



Realization Of The Learning Modalities In The Differentiated Learning For Teaching Exposition Text

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ARTICLE INFO

Received: June 15, 2023

Revised: July 14, 2023

Accepted: November 15, 2023

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Keywords:

*Differentiated Studies,
Exposition Text, Guided
Learning, Learning Modalities.*

ABSTRACT

This research explores a learning experience for pupils which can be considerably improved by focusing on several learning modes when teaching English as well as investigates teacher who engages the pupils and aid their understanding of English language subjects by accommodating different learning styles. This study focuses on qualitative design with a case study where the data was achieved through both classroom observation and interview. The participants were 36 entities of students and 1 English teacher who facilitated the learning at X-1 grade in SMA Negeri 14 Semarang in academic year 2022/2023. The findings show that the realization of guided learning through learning modalities could shape differentiated learning styles where the students can possess their profile or ability to accomplish the assignment. The conclusion sets out that teachers could possibly be aware of the learners' situation in learning certain subjects by realizing the modalities of learning modes within guided learning to teach English text (exposition text), and the field of differentiated learning style can be implemented.

Introduction

The learning experience for pupils can be considerably improved by focusing on several learning modes when teaching English; the teachers can better engage pupils and aid their understanding of English language subjects by accommodating different learning styles or learning modalities (Chetty et al., 2019). According to Suendarti & Virgana (2022), there are some methods for incorporating many learning modalities into your instruction of English: auditory, visual, and kinesthetics. Furthermore, they are referring to the numerous sensory pathways people use to absorb information (Mahmood & Othman, 2020). Thus, teachers can accommodate students' different learning styles and talents by employing a range of modalities in English language instruction (Suendarti & Virgana, 2022).

According to classroom observation which conducted by the researcher, teachers adopt the tactics based on learning modalities in order to comprehend their students'

preferred learning styles. The various sensory pathways or modes via which people perceive, process, and retain information are referred to as learning modalities. In line with this case, according to Chetty et al., (2019). Theoretically, the differentiation is a current educational hot topic, teachers are urged by policymakers and researchers to value diversity and to modify their lessons to meet the varied learning needs of the pupils they teach (Marlina et al., 2019). Differentiation is a teaching philosophy founded on a great regard for students, an understanding of their individual differences, and a desire to support the success of every student (Smale-Jacobse et al., 2019). The study reported by Pozas et al., (2020), Differentiated Instruction (DI) was developed in response to dealing with student diversity and incorporates the needs associated with inclusive education. In line, Smets & Struyven (2020) opine that teachers must be able to effectively differentiate their education in order to meet the varying learning needs of students, as stated in this statement. Based on the study reported by Eysink & Schildkamp (2021), this likely necessitates the teachers' didactic responses and adaptations to the specific requirements of the students based on the realization of the diversity of pupils within a class community.

Likely, learning modalities look significant to help the students learn by their habits or customs as well as these modes aid the facilitators planning their instruments and goals. According to (Flores-Gonzalez, 2019), a critical feature of working with this modality is that it allows students to be enrolled in a wide range of tasks for expanding their learning. In addition, the study conducted by Marlina et al., (2019) and Sandra & Kurniawati (2020) figured the differentiated learning situation could be in the model of process; it aids the learners to visualize their typical interest in gaining the information; teachers may employ a variety of methods in this technique, including demonstration, giving positive and negative examples, displaying the finished product, outlining expectations, and transferring the image while incorporating the learning principles of motivation, reinforcement, retention, and transfer.

Studied by Sukandi & Yulmiati (2019), different learning styles categorize how individuals approach knowledge and how they learn. In more technical terms, the theory defines various learning styles as the preferred learning methods that students utilize (Lindner & Schwab, 2020). Likewise, some students, observed by Fitria et al., (2022), learn best by seeing things (visual), hearing things (auditory), and doing things (tactile/kinesthetics); each pupil progresses through numerous phases of each type during their formative years. Those approaches to learn English might be then assessed through performance-based test to gain their objective development; Salma & Prastikawati (2021) objectively claimed that performance-based evaluation is thought to have the ability to reveal how well students have actually understood the course material.

On the other hands, the realization of this mechanical teaching happened to demonstrated learners' styles within guided teaching. This guidance, according to Kusumaningrat (2021), might influence the classroom situation live and supportive; guided teaching can effectively provide to students with different learning styles. Students have diverse ways of processing information and understanding concepts: some may be visual learners, while others may be auditory or kinesthetics learners (Sukandi & Yulmiati, 2019). Mahmood & Othman (2020) are then suggesting by using guided teaching methods,

educators can provide structured support and direction that align with the unique needs of each student.

