IMPROVING READING COMPREHENSION ABILITY THROUGH DIFFERENTIATED LEARNING

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Article Information	ABSTRACT

This research aims to improve the reading comprehension skills of class III A students at SD Muhammadiyah Noyokerten through differentiated learning strategies for the 2022/2023 academic year. This type of research is Collaborative Classroom Action Research. The subjects in this research were class III A students at SD Muhammadiyah Noyokerten, totaling 17 students consisting of 07 male students and 10 female students. This research uses data collection techniques in the form of observation, interviews and tests. The data analysis technique uses qualitative and quantitative methods in the form of interactive data analysis consisting of data reduction, data presentation, and drawing conclusions. Qualitative data was obtained from interviews and observations. Meanwhile, quantitative data was obtained from the results of reading comprehension tests. The results of the implementation of cycle 1 and cycle 2 show that differentiated learning strategies can improve reading comprehension skills, the improvement is shown by 6 students or 35.29% completing the pre-action test. Then cycle 1 was carried out and the result was an increase of 11 students or 64.70%. In cycle 1 the indicators of success had not been achieved and cycle 2 was carried out. The test results in cycle 2 increased to 13 students or 76.47%.

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1. INTRODUCTION

Education is an important aspect that needs to be implemented by every human being. Because through education, humans can gain knowledge and skills to support life. Apart from being beneficial for individuals, education is also an important means of increasing quality human resources for the country. In accordance with Law Number 20 of 2003, humans can obtain informal and formal education in life. Informal education can be obtained through family and the surrounding environment, while formal education can be obtained through school. School is an ideal place for students to study. Therefore, schools need to have educators who have four competencies, namely pedagogical competence, professional competence, social competence and personality competence (Nurarfiansyah et al., 2022) . Pedagogical competence includes educators' ability to determine learning strategies (Alfath et al., 2022) . However, the fact is that until now there are still many educators who still use traditional or expository learning strategies so that learning is monotonous and boring for students. In this case, differentiated learning strategies can be a solution that is appropriate to current developments, because current learning prioritizes student-centered education.

Differentiated learning can improve the quality of learning because differentiated learning is a learning strategy that adapts to students' needs (Wahyuni, 2022) . Identifying student needs needs to be done

because students have different characteristics. Identifying students' learning needs is also useful for all subjects including Indonesian language subjects. Indonesian language learning has a variety of materials that can improve students' language skills such as listening, speaking, reading and writing (Kurniawan et al., 2020; Syihabudin & Ratnasari, 2020) . Reading is an important aspect of language to learn because it is fundamental. By reading, you will gain more and more knowledge. However, in reality, today's students do not like reading activities, especially if the reading text is a long story and needs to be understood, such as reading comprehension. Reading comprehension is the activity of reading carefully and thoroughly to hone critical skills (Lizani et al., 2023; Putri & Wardana, 2023) . Another opinion states that reading comprehension is a complex activity that involves a person's thinking ability to construct messages in reading. It can be concluded that reading comprehension is a complex reading activity and involves a person's thinking ability to increase critical knowledge and vocabulary. Students' reading comprehension abilities need to be emphasized because this is one of the factors in the success of learning activities. The ability to read comprehension is a must for students because students will quickly obtain information if they have mastered the ability to read comprehension (Lizani et al., 2023; Putri & Wardana, 2023) . Based on the results of the reading comprehension ability assessment before the action, the highest score was 93 and the lowest score was 60.

Based on the observations that have been made, the majority of class III A students at SD Muhammadiyah Noyokerten have not been able to understand the reading text well. This can be seen from the results of the pre-test that has been carried out, the average obtained is 73.35 with the highest score being 93 and the lowest score being 60 and 11 from 17 students or 65% have not been able to reach the minimum criteria, namely 75. The students have not been able to answer questions that are appropriate to the content of the reading text. The factors causing the low understanding ability of students are because educators still teach using conventional methods using lecture methods and are teacher-centered so that students' are not interested in reading reading texts, the habit of reading 15 minutes before learning has not been implemented so that the spirit of literacy has not grown in students. .

Relevant research on reading comprehension skills was conducted by Hudha et al (2017) who conducted research on improving reading comprehension skills using Problem Based Learning in class V. Rahmah et al (2022) also conducted research in 2022 on improving literacy comprehension skills in class V uses differentiation learning. Meanwhile research on differentiated learning was carried out by Firmansyah et al (2023) to improve the learning outcomes of class III students. Based on this description, researchers are interested in improving students' reading comprehension skills using differentiated strategies. The aim of this research is to improve students' reading comprehension abilities and describe the application of differentiated learning strategies in improving the reading comprehension abilities of class III A students at SD Muhammadiyah Noyokerten.

