

**THE EFFECT OF DIFFERENTIATED LEARNING APPROACH TOWARD  
STUDENTS' WRITING SKILL OF TENTH GRADE AT SMAN 10  
PANDEGLANG IN THE ACADEMIC YEAR 2025/2026**

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**ABSTRACT**

*This study aims to investigate the effect of using a differentiated teaching module approach as an independent variable on the writing skills of tenth-grade students of SMAN 10 Pandeglang in the 2025/2026 academic year. This study uses a quantitative approach with a quasi-experimental design. The population consists of all eleventh-grade students, while the sample was selected by cluster random sampling, resulting in 72 students who were divided equally into the experimental class, X-5 and the control class, X-3. This study was conducted over four meetings, including pre-test, treatment, and post-test. In the experimental class, the minimum pre-test score was 35 and the maximum was 85, with a mean of 56.11 and a standard deviation of 12.768, while the minimum post-test score was 65 to 100, with a mean of 81.53 and a standard deviation of 9.915. In the control class, the pre-test score ranged from 35 to 70 with a mean of 52.36 and a standard deviation of 7.791, and the post-test score ranged from 65 to 100 with a mean of 79.97 and a standard deviation of 8.027. Before testing the hypothesis, there were prerequisite tests, normality and homogeneity tests. The research findings showed that the differentiated teaching module approach had a significant positive effect on students' writing skills in descriptive texts. Therefore, this teaching tool is recommended to be implemented as an alternative strategy in teaching writing, because it can improve students' content, organization, vocabulary, grammar, and mechanics in a structured manner.*

*Keywords: differentiated learning approach, writing skill, descriptive text.*

**ABSTRAK**

Penelitian ini bertujuan untuk menyelidiki pengaruh penggunaan pendekatan modul pembelajaran berdiferensiasi sebagai variabel independen terhadap keterampilan menulis siswa kelas X SMAN 10 Pandeglang pada tahun ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimen. Populasi penelitian terdiri dari seluruh siswa kelas XI, sedangkan sampel dipilih dengan teknik cluster random sampling, sehingga

diperoleh 72 siswa yang dibagi secara merata ke dalam kelas eksperimen X-5 dan kelas kontrol X-3. Penelitian ini dilaksanakan dalam empat kali pertemuan yang meliputi pre-test, perlakuan, dan post-test. Pada kelas eksperimen, skor pre-test minimum adalah 35 dan maksimum 85 dengan rata-rata 56,11 serta standar deviasi 12,768. Setelah perlakuan, skor post-test berkisar antara 65 hingga 100 dengan rata-rata 81,53 dan standar deviasi 9,915. Pada kelas kontrol, skor pre-test berkisar antara 35 hingga 70 dengan rata-rata 52,36 serta standar deviasi 7,791, sedangkan skor post-test berkisar antara 65 hingga 100 dengan rata-rata 79,97 dan standar deviasi 8,027. Sebelum pengujian hipotesis, dilakukan uji prasyarat berupa uji normalitas dan homogenitas. Hasil penelitian menunjukkan bahwa pendekatan modul pembelajaran berdiferensiasi memberikan pengaruh positif yang signifikan terhadap keterampilan menulis siswa dalam teks deskriptif. Oleh karena itu, alat pembelajaran ini direkomendasikan untuk diterapkan sebagai strategi alternatif dalam pembelajaran menulis, karena dapat meningkatkan aspek isi, organisasi, kosakata, tata bahasa, dan mekanik siswa secara terstruktur.

**Kata Kunci:** pendekatan pembelajaran berdiferensiasi, keterampilan menulis.

## **A. Introduction**

Language stands as one of humanity's most complex and Language stands as one of humanity's most complex and fundamental creations, serving as the primary tool for communicating thoughts, ideas, feelings, and information among individuals and within society (Sugebo, Mulatu, & Alemu, 2025). In the context of education, language proficiency is not merely an objective but also an essential medium for acquiring knowledge, developing critical thinking, and broadening horizons (Rohimajaya, Hartono, Yuliasri, & Fitriati, 2022).

Linguistic abilities are universally categorized into four fundamental and interconnected skills: listening, speaking, reading, and writing. Among these, writing is often recognized as the most complex linguistic skill, demanding not only mastery of vocabulary and grammar but also high-level cognitive abilities such as organizing ideas, constructing logical

structures, developing arguments, and adapting language style according to purpose and audience Harmer (2004). Particularly in the context of learning English as a Foreign Language (EFL), mastering writing skills becomes crucial.

This is not only due to curriculum demands but also because proficient English writing is a vital foundation for accessing global information, facilitating cross-cultural communication, and serving as an important asset for academic and professional success in the future Brown (2019). Given its vital role, teaching English writing skills is a primary focus in the secondary education curriculum in Indonesia.

