, attitudes, and practices. Furthermore, teachers showed greater improvements in their differentiation practices when the PD program was focused on a specific subject domain. However, the PD programs had no significant effect on students' learning outcomes, suggesting that the relationship between teacher development and student learning requires further examination to ensure that students benefit from their teachers' learning. This study underscores the necessity for more targeted and effective professional development initiatives that not only enhance teachers' skills but also directly translate into improved student outcomes in differentiated instruction.

Based on findings from observations conducted with second graders at SMP Al Azhar Pagelaran, the researcher identified the implementation of differentiated instruction and a genre-based approach in the superior class, which consists of selected students. At the beginning of the new academic year, teachers conduct interviews to classify each student according to their learning preferences—whether they are auditory, visual, or audio-visual learners. This classification helps teachers effectively implement differentiated instruction throughout the learning process. Additionally, teachers design tailored activities and materials that align with each student's preferred learning style, ensuring that all students remain engaged and motivated. By fostering a supportive environment that acknowledges individual strengths, educators can facilitate deeper understanding and mastery of the content. Ultimately, this approach not only enhances academic performance but also promotes students' confidence and enthusiasm for learning.

The primary difference between previous research and this study is the use of a different group of students, who have been selected based on their abilities. This provides a novel perspective for future research on differentiated instruction (DI) conducted with students categorized according to their skill levels. For this reason, the researcher intends to pursue a study titled "Differentiated Instruction and Its Implementation in Teaching Recount Texts: A Case of Applying the Genre-Based Approach". This focus on a specifically selected group allows for a more in-depth exploration of how differentiated instruction can be tailored to meet the needs of high-achieving students. Additionally, examining the effectiveness of the genre-based approach within this context could yield valuable insights into enhancing writing skills and genre awareness. Ultimately, this study aims to contribute to the broader discourse on differentiated instruction by providing evidence-based strategies that can be implemented in diverse educational settings.

An instructional plan is a detailed outline or guide that teachers use to structure their teaching and learning activities for a specific class or instructional period (Beckmann, 2023). The purpose of an instructional plan is to provide a clear and organized framework that enables teachers to deliver effective instruction and allows students to engage in meaningful learning experiences. There are several types of instructional plans (Beckmann, 2023) The first is daily instruction, which is designed for a single class meeting. Then, there is integrated instruction, which is intended to facilitate activities that incorporate multiple lessons. Last, differentiated instruction is tailored to meet the diverse needs of students, resulting in varied learning models and student worksheets. An instructional plan also typically includes specific learning objectives, instructional strategies, and assessment methods to evaluate student progress. By detailing the resources and materials needed for each lesson, teachers can ensure that all students have access to the tools necessary for their learning. Ultimately, a well-structured instructional plan enhances both teaching effectiveness and student engagement, leading to improved educational outcomes.

Differentiated instruction is an approach to teaching that considers the diverse learning needs, interests, and abilities of students in a classroom (Langelaan, et al., 2024). DI can be implemented in various educational settings and across different grade levels to address the diverse learning needs of students (Karst, 2022). In differentiated instruction, educators employ a variety of instructional strategies, materials, and assessments to address the different learning styles and abilities of their students. By implementing differentiated instruction in these various contexts, teachers can create inclusive and supportive learning environments that cater to the diverse needs of all students. Furthermore, differentiated instruction encourages flexibility in teaching methods, allowing educators to adjust their approaches based on ongoing assessments and student feedback. This adaptability not only fosters student engagement but also promotes a growth mindset, as learners see their unique strengths and challenges acknowledged and supported. Ultimately, differentiated instruction aims to empower all students, ensuring they have equitable opportunities to succeed and thrive in their educational journey.

An instructional plan and genre are two distinct concepts in the context of education, particularly in language teaching and writing instruction. The genre approach is a pedagogical method that focuses on teaching writing through the study and production of various genres, while an instructional plan is a specific tool that outlines the activities and strategies to be implemented during a particular teaching session (Beckmann, 2023). Furthermore, the genre approach can be utilized in English as a Second Language (ESL) and English as a Foreign Language (EFL) programs to help learners develop proficiency in writing in English. The correlation between differentiated instruction and the genre-based approach lies in their combined potential to enhance students' writing skills, genre awareness, and overall literacy development. By integrating the genre approach within an instructional plan, educators can provide targeted guidance that helps students navigate the unique conventions and structures of different writing forms. This structured framework not only aids in the development of specific writing skills but also fosters critical thinking and creativity as students engage with various genres. Ultimately, the synergy between differentiated instruction and the genre-based approach equips students with the tools they need to become confident, versatile writers in diverse contexts.