Reading Comprehension

Reading is one of the four language skills that must be learned (Aziza & Muliansyah, 2020; Rifda Haniefa, 2022) . Reading activities involve understanding the written or visual text presented because it is necessary to understand the meaning of words or sentences in a text (Laily, 2014) . Reading is a process of studying to gain understanding of information from reading. Reading is a process carried out and used by readers to obtain messages that the writer wants to convey through the medium of words/written language (Aida et al., 2018) . In conclusion, reading comprehension is a complex reading activity and involves a person's thinking ability to increase critical knowledge and vocabulary. Readers can be said to understand reading if the reader understands the meaning the author wants to convey. Reading comprehension has several levels that need to be known. There are four levels of reading comprehension, including: literal, inferential, critical, and creative. Literal understanding is in the form of explicit information in the reading text. Inferential understanding takes the form of drawing conclusions implicitly in the reading text. Critical understanding takes the form of summarizing or retelling. Creative understanding in the form of making analogies based on reading texts.

Differentiated Learning

Differentiated learning is a strategy in the learning process where teachers provide teaching that is tailored to the needs of students. This is in line with the opinion that differentiated learning is an effort to adapt the learning process in the classroom to meet the learning needs of students as individuals (Hasanah et al., 2023) . Meanwhile, another opinion states that learning strategies can accommodate the diversity of students' learning needs based on students' learning readiness, interests and learning profiles to achieve the same learning goals. (Subhan, 2022). The conclusion is that differentiated learning is a learning strategy by creating a diverse class to accommodate students' learning needs based on students' learning readiness, interests and learning profiles. The first step in implementing this learning strategy is to map students' learning needs. Students' learning needs are divided into three aspects, namely students' learning readiness, students' learning interests,

and students' learning profiles (Aminuriyah et al., 2022; Dhahana Aris Saputra et al., 2023) . There are four aspects of differentiated learning, namely content differentiation, process differentiation, product differentiation and learning environment differentiation (Hasanah et al., 2022; Maryani et al., 2023; Maryani & Suyatno, 2023) .

Indonesian

Indonesian is a learning process that aims to develop students' abilities to communicate in Indonesian effectively and efficiently. Learning Indonesian is a means of improving students' language skills which include reading, writing, listening and speaking (Farhrohman, 2017) . Indonesian language learning is directed at improving students' ability to communicate in Indonesian well and correctly (Rahmanida Nst et al., 2022) . This is done both orally and in writing, and fosters appreciation for the literary works of Indonesian people. From these descriptions, it can be concluded that Indonesian language learning is a learning process carried out to develop students' language skills and to communicate in Indonesian effectively and efficiently, as well as enrich their knowledge and understanding of Indonesian. The Indonesian language material used for this research is Technology Development Class III Theme 7, which is divided into two major sub-themes, including: Sub-theme 2 Development of Clothing Production Technology which discusses the development of clothing and its technology from time to time. Subtheme 3 Development of Communication Technology which discusses the development of traditional and modern communication technology.

2. RESEARCH METHODS

This research is a classroom action research model by Kemmis and Taggart which consists of two action cycles. The PTK stages in this research refer to Figure 1.
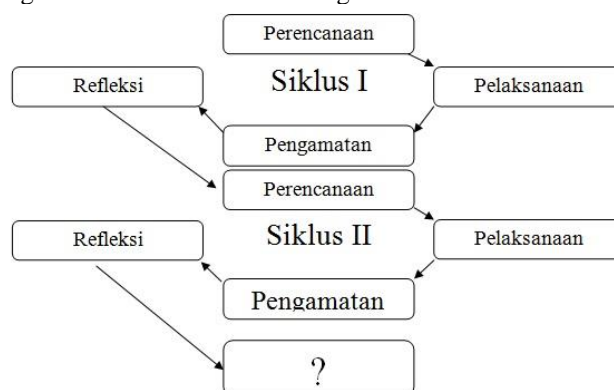

Figure 1. Classroom Action Research Stage

This type of research is collaborative classroom action research where the researcher acts as a practitioner and the teacher acts as an observer. The action consists of two cycles and each cycle consists of two meetings in the form of planning, implementation, observation and reflection. At the planning stage, researchers together with teachers prepared research and learning instruments as well as pre-tests. In the implementation stage, the teacher teaches for two meetings according to the device. At this stage, researchers also carry out observations of the learning process. The final stage is a post-test and reflection on the learning process.