In comparing this study, the researcher took different styles of goal to discuss some points of view: the first paper was studied by Cabual (2021) where the notes explored that learners' diversities in learning effected by identifying the learner's preferred learning modalities and learning style, successful teaching and student learning can be accomplished. The students responded to a tailored questionnaire on Fleming's VARK Learning Styles and preferred learning modalities using Google Forms. since this study was carried out with both qualitative and quantitative. The result showed that the visual learning style is the most prevalent and enjoys using images, maps, and graphic organizers to acquire and comprehend new knowledge. Although previous papers reviewed; they didn't comprehend the learning styles through guided teaching as well as the method was functioned as this research focuses on qualitative one.

The second research was agreed with differentiated learning which accommodated the learners to study by their modes, e.g., the student claimed that presentation was great for her or him. '

This study was accomplished by Halim et al., (2022), according to the study, mixed-ability students would benefit from a well-planned session for differentiated instruction in order to retain the majority of the lessons. As a result, one of the difficulties in maximizing the benefits of varied teaching is that the instructor must be knowledgeable about the diversity of students on many levels, such as the needs of each student in relation to their degree of ability. This study was unequal to this current plan of research since this study was in case happening in situation of guided learning through the approach of learning modalities.

Based on the phenomena occurred in grade X-1 in teaching exposition text (analytical exposition) achieved through classroom observation, this study would be then described the use of learning modalities in differentiated learners' styles in completing the goals through the guided teaching at SMA Negeri 14 Semarang in Academic years 2022-2023. To explore this current study, the researcher formulates these two research problems, they are as follows:

1. How does the implementation of learning modalities in differentiated learning to teach exposition text?
2. What is the teacher's response toward the implementation of learning modalities in differentiated learning to teach exposition text?

Learning Modalities

This study encompasses learning modalities which was very base to be studied as well as differentiated learning in which functioned by the teachers to teach students' learning styles. A learning modality, also known as a learning style, refers to an individual's preferred way of acquiring and processing information Bloom B.S. (1956). There are several commonly recognized learning modalities, including *Visual learners*: the visual learners prefer to see information in the form of images, diagrams, charts, and written text. They benefit from visual aids, such as videos, slideshows, and infographics. *Auditory learners*: the auditory

learners learn best through listening and verbal communication. They benefit from lectures, discussions, audiobooks, podcasts, and group activities that involve verbal instruction and discussion. *Kinaesthetic learners*: the kinaesthetic learners learn through physical movement and hands-on experiences. They benefit from activities that involve touch, movement, and manipulation of objects. Examples include experiments, role-plays, simulations, and interactive exercises.

Every student has a preferred method of learning and a learning style that works for them. Some people identify their primary learning style, while others use other styles depending on the circumstance (Cabual, 2021). Different learning styles categorize how individuals approach knowledge and how they learn (Fitria et al., 2022). A learner's method of utilizing sensory data to learn is referred to as a learning modality (Marlina et al., 2019). They then could be possibly learning through practices certain skills, such as monitoring, questioning, inference, prediction, summary, and graphic depiction of their knowledge (Flores-Gonzalez, 2019). In accordance with the learners' situation, Agwu & Mbah Ann Ogochi (2019) serve to instruct their students, who are active learners, the teacher employs a variety of methods.

Teachers must work to understand their students in order to foster a variety of learning styles and effectively accommodate various learning modalities. By doing so, teachers can design an inclusive and encouraging learning environment that meets the needs of all of their students. It enables individualized education, fosters participation, and supports everyone's academic success. The study promoted by Hassan et al., (2021) that it can be difficult to accommodate student variances since these differences might be related to a wide range of student traits, including learner interests, learning styles, developmental stage, rate of learning, abilities, cultural background, language proficiency, attitudes, and regulating techniques. In inclusive classrooms, students of the same age are taught alongside peers with a variety of needs, talents, backgrounds, and linguistic profiles (Whitley et al., 2021).

