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THE INFLUENCE OF DIFFERENTIATED LEARNING ON PROCEDURE TEXT WRITING SKILLS OF CLASS VII PHASE D STUDENTS OF SMP NEGERI 16 PADANG

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Abstract
The aim of this research is to describe the effect of differentiation learning on the procedural text writing skills of class VII Phase D students at SMP Negeri 16 Padang. This type of research is quantitative research using experimental methods with a one group pretest-posttest design. The population in this study were all class VII students of SMP Negeri 16 Padang. The sample in this study was 25 students in class VII.4. The variables of this research are learning which is differentiated as the independent variable, and procedural text writing skills as the dependent variable. The data in this study are the results of performance tests in writing procedural texts before and after using differentiated learning. The results of this research are as follows. First, the procedural text writing skills of class VII Phase D students of SMP Negeri 16 Padang before using differentiated learning obtained an average score of 64.38 with a Fair (C) qualification in the range of 56-65%. Second, the procedural text writing skills of class VII Phase D students of SMP Negeri 16 Padang after using differentiation learning obtained an average score of 81.90 with Good (B) qualifications in the range of 76-85%. With provisions for a visual learning style of 9 people, an auditory learning style of 4 people, and a kinesthetic learning style of 12 people. Third, based on the results of the significance test using SPSS 25 (Paired Sample t-Test) there is "The Effect of Differentiated Learning on the Procedural Text Writing Skills of Class VII Phase D Students of SMP Negeri 16 Padang" because H1 is accepted at a significance level of 0.05 dk= n- 1, because the significance value is <0.05 (0.000<0.05). This means that differentiated learning has a good influence on students' procedural text writing results as evidenced by students who initially had low and medium levels of learning readiness, after being given treatment using differentiated learning were at a high level of learning readiness.
Keywords: Differentiated Learning, Writing, Procedure Text

Abstract
Tujuan penelitian ini untuk mendeskripsikan pengaruh pembelajaran berdiferensiasi terhadap keterampilan menulis teks prosedur siswa kelas VII Fase D SMP negeri 16 Padang. Jenis penelitian ini adalah penelitian kuantitatif dengan menggunakan metode eksperiment dengan rancangan one group pretest-posttest design. Populasi dalam penelitian ini adalah keseluruhan siswa kelas VII SMP Negeri 16 Padang. Sampel pada penelitian ini adalah siswa

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kelas VII.4 yang berjumlah 25 orang. Variabel penelitian ini adalah pembelajaran berdiferensiasi sebagai variabel bebas, dan keterampilan menulis teks prosedur sebagai variabel terikat. Data dalam penelitian ini adalah hasil tes unjuk kerja menulis teks prosedur sebelum dan sesudah menggunakan pembelajaran berdiferensiasi. Hasil penelitian ini adalah sebagai berikut. Pertama, keterampilan menulis teks prosedur siswa kelas VII Fase D SMP Negeri 16 Padang sebelum menggunakan pembelajaran berdiferensiasi, memperoleh nilai rata-rata 64,38 dengan kualifikasi Cukup (C) yang berada pada rentangam 56-65%. Kedua, keterampilan menulis teks prosedur siswa kelas VII Fase D SMP Negeri 16 Padang sesudah menggunakan pembelajaran berdiferensiasi, memperoleh nilai rata-rata 81,90 dengan kualifikasi Baik (B) yang berada pada rentangan 76-85%. Dengan ketentuan gaya belajar visual sebanyak 9 orang, gaya belajar auditori sebanyak 4 orang, dan gaya belajar kinestetik sebanyak 12 orang. Ketiga, berdasarkan hasil uji signifikansi dengan menggunakan bantuan SPSS 25 (uji Paired Sample t-Test) terdapat "Pengaruh Pembelajaran Berdiferensiasi terhadap Keterampilan Menulis Teks Prosedur Siswa Kelas VII Fase D SMP Negeri 16 Padang" karena H_1 diterima pada taraf signifikansi 0,05 dk= n-1, karena nilai signifikansi <0,05 (0,000<0,05). Artinya pembelajaran berdiferensiasi memberikan pengaruh yang baik terhadap hasil menulis teks prosedur siswa yang dibuktikan dengan siswa yang awalnya memiliki tingkat kesiapan belajar rendah dan sedang, sesudah diberikan perlakuan dengan menggunakan pembelajaran berdiferensiasi berada pada tingkat kesiapan belajar tinggi.
Kata Kunci: *Pembelajaran Berdiferensiasi, Menulis, Teks Prosedur*

1. INTRODUCTION

The curriculum is a guideline for carrying out learning activities and is also a very important component in the world of education. The curriculum always undergoes changes to improve the previous curriculum. It is hoped that this curriculum change will be able to change the current condition of education. One of the curricula in Indonesia is the independent curriculum or independent learning, but not all schools implement the independent curriculum. Freedom to learn is a new breakthrough for the Indonesian Ministry of Education and Culture.

