

DIFFERENTIATED LEARNING PRODUCTS VIEWED FROM STUDENTS' LEARNING STYLES: ITS IMPACT ON STUDENTS' SPEAKING ABILITY

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ABSTRACT

Speaking is one of the most important skills in learning English. There are many factors of the success in learning speaking, one of which is students' interest, motivation as well as teachers' learning methods. In the implementation of *Merdeka* Curriculum teachers have to consider to implement differentiated learning process in teaching learning process. This study aims to describe (1) the frequency of the student's learning styles, (2) students speaking ability before and after being taught using differentiated products viewed from the student's learning styles, and (3) the effect of differentiated products from the student's learning styles to the tenth-grade students at SMKN 1 Kediri. This pre-experiment research used questionnaires, tests, and documentation to collect the data. The results of the study showed that the students' learning styles were grouped into 3 types (auditory, visual and kinesthetic) with 12 (37.5%) students were auditory styles; then 11 (34.4%) were visual styles; and 9 (28.1%) were kinesthetic learning style. The mean for the pre-test, was (42.63), classified as very poor, while the mean score for the post-test was (72.38), classified as good. The t-test computation showed that the t-score was greater than the t-table ($-26.460 > 2.039$) at a significance degree of 5% and at significant level of 0.000 is smaller than 0.05 ($p < 0.05$). Thus, it can be concluded that differentiated learning products viewed from students' learning style has significant effect to the students' speaking ability.

Keywords: *Differentiated Learning Products; Learning Style; Teaching Speaking, Speaking Ability*

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INTRODUCTION

In the industrial era 5.0, the curriculum must change according to the needs of the vast change happens in the world. In this era, the use of advance information technology cannot be avoided in all aspects of human life. Nurhajati et.al. (2020) state people cannot live without gadget. They share information and other get the information quickly from various sources, including from social media. Students cannot live without gadget. As a result, it influences the education world, so the curriculum must be adapted.

In Indonesia, the curriculum has been developed by the government, which is called *Merdeka* Curriculum (Independent Curriculum). The newest issue of the Independent Curriculum is the new paradigm of learning which is called differentiated learning. According to Tomlinson (2000) in Nurdini (2021), differentiated learning is an attempt to adjust the learning process in the classroom to meet the individual learning needs of each student. Meanwhile, Puspitasari et.al

(2020) explains differentiation has the view that students will be given learning opportunities according to their own interests and desires based on content, process and product. Teachers find out the interests and desires of students in learning. Differentiation learning is a learning that can create a class with a variety of learning interests so that students will be able to learn more effectively like this, by providing opportunities for students to capture content, process an idea and improve the results of each student.

Differentiated learning is an effort to adjust the learning process in the classroom to meet the individual learning needs of each student. Marlina (2020:2) explains that differentiation learning is a cyclical process for trying to get to know learners and accommodating learning differences. Professional, efficient, and successful learning occurs when teachers continue to learn about the variety of the learners.

Differentiated learning is built on changes to four components: content, method, product, and learning environment. These modifications are directed by instructors' awareness of students' learning needs: their preparedness, interests, and learning profiles. Teachers can engage students in the process of teaching speaking by dividing groups based on their learning styles. According Maryam (2021), there are 3 types of differentiated learning elements, namely: content, process, product. Content differentiation means the differentiation in the material that will be taught to students by referring to and paying attention to student readiness. Process differentiation means teacher varied activities and assessment based on the students' readiness. Product differentiation means the teachers makes different products based on the students' learning profile, competence or readiness. The product can be in the form of essays, written test results, grades, presentations, speeches, notes, charts and more.

