

INVESTIGATING THE EFFECT OF DIFFERENTIATED ENGLISH MATERIALS ON SIXTH-GRADE STUDENTS' ENGLISH SPEAKING SKILLS

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ABSTRACT

Implementing the Merdeka Curriculum in Indonesia involves an educational change towards student-centered learning, particularly through Differentiated Instruction. This research aimed to investigate the effect of using differentiated English materials on the speaking skills of 6th-grade students. The research design employed was a quasi-experimental design involving two groups, namely experimental group and control group. The research instrument utilized speaking tests, which were validated by experts, and involved two-raters to assess the speaking performance. The data were analyzed using descriptive statistics and Analysis of Covariance (ANCOVA) to control for students' initial speaking skills. The experimental group achieved a slightly higher adjusted mean score (39.080) compared to the control group (36.667). However, the ANCOVA results yielded a p -value of .084 ($p > 0.05$), indicating that the research failed to reject the null hypothesis (H_0). Therefore, it is concluded that implementing VARK-based differentiated materials alone over eight treatment sessions did not produce a statistically significant effect on students' speaking skills compared to the standard textbook materials.

Keywords: Differentiated Instruction, Differentiated English Materials, Speaking Skills, VARK Learning Styles, Merdeka Curriculum, Young Learners.

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ABSTRAK

Penerapan Kurikulum Merdeka di Indonesia melibatkan perubahan dalam dunia pendidikan menuju pembelajaran yang berpusat pada peserta didik, khususnya melalui Pembelajaran Berdiferensiasi (Differentiated Instruction). Penelitian ini bertujuan untuk menyelidiki pengaruh penggunaan materi pembelajaran bahasa Inggris berdiferensiasi terhadap keterampilan berbicara siswa kelas VI. Penelitian ini menggunakan desain kuasi-eksperimen yang melibatkan dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Instrumen penelitian yang digunakan berupa tes berbicara yang divalidasi oleh para ahli serta melibatkan dua orang penilai untuk menilai performa berbicara siswa. Data dianalisis menggunakan statistik deskriptif dan Analisis Kovarians (ANCOVA) untuk mengendalikan kemampuan berbicara awal siswa. Kelompok eksperimen memperoleh rata-rata skor yang telah disesuaikan (adjusted mean score) sedikit lebih tinggi (39,080) dibandingkan dengan kelompok kontrol (36,667). Namun, hasil analisis ANCOVA menghasilkan nilai p sebesar 0,084 ($p > 0,05$), yang menunjukkan bahwa penelitian ini gagal menolak hipotesis nol (H_0). Oleh karena itu, dapat disimpulkan bahwa penerapan materi pembelajaran berdiferensiasi berbasis VARK saja selama delapan kali pertemuan perlakuan tidak memberikan pengaruh yang signifikan secara statistik terhadap keterampilan berbicara siswa dibandingkan dengan penggunaan materi dari buku teks standar.

Keywords: Differentiated Instruction, Differentiated English Materials, Speaking Skills, VARK Learning Styles, Merdeka Curriculum, Young Learner