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IMPLEMENTATION OF DIFFERENTIATED LEARNING IN IMPROVING READING SKILLS OF GRADE II STUDENTS OF STATE ELEMENTARY SCHOOL 4 RANTEBUA

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Abstract

This study aims to analyze the implementation of differentiated learning in improving the reading skills of second-grade students of SD Negeri 4 Rantebua and measure the improvement in reading skills after the implementation of the approach. The study used a mixed method with a classroom action research design implemented in two cycles. The research subjects were 13 second-grade students. Data were collected through reading tests (pre-test and post-test), observations of teacher and student activities, interviews, and documentation. The results showed that the implementation of differentiated learning was carried out through three main components: content differentiation by providing varied reading materials according to student ability levels, process differentiation through learning strategies adapted to learning styles (visual, auditory, kinesthetic), and product differentiation by providing assignment choices according to student interests. The implementation of differentiated learning succeeded in improving students' reading skills significantly. The average student score increased from 52.31 (pre-cycle) to 68.46 (cycle I) and 82.31 (cycle II). Learning completeness increased from 15.38% to 84.62% in cycle II. Student activity in learning also showed an increase from moderately active to very active. This study concluded that the implementation of differentiated learning was effective in improving the reading skills of lower-grade students, particularly in areas with diverse socio-demographic characteristics.

Keywords: *Differentiated Learning, Elementary Education, Reading Skills, Student Achievement.*

INTRODUCTION

Education is a fundamental pillar in building a nation's civilization and competitiveness. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System affirms that education aims to develop the potential of students to become people who are faithful, pious, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In a global context, the goals of sustainable development also emphasize the equitable distribution of quality education as a foundation for the progress of a society (United Nations, 2015).

The quality of a nation's education significantly determines its ability to compete in the dynamic and highly competitive era of the global economy, which demands educational institutions capable of

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addressing all challenges of the times (Rahayu et al., 2022). However, the reality on the ground often reveals a gap between ideal expectations and actual learning practices, particularly in meeting the individual needs of each student, who has diverse characteristics, interests, and abilities within the classroom.

The phenomenon of low literacy skills, particularly reading, remains a major challenge facing Indonesian education. Data from the 2018 Programme for International Student Assessment (PISA) ranked Indonesia 72nd out of 77 participating countries in reading, with an average score of 371, far below the OECD average of 487 (OECD, 2019). These findings indicate that most 15-year-old Indonesian students are unable to comprehend, evaluate, reflect on, and develop their thinking through the written texts they read. This situation is exacerbated by the impact of distance learning during the pandemic, which has triggered learning loss and widened the learning achievement gap between students (World Bank, 2020).

Poor reading skills at the elementary school level are a serious concern because this is a critical period for establishing a strong literacy foundation. Reading is not simply the ability to decode text, but rather a complex cognitive process involving letter and word recognition, understanding meaning, interpretation, and text criticism (Snow, 2018). Good reading skills are the gateway to acquiring knowledge and skills in various other subjects, so if this foundation is weak, it will impact students' overall learning difficulties.

Reading instruction in many elementary schools is still often conducted using a conventional, one-size-fits-all approach, without considering the varying levels of readiness, interests, and learning profiles of students. This results in students who are already fluent in reading feeling unchallenged, while those who are still behind find it increasingly difficult to keep up with the learning process. The ineffectiveness of this conventional approach has prompted education experts to seek alternative learning models that are more responsive to individual student needs.

Differentiated Learning is a proactive approach to teaching that believes that teachers must modify content, processes, products, and learning environments according to the diverse readiness, interests, and learning profiles of each student to ensure optimal growth and learning success for all (Tomlinson, 2017). This approach is based on the philosophy that each child is unique and has their own learning style, thus requiring tailored learning strategies.