Learning Indonesian in the independent curriculum forms receptive language skills (listening, reading and viewing) and productive language skills (speaking and presenting, and writing). This research focuses on writing skills, namely on the material of writing procedural texts based on linguistic structures and rules. CP (Learning Outcomes) for the writing element in Phase D of class VII reads "Students are able to write ideas, thoughts, views, directions or written messages for various purposes logically, critically and creatively. Students also write research results using a simple methodology by ethically citing reference sources. Ethically convey expressions of sympathy, empathy, care, and pro/con opinions in giving written awards in multimodal text. Students are able to use and develop new vocabulary that has denotative, connotative and figurative meanings for writing. Students

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convey writing based on facts, experiences and imagination beautifully and interestingly in the form of prose and poetry with creative use of vocabulary." With a TP (Learning Objective) of 7.6, students are able to write procedure texts in the form of how to make food/drinks by paying attention to the structure and language of the procedure text.

Writing is an activity carried out indirectly to express one's heart or ideas through writing. This is in line with what Rosidi (2009:2-3) stated that writing is an activity of expressing one's thoughts, ideas and feelings expressed in written language. The form of writing is expected to be understandable and function as an indirect means of communication. When someone wants to write, of course there is a goal that is being carried out, as for several writing goals, according to Rosidi (2009:5-6) states that writing goals in general can be categorized as follows. First, tell or explain. Second, convince or urge. Third, tell something. Fourth, influence readers. Fifth, describe something.

The independent curriculum or independent learning is very closely related to differentiated learning. Differentiated learning is learning that is tailored to the needs of each student, because each student has differences or characteristics in understanding something. In line with Herwina, (2021) states that differentiated learning is an effort to adapt the learning process in the classroom to meet the learning needs of each individual. The adjustments in question are related to students' interests, learning profiles and readiness in order to achieve improved learning outcomes.

Seeing that students have different characteristics, of course each student has different needs. Efforts are made in implementing differentiated learning by paying attention to learning activities that can accommodate students according to their needs and learning styles. According to Purba, dkk (2021:40-44) in differentiated learning, the four aspects that are within the teacher's control are content, process, product, and environment or learning climate in the classroom. First, content is what material will be taught by the teacher in class or what material will be studied by students in class. Second, processes are activities carried out by students in class. The activities in question are activities that are meaningful for students as a learning experience in class, not activities that are not correlated with what they are learning. Third, the product is the result of learning to demonstrate students' knowledge, skills and understanding after completing one lesson unit or even after discussing the lesson material for one semester. Fourth, the learning environment, including the personal, social and physical structure of the class.

Teachers can also pay attention to students based on their diversity. To make this happen, there are several things that must be considered, namely: First, readiness, namely knowing that students learn better if the tasks are well suited to their skills and understanding of a topic. Second, interest is how the learning topic provided can involve or hook students into learning. This means that the tasks given can trigger students' curiosity or enthusiasm, students can express their ideas, feelings and skills. Third, learning profiles refer to the ways in which we learn best as individuals. That is, how the assignments given

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can encourage students to work in a preferred way. There are four categories of learning profile factors, namely learning style, intelligence preferences, gender and student culture which can influence the learning profile. Tomlinson (2017:45-62).

The thing that is of concern in this research is student learning outcomes based on learning profiles on learning styles which are based on the results of mapping or questionnaires which have been distributed as follows. First, the visual learning style which emphasizes the senses of sight and hearing, where learning takes the form of images/videos displayed. Second, the auditory learning style which emphasizes the sense of hearing, there is a sound recording that is played to students. Third, kinesthetic learning style where learning is done practically or by touching objects that are used as teaching material. Therefore, it is important for teachers to pay attention to and know the characteristics of students, so that learning can be achieved well, one of which is by paying attention to the learning styles of students. By paying attention to learning styles, it will support student success during the learning process. This is in line with the opinion expressed by Widayanti (2013) that by knowing students' learning styles, teachers can help students learn according to the students' learning styles so that students' learning achievements can grow well through learning that suits their learning styles.

