

## INCORPORATING DIFFERENTIATED LISTENING INSTRUCTIONAL MATERIALS IN ENGLISH LISTENING CLASS OF MIXED COMPETENCE STUDENTS

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### ABSTRACT

*The goal of this study was to determine the students' listening skills before and after being taught using differentiated instructions, and to see if there was a significant effect of using differentiated instruction techniques to phase E students at SMKN 2 Kediri in the 2022/2023 academic year. The researcher employed a method that is quantitative and quasi-experimental study with one group pretest and posttest. This study was carried out at SMKN 2 Kediri. The subjects of this study were students in phase E AKL 2. The sample was 34 students in tenth grade AKL 2. The students took pre-test, treatment test, and post-test. The data findings were acquired by analyzing the students' pretest and posttest values with the t-test formula by SPSS version 25. In the level of significance of 0,05, the data reveals that t-score is greater than t-table. The total score of 2.090 with mean pretest score is 61,47, while the total score of 2.710 with mean posttest score is 79,71. The research results suggest that utilizing differentiated instructions has a considerable impact, as seen by the difference in scores between the pretest and posttest. This strategy assists pupils in solving their listening learning challenges. Students may simply comprehend the topic and enjoy learning..*

**KEYWORDS:** *Differentiated Instructional, Teaching Listening, Mixed Competence*

### INTRODUCTION

Currently, the Merdeka curriculum is being implemented in several schools, where students are required to be more independent in thinking with a critical mind, broad-minded, have a Pancasila student profile, and work together in terms of helping each other. The Merdeka Curriculum defines learning outcomes as the minimum competences' students must attain in each developmental phase. The curriculum is organized in narrative form and divided into six phases, each lasting two years. The government determines the phase division, but schools have the freedom to choose their approach. The English learning goals are divided into six phases, each lasting two years, and each unit can adapt to their students' readiness. Merdeka curriculum has 4 phases, namely, phase A (first and second grade in elementary school), phase B (third grade until sixth grade in elementary school), phase C (first grade until third grade in Junior High School), and phase D (first grade until third grade in Senior High School)

According to Tomlinson (2000), Differentiated Instruction can be implemented in three ways based on student characteristics: (1) readiness study - whether the learning assignments given are appropriate for the student's capacity, (2) interest - whether the learning tasks supplied may generate curiosity and passion in

student learning, (3) learning profile - whether the learning task can motivate students to work in the way he prefers. Differentiated learning Instruction allows teachers to adjust three components of learning: content, process, and product. Differentiating instruction entails presenting the same topic to all students using a variety of prescribed processes, or it may have the teacher delivering lessons at varying levels of difficulty dependent on each student's ability. According to Ainslie (1994), as cited in Svard (2006), mixed ability classes are a feature of all courses, not only language ones. Because no two students will have the same language background, learning speed, learning aptitude, needs, motivation, and so on.

The English course teaches four skills: listening, speaking, reading, and writing. Listening is one of these talents that should be developed. Listening is the ability to recognize and comprehend what others are saying. Sulistyani (2014) argues Listening is a receptive ability, the process by which individuals extract meaning from the discourse they hear, and it must be taught if the capacity to understand the spoken form of a foreign language is not spontaneously acquired. Understanding a speaker's accent or pronunciation, grammar, and vocabulary, as well as absorbing the message (Howatt and Dakin in Saricoban (1999). The communication will be active after the speaker's point is understood. In fact, teachers rarely take their students to practice listening in their teaching-learning process. However, teachers should take their students for listening practice to familiarize them with English words and types of dialogues, so that students can be more active in the teaching-learning process. A teacher must first be able to identify the characteristic students with this type of competence of listening so that all students can develop students' abilities in learn listening in class and teacher can give appropriate learning experience developmental level and their need.

Based on an observation of researchers in SMKN 2 Kediri, the researchers also found that it is very difficult for students to understand English through listening. Students feel confused when they listen to some new text. Most students cannot understand the meaning of the material. In learning English at SMKN 2 Kediri, it is still done conventionally or just asking and answering questions, and individual assignments are based on the same teacher and student handbook. Learning English that looks monotonous does not attract students' interest at all because most educators only use the traditional method such as teacher as a center (teacher speech). This has an impact on students who are lazy, sleepy, and difficult and refuse students to be active in learning. During the learning process students are more passive, and speak for themselves. Therefore, a change is needed in the learning process by applying descriptive text listening skill learning with the Differentiated Instructional method.

This research has aims to describe the student's listening ability before differentiated instructional in class X SMKN 2 Kediri, to describe the student's listening ability after differentiated instructional in class X SMKN 2 Kediri, and to describe effect of differentiated instructional in class X SMKN 2 Kediri. The researcher was chosen the differentiated listening instructional because teacher must first be able to identify the characteristic students with this type of competence of listening so that all students can develop students' abilities in learn listening in class and teacher can give appropriate learning experience developmental level and their need.

