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THE INFLUENCE OF USING CODI ON STUDENT'S MOTIVATION IN READING

Saraswati Eko Ningrum[1*], Endang Fauziati[2], and Yeny Prastiwi [3]
[1,2,3]Muhammadiyah Surakarta University, Indonesia
arum.saras9721@gmail.com[1], endang.fauziati@ums.ac.id[2],
and yp252@ums.ac.id[3]
*correspondence: arum.saras9721@gmail.com
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Abstract
Students' reading motivation is likely low due to internal and external factors. The internal factors, for example, are intelligence, age, gender, reading ability, attitudes, and psychological needs. The external factors include the theme, level of reading difficulty, and the type of reading. This research was conducted to know whether the use of Content Differentiated Instructions (CoDI) in teaching could affect students' motivation in reading, especially descriptive text. This kind of text was chosen because it is the simplest text among five other kinds of text that are given to beginner-level students, in this case, students of junior high school. The researcher tried to find out whether the implementation of CoDI could affect the students' motivation in reading. In this study, the researcher used a qualitative method. The data used were in the form of answers or student responses in the form of questionnaires. The result was that using CoDI affects the students' motivation in reading descriptive text.

Keywords: content, descriptive text, differentiated instruction, motivation, reading

Introduction
Reading is an activity that is used in the learning and teaching process. According to Johnson (2008), reading is the practice of using text to create meaning. By reading, one can interact with feelings and thoughts, obtain information, and improve the science knowledge. According to Tarigan (1998), reading is a process that is used by a reader to get the purpose of the writer through the written word.

In addition, reading also invites us to be able to analyze the problems presented in the reading. In other words, by reading we discover new worlds that we have never encountered before. However, it turns out that students' interest in reading is still very low. This can be seen from the results of the National Assessment, especially in the reading literacy section, which results are still far from expectation.

Since 2021, the Indonesian government has implemented Asesmen Nasional Berbasis Komputer (ANBK) or Computer-Based National Assessment activities

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which aim to improve the quality of education by developing the competence and character of students. This activity is for students in grades five, eight, and ten. In this activity, one of the aspects assessed is reading literacy. The ANBK score is used to determine the success rate of a school as stated in the education report card. If the literacy score is low, then the education report card in the education unit is also low. If most of the education unit report cards in Indonesia are low, then the result is that the quality of Indonesian education is still poor.

The low motivation to read in students is influenced by two factors, namely internal factors and external factors. Internal factors, for example, are intelligence, age, gender, reading ability, attitudes, and psychological needs. The external factors include the theme, level of reading difficulty, and the type of reading.

The Guidelines for the School Literacy Movement (GLS) in High Schools in 2017 stated: 'Based on research data from the Literacy Ranking through the National Literacy Index by the Ministry of Education and Culture, 99.76% of the Indonesian population aged 15-24 years are already literate, but 71% of them belong to the category of low literacy activities. From these data it can be concluded that Indonesian students can read but still experience functional illiteracy; they can read but cannot capture the message of what they have read, and they still have difficulty understanding the context of the discourse correctly to the text they read, and still have difficulty answering questions based on the information in the text.'

There are many ways that teachers can get students to want to read. One of them is by applying the strategy of reading Round Robin and Popcorn like Hasrina has done in 2018 in her thesis research. She concluded that most students agreed and had positive responses in reading. However, it turns out that the practice of taking turns reading tends to stigmatize poor readers. This method also weakens students' understanding while also hindering students' fluency and pronunciation when reading.

The need to use CoDI

However, sometimes teachers forget that the main purpose of reading activities is to increase students' knowledge. This is because during reading lessons the teacher focuses on individual students' skills which sometimes actually reduces the value of students' background knowledge. Students are only left to read without knowing the context to understand the reading passage. Therefore, it would be better if we increase students' reading motivation instead of forcing them to want to read.

One of the things that can motivate students to read is to provide reading materials that suit their interests. Students will be interested in reading if the reading material has a theme that interests them. Then Content Differentiated Instruction is needed. By using Differentiated Instructions, the teacher will have the opportunity to carry out learning with many choices. There are three types of Differentiated Instruction, namely content, process, and product.

Previous studies

In previous studies, there have been studies on Differentiated Instruction. Ortega (2018) wrote that DI helped teachers be responsive to learners' needs, interests, ability and language proficiency levels, and learning styles. Shea (2017)

researched DI used in writing. This research showed that there are some characteristics of a differentiated writing classroom. Zens (2021) focused on student engagement in English classrooms. The research showed us that students in the differentiated group were motivated to complete their work more frequently than students in the non-differentiated. While Nyoman (2022), Halim (2022), and Mirawati et.al. (2021) held some research on DI used in English class. Nyoman's research findings showed the implementation of differentiated instruction was partial. The teacher differentiated content, process, and product by following students' interests and learning profiles. Halim's research indicated that a well-planned lesson for differentiated instruction would be able to help mixed-ability students get most of the lessons. Mirawati's research revealed that differentiated instruction could motivate low-achieving students, increase students' participation, interaction, and cooperation, as well as build a better teacher-student relationship. This recent research was different from those. This research focused on the impact of using content-differentiated instruction in teaching reading descriptive text. The research focused on the content of the learning materials since in Junior High School the theme of the materials has been determined by the government. So it is a challenge for the teachers to provide content that can be applied as differentiated instruction.