Differentiated Learning

In addition to teachers' strategies in developing classroom situation based on the learners' styles in learning, the following components are part of an inventory of differentiating instruction dimensions that have been described in the literature and from an integrated approach (Moore, 2005; Tomlinson and Lmbeau, 2010; fogarty and Pete, 2011 cited in Suprayogi et al., 2019):

Table 1: Diffentiated Teaching Dimension

Moore (2005)	Tomlinson and Lmbeau (2010)	Fogarty and Pete (2011)
Differences in content	Differences in learning profiles	Provide choice to learners
Differences in process	Differences in readiness	Change the content, process and product
Differences in product	Differences in content	Challenge the emotions, attention, memory of different learners
Differences in learning environment	Differences in affect	
	Differences in interests	
	Differences in products	

Responding toward the figures, differentiated teaching dimension, the professional identity of a teacher is made up of a variety of different types of expertise; over the course of their careers, instructors move their attention from subject matter expertise to didactical and pedagogical expertise. They switch their attention to caring and guiding students while taking into account their individual needs.

Guided Teaching

In case of guided teaching in which creates a supportive learning environment where students feel comfortable and confident in their language learning journey. It provides structure, clear expectations, and targeted support, which helps students feel more secure and motivated to participate actively. This approach deals with constructivism serves as the foundation for discovery learning; it builds on the notion that students actively try to make sense of their surroundings. By asking questions, looking at things, and actively learning, they learn best (Mayer, 2004). Dealing with this strategy, the teacher, according to Kusumaningrat (2021), should encourage students to take pleasure in their education. The capacity of the students to learn English depends on their prior experiences, so the teachers must create an engaging environment for the teaching and learning process if the students are not ready or showing interest in the session. In addition, the research under investigation by Rini Maulidhawati et al., (2021) understood that teachers must have a thorough understanding of the information, skills, and abilities of the students in their classroom as well as the facilitators for their pupils, instructors' roles are to encourage and accept student autonomy and create a comfortable environment for student expression (Tiangco, 2020).

In connection to the study which highlights learning varieties- visual, auditory, kinesthetic - in class to reach or grab the learners' differences, differences in product, differences in proses, and differences in content, in comprehending the competence within classroom of guided activities, the researcher understood that are three interconnected concepts that play a significant role in promoting effective and inclusive education. Learning modalities believe that some individuals may have a preference for one modality, while others may have a combination of preferences. It's important for educators to recognize and accommodate diverse learning modalities to optimize student learning experiences. Within the learning modalities situation, the teachers observe differentiated learning involves adapting instruction and learning experiences to meet the diverse needs and preferences of students. It recognizes that learners have varying abilities, interests, and learning styles. to reach both, the researcher was accustomed to realizing guided teaching or instruction in which is an instructional approach that provides structured support and guidance to students throughout their learning process.

Research Methods

This current study employed descriptive qualitative. Qualitative research, on the other hand, is concerned with the qualitative phenomenon, i.e., phenomena related to or involving quality or kind," according to Cohen et al., (2018). In the social sciences, where the goal is to understand the fundamental causes of human behaviour, qualitative research is particularly crucial. This study carried out classroom observation and interview which occurred in class

grade X SMA Negeri 14 Semarang in academic year 2022/2023. This was case study which operated to definitely describe the model of teaching and instruction to the question of how learning modalities approach in students' differences needs to learn exposition text through the guided teaching.

The researcher employed classroom observation during the class to investigate the phenomena of teaching and learning activities where the teacher served a couple of guided instruction and teaching to accommodate the learners' needs in comprehending exposition text whereby the researcher previously achieved the result of diagnostic test from the school. The interview was functioned to gain very specific intention of why and how the guided approach was utilized to facilitate the students' learning modalities in learning with differences handlings. The numbers of students were 36 entities with 1 English teacher who were being the participants of this research.