The intention of the researcher is supported by several research findings from Nelly (2015) was conducted in SMAN 1 Koba found that Differentiated Instructions (DI) Approach to Improving Outcomes Learning and Mathematics Activities can improve class student learning outcomes XI MIPA2 at SMAN 1 Koba. The differentiated instructions approach to learning can boost students' learning efforts. The researcher also compared with Rumkoda's (2021) finding, it's found that differentiated instruction helps pupils' speaking abilities.

## 1.1 Listening

Listening is a skill that must be practiced in order to improve student listening skills over time. The most difficult skill to teach is listening. Because students are obtained over time and with a lot of practice. According to Nunan (2003), listening is a process of decoding the sounds that one hears from the smallest meaningful unit, a phoneme, to a whole text. Sulistyani (2014) argues Listening is a receptive ability, the process by which individuals extract meaning from the discourse they hear, and it must be taught if the capacity to understand the spoken form of a foreign language is not spontaneously acquired. According to Krashen (1982), listening is the most significant aspect of language learning, and the capacity to speak and write well in the second will come naturally with time. It means that communication will be difficult to maintain without listening, as listening is the fundamental ability of language mastery. In other words,

listening plays a crucial part in language because it allows listeners to understand the message or substance of information that they hear and to grasp the point message deeply.

## 1.2 Different Instructional

Differentiated instruction is a way to customize instruction to the needs of students with the aim of maximizing the potential of each learner within the given scope (Tomlinson, 2000). Based on the characteristics of students, Tomlinson (2000) suggests that Differentiated Instruction can be done with three things; (1) learning readiness if the learning assignments given are in accordance with the student's abilities, (2) interests if the learning task given can stimulate curiosity and passion student learning, (3) learning profile if learning assignments can encourage students to work the way he likes. In Differentiated learning Instruction, the teacher can modify three aspects of learning, namely content, process and product.

## 1.3 Mixed Competence

According to Ainslie (1994), as cited in Svard (2006), mixed ability classes are a feature of all courses, not only language ones. Because no two students will have the same language background, learning speed, learning aptitude, needs, motivation, and so on. Then, according to Tomlinson (1999), Berry&Williams (2002), and Shank (1995), as mentioned in Svard (2006), every class is multileveled. The class is multi-level because students in a class have varying levels of language learning ability. They have varied learning styles, cognitive abilities, and motivations for learning.

## METHOD

The research approach is a quantitative study. This study used a pre-experimental design (one group pre-test and post-test). This design involved one group that was pre-test (O1), exposed to treatment (X), and post-test (O2). According to the findings of this study, the target demographic is 629 students in class X at SMKN 2 Kediri. Then, the researcher chose 34 students consist by 7 students fully understand and 27 partially understand from class X AKL 2 at SMKN 2 Kediri to participate in this study. The researcher employed a document report from teacher, test, blue print and teaching module as an instrument in this investigation. For the techniques of data collection, the researcher applied the pretest, treatment, and posttest.

The pre-test has done before implementing teaching differentiated instructional material. It was conducted on May 12<sup>th</sup>, 2023. It started from 10.00 am until 10.45 am. The pre-test was used to measure students listening skill. They were asked to listened some audio and answer the question multiple choice consist by 20 questions. The question given include several indicators identifying main ideas, supporting idea, synonym/antonym, explicit and implicit. The questions are intended to assess students' starting skills and as a method to divide students into groups based on their skill levels.

The researcher conducted treatment starting in the second meeting. There were 34 students in the class. Before conducting learning activities, researcher grouped students into 2 groups consisting of (fully understand and partially understand). Students will be grouped according to competence of listening. The researcher explained about descriptive text. The researcher prepared a topic about "*tourism place*". Then, the researcher gave different treatments to each group where there is a difference in treatment between groups of students who fully understand and partially understand. For the audio group, the treatment was given by listening to the audio, the researcher gave an audio to the students to listen to and answer the question in every audio. For students who fully understand, they will be given audio listening at high speed, with a large number of different questions and a long audio duration, while for students who understand, some researchers will give audio listening at low speed, with a small number of questions and a shorter audio duration. The next meeting, the researcher gave treatment to students. Next, the researcher delivered the descriptive text material with the topic "*historical place*". The researcher gave treatment again the previous week.

