



Negotiation Text Writing Training With A Differentiated Approach For Grade XI Students UNP Laboratory Development High School

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ABSTRACT

This community service aims to help students become skilled at writing negotiation texts. This activity was carried out at UNP Laboratory Development High School. The implementation of learning to write negotiation texts in Community Service applies learning with a differentiated approach. Efforts are made to implement differentiated learning by paying attention to learning activities that can accommodate students according to their needs and learning styles. The method used in Community Service is a learning method with the application of differentiated learning. Learning differentiates learning pressure according to students' learning styles, namely visual, auditory, and kinesthetic. The results of the service implementation show that students in the auditory, visual, and kinesthetic learning groups can follow the learning process well. Negotiation text learning activities became interesting, students were actively involved, and the results of students' negotiation text writing skills showed an average score of 84 at a mastery level of 76-85% in the Good category.

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1. Introduction

Differentiated learning is one way for teachers to meet the needs of each student because differentiated learning is a teaching and learning process where students can learn subject matter according to their abilities, what they like, and their respective needs so that they do not get frustrated and feel like failures in their learning experience (Breauux & Magee, 2010),(Tomlinson, 2017). In differentiated learning, teachers must understand and realize that there is not just one way, method, strategy used in learning a subject matter. Differentiated learning allows teachers to provide students with the support they need, which may vary from one another. Rather than lumping them into one large classroom group with one approach for all, differentiated learning in smaller groups makes it easier for teachers to see which students have mastered the lesson objectives and have the skills to continue learning. At the same time, teachers can also see which students still need support or intervention.

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Tucker, (2011) explains the importance of differentiated learning in three points, namely:

- a. Differentiated learning challenges bright learners to dig deeper into learning. On the other hand, differentiated learning also provides support for lower-level learners or learners with learning disabilities - both identified and unidentified;
- b. giving students the opportunity to become peer tutors. This reinforces the understanding of students who have mastered the material while providing support for students who are still struggling. This kind of reciprocal and collaborative learning style is a way for teachers to leverage the strengths in the classroom; and

Just as clothing sizes in a store will not always fit the consumer's body size, teachers need to understand that one standard approach to teaching will not meet the needs of all or even most students. Without an effort to vary instruction to meet the individual needs of each student, the curriculum is bound to become boring and confusing and even overwhelming. Differentiated instruction is the key to reaching all students. Negotiation text is a text that states a form of social interaction that functions to reach an agreement between parties who have different interests. In negotiation, the parties try to resolve the differences through dialogue. Kosasih (Kosasih, 2014) explains that negotiation text is a process of joint decision-making between several parties who have different interests. In negotiation there is a difference of interest between the two figures involved (negotiators). With this negotiation, it is hoped that these differences can be compromised so that in the end agreements are obtained. However, negotiations do not always end in agreements. It is possible that what happens next is failure because each party does not achieve its expectations.

According to the Ministry of Education and Culture (2013, p. 141), the structure of the negotiation text consists of three forms, namely the opening, content, and closing. In the negotiation text there is a structure that forms the text. As with other texts that are formed according to the established structure. In line with the Ministry of Education and Culture, according to (Kosasih, 2014), in general the negotiation text is formed by three parts, namely the opening, content, and closing, which include: 1) The opening contains an introduction to the issue or something that is considered a problem by one party, for example a request for leave from work due to pregnancy. 2) The content is in the form of bargaining from both parties to find a mutually beneficial solution, until an agreement or disagreement is obtained. In it there may be arguments, including objections and objections. 3) The closing contains the agreement and agreement of both parties. There may also be expressions of gratitude, hope, or other expressions as a sign of satisfaction or dissatisfaction. The structure of the negotiation text conveyed by the experts above can be concluded by researchers that the structure of the negotiation text can be divided into three parts, namely the opening, content and closing.

Negotiation Text Rules (Kosasih, 2014), negotiation text rules are rules or customs. In negotiating there are six general rules that we must pay attention to. Negotiation activities contain the following aspects. 1) Negotiation always involves two or more parties, either individually, in groups, representatives of organizations, or companies. 2) Negotiation is a direct communication activity or oral communication. 3) Negotiation occurs because there are differences in interests. 4) Negotiation is resolved through bargaining or exchanging interests. 5) Negotiation concerns a plan that has not yet occurred. 6) Negotiation boils down to two things, namely agreement or disagreement. Based on this review, the negotiation text must clearly be in accordance with its structure and rules. If a text does not comply with the structure and rules of the negotiation text, then it cannot be called a negotiation. So, it can be concluded that the negotiation text also has its structure and rules like other texts.

