

INVESTIGATING THE EFFECT OF DIFFERENTIATED ENGLISH MATERIALS ON FIFTH-GRADE STUDENTS' ENGLISH LISTENING COMPREHENSION

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ABSTRACT

The Merdeka Curriculum emphasizes the importance of providing learning materials that accommodate students' diverse learning needs. However, empirical evidence regarding the effect of differentiated English materials on elementary school students' listening comprehension remains limited. Therefore, this study investigated the effect of differentiated English materials on the listening comprehension of fifth-grade students at SD Negeri 1 Banyuasri. This study employed a quasi-experimental research design using a pre-test and post-test control group design. The population consisted of three fifth-grade classes at SD Negeri 1 Banyuasri. The sample was selected through cluster random sampling, resulting in two intact classes comprising 60 students. Class VC, consisting of 30 students, was assigned as the experimental group and received instruction using differentiated English materials, while Class VB, consisting of 30 students, served as the control group and received conventional English materials. Students' listening comprehension was measured using a validated listening comprehension test administered before and after the treatment. The collected data were analyzed using Analysis of Covariance (ANCOVA) to examine the effect of the instructional treatment while controlling for students' initial listening ability. The findings showed that both groups obtained higher post-test scores than pre-test scores after the instructional period. However, the ANCOVA results revealed that there was no statistically significant difference in listening comprehension between the experimental and control groups after controlling for pre-test scores, $F(1, 57) = 2.459$, $p = .122$. These findings indicate that differentiated English materials did not produce a statistically significant effect on fifth-grade students' listening comprehension compared with conventional English materials in this study.

Keywords: *differentiated English materials, differentiated instruction, listening comprehension, elementary school, ANCOVA*

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Kurikulum Merdeka menekankan pentingnya penyediaan bahan ajar yang mampu mengakomodasi kebutuhan belajar siswa yang beragam. Namun, bukti empiris mengenai pengaruh bahan ajar Bahasa Inggris berdiferensiasi terhadap kemampuan menyimak siswa sekolah dasar masih terbatas. Oleh karena itu, penelitian ini bertujuan untuk mengetahui pengaruh bahan ajar Bahasa Inggris berdiferensiasi terhadap kemampuan menyimak siswa kelas V di SD Negeri 1 Banyuasri. Penelitian ini menggunakan desain kuasi-eksperimen dengan rancangan pre-test dan post-test control group. Populasi penelitian terdiri dari tiga kelas V di SD Negeri 1 Banyuasri. Sampel dipilih melalui cluster random sampling sehingga diperoleh dua kelas utuh dengan jumlah 60 siswa. Kelas VC yang berjumlah 30 siswa ditetapkan sebagai kelompok eksperimen dan diberikan pembelajaran menggunakan bahan ajar Bahasa Inggris berdiferensiasi, sedangkan kelas VB yang berjumlah 30 siswa sebagai kelompok kontrol diberikan pembelajaran dengan bahan ajar konvensional. Kemampuan menyimak siswa diukur menggunakan tes yang telah divalidasi sebelum dan sesudah perlakuan. Data yang diperoleh dianalisis menggunakan Analysis of Covariance (ANCOVA) untuk menguji pengaruh perlakuan dengan mengontrol kemampuan awal siswa. Hasil penelitian menunjukkan bahwa kedua kelompok mengalami peningkatan skor post-test dibandingkan pre-test. Namun, hasil ANCOVA menunjukkan bahwa tidak terdapat perbedaan yang signifikan secara statistik antara kelompok eksperimen dan kontrol setelah mengontrol skor pre-test, $F(1, 57) = 2,459$, $p = 0,122$. Temuan ini menunjukkan bahwa bahan ajar Bahasa Inggris berdiferensiasi tidak memberikan pengaruh yang signifikan terhadap kemampuan menyimak siswa kelas V dibandingkan dengan bahan ajar konvensional dalam penelitian ini.

Kata Kunci: *differentiated English materials, differentiated instruction, listening comprehension, elementary school, ANCOVA*