From the studies that have been conducted, researchers have not found research that focused on the use of content-differentiated instruction increasing reading motivation, especially descriptive text. Therefore, researchers want to compile a study about it. The researcher wants to convey his research on content-differentiated learning where the content raised must be by the themes determined by the government. And even though the theme has been determined, the researchers want to show that teachers can still differentiate content according to students' interests. So that researchers can give a contribution to readers, especially teachers to be more active in conducting research for the betterment of education.

This research is conducted to know whether the use of Differentiated Instructions affects students' motivation in reading. Why does this research focus on students' reading motivation? Because if the interest in reading is very high, the interest in learning is also high. The research conducted by Kinasih and Mariana in 2021 showed that there is a significant relationship between student learning motivation student interest in reading and student learning outcomes. Students who like to read will have a broad knowledge of the books they read. It is unfortunate if students do not like reading or have low reading interest because students' knowledge is limited.

The instruments that will be used in the research are teachers' teaching modules and questionnaires given to teachers. Teaching modules are learning tools prepared by teachers to plan the learning process. The preparation of teaching modules is adjusted to the achievement of learning phases or stages of student development. In the teaching module, there is a choice of material to be studied with learning objectives as well as material based on long-term development. Making this teaching module helps teachers in carrying out learning activities more optimally.

In addition to analyzing the teaching modules, researchers will also provide questionnaires containing some questions addressed to teachers and students. The

questionnaire given to the teacher contained questions about the difficulties and challenges faced during carrying out learning using Differentiated Instructions. The questionnaire given to students refers to the level of motivation or interest of students in reading activities. This student questionnaire was given twice, before and after the use of Differentiated Instructions. This activity is intended to measure whether there is a change in motivation after going through learning using CoDI.

Method

To achieve the aims of the study, the researcher used qualitative descriptive methods to gather the data. According to Creswell (2012), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. The process of research involves emerging questions and procedures; collecting data in the participant's setting; analyzing the data inductively, building from particulars to general themes, and making interpretations of the meaning of data. The final written report has a flexible writing structure.

The research was carried out at a junior high school in Central Java. The setting was chosen because the teachers there have applied DI in their teaching and learning process. The school has many students from various backgrounds with various abilities and different interests in learning.

The research subjects were two English teachers at a junior high school in Central Java who have applied DI in their classes, especially in teaching reading. This study used data collected from a questionnaire given to the teacher. There are several questions in the questionnaire. The questions are: (1) Have you applied DI in your reading class? (2) Why did you apply DI in your class? (3) What step did you take to apply DI in your class? (4) What did you prepare before applying for DI? (5) Did you find any difficulties while applying for DI in your class? (6) What did you do to overcome the problem faced in applying DI? (7) Did DI impact students' motivation in reading? In what way? (8) What suggestion will you give to other teachers if they want to apply DI in their class?

The recent researcher used descriptive methods to complete this research. After collecting the data, the researcher studied the data and started to form a description of it. As stated by Nazir (1988), the descriptive method is a method that examines the status of human groups, an object, a set of conditions, a system of thought, or a class event in the present. The purpose of this descriptive study is to make a description of the facts, the characteristics, and the relationship between the investigated phenomena.

The steps taken by the researchers were divided into 4 stages, namely the stages of observation, interviews, data processing, and writing of research results. In the first stage, the research subjects were teachers and students while in the second stage, the subjects were teachers. In the third and fourth stages, the researcher began to carry out his activities.

In the first stage, namely the observation stage, the researcher carried out activities in class. The present researcher observed teachers and students from the beginning of the activity to the end of the activity. The activity began with the teacher asking some questions about learning motivation before using the CODI method. Then proceed with the implementation of learning to read by applying

the CODI method. After the activity was over, students were again given a question sheet containing motivation.

In the second stage, namely the interview stage, the researcher carried out activities outside the classroom. The researcher asked the teacher questions about the difficulties in carrying out learning activities using the CODI method. In addition, researchers also asked about the results of learning. The researcher asked whether it was true that there was an increase in motivation to read after implementing the lesson.