Based on the results of an interview conducted with one of the class VII Indonesian language subject teachers at SMP Negeri 16 Padang named Gusni Oxtavia, M.Pd. on February 20 2023 at SMP Negeri 16 Padang, several problems were discovered during learning. First, differentiated learning has been carried out, but not yet based on assessments or questionnaires for grouping students according to their learning styles. Second, students have difficulty expressing ideas or arranging words when writing procedure texts, because students' abilities in writing procedure texts are still limited. Third, students still have difficulty writing procedure texts based on the structure of the procedure text, because students do not understand the structure of the procedure text. Fourth, students still have difficulty writing procedural texts based on linguistic rules, because students do not understand the linguistic rules of the procedural text. Fifth, educators have not designed learning according to students' needs. Based on this problem, the problem that will be researched is limited to "The Effect of Differentiated Learning on the Procedural Text Writing Skills of Class VII Phase D Students of SMP Negeri 16 Padang".

In relation to procedural texts, Priyatni (2014:87) states that procedural texts are texts that provide instructions for doing or using something with sequential steps called procedural texts. The purpose of a procedure text is to explain how something is made or done with sequential steps. Furthermore, Suherli, et al (2017:7) state that a procedure text is a text in which there are activities to do something. In order to do it correctly, a series of instructions for carrying out this activity are needed.

According to Priyatni (2014:88), the structure of the procedural text is divided into four parts as follows. First, the title, can be the name of the object/something to be made or

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done, can be a way of doing or using something. Second, the objective, can be a statement stating the purpose of writing, can be an introductory paragraph stating the purpose of writing. Third, materials or tools, can be in the form of lists or details, can be in the form of paragraphs, in certain procedural texts, for example procedures for doing something, no materials or tools are needed. Fourth, stages or in the correct order, in the form of stages indicated by numbering, in the form of stages indicated by words indicating sequence: first, second, third etc., in the form of stages indicated by words indicating time sequence: now, then , after that, etc., stages usually start with a word indicating a command: add, stir, drain, heat, etc. The linguistic rules for procedural texts according to Priyatni (2014:89) are as follows. First, use numbering that shows the sequence or stages. Second, use words that indicate commands (steep, heat, insert, pour, thicken). Third, use words that describe the condition (chopped, until fragrant, until it changes color, until it explodes).

This research is inseparable from previous research, what is relevant to this research is Susanto et al., (2022) who wrote research with the title "Differentiated Learning and Short Story Writing Creativity of Students in the First Generation Driving School Program at Middle School Level in Probolinggo City". The similarity between previous research and the research to be carried out is that they both apply differentiated learning and quantitative research. The difference is in the text that will be taught, in the previous research the text taught was short story text, while the research that will be carried out is procedure text, and the sample used, in the previous research the sample used was 60 people, while in the research that will be carried out there were 25 person.

Other relevant research was also conducted by Simbolon et al., (2022) with the title "Application of Differentiated Learning in Writing Persuasive Texts in Class VIII of Gajah Mada Middle School, Medan, Academic Year 2021/2022". The similarity between previous research and the research to be conducted is that they both apply differentiated learning. The next similarity is the type of research carried out, namely quantitative research with experimental methods, and the research design, namely one group pretest-posttest. Meanwhile, the difference lies in the text that will be taught, in previous research with persuasion texts, while in the research that will be carried out with procedural texts. The class taught in the previous research was class VIII, while the research that will be carried out is class VII. And the sample used in previous research was 42 people, while the research that will be conducted will be 25 people. With the differences in previous research, this research is interesting to research.