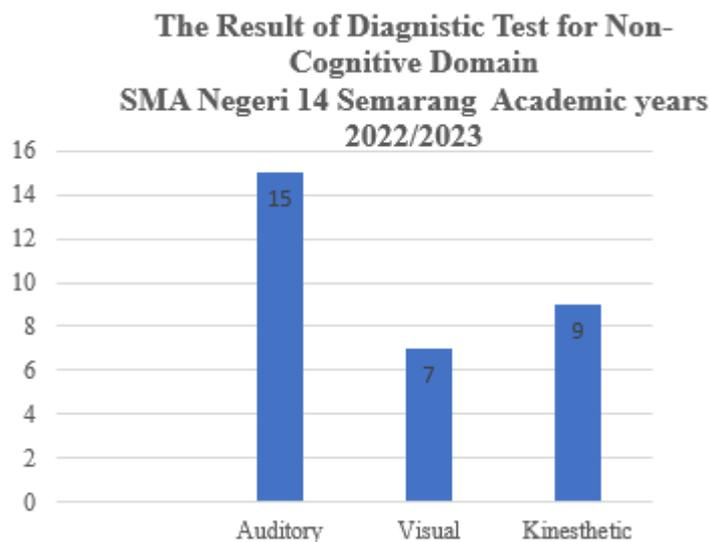
To analyse this current research, the researcher employed these following procedures of analysing the data Cohen et al., (2018): 1). Data preparation, this procedure involved transcribing interview, compiling field notes and organizing documents; 2). Data familiarization, this step included reading and reviewing the data for multiple time to gain a holistic understanding of the information; 3). Initial coding, this process consisted of assigning labels to specific segment that captured the essence of the content; 4). Data display, this procedure elaborated organizing the data in a way which represented the themes and categories; 5). Interpretation and synthesis, this process engaged in a procedure of interpretation to make sense of the data to be accurate and meaningful; 6). Reporting finding, this final step included organizing a comprehensive report that presented findings of the analysis

Findings

These following themes were such findings toward the goal of this study:

Learning Modalities

To accomplish the goal of this study, the researcher documented teaching and learning which adopted the learning modalities in differentiated learning through classroom observation and interview. Classroom observation carried twice: cycle 1 took 13th February 2023 and cycle 2 on 20th February 2023. According to cycle 1, the research discovered that teachers who facilitated to employ authentic procedures, according to research done to document phenomena in the classroom about the usage of guided learning techniques with the principle of learning modalities in classrooms with diverse needs. The findings, which were supported by classroom observations and interviews, showed that students in class X-1 at SMA Negeri 14 Semarang had distinct levels of preparation and learning interests as a result of their diverse profiles when it came to learning text exposition material. The results of non-cognitive diagnostic tests gathered from the schools showed that up to 36 pupils had a range of learning styles. Following are the data:

Figure 1: Non-Cognitive Domain

Based on the data, it was clear that the tests administered produced a majority of 15 students who preferred auditory learning, followed by 9 students who preferred kinesthetic learning, and 7 students who preferred visual learning. Teachers employed this strategy to implement differentiated learning in the classroom.

Differentiated Learning

In accordance with cycle 2, the researcher understood that the material given by the teacher, which it was about exposition text, accommodated content differences; the researcher found that in addressing the unique needs and abilities of their pupils, teachers utilized a variety of strategies while presenting distinct subject information, starting with topics and styles. Teachers supplied many levels of difficulty within a single topic or task, and they gave pupils a choice of themes or a range of possibilities based on their interests or preferences. Individual learning contracts were created by teachers and students together, outlining clear topic objectives and tasks. To accommodate diverse learning styles, teachers used a range of presentation methods to deliver their lessons. The document of observation sheet reported that teacher provided the learners' needs through English handbook, power points, and online references; they also study various themes of exposition text regarding to energy conservation, waste management, air pollution and much more.

In case of differences in process, the teacher provides directions or facilities in the form of sufficient time to differentiate for students to carry out models or methods of collaboration in groups, collaboration in pairs or individuals, small group instruction. Based on the results, teachers gave students who needed more assistance or more time to finish assignments extra time. Additionally, teachers put students into small groups based on what they needed to study.

Unlikely, in the domain of product differentiation, the students hold demonstrations, presentations, speeches, posters, diaries exploring the result of compelling idea of exposition

text as found within observation as found within observation. Continuously, observation note reported that similar ideas can be used by students to comprehend and investigate the concept.

Guided Teaching

In serving different learners, the learning modalities aided the teacher to implement dynamic teaching to answer their needs. Here some responses achieved through interview toward the realization of teaching with differences of styles: in line with guided teaching which realized, the teacher said:

“Guided learning provides the structure, guidance, and interaction needed to facilitate effective student understanding and development. While there are several forms of effective self-learning, guided learning is still important in ensuring that students gain in-depth understanding, develop relevant skills, and receive the necessary support in the learning process.” (T)

Consistent with the topic of the setting of differentiated learning for students, the teacher responded:

“Teachers may design learning experiences that are pertinent, pleasurable, and efficient for each student by adapting their instruction to their interests, levels of preparedness, and profiles. This fosters social inclusion and acceptance in the learning environment and helps raise motivation, comprehension, engagement, and the development of each student's potential.” (T)

The third question was such teacher's reflection toward the use of differentiated instruction in facilitating the learners' needs; here was as follows:

“The advantage of guided learning over direct learning is that students have the chance to complete their learning according to their preparedness, interests, and profiles under the guidance and direction of the teacher. Students look for difficulties and attempt to appropriately answer them in groups with assistance from the teacher.” (T)

To sum up the issue above, the researcher understood that teachers could diversify lessons and create a more individualized and productive learning environment by using students' English learning habits. This method encouraged engagement, motivation, and ultimately language learning by acknowledging the uniqueness of each student's learning preferences and styles.