Several studies have demonstrated the effectiveness of implementing differentiated learning in various contexts. A meta-analysis conducted by Suprayogi et al. (2017) of studies in Indonesia showed that a differentiated approach significantly improves learning outcomes and student engagement. A similar study by Sari & Haryanto (2020) in elementary schools in Central Java found that differentiated learning improved reading comprehension skills in upper-grade students. Another study by Prastiti & Widodo (2021) concluded that this approach effectively fosters student learning motivation and independence.

However, most research still focuses on cognitive learning outcomes in general or at the secondary education level, while in-depth exploration of its implementation specifically for reading skills in elementary schools, especially in areas with special characteristics, is still relatively limited. SD Negeri 4 Rantebua, as the focus of this research, is one of the elementary schools located in an area with unique socio-demographic characteristics. Based on initial observations and interviews with the second-grade teacher, information was obtained that the heterogeneity of students' initial reading abilities in the class was very high. Some students were already able to read fluently and understand simple texts, but many were still at the stage of recognizing letters and syllables.

Based on the description above, it is very important and relevant to conduct research that specifically examines the implementation of Differentiated Learning as an alternative approach to address the problem of differences in reading abilities of second-grade students at SD Negeri 4 Rantebua. This research aims to: (1) analyze the implementation of differentiated learning in improving the reading skills of second-grade students at SD Negeri 4 Rantebua; and (2) analyze the improvement of second-grade students' reading skills at SD Negeri 4 Rantebua through the implementation of differentiated learning.

RESEARCH METHODS

This research employed a mixed methods approach with a classroom action research (CAR) approach. According to Creswell (2014), mixed methods research involves collecting quantitative and qualitative data, integrating both forms of data, and employing diverse designs that may incorporate philosophical assumptions and theoretical frameworks. This research was conducted at Rantebua 4 Elementary School during the odd semester of the 2025/2026 academic year, specifically from January to March 2026.

The research subjects were 13 second-grade students of SD Negeri 4 Rantebua, consisting of 7 boys and 6 girls. Subject selection was conducted purposively, considering that second-grade students are at a critical stage of early reading mastery and have high heterogeneity in reading ability. Furthermore, the research informants included second-grade teachers and the principal.

The classroom action research design used refers to the Kemmis & McTaggart model which consists of four stages in each cycle: (1) planning, (2) acting, (3) observing, and (4) reflecting. This research was conducted in two cycles, where each cycle consisted of two meetings with a time allocation of 2 x 35 minutes per meeting.

Data collection techniques used include:

1. **Test**

A reading test was used to measure students' reading skills. The test consisted of a pre-test administered before the intervention and a post-test at the end of each cycle. The test instrument included three components: (a) a reading aloud test with a rubric assessing fluency, pronunciation accuracy, intonation, and clarity of voice; (b) a reading comprehension test with six essay questions; and (c) a vocabulary reading test of 10 words.

2. **Observation**

Observations were conducted to observe the implementation of differentiated learning by the teacher and student activities during the learning process. The teacher observation sheet contained 23 observation aspects, including preliminary activities, core activities (differentiation of content, process, product, and classroom management), and closing activities. The student activity observation sheet contained six observation aspects: attention to teacher explanations, participation in group discussions, ability to read texts, ability to answer questions, involvement in group assignments, and presentation courage.

3. **Interview**

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Semi-structured interviews were conducted with second-grade teachers to explore information about teachers' understanding of differentiated learning, planning, implementation, obstacles faced, and responses to the application of this approach.

4. Documentation

Documentation is carried out by collecting relevant documents such as teaching modules, student work results, photos of learning activities, and student grade archives.

The data analysis techniques used were quantitative and qualitative data analysis. Quantitative data from test results were analyzed using descriptive statistics to calculate average scores, learning completion, and percentage improvement. Qualitative data from observations and interviews were analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing/verification (Miles & Huberman, 1994). Data validity was obtained through source triangulation and technique triangulation.