2. METHOD

This type of research is quantitative research. It is said to be quantitative research because the data processed is in the form of numbers. The research method used in this research is using an experimental method, namely pre-experiment design. The design used in this research is one group pretest-posttest design. The population in this study were all

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class VII students of SMP Negeri 16 Padang, who were selected and used as samples for class VII. 4 with a total of 25 students. In this research, the independent variable (X) will be differentiated learning. Second, the dependent variable (Y) is a variable whose expected conditions are in accordance with what is desired after being given treatment. The dependent variable (Y) in this research is writing skills. The data in this research are the results of the procedural text writing skills of class VII Phase D students at SMP Negeri 16 Padang before and after using differentiated learning. The instrument used in this research is a performance test, this test is used to measure students' skills in writing procedural texts before and after using differentiated learning. The data collection technique in this research was carried out in three meetings, namely at the first meeting, learning will be carried out without providing treatment or before using differentiated learning, at the second meeting, the learning process will be carried out by providing treatment, namely using differentiated learning, at the third meeting, students take a test. final (posttest). The data analysis technique in this research starts from providing scores, values and concluding the results of the research carried out.

3. FINDINGS AND DISCUSSION

Based on the data that has been obtained, students' overall data can be analyzed in writing procedural texts based on the structure and rules of language. In this section, we will describe the procedural text writing skills of class VII Phase D students of SMP Negeri 16 Padang before using differentiated learning, the procedural text writing skills of class VII Phase D students of SMP Negeri 16 Padang after using differentiated learning, as well as the influence of using differentiated learning models on skills. writing procedure texts for class VII Phase D students of SMP Negeri 16 Padang.

a. Procedure Text Writing Skills Before Using Differentiated Learning for Class VII Phase D Students at SMP Negeri 16 Padang

In this sub-chapter, data will be analyzed on procedural text writing skills before using differentiated learning for class VII Phase D students of SMP Negeri 16 Padang seen from the indicators of title, purpose, materials or tools, procedures/stages in the correct order, numbering, words that indicate command, a word that describes a condition. As well as skills in writing procedural texts after using differentiated learning for class VII Phase D students at SMP Negeri 16 Padang in general. The skill of writing procedural texts before using differentiated learning for class VII Phase D students at SMP Negeri 16 Padang can be determined after the scores are processed into grades using a percentage formula.

$$N = \frac{SM}{SI} \times S_{max}$$

Information :
N = Level of mastery
SM = Score obtained

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SI = Score that must be achieved in a test
Smax = Scale used is 100

The scores obtained for procedural text writing skills ranged from 52.38 to 90.47. First, a total score of 47.61 was obtained by 2 students with a percentage of 8%. Second, a total score of 52.38 was obtained by 5 students with a percentage of 20%. Third, a total score of 57.14 was obtained by 4 students with a percentage of 16%. Fourth, a total score of 61.90 was obtained by 2 students with a percentage of 8%. Fifth, a total score of 66.67 was obtained by 3 students with a percentage of 12%. Sixth, a total score of 71.43 was obtained by 3 students with a percentage of 12%. Seventh, a total score of 76.19 was obtained by 3 students with a percentage of 12%. Eighth, a total score of 80.95 was obtained by 1 student with a percentage of 4%. Ninth, a total score of 85.71 was obtained by 1 student with a percentage of 4%. Tenth, a total score of 90.47 was obtained by 1 student with a percentage of 4%.

Table 1. Frequency Distribution of Procedure Text Writing Skills before Using Differentiated Learning for Class VII Students

Phase D of SMP Negeri 16 Padang

No	X	F	FX
1	47,61	2	95,22
2	52,38	5	261,9
3	57,14	4	228,56
4	61,90	2	123,8
5	66,67	3	200,01
6	71,43	3	214,29
7	76,19	3	228,57
8	80,95	1	80,95
9	85,71	1	85,71
10	90,47	1	90,47
Amount		**25**	**Σfx = 1.609,48**

Based on the table above, the total value of Σfx students' procedural text writing skills before using differentiated learning for class VII Phase D students at SMP Negeri 16 Padang is 1,609.48. After that, the student average is calculated using the following formula.

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$$M = \frac{\sum FX}{N}$$
$$= \frac{1.609,48}{25} = 64,38$$

Based on the data above, the average calculated procedural text writing skill for class VII phase D students at SMP Negeri 16 Padang is 64.38. So it can be concluded that the level of mastery of procedural text writing skills before using differentiated learning for class VII phase D students at SMP Negeri 16 Padang is at the level of 56-65% with sufficient qualifications.

The next step is to create a histogram of procedural text writing skills before using differentiated learning for class VII Phase D students at SMP Negeri 16 Padang as follows.