In the third stage, namely data processing, researchers carried out activities individually, without involving teachers or students. Researchers began to process the data obtained from observations in class and also the results of the questionnaire given to teachers. This research used a data analysis technique called interactive model analysis. Miles, Huberman, and Saldana (2014) stated that this model analysis consists of three components, namely data reduction, data presentation, and conclusion drawing. This analysis is carried out in an interactive form through a data collection process as a cycle.

In the last stage, namely writing research results, the researcher wrote down the results of data processing in the form of a description. This writing was intended so that later the readers can understand what happened in class, what the teacher felt, and also the benefits of research.

Findings and Discussion

After carrying out the four stages of research, the researcher obtained several findings. At the observation stage in class, the researcher found some interesting facts. You can read them in the explanation below.

At the level of learning preparation

At the beginning of the lesson, the teacher gave some questions to students about their reading motivation. The teacher asks the students to answer according to the actual situation.

The result was as much as 50% of students were not interested in English lessons, especially reading. This result was found by the researcher after reading the results of the answers to the questions given by the teacher, as well as from the reports provided by the teacher. Most students do not like reading lessons because the material they read is not interesting and does not suit their interests.

The following are the results of the answers to questions given by the teacher to students.

Table 1. The Students' Answers to the First Questionnaire

	The Answers		
The Questions	A	E	%
Do you like reading?	No	67	52.3
	Yes	61	47.7
How often do you read in a week?	Never	45	35.1
	Seven	26	20.3
	Four	25	19.5
	One	19	14.8

The Questions	The Answers		
	A	E	%
What topic do you like most?	Three	13	10.2
	Entertainment	45	35.1
	Fiction	26	20.1
	Adventure	19	14.8
	Lifestyle	13	10.2
	Sport	13	10.2
	Science	12	9.4
Total Correspondence		: 128	

From the table above we can also see that not many students have the habit of reading. Only less than half of the class population has good reading habits. The rest only read in a short period. There are even those who never read at all every day, except at school.

This low reading habit may be related to the limited reading materials that suit the interests of these students. From the table above it appears that students' interest in reading topics varies. As much as 10% of the student population likes reading on sports topics. They prefer reading about sports news reviews, athletes, and the ins and outs of sports games.

The topic of reading that ranks highest is entertainment. With a percentage of 35%, the theme of entertainment is the most popular. Students enjoy reading news about artists, musicians, and other entertainers. Students even like to read gossip that happens around artists, both domestic and foreign artists.

Some students like reading fiction. It is recorded that 15% of the student population chooses fiction as their favorite reading. The fiction reading referred to here is starting from short stories, novels, and even comics. Some say that they like illustrated fictional stories. According to them, pictorial stories are easier to understand than texts that only contain text.

The next group is lovers of reading about adventure. With a percentage of 15%, these students stated that they liked reading which made them feel adventurous. The reading in question is reading about the journey of exploring a region or country. They argue that by reading these texts they become more knowledgeable about the world and remote places in it.

Readings on lifestyle topics also get quite a large percentage, namely 10%. Students who like this topic say that they follow the world's trending fashion and lifestyle news. For them, following the trend is an important thing to do in this era.

The final topic of choice for students is science, with a percentage of 10%. Students who like this topic are dominated by students who like to study exact sciences, such as mathematics and science. Reading about this topic makes them understand more about the lessons they get at school.

Apart from these numerical data, the researcher will display themes that are popular with students in the reading material in the following figure.

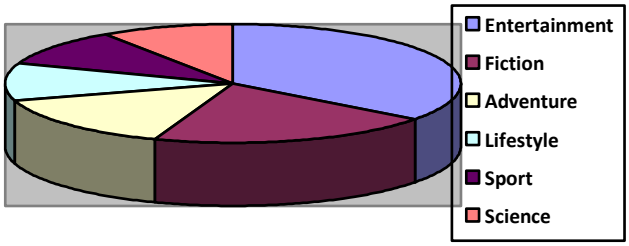


Figure 1. Students' topics of interest

At the early stage of learning

At this stage, it seemed that the teacher was a little overwhelmed in providing services to his students. This is due to the large number of students who have different interests.

In this stage, the teacher asks students to sit in groups. The group in question is a group of students who have an interest in reading with the same topic. They were asked to sit in a circle according to their group with the aim that later they could carry out discussions in groups.

Previously, the teacher had provided several reading options according to topics that students might be interested in. On each topic, the teacher also provides different readings. For example, in the sports theme, the teacher provides reading about football, badminton, and even e-sports. Another example is in readings with an entertainment theme, the teacher prepares readings about film artists, both domestic and foreign. The teacher also prepares readings about singers and even comedians.

What bothers the teacher quite a bit is arranging the students so that they sit according to their group and not fighting over each other's reading. However, not long after that, the teacher was finally able to find a good meeting point so that all students could be served.