One of the students' readiness is the students' learning styles. Paying attention to the students' learning styles is significant in the learning process and contribute to learning success. Deporter & Hernacky (2006) divided learning styles into three categories, among others; 1) The visual style which refers to individuals who prefer to process science through vision. Visual learning styles are learning methods that involve gazing, watching, looking at, and other similar activities. The visual sense is the strength of this learning technique. The eye is the most sensitive tool for capturing every symptom or stimulation (stimulus) of learning for persons with this learning style, 2) The auditory prefers information through hearing, people with this learning style

are more likely to use their hearing sense to carry out learning tasks. People are easily taught and easily stimulated when they use their hearing sense (ear) 3) Kinesthetic is more preferable to obtain information through movement, practice and touch. The kinesthetic learning approach involves moving, working, and touching to learn. The goal is to learn through emphasizing the sensations of taste and physical activity. When people move, feel, or act, they learn more readily. Students tend to prefer direct interaction with the body, they use their body movements for communication and in learning activities.

Ideally, teachers accommodate the student' learning style by choosing the different methods, including teaching English. One of the skills that can be developed is speaking ability. Tarigan (1990:3-4) describes speaking as a language ability established in childhood that is created by listening skill, and speaking skill is gained at that time. In teaching speaking teachers need to teach several aspects to improve students' speaking ability. Brown (2001: 268-269) proposes four aspects of speaking skills, namely fluency, accuracy, pronunciation, and vocabulary. Oral practice (speaking) becomes important for students when they must pay attention to what they are saying. As a result, they may learn more about how to talk or express themselves fluently with exact vocabulary and appropriate or acceptable pronunciation.

There are several important steps that can be carried out and paid attention when teaching language. According to Brown (2001), the first is that teachers must understand and consider who these students are and why they are. The second is a clear goal that must be considered. When at the end of language learning activities, at least students can do something small by interpreting English directly. The latter, namely, the ultimate goal of learning to speak is to communicate. When the teacher has conveyed some material to students, such as grammar, pronunciation, and vocabulary and others, the teacher hopes that students can apply it in their daily activities. This is the role of the teacher to create an atmosphere of active student activity in speaking English and practicing directly, what has been obtained when in class.

Some studies relate with differentiated learning were done by some researchers. Handiyani, et al (2020) found that students can learn in any setting, so it is very important to teach children early on how to turn every event into learning material that will develop their abilities and be useful in the future. Faiz & Faridah (2022) explained the purpose of differentiated learning, namely to coordinate learning by taking into account learning interests, learning readiness, and learning

preferences; assisting everyone in learning so that learning objectives can be achieved by all students; increasing student motivation and learning outcomes; and developing harmonious relationships between teachers and students so that students can be more passionate about learning.

Knowing the facts that differentiated learning is new issue together with the implementation of *Merdeka* Curriculum in each school in Indonesia, the writer interested to conduct a study which aims to describe the student's learning styles and to know the impact of differentiated product viewed from the student's learning styles to the student's speaking ability.

RESEARCH METHODS

This pre-experiment research used pre-test post-test design conducted at SMKN 1 Kediri. The sample is class X-TKR1 SMKN 1 Kediri with a total of 32 students. Questionnaires, tests, and documentation were used to collect the data. Questionnaire was used to get the students' learning styles. It consisted of 30 multiple choice questions retrieved from *akupintar.id*. Spoken test on descriptive text was used both in pre-test and post-test to know the students' speaking ability. For the treatment the researchers conducted differentiated learning process by giving different tasks based on the students' learning style. T-test computation was used to analyze the data.

RESULTS AND DISCUSSION

The aims of this study were to know the students' learning styles, the students' speaking ability before and after differentiated learning products viewed from students' learning styles were used in teaching speaking, and whether or not there is any significant effect of differentiated learning products viewed from students' learning styles to the students' speaking ability. The data got from questionnaire and from the pre-test and post-test were presented in this part.

1. Students' Learning Styles

The researchers administered questionnaire to find out students' interest in learning and it was divided into 3 groups of learning styles (auditory, visual, kinaesthetic) learning style. The following is a description of the learning styles of students obtained from the learning style questionnaires.