RESULTS AND DISCUSSION

A. Research Results

1. Initial Conditions of Students' Reading Skills (Pre-Cycle)

Before implementing the intervention, the researchers conducted an initial diagnostic assessment to map students' reading abilities. The cognitive diagnostic assessment was conducted through a reading pre-test, while the non-cognitive diagnostic assessment was conducted through observation and brief interviews to identify students' learning styles and interests. The results of the initial mapping of students' reading abilities are presented in Table 1.

Table 1. Mapping of Initial Reading Ability of Grade II Students of SD Negeri 4 Rantebua

No.	Ability Category	Number of Students	Percentage	Characteristics
1.	Starting to Grow (MB)	5	38.46%	Not yet fluent in reading, still spelling, not yet familiar with all the letters
2.	Still Simple (MS)	6	46.15%	I can read fluently but don't understand the content of the reading
3.	Advanced Complex (MK)	2	15.38%	Read fluently and understand reading well
Amount		13	100%	

The results of the pre-test of reading skills showed an average score of 52.31 with a score range of 35 to 75. A total of 11 students (84.62%) had not achieved the minimum completion criteria (KKM) set by the school of 70. This data shows that the reading skills of second-grade students at SD Negeri 4 Rantebua are still relatively low and require appropriate learning interventions.

Based on the non-cognitive assessment, it was found that students' learning styles were quite diverse. Five students (38.46%) tended to have a visual learning style (easier to understand information through pictures and writing), four students (30.77%) had an auditory learning style (easier to understand through oral explanations and discussions), and four students (30.77%) had a kinesthetic learning style (easier to understand through movement and direct practice). This data became the basis for planning the differentiation of the learning process.

2. Implementation of Differentiated Learning Cycle I

Cycle I was conducted in two meetings with the theme "Hobbies Become Achievements" (Chapter 8). The implementation of differentiated learning in Cycle I included three main components.

a. Content Differentiation

In content differentiation, researchers provided varied reading materials according to students' reading ability levels. The Beginning to Develop (MB) group received short reading texts (3-4 sentences) with simple vocabulary and many illustrations. The Still Simple (MS) group received medium reading texts (5-7 sentences) with varied vocabulary and glossary assistance. The Advanced Complex (MK) group received complete reading texts (8-10 sentences) with more challenging vocabulary. The media used included picture flashcards, simple picture storybooks, and short videos about hobbies.

b. Process Differentiation

Process differentiation was implemented by implementing different learning strategies for each group based on the students' ability levels and learning styles. The MB group received intensive support through guided reading, picture word games, and small group discussions with strict guidelines. The MS group engaged in paired reading, discussions using structured worksheets, and the creation of simple mind maps. The MK group engaged in independent reading, group discussions with open-ended questions, and character analysis.

c. Product Differentiation

In product differentiation, students are given a choice of assignments according to their interests and learning styles. The assignment options include: Option A (Visual): draw a picture about a hobby and write 3-5 sentences explaining the picture; Option B (Writing): write a story about a hobby in 5 sentences using the conjunctions "and" and "but"; Option C (Oral): prepare a short presentation about a hobby to be told in front of the class. The observation results showed that 5 students chose option A, 4 students chose option B, and 4 students chose option C.

Observations of the implementation of differentiated learning in Cycle I indicated that teachers implemented the learning quite well. Based on the teacher observation sheets, the average score for content differentiation was 3.2 (good), process differentiation 3.1 (good), and product differentiation 3.4 (good). However, several aspects still needed improvement, such as the use of a wider variety of teaching strategies and the provision of more structured scaffolding for students experiencing difficulties.

Observations of student activity in Cycle I showed an average score of 2.8 (fairly active) out of a maximum score of 4. Aspects that still need improvement are the ability to answer questions and

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presentation confidence. This is because students are not yet fully accustomed to differentiated learning and still need to adapt.

d. Results of Reading Skills Cycle I

After implementing the cycle I actions, a post-test was conducted to measure improvements in students' reading skills. The results of the cycle I post-test are presented in Table 2.

