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Paper title: "Implementation of Differentiated Instruction in Product Component to Improve EFL Students Reading Comprehension"

Reading skills are essential in learning English, particularly for foreign language students. Reading also provides comprehensible input for others' skills in English language development. This study addresses the conventional teaching methods hindering optimal reading comprehension among tenth-grade students. This study employed classroom action research to improve student's reading comprehension scores, particularly in recount text material. The preliminary phase identified issues with inflexible assessment methods that lack to consider individual student differences. Two-cycle study utilizing differentiated instruction was conducted at a State Senior High School in Yogyakarta to address challenges in teaching recount text. The implementation of differentiated instruction improved reading comprehension in recount texts through various product components (PPT, Video, Audio, Comic, Text), specifically targeting 35 students in grade 10 phase E. The results of this study indicate that the implementation of differentiated instruction in product components in the classroom can be useful as a medium for tailoring students' needs. The application of differentiated instruction also resulted in several changes, including the mindset of English teacher, students' learning abilities and activities, and students score in recount text improvement. However, the study does not extensively explore external factors that may have influenced students' reading comprehension.