Writing is an important skill, yet it is often considered the most difficult. Language expert Tarigan (2013), calls writing "the most complicated language skill." The condition in Indonesia is also very worrying, where various sources emphasize the low writing ability of students. According to (Santangelo & Olinghouse (2009) one

of the causes is “the low role of teachers in fostering students to be skilled in writing” as well as uninteresting teaching methods. This is reinforced by Prihatin (2021) who found that students often feel “afraid to start” and have difficulty stringing words together, especially in online learning.

As a result, many students from primary to secondary school are unable to put their ideas into structured and effective writing, indicating that their writing skills are generally low. The low level of writing skills is caused by a combination of factors. Internally, students often lack practice, lack confidence and fear of making mistakes, plus learning habits that only focus on memorization. External factors that worsen the situation include monotonous teaching methods, outcome-oriented assessments, lack of access to reading books, lack of support from the family environment and the high influence of gadgets that divert focus from literacy activities.

However, the reality on the ground indicates that many students continue to face significant challenges in developing their English writing skills. At SMAN 10 Pandeglang, initial observations on April 10, 2025, and feedback from English language teachers confirm similar problems among tenth-grade students. The majority of students exhibit suboptimal English writing proficiency, characterized by a quality of writing that requires substantial improvement.

Commonly identified issues include difficulties in initiating writing, superficial development of ideas, incoherent text structure, incorrect use of grammar and punctuation, and limited vocabulary in English Raputri & Widi (2023). This situation not only impacts the quality of written output

but also frequently leads to a lack of student motivation and confidence in writing activities, even fostering the perception that writing is a tedious and difficult task.

In response to the increasingly complex diversity of student characteristics and learning needs, as well as the demands for a more adaptive curriculum, According to Rohimajaya et al.,(2022), in the Independent Curriculum, teaching materials include not only textbooks and non-textbooks, but also teaching modules, learning objectives (ATP), and projects to strengthen the Pancasila Student Profile.

Therefore, teaching modules are a key component in strengthening the implementation of the Independent Curriculum and a comprehensive set of tools provided to teachers as a practical guide in planning and implementing learning. SMAN 10 Pandeglang has proactively adopted and implemented differentiated learning modules in its instructional process.

This approach aligns with modern pedagogical principles that acknowledge every student possesses unique learning styles, readiness levels, and interests, thus requiring tailored instructional approaches Tomlinson (2014). Nevertheless, further observations in the field indicate that the implementation of this differentiated learning has not been fully conducive or effective in classroom practice.

One significant obstacle clearly identified is the high teacher workload, where a single teacher is responsible for numerous classes. This condition practically makes it difficult for teachers to optimally differentiate instruction, provide adequate individual attention, or thoroughly monitor each student's progress

according to the principles of differentiated learning (Tundreng, 2025).

These limitations in time and resources hinder teachers from designing and implementing comprehensive differentiation strategies, such as adjusting content, process, product, or learning environment for each individual (Isn, Equal, & Classroom, 2006). Consequently, the full potential of the differentiated approach to significantly enhance students' English writing skills has not yet been maximally achieved.

Stemming from the aforementioned problems and real conditions namely, the low English writing skills of tenth-grade students at SMAN 10 Pandeglang and the challenges in implementing differentiated learning modules due to teacher workload the researcher deems it necessary to conduct an in-depth study. Therefore, this research is highly important to empirically examine the extent to which the Differentiated Learning Approach can significantly influence the improvement of English writing skills among tenth-grade students at SMAN 10 Pandeglang in the Academic Year 2025/2026. Based on these considerations, the researcher has chosen the research title: "The Effect of Differentiated Learning Approach Toward Students' Writing Skill of Tenth Grade at SMAN 10 Pandeglang in the Academic Year 2025/2026."

## **B. Research Method**

This study employed a quantitative approach to systematically analyze the data using a quasi experimental. The researcher will use a quantitative approach, collecting numerical data to examine the impact of the program

(Nurhayati, Dina Liana, 2025). SPSS version 25 will be used in this research (Nurhayati, Latif, & Anwar, 2024).

In this strategy, the researcher will use a quasi experimental design with two variables. This study will employ two classes as samples, which have been divided into two groups: the experiment class and the control class (Ph.D. Ummul Aiman, Suryadin Hasda, M.Kes. Masita, & M.Pd. Meilida Eka Sari, 2022).

According to Creswell (2014), Quantitative research is defined as an investigation into a subject that entails testing a theory made up of variables, which is quantified quantitatively and assessed using statistical methods. According to Sugiyono, quantitative research is the process of collecting numerical data and analyzing it using a statistically based approach to explain a phenomenon (in a certain statistic) (Sugiyono, 2022).

Rasinger (2008), on the other hand, asserts that quantitative research is founded on deductive reasoning, which entails establishing hypotheses and conducting empirical investigations. In this study, the researcher employed quantitative research to examine the effect of treatment on the dependent variable (Y variable) (Abdullah et al., 2023).