The subjects of this research were 17 students in class III A of SD Muhammadiyah Noyokerten, consisting of 7 male students and 10 female students. The object of this research is students' reading comprehension abilities during the learning process using a differentiated learning approach. This research uses data collection techniques in the form of observation of the learning process and tests. The learning process observation sheet is based on the implementation of learning adapted to the teaching module. The reading comprehension test refers to three indicators, namely reading speed, content comprehension, and reading comprehension (Kholiq, 2020) .

Meanwhile, data analysis techniques use quantitative and qualitative methods. Quantitative techniques come from the results of reading comprehension tests and qualitative techniques are used by analyzing observation results and interviews with educators and students. Meanwhile, qualitative data analysis was carried out using the Miles and Huberman technique which consists of three stages, namely data reduction, data presentation, and drawing conclusions (Sugiyono, 2018) . After data reduction and data analysis, the average is calculated using the following formula.

The average value is calculated using a formula

$$R = \frac{Xi}{n}$$

Information:
R   = Average value
n   = Number of students.
Xi   = Value of each student, i= 1,2,3,….,n

Formula for the percentage of students who meet the minimum criteria

$$P = \frac{F}{A} X \; 100\%$$

Information:
P = Percentage of students who complete
F = Number of students who influence
A = Number of students who took the test

The indicator of success for this research is if 70% of students have the minimum criteria (70) in reading comprehension.

3.   RESULTS AND DISCUSSION

Reading is one of the language skills that all students need to have in order to be able to add to and understand information in the surrounding environment. By reading, students can also communicate with other people better. However, in reality, in today's technology-based era, more and more students have no interest in reading, especially reading long texts. This can be seen when observation activities are carried out, there are students who complain because the reading text presented is too long, in the end the students just daydream, which causes reading time and completing assignments to take longer. Indonesian language learning takes place and students are asked to read a text, students complain that in the end they just flip through the book. The reason students complain when they are given the task of reading long texts is because students are now used to receiving short information from social media which is easier to understand (Putri & Wardana, 2023) . This indicates that students' literacy is still low.

The low level of literacy among students is a challenge for current educators to be able to facilitate learning better (Suparya et al., 2022) . However, there are still many educators currently who have not facilitated learning needs according to current conditions. This is based on the results of observations carried out on Thursday, March 16 2023, learning activities in class III A of SD Muhammadiyah Noyokerten still use conversional learning strategies where educators are still unable to utilize the existing facilities and infrastructure in the school so that learning activities are monotonous and not interesting for students. During learning activities, educators only use the whiteboard as a medium and use the lecture method to explain the material. This causes students' enthusiasm and enthusiasm in learning Indonesian, especially in students' reading activities, to be lacking.

The lack of students' reading ability level is also supported by the results of teacher interviews that students do not like reading activities, especially long texts and there are some students who need special assistance. To further strengthen the initial research data, researchers also conducted a pre-action test on Thursday, March 30 2023. The pre-action test process takes quite a long time and students who require special assistance need to be guided so that they are willing to read and work on the questions presented. The results of the pre-action test showed that only 35.29% of students completed the test or 6 students and the percentage of students who did not complete the pre-action test was 64.70% or 11 students with an average of 73.35. The percentage of pre-action data is shown in Figure 2.
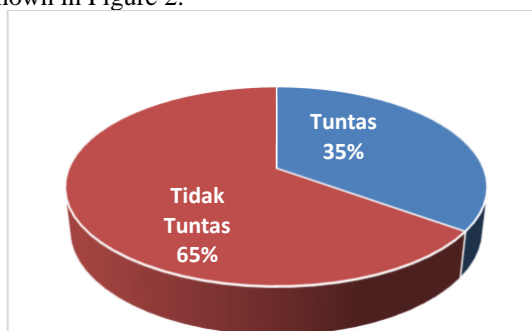

Figure 2. Percentage of Pre-Action Test Results

This initial data is the basis of this research so that educators can improve students' reading comprehension skills through differentiated learning. The next stage after carrying out the pre-action test is carrying out research which consists of two cycles and each cycle consists of two meetings. The first cycle will be held on Monday, 03 April 2023 and Tuesday, 04 April 2023. The stages of cycle 1 consist of planning, implementation, observation and reflection. At the planning stage, the researcher collaborated with the class teacher in compiling a teaching module with differentiated learning strategies on the material Development of Clothing Production Technology for class III Theme 7 Sub-theme 2. The researcher also prepared learning media in the form of an Interactive PPT and a video of the clothing making process. Apart from preparing teaching modules and media, researchers prepared LKPD, evaluations and observation sheets intended for class teachers as observers. The differentiation aspects used are learning environment differentiation and content differentiation. Differentiated learning environments are implemented by providing opportunities for students to be able to determine their learning partners (Setiyo, 2022) . Content differentiation is implemented by giving students the opportunity to determine the material they want to learn in accordance with group agreement (Hasanah et al., 2022) .