Discussion

The discussion of learning modalities, according to the findings, might assume that it was clear from the data on learning modalities that learners had a variety of processes for processing information and interacting with learning materials. While some people might

favor visual learning, others might prefer aural or tactile learning. Additionally, the researcher opined that it was essential for teachers to include these learning variations in their instructional techniques and to be ready for them. Therefore, teachers could establish an inclusive and supportive learning environment where students could thrive regardless of their preferred learning modality by being prepared for learning differences. This was possibly in line with several thoughts such as (Marlina et al., 2019; Cabual, 2021; Verde & Valero, 2021) who claimed that teaching through the philosophies of learning modalities could affect the learning situation.

Dealing with the situation of differentiated learning, the assumption held that product differentiation was the process of setting one product or service apart from others in the learning process based on the interests and profiles of the learners. This approach was supportive as the researcher opined; the teacher gave the students the freedom to choose the tools and methods they wanted to utilize to improve their English language abilities by introducing them to the idea of product differentiation in the context of language acquisition. They could then compare the efficiency, suitability, and degree of engagement of various resources, enabling them to pick the ones that best meet their learning preferences and objectives. This finding might be similar to certain published papers where differentiated teaching or instruction served the students better: these thoughts came from (Smale-Jacobse et al., 2019; Suprayogi et al., 2019; Pozas et al., 2020; Sandra & Kurniawati, 2020).

Furthermore, the realization of guided teaching found, the explanation was such that the issue of guided teaching came with the explanation that through a combination of direct instruction, scaffolding, and cooperative activities, guided teaching entailed teachers actively assisting and encouraging student learning. Teachers were able to provide students the structure, direction, and engagement they needed to improve their comprehension and advance their growth by integrating guided learning practices. This method promoted critical thinking, active involvement, and a closer bond with the subject matter, which eventually improved learning results. This current ideas were likely in line to these reports (Darmawan & Andrianti, 2019; Marlina et al., 2019; Sandra & Kurniawati, 2021). According to the second result of teacher's interview, the researcher opined that to react its opinion, effective teaching must take into account the interests, degrees of readiness, and profiles of each learner. Teachers may create a more engaging and inclusive learning environment by adjusting lessons to match the needs of individual students. This explanation was similar to previous papers: they were such (Flores-Gonzalez, 2019; Suprayogi et al., 2019; Cabual, 2021). The last response within the interview was the response of this experiment, the researcher saw that teachers could improve their differentiated teaching strategies over time. It enabled teachers to better respond to the needs of their students, assessed the effectiveness of their teaching tactics, and provided a more welcoming and productive learning environment. This interpretation was similar to that in earlier papers: (Whitley et al., 2021; Halim et al., 2022; Pande Nyoman et al., 2022).

Conclusions

This study tried to describe the teaching implementation in facilitating the learners' styles in learning English: exposition text through the procedures of guided teaching based

on their learning modalities. The study which accommodated the learners' needs in X-1 of SMA Negeri 14 Semarang concluded that the teacher had an effort to realize differentiated teaching or instruction to numbers of the students; some of them learned visually for 7 entities, 17 learners were accustomed to learn through audio while the rest learned through kinesthetics.

In conclusion, differentiated learning with teacher advice is an effective strategy that supports personalised instruction, engagement, and successful language acquisition. Teachers may foster a welcoming and inclusive learning atmosphere by tailoring their lessons to the interests, degrees of readiness, and profiles of their students. Teachers may successfully meet the varied needs and skills of students, foster engagement, and aid language acquisition by utilizing instructional guidelines in differentiated learning for English learners. This method honours and appreciates each learner's individuality while encouraging their development and promoting a happy learning environment.

The upcoming research might be better in exploring guided teaching or instruction in very specific mode: differences in content only, differences in process only, differences in product only; therefore, the goal of the research would be sharp and particular in the issue of learning English.

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