

**DIFFERENTIATED INSTRUCTION IN IMPROVING SENIOR HIGH SCHOOL  
READING COMPREHENSION LEVEL**

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**ABSTRACT:** The efficiency of differentiated instruction (DI) for grade 11 senior high school students was examined in this study. Determine whether there is a significant difference between the reading comprehension levels gained by the control and experimental groups, as well as the advantages and disadvantages of employing this strategy. It also attempts to identify the reading comprehension levels of the control and experimental groups in the pre-test and post-test gained results. The inquiry was conducted using a quasi-experimental design.

**KEYWORDS:** Reading Comprehension Level, Differentiated Instruction, Effectiveness, Senior High School.

**INTRODUCTION**

Students from Indonesia see the English course as a foreign language. English is introduced in early school and continues through university education. Thus, teachers ought to be able to adapt their teaching strategies to the needs and characteristics of their students in order to meet the government's learning objectives. The learning objectives in the primary, junior high, and senior high school levels are different. The two main learning objectives for seniors in high school are to be able to communicate and comprehend written material. Aspects of communication include comprehending and sharing knowledge, concepts, and feelings while also developing science, technology, and culture.

**RESULTS AND DISCUSSION**

The results indicate that while there were improvements in individual scores, the group's performance was not sufficiently improved to warrant reporting. The results of this study indicated that content differentiation is one of the essential elements of differentiated training. During the current experiment, D.I. focused only on the differentiation between processes and outputs. There was no difference in the content of the lessons because the researcher had to follow the senior high school curriculum; therefore, the control group and the experimental group received the same material from the researcher. The results also indicated that D.I. requires additional time to assess its effectiveness in relation to the skill being studied. The results also indicated that a longer duration is required to assess the efficacy of D.I. with respect to the skill or ability being studied. This aligned with the notes made by the private researcher who was also a teacher regarding his challenges when utilizing D.I.

“... It takes a long time to put my lesson into practice. Even though I really planned and chose the exercises and

assessments that I included in my learning materials, I didn't really have the luxury of time during the discussion. The

various activities went off without a hitch...”

The results of the student survey agreed with the observations made by multiple teachers. Based on the results of the observation in the classroom, the teacher-researcher used D.I made a number of mistakes, such as not allocating enough time for activities and not giving students enough time to complete their assignments. As per the students' enlarged comments to the survey, the biggest challenge they encountered while finishing their chores and activities was time constraints. The results of the current study were corroborated by Humes's (2017) review of the effectiveness of using differentiated instruction while teaching reading to high school pupils. According to his research, pupils who received the provided intervention outperformed those who received traditional education after using D.I. for a few months. Despite this, they received an average final score on the given reading exam. Therefore, he suggested that three things were necessary for the effective implementation of differentiated education.

### **CONCLUSION**

Despite the fact that the results indicated that the reading comprehension levels of the students had not changed for a variety of reasons (such as limitations on the ability to differentiate the content, the process, and the product required by the lessons), it was still clear that differentiated instruction was superior to the traditional instruction in terms of raising students' reading comprehension levels. In order to enhance the likelihood that each student will learn as much as he or she can, as effectively as possible, teachers should proactively develop a variety of strategies for what students need to study, how they will study the lesson, and/or how they will perform what they have studied (Tomlinson, 2003).

### **REFERENCES**

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