

ABSTRACT

Dila, Deani Sasa, Registration Number 2193121007, The Implementation of Differentiated Instruction in Teaching Writing Recount Text for Tenth Grade Students at SMA Negeri 1 Tanjung Pura, English and Literature Department, Medan State University.

This study aimed to describe the implementation of differentiated instruction in teaching writing recount text and to identify the difficulties faced by the teacher in its application. The research was conducted at SMA Negeri 1 Tanjung Pura with tenth grade students in the 2023/2024 academic year. This study employed a descriptive qualitative research design. The participants consisted of one English teacher and thirty two students from one class. The data were collected through classroom observation, interview, and documentation, and were analyzed by using qualitative data analysis procedures proposed by Sugiyono, including data collection, data reduction, data display, and drawing conclusions. The findings revealed that differentiated instruction was implemented by considering students' readiness levels (high, medium, and low) and learning styles (visual, auditory, and kinesthetic). Differentiation was applied to content, process, and product. The results showed that all student groups experienced improvement in writing recount texts. High level students demonstrated better organization and grammatical accuracy, medium level students showed improvement in text structure and vocabulary, and low level students developed better sentence construction and sequencing of events. In addition, differentiated activities increased students' motivation, participation, and engagement in the learning process. However, the teacher encountered several difficulties, including managing a large class sizes, fair grading assessment, and limited planning time. To overcome these difficulties, the teacher applied diagnostic assessments, flexible grouping, differentiated assessment scales, and adaptive instructional strategies. Overall, the study concludes that differentiated instruction is an effective and relevant strategy for teaching writing recount texts and supports the principles of the Merdeka Curriculum by accommodating student diversity in the classroom.

Keywords: *Differentiated Instruction, Writing, Recount Text, Merdeka Curriculum*