

The Influence of Differentiated Instruction on Senior High School's English Learning Outcomes

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Abstract

The goal of this research is to use differentiated instruction in English in order to improve student learning outcomes. This class X research was carried out at UPT SMA Negeri 3 Takalar. This study employs structured interviewing methods, recording, and observation in a qualitative descriptive research design. According to the research, 20 students, or 13 students in total, had a completeness score in cycle I mathematics learning of 65%, and 7 students, or 35% of the students, did not achieve the passing requirement. Then, in cycle II, the comprehensiveness of the instruction yields an 81.50% acquisition in English for a total of 17 pupils, as well as children who have met the score.

Keywords

Differentiated Instruction, English Learning, Learning Outcomes.

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INTRODUCTION

Education is widely acknowledged as one of the most effective ways of reconstructing a country. Education is all about processes that transform the values, knowledge and skills of the youths with the assistance of the contemporary educational institutions (Hilton & Pellegrino, 2013). In these institutions, the conversation about the quality of education is controlling the functioning. Education quality is a development that is propelled by learning procedures that outline that the teacher has to adapt the process, model or strategy for his learners. This takes one to the formulation of the understanding that learning process ought to be about enhancing efficiency for the students' performance under systematic means.

According to Slavich & Zimbardo, 2012, correspondingly, it is considered appropriate to consider the fostering of students' capabilities as being at the very core of education and as being the true essence of the educational processes. As for the aspect of learning, instructional planning is very crucial. It should be noted that planning should be based on active learning approaches as pointed by Giudici et al., 2020 Instructional planning aids in ensuring that the learning objectives are attained deliberately and proficiently, provided to the participants.

As the element of globalization is actively in the process of evolution at the present stage, the knowledge of foreign languages, especially English, becomes mandatory because it performs the function of the inedible means of communication. Concerning the competency level of the senior high school, learning of English is in a position to unlock interpersonal communication and realization of culture diversity as well as utilization of fairs to compete in the international market.

For learning outcomes to be met properly Kunter et al., 2013 states that there is need for the teacher to have properly developed instructional strategies that corresponds to the nature of the students. Another such strategy is differentiation. Interchangeability of differentiated instruction entails the realization that every learner is unique in terms of his or her propensity and in the manner in which he or she can comprehend information as preferred. Therefore, this approach alters the modes of teaching methods used, teaching aids, and teaching savvy to fit a student's learning Styles, as the goal is to augment his or her performance in the classroom. In the learning process, therefore, it is the instructional planning which operates as a crucial segment. The planning model cannot be based on any other model of learning other than the active learning model as affirmed by Tileston, (2006). Knowledge acquirement processes should be rather interesting for students, as a consequence, learning activities should be characterized by high interest. This means that the level of students' participation as a Subject in the learning process is positive.

Such aspects of learning as noting that the purpose of English language learning is vital to enable students. Therefore, teachers have a main role as far as Understanding of English is with the process that the educators undergo in an attempt to enhance the fundamentals of English. In order to cover all mentioned above, the teachers are expected to implement diverse strategy to engage the students to actively participate in class.

Hence, the Ministry of Education issued a new policy requiring all teachers to implement differentiated instruction in class.

Differentiated education proponent Tomlinson (2001) claims that there are many advantages to implementing this strategy in the classroom. Here are a few of the principal benefits:

1. **Fulfills a Vast Variety of Educational Needs.**
Teachers can better address the varied interests, learning styles, and skills their students in the classroom by implementing differentiated education. This guarantees that every student, regardless of background or place of origin, has the chance to learn in an efficient manner.
2. **Promotes More Student Involvement.**
Differentiated instruction raises student engagement by adjusting the curriculum to each student's unique needs and interests. Students are more likely to stay motivated and engage in learning activities when they believe the content is relevant and approachable.
3. **Accommodates Various Intelligences.**
By offering a range of tasks and evaluations that let students showcase their comprehension through their areas of strength—linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, or naturalistic—Tomlinson's approach acknowledges Howard Gardner's theory of multiple intelligences.
4. **Promotes development and advancement.**
Through varied assignments and learning paths, educators can offer students suitable challenges that correspond to their individual levels. Instead of creating obstacles or making them feel overwhelmed, this method encourages a growth mentality in kids and allows them to advance at a speed that works for them.
5. **Enhances Classroom Management.**
Classroom management is made easier when students are actively involved and given proper challenges. When students are actively involved in learning activities that fulfill their needs, they are more likely to behave well and stay on track.
6. **Encourages Inclusive Education.**
By serving kids with a variety of learning requirements, including as gifted children, English language learners, and those with learning disabilities, differentiated instruction fosters inclusivity. This fosters an environment in the classroom where all children can succeed.
7. **Improves Accuracy of Assessment.**
Teachers can better assess each student's progress and material comprehension by utilizing a range of assessments that are in line with differentiated instruction. This makes it possible to provide more focused feedback and modify the curriculum as necessary.

The overall goal of Carol Ann Tomlinson's varied teaching strategy (2017) is to establish a safe and encouraging learning environment where each student may thrive and develop on all levels—academically, emotionally, and socially. This information got the writer interested in investigating whether differentiated instruction can truly bring some positive impact to students, particularly in improving the students' learning outcomes.