Table 2. Results of Cycle I Reading Skills Test

No.	Assessment Aspects	Maximum Score	Cycle I Average	Category
1.	Reading Fluency	4	2.85	Quite Smooth
2.	Pronunciation Accuracy	4	2.92	Quite Right
3.	Intonation	4	2.69	Quite Right
4.	Voice Clarity	4	3.08	Clear
5.	Reading Comprehension	24	15.62	Enough
6.	Reading Vocabulary	20	14.85	Enough
Total Score	60	42.00		
Average Value	100	70.00	Enough	

Based on Table 2, the average reading skill score of students in cycle I reached 70.00, an increase from the pre-cycle of only 52.31. Learning completeness increased to 53.85% (7 students completed), but there were still 6 students (46.15%) who had not reached the KKM. Despite the increase, the classical completeness target of 75% had not been achieved, so cycle II was needed to improve student learning outcomes.

e. Cycle I Reflection

Based on the results of observations and reflections, several deficiencies that need to be corrected in cycle II include: (1) student grouping needs to be more flexible and take into account the dynamics of student development; (2) the need for more varied learning media to be added for the MB group; (3) scaffolding for students who experience difficulties needs to be more intensive; (4) the time allocation for presentations needs to be increased so that all groups have the opportunity to present their work; and (5) there needs to be more emphasis on the use of conjunctions in sentences.

3. Implementation of Differentiated Learning Cycle II

Cycle II was implemented based on the reflection results of Cycle I, with improvements made to any deficiencies. Learning in Cycle II maintained the same theme, with enriched material and adjusted strategies.

a. Content Differentiation

In cycle II, the reading material for the MB group was simplified to 2-3 sentences with the addition of an illustrated glossary. The MS group was given reading texts with more complex sentence variations and more structured comprehension questions. The MK group was given reading texts with additional analysis questions and the task of creating alternative stories.

b. Process Differentiation

Improvements to process differentiation were made by adding a learning center strategy, where each group has a learning area equipped with appropriate media. The MB group has an area with picture flashcards and picture books, the MS group has an area with worksheets and mind maps, and the MK group has an area with additional reading books and project assignments. The teacher also provided more intensive guidance to the MB group and presented more challenges to the MK group.

c. Product Differentiation

In cycle II, the products produced by students were more varied. In addition to the same assignment choices as in cycle I, option D (Demonstration) was added for kinesthetic students to demonstrate their hobbies. Students were also given the freedom to combine more than one assignment choice. This aimed to accommodate students with mixed learning styles.

Observations of learning implementation in Cycle II showed significant improvement. The average score for content differentiation was 3.8 (very good), process differentiation 3.7 (very good), and product differentiation 3.9 (very good). Teachers were able to better manage their classes and provide more structured scaffolding.

Observations of student activity in Cycle II showed improvement, with an average score of 3.6 (active). All observed aspects showed improvement, particularly in question-answering skills and presentation confidence. Students began to demonstrate greater confidence in presenting their work.

d. Results of Cycle II Reading Skills

The cycle II post-test was conducted to measure improvements in reading skills after corrective actions. The results are presented in Table 3.

Table 3. Results of Cycle II Reading Skills Test

No.	Assessment Aspects	Maximum Score	Cycle II Average	Category
1.	Reading Fluency	4	3.54	Fluent
2.	Pronunciation Accuracy	4	3.62	Appropriate
3.	Intonation	4	3.46	Appropriate
4.	Voice Clarity	4	3.69	Very clear

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5.	Reading Comprehension	24	19.38	Good
6.	Reading Vocabulary	20	17.69	Good
Total Score	60	51.38		
Average Value	100	85.64	Good	

Based on Table 3, the average reading skill score of students in cycle II reached 85.64, an increase from cycle I which was only 70.00. Learning completeness reached 84.62% (11 students completed), with 2 students (15.38%) still not completing but showing significant improvement compared to the pre-cycle. The classical completeness target of 75% had been achieved, so the research was stopped in cycle II.