Based on observations conducted with second graders at SMP Al Azhar Pagelaran, the researcher formulated the problem of the research are how does the implementation of genre-based approach in teaching recount texts within a differentiated instruction? And how does the impact of genre-based approach in teaching recount texts within a differentiated instruction to students' learning outcomes and engagement? So, the objectives of the study are to investigate the implementation of genre-based approach in teaching recount texts within a differentiated instruction and to investigate the impact of genre-based approach in teaching recount texts within a differentiated instruction to students' learning outcomes and engagement

### ***Differentiated Instruction***

A differentiated instruction is a teaching strategy that involves tailoring instruction to meet the diverse learning needs of students in the classroom (Karst et al. 2022). Differentiated instruction recognizes that students have varying levels of readiness, interests, and learning profiles, and aims to provide multiple pathways for students to access and demonstrate their learning. By adjusting the content, process, product, or learning environment to accommodate different learning preferences, teachers can create a more inclusive and personalized learning experience for all students. So, process learning will be funny. In addition, learning targets will also be achieved.

A classroom characterized by cultural and linguistic diversity, demands a variety of strategies to differentiate teaching so that the needs of the diverse and needs will be met (Kahmann, et.al., 2022). In a differentiated classroom differentiated classroom, the teacher will start teaching based on need, readiness, interests and then use multiple teaching models and instructional settings to ensure that students achieve. It is because each child has many differences. They have something different things, because these children are human beings who have many different things within themselves. They are born from different backgrounds, culture and customs so that it will greatly affect all things in the child.

Differentiated instruction means the teachers consistently and proactively create different pathways to help the students to be successful (Zidan, M., 2023). The teacher must be consistent and proactive in finding pathways to help their students learn so that they will achieve success in achieving or accomplishing learning process in the classroom. For

example, if a teacher assigns a reading task to students, the teacher must know the level of level of his students' reading ability so that give reading assignments according to the student's reading level and can also relate it to the interest of the student. So differentiated learning does not add to the students' burden in learning but instead of creating a learning atmosphere that is and stimulate children to continue learning so that it will help children in achieve success in learning.

Differentiated learning is not individualized learning. As was the case with the development of education in the 70s, that if there are students with different levels of ability in the class, then in learning according to his/her ability, the child would be withdrawn from the class he is in and will be given individualized learning according to his/her ability in another room or separate from the class (Karst, K., 2022). In contrast to differentiated learning, that children who have differences in ability, will be given the opportunity to learn, not separated because of their ability level but focuses on the meaning of learning itself and also the strengths of each student. Model in teaching, sometimes teachers will teach to a "whole class" or large group, sometimes small groups and sometimes individualized in one class. The variations that are made is very important in improving students' understanding and skills as well as building a sense of togetherness within the group.

Several key components from differentiated instruction (Kahmann, et.al., 2022), first, Assessment, conducting pre-assessments to understand students' prior knowledge, skills, ad learning styles, and using this information to inform instructional decision. Second Flexible Grouping, organizing students into small groups based on their learning needs, interests, or readiness levels, and providing targeted instruction to each group. Third, Varied Instructional Strategies, using a variety of teaching methods, materials, and resources to engage students and address different learning styles. Fourth, Choice and Challenge, that is offering students choices in how they demonstrate their understanding of the material and providing opportunities for extension activities to challenge advanced learners. Fifth, Scaffolding, that is providing additional support or guidance to students who may struggle with the material, while also allowing for independence and autonomy for students who are ready for more advanced tasks). Last, ongoing Assessment and Feedback, that is monitoring student progress throughout the lesson, providing timely feedback, and adjusting instruction as needed to ensure all students are making progress towards the learning objectives. By implementing a differentiated instruction, teachers can create a more inclusive and responsive learning environment that meets the needs of all students, promotes student engagement and motivation, and fosters academic growth and success.

### ***(Genre-based Approach)***

The genre-based approach is an approach which is also known as text-based approach (Abbaszadeh, 2013). It is an approach that uses texts as a means of learning a language. The genre-based approach sees communicative competence as involving the mastery of different types of text. It means that some people considered to have communicative competence when he/she can create different text types. It is because language is supposed to occur within texts and language is spoken in the form of texts.

Learners are required to master different types of texts since every type has its own purpose which is specifically different from others (Liu, 2024). The genre-based approach is an approach which is designed to encourage language learning as a social process. The process of learning with the genre-based approach includes joint construction and scaffolding in which students and the teacher work together. At the stage, students are provided with opportunities to interact with other students through activities, and also consult with the teacher through guidance that given. Collaboration should be occurred among students, as long as between students and the teacher

The term post-colonial is used to interpret the whole culture in a region that was once colonized by the Western (European) power from the beginning of colonialism history until present time. The post-colonial study in literary work is intended to be a study of the conditions of the world throughout and after the dominance of European colonizers and the various effects emerged in the contemporary literature (Ashcrot, 2017, p.22).