The material presented in cycle 1 uses interactive PPT and video to facilitate students audio and visual. During the learning process, students looked enthusiastic in receiving material both through interactive PPTs and videos. Students who were previously passive during pre-action, in cycle 1 have begun to actively express their opinions. Some students also have the courage to become leaders in their groups even though students are still not used to learning which gives students the opportunity to choose learning activities that they like. The results of the first cycle test showed that 11 students had reached the minimum criteria with a percentage of 64.70% and 6 students had not yet completed it with a percentage of 35.29% with an average score of 7.73. Based on the test results, it can be seen that there has been an increase in reading comprehension skills, especially in the literal, inferential and creative reading aspects, although there are still some students who do not understand the critical reading aspect or when retelling the reading text.

Reflection from cycle 1 activities, namely that learning activities with differentiated learning strategies have been running in accordance with the teaching modules that have been prepared, but during the learning process there are still students who do not pay attention when the teacher explains the material. Some students do not fully understand differentiated learning strategies so they are still confused when choosing the material they want to study, and the student evaluation process still takes too much time so that it exceeds the lesson limit. Solutions to these deficiencies include admonishing students to always focus on paying attention to learning, providing students with an understanding of simple differentiated learning, and providing time limits so that the work on evaluations and LKPD does not take too long. Even though there are shortcomings and there are solutions to overcome these shortcomings, several positive things have also been obtained by students in this cycle I action process. Some of the positive things include: students are starting to appear enthusiastic in participating in reading comprehension lessons, students are starting to be active in learning and students' competitive spirit in working together is starting to grow. Based on the results of the implementation of cycle 1, it can be concluded that there has been an increase in reading comprehension ability by 29.41%, initially 35.29% of students completed it during pre-action, and after the action in cycle 1 students achieved completeness at 64.70%. The achievement of this percentage still needs improvement because the minimum completion criteria indicator that must be achieved is 70%. Therefore, cycle 2 was implemented by improving the learning media so that students were more enthusiastic and active during the learning activities.

Cycle 2 is carried out the same as cycle 1 which consists of four stages, namely planning, implementation, observation and reflection. The implementation of cycle 2 was carried out on Thursday, April 6 2023 and Monday, April 10 2023. In the planning stage, researchers prepared teaching modules, media, evaluation worksheet and observation sheets for class teachers. During the planning stage, the researcher again collaborated with the class teacher in compiling a teaching module with differentiated learning strategies on the material Development of Communication Technology Class III Theme 7 Subtheme 3. The preparation of the teaching module took into account the results of reflection from cycle 1 so that it could provide better teaching than before. The differentiation aspect used is the same as cycle 1, namely differentiation of the learning environment so that students can choose their study partners and choose the seat they like, while content differentiation is so that students can choose the reading text they want.

The material presented in cycle 2 uses printed image media and comic media. Printed images are a comparison of images of traditional communication and modern communication. Meanwhile, comics contain examples of past and present forms of communication. The use of comics is intended to provide stimulus to students before reading longer comprehension texts. During the learning process, students already understand the differentiated learning flow so they are very enthusiastic in participating in learning, including discussions that can cause commotion, apart from discussion activities, the learning process runs conducively. Students have also been able to convey their opinions well. This is proven by all students being able to present the results

of their discussions correctly and being able to appreciate the results of other groups' presentations. In the aspects of literal, inferential, critical and creative reading, students have mastered enough. This is proven by the results of the 2nd cycle test which shows an increase in completed students by 76.47% or 13 students and 23.53% or 3 incomplete students with an average score of 80.73. Researchers also confirmed with both educators and students through interviews and the results showed that if students were given stimuli such as the use of interactive PPT media, pictures, videos and comics, they were indeed interested in participating in learning, but there were some students who did not like the differentiated learning that was applied. so it hasn't increased yet. Apart from the reasons why students don't like differentiated learning, based on interviews with class teachers, it was found that some students really need special individual guidance so that they can fully understand the material they are studying.