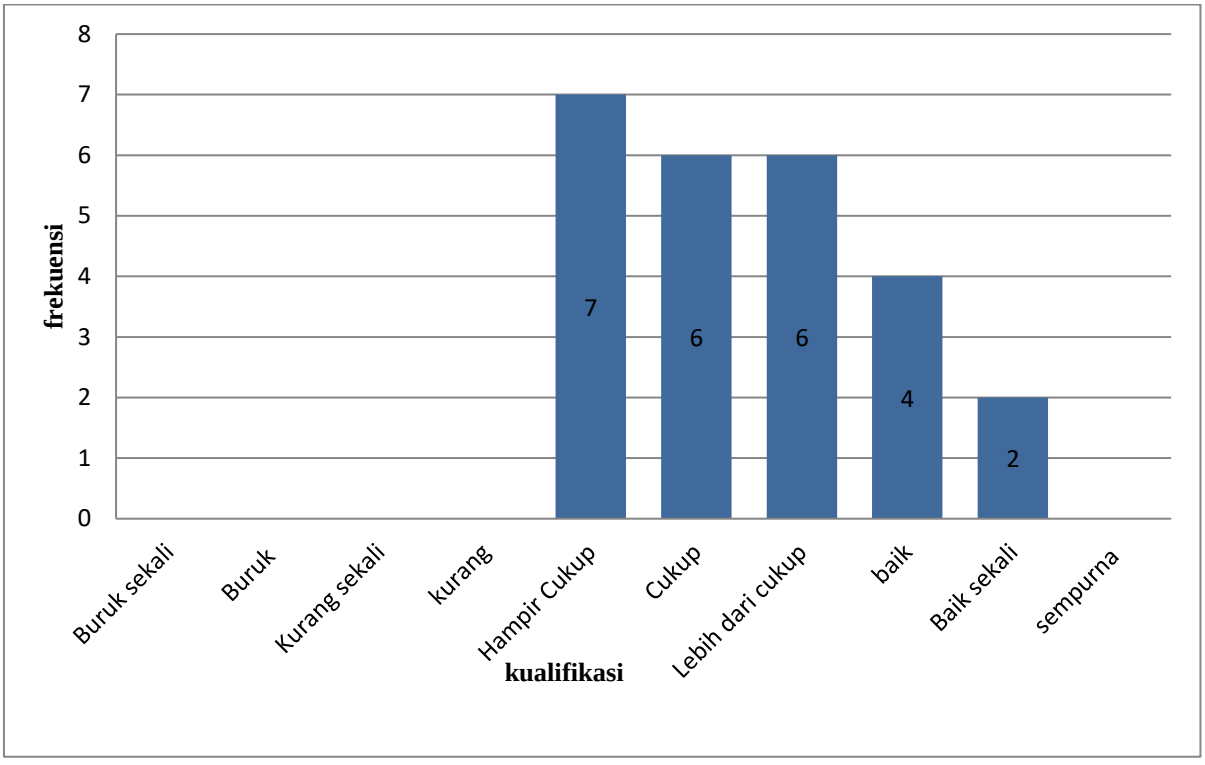

Figure 1. Diagram of Procedural Text Writing Skills before Using Differentiated Learning for Class VII Phase D Students at SMP Negeri 16 Padang

Based on this data, it can be seen the level of student learning readiness according to each of the following learning styles.

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Table 2. Level of Learning Readiness and Learning Style of Students before Using Differentiated Learning

No	Sample Code	Learning Style			Learning Readiness		
		Visual	Auditory	Kinesthetic	Low	Currently	Tall
1.	1			✓		✓	
2.	2	✓				✓	
3.	3	✓			✓		
4.	4	✓				✓	
5.	5			✓	✓		
6.	6			✓	✓		
7.	7		✓			✓	
8.	8		✓		✓		
9.	9			✓		✓	
10.	10			✓	✓		
11.	11	✓			✓		
12.	12		✓		✓		
13.	13	✓				✓	
14.	14			✓	✓		
15.	15	✓					✓
16.	16			✓	✓		
17.	17	✓				✓	
18.	18			✓	✓		
19.	19			✓		✓	
20.	20			✓		✓	
21.	21			✓		✓	
22.	22		✓			✓	
23.		✓					✓
24.	24			✓			✓
25.	25	✓			✓		
Amount		**9**	**4**	**12**	**11**	**11**	**3**

So it can be concluded that the level of student readiness before using differentiated learning was 11 students who had a low level of learning readiness with a percentage of 44%. Of the 11 students who had a low level of learning readiness, 3 people had a visual learning style, 2 people had an auditory learning style and 6 people had a kinesthetic learning style.