3.1 Students' Learning Styles

NO	Auditory	Visual	Kinaesthetic
	12 Students	11 Students	9 Students
	37,5 %	34,4%	28,1%

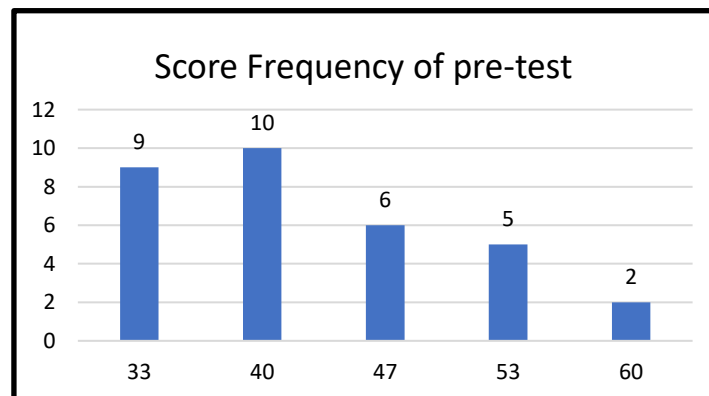
Based on table 3.1 we can see that the students' learning styles are grouped into 3 parts (auditory, visual and kinesthetic). There are 12 (37.5%) students with auditory learning styles; then there are 11 (34.4%) students with visual learning styles; finally, there are 9 (28.1%) students with kinesthetic learning style. It means the students learning style were varied, therefore the differentiated learning was suitable to be applied in this class.

2. The Students' Speaking Ability before being Taught Using Differentiated Learning Product Viewed from Students' Learning Styles.

Before giving different treatment, the researchers conducted a pre-test to students to measure and determine students' speaking ability. In the pre-test the students were asked to make a monologue about descriptive text on describing people. The score was taken using speaking scoring rubric. The table below shows the results of the students' pre-test.

3.2 The Result of Pre-test

NO	ASPECTS				
	Pronunciation	Vocabulary	Fluency	Total Score	Mean
	44	51	40	1364	42,63



In the pre-test, there are 3 aspects (pronunciation, vocabulary, fluency) that were scored to measure students' speaking ability. The average pre-test score was 42,63 from the aspects (pronunciation, vocabulary, fluency), the lowest number is the fluency aspect (40), and the highest is in the vocabulary aspect (51). It means fluency became the most difficult for the students in learning speaking. It is not in line with the research conducted by Komarudin et. al (2019) which found that fluency was not the most difficult aspect in students speaking ability.

a. The Students' Speaking Ability after being Taught Using Differentiated Learning Product Viewed from Students' Learning Styles.

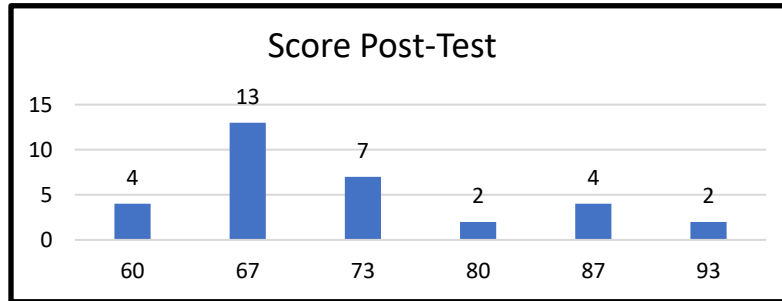
Before the researchers gave post-test, they conducted treatment. There were 32 students in the class. Before conducting learning activities, they divided the students into 3 groups consisting of (audio, visual, kinesthetic). The groups were based on their learning styles and interests. The teacher taught descriptive text about "*food*". Then, the students were given different treatments to each group. For the audio group, the treatment was given by listening to the audio, and they learnt the content of the text as well the correct pronunciation. The visual group was given treatment by watching a video. The kinesthetic group was given treatment to observe the food around. The students had opportunity to go to the canteen and observe the food there. The teacher prepared the exercise paper and gave a little explanation regarding the exercise. Next, the students discussed according to their groups to find new vocabulary, then the group representatives presented the results of their discussion in front of the class.