SMA Pembangunan Laboratorium UNP is one of the first high schools that has implemented the independent curriculum. In its implementation, the independent curriculum that carries a differentiated approach is still being implemented in stages. Therefore, the differentiated approach has not been fully implemented, such as learning readiness, interests, and learning profiles are still being implemented in stages. The Community Service Group together with Indonesian language subject teachers agreed to implement a differentiated approach in learning, especially in the ability to write negotiation texts. Based on field observations by the community service team and Indonesian language teachers, it is known that fully

differentiated learning cannot be carried out because it is constrained by several instruments in determining students' learning styles. To anticipate these problems, the community service team has an instrument to divide students based on their learning styles so that learning can be implemented according to students' learning styles. Not only that, the community service team with the approval of Indonesian language teachers will implement differentiated learning to train students' negotiation text writing skills. In addition to learning focused on learning profiles (learning styles), learning also implements differentiated content, processes, and products

2. Method

Community service activities involve providing training to students in frame improvement knowledge And skills. The method used in this Community Service is a learning method with the application of differentiated learning. Differentiated learning emphasizes learning according to students' learning styles, namely visual, auditory, and kinesthetic. After knowing the learning style of each student, students will be grouped according to their respective learning styles. The learning process carried out by the community service team is also based on the three learning styles. Starting from the material, the media prepared, to the learning process is adjusted to the existing student learning style. Groups with a visual learning style are assisted by the presence of pictures and series of pictures. Groups with an auditory learning style are assisted by explanations through audio playback. Groups with a kinesthetic learning style through movement and demonstration.

Table 1. Team Expertise and Contribution in PKM

No	Name	Experience	Contribution to PKM
1	Dr. Indriani Nisja, M.Pd.	S2 Language and Literature Education focuses on Learning, Curriculum, digital teaching materials, and Learning Media	Contribution to material analysis (curriculum)
2	Ricci Gemarni Tatalia, M.Pd.	S2 Language and Literature Education focuses on the development, methods , and media of learning.	Contribution to the design and implementation of learning processes

Based on table 1 above, it can be concluded that the PKM team will be a facilitator in implementing the program as well as the party responsible for implementing the PKM program. The method used in this Community Service is a learning method with differentiated application. Learning to write negotiation texts with differentiated learning is designed so that students can master writing skills through their respective learning styles.

3. Result and Discussion

The negotiation text writing training was attended by grade XI students of SMA Pembangunan Laboratorium UNP. This training activity was carried out in three stages, namely the planning stage, the implementation stage, and the evaluation and mentoring stage.

Planning Stage

This stage was carried out by conducting initial observations on students of class XI SMA Pembangunan Laboratorium. Observation activities were carried out to obtain data on mapping student learning styles used to prepare for the implementation of activities. The results of the observation showed that 59% of students had a visual learning style, 26% of students had an auditory learning style, and 15% of students had a kinesthetic learning style. At the observation stage, interviews and discussions were also conducted with Indonesian language teachers regarding obstacles in implementing learning to write negotiation texts. Based on the interviews, information was obtained that in general students lacked ideas

or topics to be written, students also often lost *their mood* so they were lazy to continue writing, and some students experienced obstacles in understanding the structure of negotiation texts.

Based on these results, the community service team designed teaching modules, teaching materials, and then also selected learning media that were appropriate for student characteristics. In this case, the teaching module was designed with a greater focus on practice than theory. Then, the learning media used varied including images, videos, and series of images. This was chosen to align with the students' learning styles. This is in line with the opinion of (Fauzia & Hadikusuma Ramadan, 2023) that the learning process must pay attention to student characteristics and individual differences. However, this does not mean that teachers have to make excessive differences because if they are excessive it will cause jealousy towards students. Still pay attention to students' character and differences without discriminating against students.

Implementation Stage

This activity is carried out by first grouping students according to their learning styles, visual, auditory, and kinesthetic. Then the community service team delivers material on writing negotiation texts. The steps of the negotiation text writing training activity can be described as follows. *First*, the community service team delivers negotiation text material and asks and answers questions with students. *Second*, the group of students with a visual learning style first observes the images provided. Then explains the images obtained. *Third*, the group with an auditory learning style is asked to respond to the explanation given. *Fourth*, after the students in the auditory learning group respond, an animated video is shown in the form of a negotiation activity in front of the class. Based on the video, students with visual, auditory and kinesthetic learning styles are asked to provide their analysis by finding the structure contained in the negotiation text according to the theory. *Fifth*, the teacher displays a series of images in front of the class, all students are asked to observe the series of images. One student from the kinesthetic learning group is asked to arrange the correct sequence to the front of the class. *Sixth*, after the arrangement is correct, all students are asked to arrange a negotiation text according to the arrangement of the images that have been discussed previously. *Seventh*, after all students have completed their respective negotiation texts, the community service team explains and provides reinforcement. The community service team also provides appreciation to students who are able to write good negotiation texts. Learning is closed with reinforcement and conclusions from students and from the community service team.



Figure 1. Students are watching a negotiation video.