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A total of 11 students had a moderate level of learning readiness with a percentage of 44%. Of the 11 students who had a moderate level of learning readiness, 4 people had a visual learning style, 2 people had an auditory learning style and 5 people had a kinesthetic learning style. A total of 3 students had a high level of learning readiness with a percentage of 12%. Of the 11 students who had a high level of learning readiness, 2 people had a visual learning style and 1 person had a kinesthetic learning style.

b. Procedure Text Writing Skills After Using Differentiated Learning for Class VII Phase D Students of SMP Negeri 16 Padang

The skill of writing procedural texts after using differentiated learning for class VII Phase D students at SMP Negeri 16 Padang can be determined after the scores are processed into grades using a percentage formula.

$$N = \frac{SM}{SI} \times S_{max}$$

Information :
N = Level of mastery
SM = Score obtained
SI = Score that must be achieved in a test
Smax = Scale used is 100

The scores obtained for procedural text writing skills ranged from 61.90 to 95.23. First, a total score of 61.90 was obtained by 1 student with a percentage of 4%. Second, a total score of 66.67 was obtained by 2 students, 8%. Third, a total score of 71.43 was obtained by 2 students with a percentage of 8%. Fourth, a total score of 76.19 was obtained by 3 students with a percentage of 12%. Fifth, a total score of 80.95 was obtained by 5 students with a percentage of 20%. Sixth, a total score of 85.71 was obtained by 5 students with a percentage of 20%. Seventh, a total score of 90.47 was obtained by 4 students with a percentage of 16%. Eighth, a total score of 95.23 was obtained by 3 students with a percentage of 12%.

Table 3. Frequency Distribution of Procedure Text Writing Skills after Using Differentiated Learning for Class VII Phase D Students at SMP Negeri 16 Padang

No	X	F	FX
1	61,90	1	61,90
2	66,67	2	133,34
3	71,43	2	142,86
4	76,19	3	228,57

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5	80,95	5	404,75
6	85,71	5	428,55
7	90,47	4	361,88
8	95,23	3	285,69
Amount		**25**	**Σfx = 2.047,54**

Based on the table above, the number of Σfx values obtained to obtain the average value of students' procedural text writing skills after using differentiated learning for class VII Phase D students at SMP Negeri 16 Padang is 2,047.54. After that, the student average is calculated using the following formula.

$$M = \frac{\sum FX}{N}$$
$$= \frac{2.047,54}{25} = 81,90$$

Based on the data above, the average calculated procedure text writing skill for class VII phase D students at SMP Negeri 16 Padang is 81.90. So it can be concluded that the level of mastery of procedural text writing skills after using differentiated learning for class VII phase D students at SMP Negeri 16 Padang is at the level of 76-85% with good qualifications.

The next step is to create a histogram of procedure text writing skills after using differentiated learning for class VII Phase D students at SMP Negeri 16 Padang as follows.

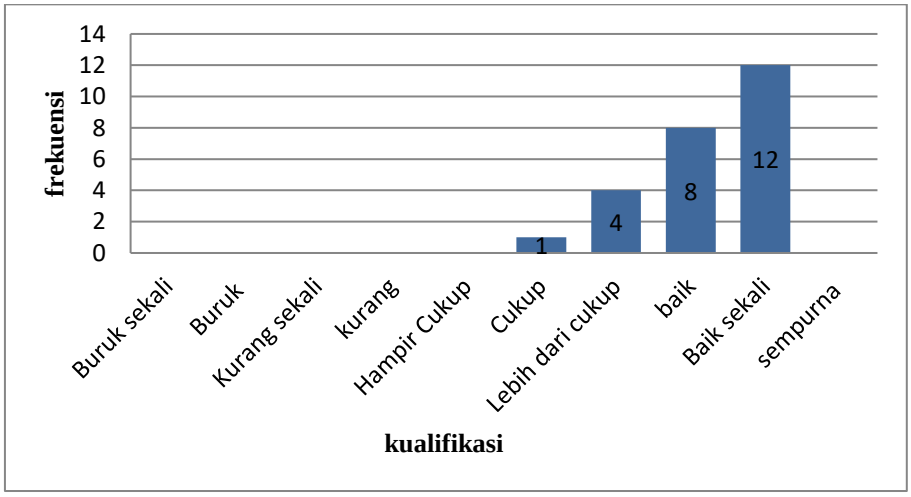

Figure 2. Diagram of Procedural Text Writing Skills after Using Differentiated Learning for Class VII Phase D Students at SMP Negeri 16 Padang

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Based on this data, it can be seen the level of student learning readiness according to each of the following learning styles.