At the core of learning

At this stage, the teacher conducts learning with collaborative learning, with students studying in groups. Collaborative learning allows students to make individual contributions as group members. In this activity, students will also practice dividing tasks and enabling dialogue and discussion of topics even without clear right or wrong answers. Management of activities and tasks in groups is the responsibility and absolutely in the hands of students (Panitz, 1997).

Group activities are very effective in learning because, in groups, students will be able to communicate the knowledge they learn with their peers and their teacher.

Vygotsky (1978) states that the learning process will take place more effectively as a result of interactions between students and peers who have more knowledge or adults such as teachers parents or family.

In this activity, the teacher's role is to ensure that the goals of this group activity go well. Group activities encourage the growth and development of students' critical thinking potential and analysis optimally. Teachers also want to train students to be active and critical in dealing with problems. With group work

the teacher hopes that his students will be able to cultivate an attitude of tolerance and mutual respect for the opinions of colleagues in a group.

During the lesson, the students looked enthusiastic in following the lesson. It can be seen that many students are discussing with their friends of interest, and also having dialogue with the teacher. They were involved in an interesting discussion with their reading, even they seemed a little lost track of time. This can be seen when the teacher said that the discussion time was over, they said that they had not finished discussing it.

According to the observations of researchers, this group activity made the students hone their ability to exchange with each other. The students also showed their ability to argue well. In this case, their curiosity about the material provided is also increasing. Their interest in getting to know various readings on the topics they like is getting higher.

At the final level of learning

At the end of the lesson, the teacher again gave questions in the form of a questionnaire which aimed to find out whether there had been a change in reading motivation or not. The teacher suggests that students answer in real terms.

From one implementation of learning with CoDI, researchers found that there was an increase in students' reading motivation. These results can be seen in the following table.

Table 1. The students' answers to the last questionnaire

	The Answers		
The Questions	A	E	%
Do you like reading?	Yes	96	75.0
	No	32	25.0
How often do you read in a week?	Seven	39	30.4
	Five	32	25.0
	Three	26	20.3
	Two	19	14.8
	Four	12	9.4
Total Correspondence		: 128	

From the table above, there were 75% of students who wrote that they now enjoy reading and want to read various types of reading. They say that reading makes them more curious. They are increasingly interested in the themes they are interested in and increasingly want to find various information about them.

Because of this interest, the level of interest in reading is also increasing. There are 30% of children who want to read every day. 25% of students wrote that they wanted to read five times a week. Then, 10% of students wrote that they intend to read four times a week. While 20% of students want to read three times a week. And finally, 15% of students want to read twice a week. So, after the process of this activity, there are no more students who don't want to read.

So, the increase in reading motivation is due to the selection of reading materials that are adapted to their interests. According to Sutarno (2006, p.261) processes of interest and reading habits are: a. There is a basic understanding that

reading is necessary b. Fostering a hobby and pleasure c. The formation of a habit of reading d. The formation of a condition where reading is a necessity e. Availability of adequate reading resources. Based on the description of the opinion above, it can be seen that the process of interest and reading habits is the awareness that reading is necessary, then after awareness arises, it will become a hobby and pleasure so that it will lead to reading habits and all will be realized if supported by adequate reading sources. From this statement, we know that the cultivation of a hobby and pleasure will affect interest in reading. So, the teacher's role in providing appropriate reading material can affect students' reading interests.

At the interview stage

At the interview stage with the teacher, the researcher also found some interesting things that are worth knowing. Teachers require more preparation time when compared to conventional teaching methods. This is caused by the teacher having to provide reading materials that suit the interests of various students. The teacher must select different texts but with almost the same weight, to be given to students during lessons.

The teacher also feels a little overwhelmed in dividing students into groups. This is because some students are interested in something but they want to group up with their close friends, even though they have different interests. The teacher's patience in giving understanding to students needs to be maintained.

Teachers also need more time to be able to fulfill the curiosity of their students about the material given to them. Because after students are given reading material that suits their interests, they ask more and more questions.

Teachers need more time to determine the type of evaluation that suits them. To be able to get results that truly reflect the state of student learning, teachers need to develop the right type of assessment. With a variety of different text themes, it will require more thought for the teacher to compile a general type of assessment and accommodate all students.

Conclusion

Although using CODI is not easy for teachers and requires more preparation time, it has been proven that CODI can be used to increase students' reading motivation, especially in reading descriptive texts. The results obtained in this study were that there was a 25% increase in students' reading motivation after the teacher conducted learning by applying the CODI method. Teachers need to develop this method and find a more practical way to be able to use this method without spending too much effort and thought.

This research was only carried out in one cycle. The next cycle still needs to be carried out to find out whether student motivation continues to increase or perhaps stagnates. Therefore, the researcher invites other researchers to participate in carrying out further research. This is to improve the quality of the educational process, especially in the process of teaching reading English descriptive texts.

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