In each step above, the service team actively monitors students one by one. The service team also provides opportunities for students to ask questions so that activities in the classroom become more productive. Student activity during the learning process also increased as evidenced by the number of students who participated in the learning process. Whether it's when asking questions, writing, or responding to the learning process. (Nahdhiah & Suciptaningsih, 2024) effective classroom management is essential to be implemented in differentiated learning. A positive, supportive, and inclusive class culture must be created.



Figure 2. The community service team guides students in practicing writing negotiation texts.

Evaluation Stage

Evaluation of negotiation text writing skills is carried out by giving a negotiation text writing performance test. Negotiation text writing skills are assessed based on the following indicators. *First*, orientation. *Second*, submission. *Third*, offer. *Fourth*, agreement.



Figure 3. Students practice writing negotiation texts independently.

Based on the results of the negotiation text writing ability test, the following class averages were obtained.

Table 2. Average Ability of Students to Write Negotiation Texts

No	Indicator (Negotiation Text Structure)	Average Value Per Indicator
1	Orientation	89
2	Offer	83
3	Submission	85
4	Agreement	79
Amount		336
Class Average		84

Table 2 shows that the ability to write negotiation texts of class XI students of SMA Pembangunan Laboratorium UNP has an average of 84, at a mastery level of 76-85% with a Good qualification. If detailed for each indicator, it can be stated that the highest average is in the orientation indicator, which is 89, then the submission indicator with an average of 85, the offer indicator with an average of 83, and the lowest average is in the agreement indicator with a value of 79. The following is a diagram of the average value of the ability to write negotiation texts of class XI students.

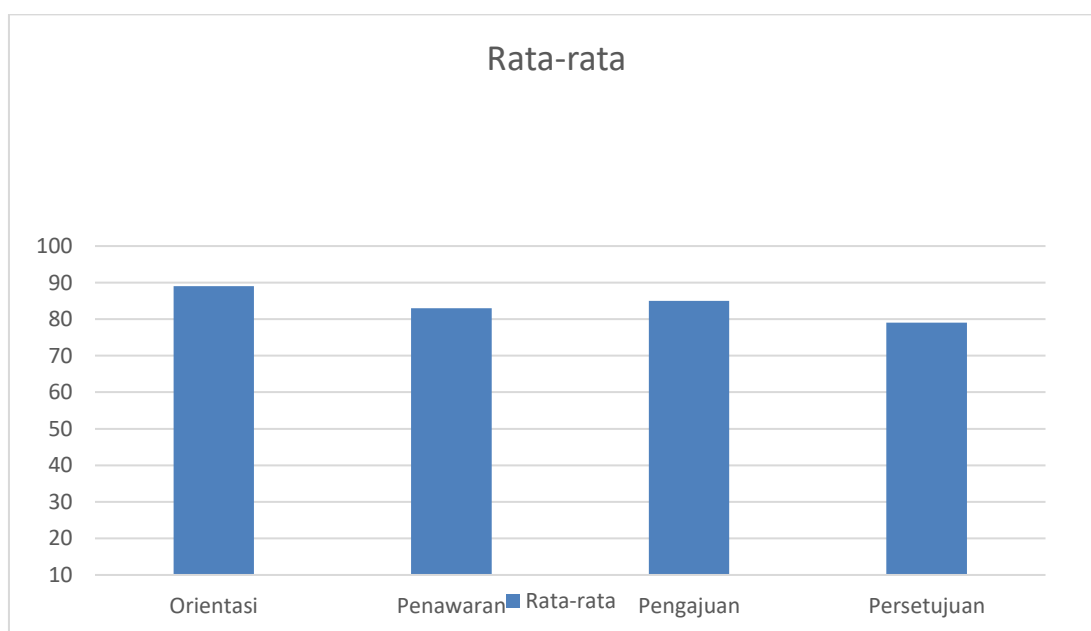


Figure 4. Diagram of Average Scores for Writing Negotiation Texts for Students

Differentiated learning, if implemented optimally, can increase student activity, understanding and learning outcomes. Shareefa et al., (2019) findings revealed that definition of DI can be explained by associating three major facets: (1) use of different strategies (2) addressing student diversity, and (3) advancement of student learning. Six major categories pertaining to challenges were also identified: (1) time, (2) resources, (3) knowledge, (4) class size, (5) support, and (6) workload. These findings are discussed in depth, and implications for practice are suggested.

4. Conclusion

Based on the results of community service activities, it can be concluded that the training activities that have been carried out show that students appear very enthusiastic in following the stages of the activity as evidenced by the activeness of students in participating in the negotiation text writing training. In addition, students' skills in writing negotiation texts show significant development as seen from the average value of students' negotiation text writing skills which are in the Good category

Declaration of Conflicting Interest

The authors state that there is no conflict of interest concerning the publication of this paper

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