Both the experimental and control classes will get pre-test and post-test results. Before beginning the program, a pre-test will be administered to establish the kids' talents and scores. A post-test will be administered to assess the ability and score following treatment. The pre- and post-tests will assist identify whether a difference exists (Gultom & NABABAN, 2021)

**Table 1. Quasi Experimental Design**

Sample	Pre-Test	Treatment	Post-Test
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Experiment	Y1	X1	Y2
Control	Y1	X2	Y2

The research was carried out at SMAN 10 Pandeglang, which is located on Jl. Raya Labuan KM.24 in Pasireurih Village, Cisata District, Pandeglang Regency, Banten Province, Pos Code 42273. The research was conducted on tenth-grade students at SMAN 10 Pandeglang, Banten, during the academic year 2025/2026. The researcher chose this location after discovering various difficulties at the school.

A population is a collection of humans, things, or events that share similar features and serve as the primary or secondary topic of investigation. According to Creswell (2012), a population is a group of people who have the same characteristics. In other terms, a population consists of all persons or groups that are the subject of the investigation. The population can be finite or infinite, depending on the scope and goal of the investigation.

The researcher will select students from SMAN 10 Pandeglang in this study, and the population in this study is grade X students of SMAN 10 Pandeglang in the 2025/2026 academic year. They are divided into 9 classes, namely X.1-X.9, which consists of 36 students in each class. The total number of class X students is 324 students.

A sample is a small portion of a population chosen to reflect the overall population under study. According to Creswell (2012), a sample is a subset of the target population that the researcher intends to analyze in order to make generalizations about it. Because the population is frequently too huge to study completely, the researcher selects a subset that is

thought to be representative of the full population. A well-selected sample is critical to ensuring the validity of research findings, therefore the sampling technique must be relevant to the study's type and objective (Duli, 2022).

In this study, the researcher used purposive sampling technique to select samples from a predetermined population. non-probability sampling technique in which the researcher selects samples based on considerations and specific research objectives. The researcher does not choose randomly, but rather deliberately designates a particular group (in this case, classes X-3 and X-5). The main reason for using this technique is that it conforms to the Quasi-Experimental Design which requires two groups to be compared, and selecting them deliberately based on certain considerations for example, teacher recommendation or the assumption that both classes have equal initial ability. The population of this study is 324 students, and the sample of this study is 72 students from 2 classes namely class X.3 and class X.5.

Using validity and reliability tests, the data collection techniques were as follows (Soesana et al., 2023):

1. Pre-Test: administered to both classes before the treatment to determine the students' initial writing ability. The treatment was given to the experimental class using the differentiated learning approach, while the control class received conventional instruction.
2. Post-Test: administered to both classes after the treatment to measure the results of writing skills.

Meanwhile, the data analysis technique used SPSS 25.0 with the following stages (John W Creswell, 2020):

1. Normality Test: using the Shapiro-Wilk test to ensure that the data distribution was normal.
2. Homogeneity Test: using the Levene test to ensure that the variances of both groups were equal.
3. Hypothesis Test: using the independent sample t-test to determine whether there was a significant difference between the experimental and control classes.

### C. Research Findings and Discussion

Based on SPSS 25.0 calculations, the pre-test results in the experimental class revealed that there were 36 students, the maximum score was 85, the minimum score was 35, and the total score was 2020. Meanwhile, the post-test results in the experimental class revealed that there were 36 students, the highest score was 100, the lowest score was 65, and the total score was 2935. Meanwhile, the pre-test results for the control class revealed that there were 36 students, the maximum score was 70, the minimum score was 35, and the total score was 1885. Meanwhile, the post-test results in the control class showed that there were 36 students, the maximum score was 100, the minimum score was 65, and the total score was 2879.

**Table 2. Normality Test**

	Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Error	Std. Deviation	Variance	
Pre test Eksperimen	36	50	35	85	2020	56.11	2.128	12.788	163.016	
Post test Eksperimen	36	35	65	100	2935	81.53	1.653	9.915	98.313	
Pre test Control	36	35	35	70	1885	52.36	1.298	7.791	60.694	
Post test Control	36	35	65	100	2879	79.97	1.338	8.027	64.428	
Valid N (listwise)	36									

the researcher used Shapiro-Wilk with SPSS 25.0 to compare the p-values at

$\alpha = 0.05$ . Table 3 shows p-values of 0.129, 0.105, 0.297, and 0.283, which are more than the  $\alpha$  of 0.05. This indicates that  $H_0$  is accepted. In other words, each group's scores follow a normal distribution.