Table 4. Level of Learning Readiness and Student Learning Style after Using Differentiated Learning

No	Sample Code	Learning Style			Learning Readiness		
		Visual	Auditory	Kinesthetic	Low	Currently	Tall
1.	1			✓			✓
2.	2	✓					✓
3.	3	✓				✓	
4.	4	✓					✓
5.	5			✓			✓
6.	6			✓		✓	
7.	7		✓				✓
8.	8		✓			✓	
9.	9			✓			✓
10.	10			✓		✓	
11.	11	✓				✓	
12.	12		✓				✓
13.	13	✓					✓
14.	14			✓		✓	
15.	15	✓					✓
16.	16			✓		✓	
17.	17	✓					✓
18.	18			✓			✓
19.	19			✓			✓
20.	20			✓			✓
21.	21			✓		✓	
22.	22		✓				✓
23.		✓					✓
24.	24			✓			✓
25.	25	✓					✓
Amount		**9**	**4**	**12**	**0**	**8**	**17**

It can be concluded that as many as 8 students have a moderate level of learning readiness with a percentage of 32%. Of the 8 students who had a medium level of learning

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readiness, 2 people had a visual learning style, 1 person had an auditory learning style and 5 people had a kinesthetic learning style. A total of 17 students had a high level of learning readiness with a percentage of 68%. Of the 17 students who had a high level of learning readiness, 7 people had a visual learning style, 3 people had an auditory learning style and 7 people had a kinesthetic learning style.

c. The Effect of Differentiated Learning on the Procedural Text Writing Skills of Class VII Phase D Students of SMP Negeri 16 Padang

After the data analysis results were carried out, a comparison was obtained of the ability to write procedural texts for class VII Phase D students at SMP Negeri 16 Padang. The results of the average class scores for the pretest and posttest groups can be seen in the following table.

Table 5. Comparison of Ability to Write Procedure Texts before and after Using Differentiated Learning

Group	N	Σfx	Average
Pretest	25	1.609,48	64,38

Group	N	Σfx	Average
Postest	25	2.047,54	81,90

Based on the table above, it is known that the average posttest score is higher than the average pretest score. So after knowing the comparison of the average scores of the two classes, a significance test will then be carried out to determine the effect of differentiated learning on the procedure text writing skills of class VII Phase D students at SMP Negeri 16 Padang. Before carrying out a significance test, the data analysis requirements must first be tested. Test requirements for data analysis are divided into two, namely, normality test and data homogeneity test as follows.

1) Data Normality Test

The data normality test is carried out whether the data is normally distributed or not. The normality test was carried out on each group of data using the Kolmogorov Smirnov test. To determine the normality test of this data, researchers used the SPSS (Statistical Product and Service Solution) 25 for Windows application. Based on the normality test carried out, a significance value of 0.05 was obtained for n=25, as in the following table.

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Table 6. Data Normality Test

No	Group	Amount (N)	Real Level	Significance Value	Information
1	Pretest	25	0,05	0,070	Normally Distributed
2	Posttest	25	0,05	0,130	Normally Distributed

Based on this table, it can be concluded that the group data before using differentiated learning was normally distributed because the significance value was greater than the real level (0.070>0.05). The group data after using differentiated learning was normally distributed because the significance value was greater than the real level (0.130>0.05). This means that student learning outcomes data is normally distributed.

2) Data Homogeneity Test

The data homogeneity test was carried out to determine whether the sample was homogeneous or not. The data homogeneity test was carried out using the Levene test. To determine the homogeneity test of this data, researchers used the SPSS (Statistical Product and Service Solution) 25 for Windows application. Based on the homogeneity test carried out, a significance value of 0.05 was obtained for n=25, as in the following table.

Table 7. Data Homogeneity Test

No	Group	Amount (N)	Real Level	Significance Value	Information
1	Pretest	25	0,05	0,095	Homogen
2	Posttest	25	0,05		

Based on the data above, it can be concluded that the data has a homogeneous variance at a significance level of 0.05 for n = 25. Because the significance value is greater than 0.05 (0.095>0.05). It can be concluded that the two sample classes have homogeneous data variance.