After administering treatment, the researcher administered a post-test to the students. This post-test was administered offsite by the researcher. The researcher gave students an audio auditory post-test regarding descriptive text. The purpose of the post-test was to evaluate the effect of teaching and grouping the differentiated instructional materials on the improvement of the students' listening skills in relation to the

five aspects that were identified. The test was given about descriptive text with topics that had been provided. The question given include several indicators identifying main ideas, vocabulary meanings, explicit, implicit detail and relationship. Based on the data above, some information can be obtained, including: First, the highest post-test score was 90 and lowest score was 75. The score of speaking skills of students in class X AKL-2 SMKN 2 Kediri is presented in the form of a frequency distribution table below.

After collected the data, the researcher analyzed the data. This section has aims to provide an answer to the study question regarding the effectiveness of differentiated instructional material on the listening skills of students in class X AKL 2 of SMKN 2 Kediri when viewed through the lens of student competence. The researcher rectified the students' pre-test and post-test results before doing a statistical analysis to determine both scores utilizing SPSS version 25, the researcher entered and calculated the pre-test and post-test scores before utilizing the Paired Sample t-test to analyze the data.

## RESEARCH FINDINGS

To analyze the data, the researcher used SPSS version 25 to display the results of the students' pre- and post-test scores in this section. The pre-test mean score was 61,47 with a standard deviation of 9,852 and the post-test mean score was 79,71 with a standard deviation of 5,066. Then, the data frequency of pretest was draw below:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	5	14.7	14.7	14.7
	55	7	20.6	20.6	35.3
	60	7	20.6	20.6	55.9
	65	7	20.6	20.6	76.5
	70	4	11.8	11.8	88.2
	75	4	11.8	11.8	100.0
	Total	34	100.0	100.0	

**Table 1 Frequency of Post-test**

While the frequency of pretest draw on table below:

**Table 2 Frequency of Post-test**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	15	44.1	44.1	44.1
	80	9	26.5	26.5	70.6
	85	7	20.6	20.6	91.2
	90	3	8.8	8.8	100.0
	Total	34	100.0	100.0	

The correlation indicated the data before and after being grouped utilizing differentiated instructional material through student competency is 0.727 with a significance value (sig.) 0.000.

**Table 3 Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	pretest & posttest	34	.727	.000

**Table 4 Paired Samples Test**

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-18.235	5.489	.941	-20.150	-16.320	-19.373	33	.000

According to the results of the paired samples test, the test value is 19,373 and the t-table with degree of freedom 33 is 2,034 at the level of significance of 5%. It revealed that the t-test outperformed the t-table ( $19,373 > 2,0349$ ) and that the 2-tailed significance level of 0.000 was lower than 0.05. So, there is an 18,235-point difference between the pre-test and post-test results. The post-test score exceeded the pre-test score. It shown that students' mean scores prior to therapy were lower than their mean scores following treatment.

According to the findings of the data analysis above, there was a change between the pre-test score and the post-test score. The post-test score was greater than the pre-test score, as evidenced by the subsequent results. As a result, it is possible to draw the conclusion that the use of differentiated instructional materials led to an increase in student performance at the time of treatment. Although the t-test result is higher than the t-table ( $19,373 > 2.034$ ) and the t-test value was smaller than 0.05 ( $0.0000 < 0.05$ ), it demonstrates that  $H_0$  is rejected and  $H_a$  is approved. This indicates that the use of differentiated instructional materials had a greater impact on students' listening skills than did usual learning activities. It demonstrated that more engaging teaching materials that take into account students' levels of ability are better for developing students' listening skills. where students can participate in learning activities based on their competence level. It means that improving students' listening skills in class X AKL 2 SMKN 2 Kediri through the use of differentiated instructional material and student competence

The researcher compared with Florit, Roch & Levato (2011) finding, the cases found that explicit information was understood and recalled better than implicit information, and this difference was consistent across the age range studied. While in previous research Alexa's (2012) study. She discovered that listening comprehension in terms of recognizing main concept increased. As a result of this finding, she concludes that the cloze dictation approach can increase pupils' listening comprehension. The researcher stated that this demonstrated that students' listening skills had improved, and there was a strong link between differentiated teaching materials and students' competency and listening skills..

## CONCLUSION

The study was carried out at the SMKN 2 Kediri class X AKL 2 department during the academic year 2022/2023. The researcher selected 34 students as a sample. According to the findings of the study, differentiated instruction via student competence (fully understand and partially understand) may be modified according to mixed ability. In this differentiated instructional student can learning listening material easily through their competence. According to the data analysis results, the students' post-test scores (2710) were higher and greater than the students' pre-test scores (2090). Students receive a lot of emphasis on implicit to increase their listening ability. The findings of data analysis then demonstrate that differentiated instructions make pupils more successful on their listening capacity. In other words, the researcher may infer that differentiating instruction through student competency has a substantial impact on the listening capacity of children in class X AKL 2 SMKN 2 Kediri in the 2022/2023 school year. As a result, readers can utilize this data to undertake more research utilizing differentiated instructions based on student listening ability.

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