Students must be able to compose a variety of text types in academic writing, including recount text. A recount text is one that recounts prior occurrences. Recount text, according to Matondang, is a text that informs us about an experience, with the goal of informing the reader about what happened in the past through a sequence of events (in the order in which the events occurred) (Matondang, Z., et al, 2019). To achieve the purpose and create a good recount text, the text should involve several steps, such as orientation to let the readers know who is involved, when and where the story takes place. The event on text is also should be written chronologically. The purpose of recount text is to rebuild previous occurrences by recalling occasions or events in the original order.

## **2.Method**

This research employs a qualitative approach. Qualitative research is a process of inquiry aimed at understanding human behavior by constructing complex, holistic pictures of the social and cultural contexts in which such behavior occurs (Jando, et.al., 2024). Participants in this research include a teacher and students at SMP Al Azhar Pagelaran Malang. The teacher, Sukartining Ayu, M.Pd., has been teaching English for 13 years. The study focuses on the class of VIII A, where interviews were conducted at the beginning of the new academic year to identify the classification of each student, determining whether they are auditory, visual, or audio-visual learners. The class consists of 6 male students and 13 female students.

Based on the qualitative nature of this research, the data collection instruments used are document analysis, observation, and interviews. This research employs the interactive model of data analysis, which involves data reduction, data display, and drawing conclusions. For confirm findings, the researcher used triangulation method to providing a clearer picture of reality, enriching theoretical concepts, and verifying various elements related to the study. It is also a technique for validating data by comparing it with information from different sources (Jando, 2024)

In this section you need to mention the source of data and their context. You also need to mention clearly the process of analysing the data. Please write sufficient details about the method.

**3. Findings and Discussion**

**Findings**

a The implementation of genre-based approach in teaching recount texts within a differentiated instruction

Questions	Teacher’s answers
Dapatkah Anda memperkenalkan diri Anda secara singkat? (Can you briefly introduce yourself?)	Nama saya Sukartining Ayu, seorang guru bahasa Inggris di SMP Al Azhar Pagelaran. (My name is Sukartining Ayu as an English teacher in SMP Al Azhar Pagelaran).
Sudah berapa lama Anda mengajar bahasa Inggris? (How long have you been teaching English?)	Saya telah mengajar di sini selama 13 tahun, sejak tahun 2010. (I have been teaching here for 23 years, start from 2010).
Apa yang menginspirasi Anda untuk menjadi seorang guru bahasa Inggris? (What inspired you to become an English teacher?)	Pada saat pertama kali saya bergabung dengan jurusan Bahasa Inggris, saya pada dasarnya mengikuti teman saya. Namun, saya mulai tertarik dengan bahasa Inggris pada semester keempat karena saya tahu bagaimana cara mengajar bahasa Inggris dengan berbagai metode mulai semester itu. Setelah itu, saya melanjutkan studi di Magister Pendidikan Bahasa Inggris dan program PPG di Kurikulum Merdeka. Hal tersebut yang memotivasi saya untuk mengajar bahasa Inggris sampai sekarang. (On the first time I joined the English major, I basically followed my friend. However, I became interested in English in the fourth semester since I knew how to teach the language using a variety of methods starting that semester. After that, I continue my study in Magister English Education and PPG program in kurikulum Merdeka. That is given motivated to me, to teaching English until now).
Bagaimana Anda menghabiskan waktu luang Anda di luar mengajar? (How do you like to spend your free time outside of teaching?)	Waktu luang saya dihabiskan untuk mengajar di Madratsah Diniah. (My free time is spent for teaching at Madratsah Diniah).
Pernahkah Anda bepergian ke negara-negara berbahasa Inggris? Jika ya, mana yang menjadi favorit Anda? (Have you traveled to any English-speaking countries? If so, which one was your favorite?)	Saya tidak belum pernah keluar negeri. Akan tetapi, saya masih terus belajar untuk meningkatkan kemampuan bahasa Inggris saya agar lebih baik. (I don’t have. I just still learn to improve my English to be better).
Dapatkah Anda menjelaskan pemahaman Anda tentang Differentiated Instruction dan bagaimana Anda memasukkannya ke dalam praktik mengajar Anda? (Can you describe your understanding of Differentiated Instruction and how you incorporate it into your teaching practices?)	Jika kita berbicara mengenai differentiated instruction atau pembelajaran berdiferensiasi, itu berarti proses pembelajaran yang berasal dari latar belakang siswa. Jadi, proses pembelajaran akan menangani setiap siswa secara berbeda berdasarkan hal tersebut. Menerapkan pembelajaran berdiferensiasi berdasarkan produk, konten, dan proses serta kesiapan siswa. (If we talk about differentiated instruction or pembelajaran berdiferensiasi, it mean learning process come from our student background. So, the learning process will handle each student differently in light of that. Implementing differentiated instruction based on product, content and process also student readiness.)
Seberapa jauh Anda mengenal Pendekatan Berbasis Genre dalam pengajaran Teks Cerita Ulang? Dapatkah Anda menjelaskan bagaimana Anda mengintegrasikan pendekatan ini ke dalam rencana pelajaran Anda?	Guru harus mengikuti pelatihan guru. Pelatihan ini membahas tentang beberapa pendekatan dalam pembelajaran. Ada beberapa proses yang terlibat dalam pendekatan berbasis genre: memberikan informasi terlebih dahulu (membangun pengetahuan lapangan), meminta guru membantu siswa dalam membuat teks (memodelkan teks), dan lembar kerja siswa (konstruksi teks secara mandiri).