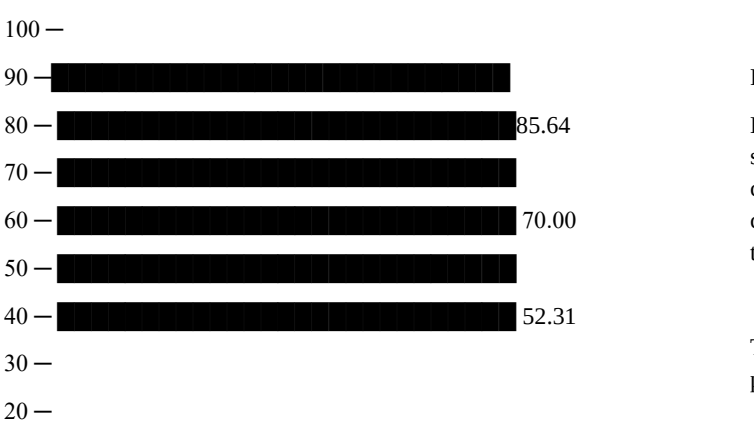
4. Recapitulation of Reading Skill Improvement

A recapitulation of the improvement in students' reading skills from pre-cycle to cycle II is presented in Table 4 and Figure 1.

Table 4. Summary of Reading Skill Improvement

Indicator	Pre-Cycle	Cycle I	Cycle II	Improvement
Average Value	52.31	70.00	85.64	+33.33 points
Learning Completion	15.38% (2 students)	53.85% (7 students)	84.62% (11 students)	+69.24%
The highest score	75	83	95	+20 points
Lowest Value	35	55	72	+37 points

Figure 1. Graph of Average Increase in Reading Skill Scores



Based on Table 4, there was a significant increase in all reading skill indicators. The average score increased 17.69 points from pre-cycle to cycle I, and 15.64 points from cycle I to cycle II. Learning completion increased from 15.38% to 84.62%, exceeding the set target.

5. Results of Student Activity Observations

The results of observations of student activities during learning are presented in Table 5.

Table 5. Results of Student Activity Observations

No.	Observed Aspects	Cycle I	Cycle II	Improvement
1.	Pay attention to the teacher's explanation	2.9	3.7	+0.8
2.	Participation in group discussions	2.7	3.5	+0.8
3.	Ability to read text	3.0	3.8	+0.8
4.	Ability to answer questions	2.5	3.4	+0.9
5.	Involvement in group assignments	3.1	3.8	+0.7
6.	Presentation courage	2.6	3.4	+0.8
Average	2.80	3.60	+0.80	
Category	Quite Active	Active		

Based on Table 5, all aspects of student activity increased from moderately active to active. The highest increase occurred in the ability to answer questions (+0.9), followed by attention to teacher explanations and participation in group discussions (+0.8).

6. Results of Interviews with Teachers

Based on interviews conducted with second-grade teachers after the implementation of the intervention, several important findings emerged. The teacher revealed that differentiated learning provided a positive new experience in managing a class with heterogeneous student abilities. The teacher stated:

> *"Previously, I found teaching reading difficult because students' abilities varied so much. Some were fluent, while others couldn't read at all. With differentiated learning, I could tailor the material and activities to each group. Students who were quick to grasp the material didn't get bored because they received more challenges,*

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while students who were slower received more intensive support."

Teachers also acknowledged that differentiated learning requires more thorough preparation and creativity in developing varied learning media. However, the results achieved are commensurate with the effort. Teachers also noted that student motivation and confidence significantly increased, especially for students who previously struggled with reading.