From the results of the data analysis requirements test, it is known that the data group is normally distributed and has homogeneous variance, then a t test is carried out to determine the significance of the effect of differentiated learning on procedural text writing skills. For the sake of convenience in determining the hypothesis test, the researcher used the SPSS (Statistical Product and Service Solution) 25 for Windows application using the Paired Sample t-Test as follows.

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)

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Pair 1	Sebelum – Sesudah	-17.5280	8.21650	1.64330	-20.91440	-14.13120	-10.663	24	.000

Based on the results of the Paired Sample t-Test, it was concluded that the alternative hypothesis (H_1) was accepted at a significance level of 0.05 dk= n-1, because the significance value was <0.05 (0.000<0.05), then there was an "Effect of Differentiated Learning on the Procedural Text Writing Skills of Class VII Phase D Students of SMP Negeri 16 Padang".

From the results of this research, it appears that the use of differentiated learning can improve students' procedural text writing skills. The use of differentiated learning has a good influence on procedural text writing skills. By using differentiated learning, students are more interested and enthusiastic in learning, because learning has been accommodated based on the needs of each student, starting from the content provided, processes and products.

The results of the data analysis and discussions that have been carried out show that the students' procedure text writing skills are relatively good. This means that the cause of students' procedural text writing skills increasing is due to the application of differentiated learning used by teachers during the learning process. This can be seen from the significant comparison between the results of writing skills carried out in the pretest class and in the posttest class. Where the results of procedural text skills after using differentiated learning (posttest) are higher than the results of procedural text skills before using differentiated learning (pretest). So this proves that the application of differentiated learning has an influence on students' procedure text writing skills.

So, it can be concluded that when the teacher knows, pays attention to the student's level of learning readiness, learning style and the teacher can guide the student during the learning process, the results obtained will be more improved than when the teacher does not pay attention to the student's level of learning readiness and the student's learning style. Therefore, by providing treatment using differentiated learning, the writing skills test results of class VII Phase D students will improve further. Where students who initially had a low level of learning readiness increased to medium, students who initially had a medium level of learning readiness increased to high, while students who had a high level of learning readiness remained at a high level of learning readiness.

Students who initially had low and medium levels of learning readiness after being given treatment were at a high level of learning readiness. This means that students who have low and medium levels of readiness are able to balance students with high abilities, because teachers pay more attention to these students and adapt content, processes and products to each learning style and learning readiness. Therefore, students whose initial level of ability is low and whose grades are moderate increase to a high level of learning readiness because there is more attention given to these students

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4. CONCLUSION

Based on the results of data analysis and discussion in Chapter IV, it can be concluded that. First, the procedure text writing skills of class VII Phase D students of SMP Negeri 16 Padang before using differentiated learning obtained an average score of 64.38 at a mastery level of 56-65% with a Fair (C) qualification. Second, the procedural text writing skills of class VII Phase D students of SMP Negeri 16 Padang after using differentiated learning obtained an average score of 81.90 at a mastery level of 76-85% with a qualification of Good (B), with the provision of a visual learning style of 9 people with a percentage of 36%, 4 people with an auditory learning style with a percentage of 16%, and 12 people with a kinesthetic learning style with a percentage of 48%.

Third, based on hypothesis testing, there is an effect of differentiated learning on the procedure text writing skills of class VII Phase D students at SMP Negeri 16 Padang. Hypothesis testing was carried out using the SPSS (Statistical Product and Service Solution) 25 for Windows application. Based on the results of the significance test, it was concluded that the alternative hypothesis (H1) was accepted at a significance level of 0.05 dk= n-1, because the significance value was <0.05 (0.000<0.05). Thus, there is "The Effect of Differentiated Learning on the Procedural Text Writing Skills of Class VII Phase D Students of SMP Negeri 16 Padang". Differentiated learning has a good influence on students' writing results as evidenced by students who initially had a low level of learning readiness and who were after being given treatment were at a high level of learning readiness. Thus, when the teacher knows, pays attention to the student's level of learning readiness, learning style and the teacher can guide the student during the learning process, the results obtained will be greater than when the teacher does not pay attention to the student's level of learning readiness and the student's learning style.

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