(How familiar are you with the Genre-Based Approach in teaching Recount Texts? Could you explain how you integrate this approach into your instructions?)	(Teacher has to join teacher training. This training talk about some approach in teaching learning. There are a few processes involved in genre-based approach: providing information first (building field knowledge), having the teacher assist students in making the text (modeling the text), and student worksheet (independent construction of the text.)
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b The impact of genre-based approach in teaching recount texts within a differentiated instruction to students' learning outcomes and engagement

Questions	Student's answers
Bagaimana pendapat Anda tentang rencana pelajaran yang berbeda yang digunakan di kelas bahasa Inggris Anda? Apakah Anda merasa terbantu dalam memahami materi pelajaran dengan lebih baik? (How do you feel about the differentiated instructions used in your English class? Do you find them helpful in understanding the content better?)	Ya, saya merasa lebih baik karena banyak metode yang digunakan untuk memberikan materi. Untuk mempermudah saya memahami, mereka memberikan banyak sekali definisi. (Ya, I feel better because due to the many methods used to provide the material. To make things easier for me to comprehend, this gives a ton of definitions.)
Dapatkah Anda berbagi contoh pendekatan berbasis genre yang menurut Anda sangat efektif dalam mempelajari teks cerita ulang? (Can you share an example of a genre-based approach that you found particularly effective in learning recount texts?)	Kegiatan Window Shopping. Saya mendapatkan pengalaman baru dari kegiatan tersebut. Kami dibagi menjadi beberapa kelompok untuk kegiatan tersebut. Setiap siswa memiliki kesempatan untuk berpartisipasi dalam kelompok sambil membaca, menulis, dan menjelaskan selama proses berlangsung. (A Window Shopping. I am gaining fresh experience from that activity. We are divided up into several groups for the activities. Every student has the chance to participate in groups while reading, writing, and explaining throughout the process.)

**Discussion**

According to the findings from the interview with the teacher conducted on May 31, 2024, differentiated instruction is a learning process tailored to students' needs. The desired outcomes—encompassing the learning objectives, topics, and methods—are aligned with these needs. This aligns with Kahman's (2022) assertion that differentiated instruction is fundamentally about addressing the unique requirements of each student.

Teachers analyze students' needs and learning styles in their first year to implement customized instruction that caters to their unique learning preferences. Van (2022) also states that the initial step for teachers before employing differentiated learning is to assess students' learning styles. As learning continues, the teacher establishes groups after assessing the students' learning styles. Chen, Y., & Zhang, L. (2023) state each student has a unique learning style, such as auditory, visual, or a combination of both. The learning method began with an analysis of a recount text, following prayer and attendance checks. Students examined each component, including the orientation section that outlines the sequence of events and the reorientation. Afterward, the students rotated among groups, with one student remaining behind to answer questions from the visiting groups.

As we know, differentiated instruction (DI) includes a reflection component for every learning process. The purpose of this reflection is to assess how well students understand the material. Students' learning engagement is significantly enhanced when tailored instruction using a genre-based approach is employed to teach recount texts. Zidan (2023) also noted that the implementation of the independent curriculum, particularly through differentiated learning, optimizes the learning process. Abbaszadeh (2013) also noted that a genre-based approach to writing can be effectively facilitated through peer teaching, making students more interested in the learning process. As a result, an initial interview is necessary to determine each student's preferred learning style. Observations indicate that students enjoy their education.

**4. Conclusion**

Based on the findings, the teacher conducted an initial assessment to identify the students' needs. At the end of the lesson, the teacher assessed the students based on their engagement during the activity. The student response to differentiated learning has been positive. From the interview data, the researcher found that students enjoy learning through differentiated instruction. For future researchers, particularly those interested in exploring the findings of this study, it is recommended that further research be conducted on conventional strategies in relation to different subjects. Investigating the application of differentiated instruction (DI) in higher education is especially encouraged, as it presents a greater challenge and opportunity to assess DI's effectiveness for college students.

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