B. Discussion

1. Implementation of Differentiated Learning in Improving Reading Skills

The results of the study indicate that the implementation of differentiated learning in grade II of SD Negeri 4 Rantebua was carried out through three main components: content differentiation, process differentiation, and product differentiation. This aligns with the concept of differentiated learning proposed by Tomlinson (2017), which states that teachers need to modify content, processes, and products according to students' readiness, interests, and learning profiles.

Content differentiation in this study was realized by providing varied reading materials according to students' reading ability levels. The low-ability group (MB) was given short texts with simple vocabulary and illustrations, while the high-ability group (MK) was given longer texts with more complex vocabulary. This approach aligns with the principle that students need to be provided with challenging yet accessible material (Tomlinson & Moon, 2013). This finding also aligns with research by Prastiti & Widodo (2021), which states that adapting material to students' readiness levels can improve comprehension and learning motivation.

Process differentiation in this study was implemented through a variety of learning strategies tailored to students' learning styles. The visual group was provided with material using images and mind maps, the auditory group was more involved in discussions and oral presentations, while the kinesthetic group was involved in games and physical activities. This supports Herwina's (2021) argument that differentiated learning allows students to learn in a way that best suits their learning styles. Research by Sari & Haryanto (2020) also found that varying learning strategies can increase students' active engagement in the learning process.

Product differentiation allows students the freedom to choose how to demonstrate their understanding based on their interests and learning styles. The choice of images, written text, or oral presentations allows students to express themselves in the way they feel most comfortable. This finding aligns with research by Setiawan (2022), which found that providing product choices can increase student motivation and creativity.

2. Improving Students Reading Skills through Differentiated Learning

The results of the study showed a significant improvement in students' reading skills after the implementation of differentiated learning. The average student score increased from 52.31 (pre-cycle) to 85.64 (cycle II). Learning completion increased from 15.38% to 84.62%. This improvement indicates that differentiated learning is effective in improving the reading skills of lower-grade students.

Improved reading skills can be explained by several factors. First, adapting the material to the student's readiness level allows each student to learn within their zone of proximal development (ZPD) (Vygotsky, 1978). Students do not become frustrated by material that is too difficult, nor do they become bored by material that is too easy. This allows for optimal learning.

Second, varying learning strategies tailored to students' learning styles improves comprehension and information retention. Visual learners understand text more easily through images and mind maps, auditory learners through discussion and oral explanations, and kinesthetic learners through physical activities and games. Research by Prastiti & Widodo (2021) also found that learning tailored to learning styles can significantly improve beginning reading skills.

Third, providing product choices increases students' motivation and sense of ownership in the assignments they complete. When students can choose ways to demonstrate understanding that align with their interests, they tend to be more motivated to complete assignments successfully (Tomlinson, 2017). This is evident in the increased active participation and quality of student work.

Fourth, a differentiated learning approach creates a more inclusive and supportive learning environment. Students who previously felt inferior because they couldn't read fluently receive more intensive support without feeling embarrassed because they study in groups appropriate to their ability level. This aligns with research by Fitriani et al. (2023), who found that differentiated learning effectively increases student self-confidence, especially in areas with special needs.

Increasing student activity from moderately active to active also contributes to improved reading skills. Students who are actively involved in the learning process tend to have better comprehension. This aligns with research by Suprayogi et al. (2017), who found that differentiated learning can significantly increase student engagement.

3. Supporting and Inhibiting Factors in the Implementation of Differentiated Learning

During the research, several supporting and inhibiting factors were found for the implementation of differentiated learning. Supporting factors include: (1) support from the principal who provides flexible policies in implementing learning; (2) high student enthusiasm because learning is perceived as more enjoyable; (3) teachers' willingness to try new approaches and reflect on improvements; and (4) the availability of adequate learning resources.

The inhibiting factors faced include: (1) limited time for preparing varied learning media; (2) the relatively small number of students (13 people) makes management easier, but on the other hand the limited number of students in a group causes the variation in interactions to be less than optimal; (3) there are still students who require special assistance because they do not know the letters at all; and (4) limited facilities and infrastructure to support learning in the region.