Reflection from cycle 2 activities, namely activities with differentiated learning strategies have been running quite conducively. Although there are a small number of students who are less active during learning because they require special guidance, overall students have shown active participation in learning in the form of presentations of group discussion results. Based on the results of the implementation of cycle 2, it can be concluded that students who achieved the minimum criteria increased by 11.77% from 64.70% to 76.47%. This percentage means that the indicator of success in improving reading comprehension skills has been achieved.

After the cycle was completed, the next activity was to carry out interviews with class III A students at SD Muhammadiyah Noyokerten. Based on interviews with students, the results showed that the majority of students liked reading activities with differentiated learning strategies because they had the opportunity to choose reading texts that they liked and choose their own study partners. The small number of students who admit that they do not like differentiated learning are students who need special guidance. Students also think that currently they do not have too much difficulty answering questions according to the reading text and already have tips for understanding reading more quickly. Students are also able to summarize well, but if they have to retell it, students admit that they still find it difficult. Therefore, students' retelling abilities still need to be continuously honed in order to become more proficient.

Pre-action activities up to cycle 2 activities are shown in Figure 3.
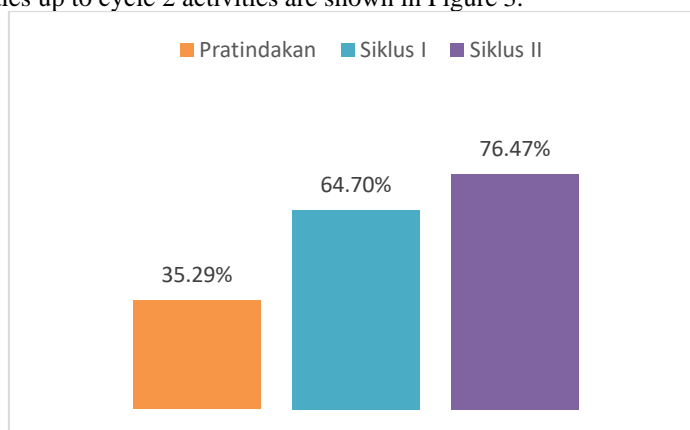

Figure 3. Increase in the percentage of students who meet the minimum criteria for reading comprehension ability

Based on the percentage figure, it can be seen that there was an increase in the number of students who achieved the minimum criteria, which during the pre-action test was 35.29%, after the first cycle actions were implemented, this increased to 64.70% and after being re-evaluated and implementing the second cycle actions, the results were 76. .47% of students reached the minimum criteria, namely 75. From the results of the actions that have been taken, it can be concluded that differentiated learning strategies can improve the reading comprehension ability of students who are tested based on learning outcomes tests. The increase in the learning outcomes test indicates that students' reading comprehension abilities can improve if they continue to be honed consistently. Reading comprehension skills need to continue to be honed and developed through programmed planning and continuous training because reading is not a simple activity (Farisia et al., 2021) . In the reading process, students also need to activate various mental processes such as memory, organized thinking, the ability to identify ideas and connect them with other ideas in the text so that students understand the text that students are reading (Fitriyanto, 2016) . Students' interest in reading needs to be developed from an early age so that students' reading abilities can increase (Elita, NI, & Supriyanto, 2020) . Instilling students' interest in reading consistently can also foster a literacy spirit into adulthood. Implementing differentiated learning can improve student learning outcomes (Iksan et al., 2023; Miqwati et al., 2023) . These studies are relevant to the research conducted in this study that differentiated learning can improve reading comprehension skills .

4.   CONCLUSION

Based on the research results and discussions that have been described, it can be concluded that the application of differentiated learning strategies can improve the reading comprehension skills of class III A students at SD Muhammadiyah Noyokerten for the 2022/2023 academic year. This increase occurs during the learning process and is based on the test results of each cycle. The results of the pre-action test showed that as many as 6 students or 35.29% completed the reading comprehension test. Test results in cycle 1 students who reached the minimum criteria of 75 increased to 11 students or 64.70% who were declared complete in the reading comprehension test. Meanwhile, the test results in cycle 2 students who reached the minimum criteria increased to 13 students or 76.47%. The application of differentiated learning carried out is in the learning environment and content aspects. The content aspect is used so that students can choose reading material or texts that they like and the learning environment aspect is used so that students can choose partners to discuss and arrange their own seats . The application of differentiated learning makes students enthusiastic in participating in the learning process because they get freedom in studying material. This can be a consideration for teachers so they can design and implement differentiated learning so that it can facilitate students' learning needs. Schools also need to provide more adequate facilities to support learning activities.

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