The next meeting, the teacher gave treatment to students, by giving a brief explanation of the previous material. Next, she delivered the descriptive text material with the topic "person". She explained examples of vocabulary about traits / characteristics related to the topic. After that, she displayed the material by giving examples of descriptive text videos on the topic of person. The students watched the video and observed the pronunciation. After that, she gave the students exercise paper leaflets in the form of pictures of artists (idols) and looking for vocabulary about the properties in the picture, done in groups discussing according to their groups. Then, she monitored the progress of student work. Student group representatives present the results of the discussion according to the learning style of each group.

After the treatment, the students got post-test. The post-test was conducted to measure students' speaking ability. The table below showed the results of the students' post-test.

3.3 The Result of Post-test

NO	ASPECTS				
	Pronunciation	Vocabulary	Fluency	Total Score	Mean
	80	83	67	2316	72,38



The post-test was carried out after giving treatment and applying the product differentiated learning technique viewed from student learning styles. In this post-test, the students' score increased. Based on the mean table above, the total of the average score was 2316 with an average of 72.38 or in good category. Vocabulary was the highest aspect that increased (83) and fluency was the lowest aspect in their speaking score (67). It shows that fluency still became the most difficult aspect for the students' speaking skill and vocabulary became the aspect of speaking that developed well after the treatments.

This finding supports the previous research by Zuhriyah (2017) that explains the highest improvement of students' speaking ability were in the aspects of pronunciation and vocabulary. Rahmawati et, al (2021) also found vocabulary as the highest score that the students' achieved after the treatments. It can be concluded that students are interested and motivated when working on tasks about descriptive text individually and more creatively according to their interests and groups.

3.4 The mean score of Pre-test and Post- test

Pre-test total score	1364	Post-test total score	2316
Mean	42,63	Mean	72,38

Based on the table above the total of the pre-test score was 1364 with an average of 42.63 while the total post-test score was 2316 with an average of 72.38. These results shows that the post-test score is higher than the pre-test.

In order to know whether there is significant effect using product differentiation technique viewed from the students' learning styles the data from the pre-test and post-test were measured using SPSS 26 computation by applying Paired Sample Statistic, Paired Samples Correlations, and Paired Samples Test.

b. The Correlations and T-score of Pre-test dan Post-test

No	N	Correlation	Sig	Uji T-test	T-table
Nilai Pre-test Post-test	32	704	.000	-26.460 Sig2tailed (.000)	2,039

Based on the data in the table above, from the pre-test and post test scores of 32 students, the results show a correlation of 704 which is significant value (.000) While the T-test -26.460 is greater than the T-table 2.039 ($-26.460 > 2.039$). Sig. (2-tailed) is 0.000 was lower than 0.05. It showed that the mean score of students before being given treatment was lower than the mean score of students after being given treatment.

Differentiated learning techniques is useful to help students have better ability in speaking. The finding is in line with research by Faiz & Faidah (2022) that convey differentiated learning techniques are one way that emphasizes to student readiness and interest in learning, so that learning motivation increases and succeeds. Students become more creative and independent in differentiated learning activities. This research has similarities with the result of the research, that is the application of product differentiated learning through student learning styles. The difference is on the way how the researchers conducted research on product differentiated learning through learning styles for student speaking skills.

CONCLUSION

Teaching speaking through differentiated learning product viewed from learning strategies gives positives effects to the speaking ability of the students. They work together with their peer based on their learning styles. Teachers give different assignment to each group of students which classified into groups: auditory, visual, and kinesthetic. By giving different assignments, the students' speaking ability improve, especially in vocabulary and fluency.

Based on the findings, it is recommended for English teachers to apply differentiated learning activity to help students to develop their communication skills. They may be classified the students not only from their learning style, but also their different skill ability as well as the level of difficulty materials.

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