Despite these challenges, teachers have successfully overcome them through simple innovations, such as making word cards from recycled paper, utilizing the surrounding environment as a learning resource, and involving peers in learning support. This demonstrates that differentiated learning can be implemented with limited resources, provided teachers are creative and committed.

CONCLUSION

Based on the research results and discussion, it can be concluded that:

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1. The implementation of differentiated learning in improving the reading skills of second-grade students at SD Negeri 4 Rantebua is carried out through three main components, namely: (a) content differentiation by providing varied reading materials according to students' ability levels; (b) process differentiation by applying learning strategies tailored to students' learning styles (visual, auditory, kinesthetic); and (c) product differentiation by providing a choice of tasks according to students' interests (pictures, writing, oral presentations, or demonstrations). This implementation is carried out in two cycles with continuous improvement based on the results of reflection.
2. Differentiated learning significantly improved the reading skills of second-grade students at SD Negeri 4 Rantebua. The average reading skill score increased from 52.31 (pre-cycle) to 70.00 (cycle I) and 85.64 (cycle II). Learning completion increased from 15.38% to 84.62%. Improvements also occurred in all aspects of reading skills, namely reading fluency, pronunciation accuracy, intonation, voice clarity, reading comprehension, and reading vocabulary. Student activity also increased from the moderately active category to active.

APENDIX

Appendix 1: Reading Skills Assessment Instrument (Rubric)

Used to measure students' abilities in the technical aspects of beginning reading.

No.	Assessment Aspects	Score 1 (Needs Guidance)	Score 2 (Enough)	Score 3 (Good)	Score 4 (Very Good)
1.	Smoothness	Reading haltingly (spelling one letter at a time)	Reading word by word, not yet fluent in sentences	Read sentences fluently, with few pauses	Read very fluently according to punctuation
2.	Pronunciation Accuracy	Many phoneme pronunciation errors	Pronounces words with some mistakes	Pronounces most words correctly	Pronounces all words very accurately
3.	Intonation	Flat, not expressive	Starting to use intonation but it is not stable	Intonation according to the type of sentence	The intonation is very precise and expressive.
4.	Content Understanding	Unable to answer text questions	Answer 1-2 questions with help	Answer most questions independently	Answer all analysis questions correctly

Appendix 2: Differentiation-Based Student Worksheets

Example of implementation tasks in Chapter 8 Material: "Hobbies that Become Achievements".

1. Group A (Content Differentiation: Visual):
    a. *Task:*Match pictures of hobby types (swimming, reading, singing) with the right knowledge.
    b. *Output:*Illustrated and coloring worksheets.
2. Group B (Process Differentiation: Auditory):
    a. *Task:*Listen to the text read by the teacher/friend, then rearrange the sequence of events in the story "I Can Be a Champion".
    b. *Output:*A voice recording or short oral presentation.
3. Group C (Product Differentiation: Kinesthetic/Writing):
    a. *Task:*Create a short narrative about a personal hobby using the conjunctions "and" and "but".
    b. *Output:*Narrative writing or role play about hobbies.

Appendix 3: Teacher Interviews (Qualitative Data)

The following are key points extracted from the research instrument to strengthen the descriptive data.

1. How do you conduct a diagnostic assessment before implementing differentiated learning?
2. What are the main obstacles in managing 13 students with very heterogeneous reading ability levels?
3. How do students respond when given the freedom to choose assignment products according to their interests?
4. Are there significant changes in students' learning motivation after implementing content differentiation?

Appendix 4: Reading Ability Summary Table (Raw Data)

Shows the individual progress of 13 second grade students

Student Initials	Pre-Cycle Scores	Cycle I Score	Cycle II Score	Final Category
Student 1	45	60	80	Completed
Student 2	50	65	85	Completed
Student 3	40	55	75	Completed
...	...	...	...	...
Average	52.31	68.46	82.31	Increase

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