**Table 3. Normality Test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest eksperimen	.184	36	.003	.953	36	.129
Posttest eksperimen	.145	36	.055	.950	36	.105
Pretets control	.147	36	.048	.965	36	.297
Posttets control	.165	36	.014	.964	36	.283

The statistical findings of the homogeneity test are presented in Tables 4.6 and 4.7. The statistical results demonstrate that the post-test and pre-test homogeneity scores between the control and experimental classes are more than the threshold of 0.05. The table above shows that of 0.342 and 0.093 are greater than  $> 0.05$ . This indicates that the data are homogeneous. In other words, the data originates from the same population.

**Table 3. Homogeneity Test**

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	1.154	8	60	.342
Based on Median	.661	8	60	.724
Based on Median and with adjusted df	.661	8	38.596	.722
Based on trimmed mean	1.073	8	60	.394

Previous research shows that the studies conducted by Lailatulhasanah, Sukmayani, and Maryanti & Sartono, each claim that the use of differentiated learning modules in English teaching improves writing skills (LAILATULHASANAH, 2024), (Sukmayani, Susanti, & Nurhajati, 2023), (Maryanti & Sartono, 2024). Furthermore, there were 72 students in both classes (X-3 and X-5). Class X-3 and class X-5 each had 36

students. Both classes were treated. Class X-3 was the control class, with traditional learning, and class X-5 was the experimental class, with a differentiated learning Approach. Both classes received before and post-tests.

The p-values were 0.000 and 0.05, respectively. It is possible to conclude that the pre-test and post-test were significantly different. H1 was accepted, however H2 was refused. In other words, using differentiated learning modules had a considerable impact on students' writing skills.

Based on their findings, the researchers concluded that the differentiated learning approach strategy is highly recommended for increasing writing skills in the classroom. Students were delighted to be able to write properly based on their own needs and to have ideas for descriptive texts.

According to data analysis, students taught using a diverse learning approach had much superior writing skills than students taught using standard methods. The experimental group's average score improved from 56.11 to 81.53 in the post-test, while the control group's score only went from 52.36 to 79.97. The independent samples t-test found a significant difference in post-test scores between experimental and control groups ( $p\text{-value} = 0.000 < 0.05$ ). As a consequence, the hypothesis "There is a significant effect between the use of a differentiated learning approach on students' writing skills" has been accepted.

The data show that the varied learning strategy effectively enhanced writing skills in the tenth grade at SMAN 10 Pandeglang. This finding is consistent with Tomlinson (2014) theory, which states that varied instruction helps to satisfy students' diverse requirements, readiness levels, and learning preferences, resulting in improved learning outcomes.

The experimental group's progress can be attributed to numerous components of the differentiated learning strategy. First, students were assigned writing tasks based on their proficiency levels, which decreased fear and improved motivation. Second, the teacher provided a variety of learning activities, including guided writing, peer feedback, and visual prompts, to meet students' diverse learning styles. Third, formative assessments were employed throughout the learning process to help students track their progress and get timely feedback.

In contrast, the control group, which used a standard approach, showed only a modest improvement. This shows that uniform teaching practices may not adequately address students' different needs and talents, resulting in slower improvement in writing skills. These findings are corroborated by prior research (e.g., Hall, 2017; Subekti, 2021), which found that differentiated instruction can improve students' language ability, including writing. As a result, the current study supports the claim that differentiated learning is a realistic and beneficial way to teaching writing in EFL classes.

In conclusion, the use of a differentiated learning approach had a favorable and significant impact on the growth of students' writing skills. Teachers are encouraged to use this strategy more broadly, particularly in writing classes, to help students reach their full potential and accommodate their various learning styles.

### **E. Conclusion**

Writing is one aspect of English. Students benefit from the diversified teaching module approach, especially when it comes to developing their writing abilities. Following investigation and data collection, it was concluded that the differentiated learning approach strategy affected the tenth-grade students at SMAN 10 Pandeglang's ability to write descriptive texts throughout the 2025–2026 school year.

The combined number of students in both courses (10-3 and 10-5) was 72. Two classes of 36 students each, 10-3 and 10-5, were created. Both groups received the same treatment. Class 10-5 was the experimental class, using the differentiated learning approach technique, whereas Class 10-3 was the control group, using traditional learning methods. Pre- and post-tests were given to both groups.

This test resulted in a significant p-value of 0.000 ( $p\text{-value} < 0.05$ ). The pre- and post-test findings show that  $H_0$  is rejected and  $H_1$  is accepted. This suggests that using a customized teaching module to teach writing descriptive text will considerably increase descriptive writing skills in tenth-grade students at SMAN 10

Pandeglang Banten during the 2025/2026 academic year. The null hypothesis ( $H_0$ ) has been rejected. The alternative hypothesis ( $H_a$ ) was accepted.

Based on the data analysis, the researcher concluded that "there is a significant influence between the use of a differentiated teaching module approach and students' descriptive writing skills in tenth-grade students at SMAN 10 Pandeglang

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