LITERATURE REVIEW

The concept of teaching in current Merdeka curriculum is much easier to introduce, given that, the teacher's responsibility is teaching what the students need at their level. This curriculum presupposes differentiation for learning that entails the educators requiring the content, processes, products, and learning environments that match those of the participants. This is in line with Fatimah & Purba, (2021). According to Farstrup & Samuels, (2002), in a modern classroom, differentiated instruction is the best approach to guarantee equal instruction to the variety of students. According to extensive empirical research, differentiated instruction is quickly gaining popularity. It involves changing teaching strategies to meet the needs of students with varying skill levels (Johnsen, 2003).

The three categories of differentiation include the differentiation of content, differentiation of processes and differentiation by product, as affirmed in Witraguna et al., (2024). In the concept of content Differentiation, the teachers transfer content to learners with regard to the match between the students' learning requirements, their receptiveness to learning, and previous learning conducted by background students, or a combination of the three aspects. The teachers provide several medias designed according to their interest. The process of learning that is differentiated requires teachers to know how students learn well in group and individually. Teachers up to this point have as much support (scaffolding) that can be provided to participants. Teachers are also able to point out which students may need help, while learner are also able to learn on their own once they have been asked guidance questions. In the process of differentiation, emphasis is usually put on the outcomes of the products developed by participants so that participants possess knowledge in relation to the attainment of learning outcomes. This should draw a clear appreciation and depiction of the concepts that the participants have learned throughout the learning process.

According to Tomlinson, (2017), there is proof that the differentiated learning process yields the following outcomes: (1) it is more active. (2) inclination towards prioritizing quality over quantity. (3) Differentiated learning starts with assessment. (4) makes use of a variety of content, process, and product techniques. 5. is focused on the student. (6) cooperation of independence, cooperation, and general learning. (7) is energetic and "organic". It is intended that teachers will be able to implement differentiated instruction so that students would have a better understanding of learning English. The application of learning differentiation necessitates not only adaptable teaching techniques from educators but also robust backing from several entities, such as school administration, a well-organized curriculum, and sufficient resource support.

Understanding how differentiation tactics can be used effectively is crucial for achieving the best possible learning results in high school, as students have a broad range of backgrounds, talents, and levels of interest in studying English.

Thus, the concept of differentiated learning imply that every child should be espoused the kind of learning will be of most benefit to him or her. This, in a way, means having teaching/learning accessories that will align to what the students are capable of achieving as well as the use of multi techniques in teaching. In context of the teaching and learning of English as a foreign language as to what it can mean, it may refer to incorporation of different materials including audio-visual, computer based as well as a project concerning teaching and learning English requirements that may be deemed necessary for the student body.

However, the process of applying the methodology of differentiated learning does not always run smoothly. Some of the problems may include; the time and efforts used in developing various learning activities for all the students and assessment and tests to be given to all the students due to different abilities. Therefore, it is important to establish the degree to which differentiated learning impacts the learning of English at Senior High School and factors that avail or determine the usage of the strategy.

The goal of Tomlinson's (2017) various implementation strategies for differentiated teaching in the classroom is to successfully address the various learning demands of her pupils. According to Tomlinson, differentiation can be of four main types:

1. Content Differentiation

Depending on students' readiness, interests, or learning profiles, differentiating content refers to changing what they learn or the resources they utilize to study. In a classroom, the instructor may assign more difficult exercises or advanced readings to students who pick things up quickly (Tomlinson, 2001). In order to reinforce fundamental concepts, teachers can provide simplified readings, visual organizers, or hands-on activities to children who want more assistance.

2. Process Differentiation

The term "differentiating process" describes how different approaches to teaching and learning are used with pupils according to their readiness, interests, or learning profiles (Granås, 2019, and Joseph, 2013). For instance, students may have several choices for demonstrating their understanding in an English lesson. While some people might prefer to write essays, others might do multimedia presentations or take part in Socratic seminars. This gives students the freedom to interact with the content in ways that best fit their interests and learning styles.

3. Product Differentiation.

Differentiating a product refers to the ways in which students exhibit their knowledge according to their learning profiles, interests, and readiness (Tomlinson & Imbeau, 2023). Following their study of a novel in English class, students had a variety of options for demonstrating their comprehension. Some ideas could be to write a conventional essay, make an artwork based on the concepts, give a dramatic reading,

or write a song. With this method, students can demonstrate their abilities in ways that align with their interests and areas of strength.

4. Differentiating the Learning Environment.

Adapting the physical or virtual learning environment and the learning experiences students participate in according to their learning profiles, interests, or preparation is known as differentiating the learning environment (Leite et al., 2020). To suit varying learning preferences, a teacher may set up variable seating arrangements in the classroom (e.g., collaborative tables for group projects, quiet corners for solo work). To accommodate different learning requirements and preferences, the teacher may offer interactive simulations, choice boards, or a variety of internet resources during virtual instruction.

Together, these four differentiation strategies provide a learning environment that maximizes each student's learning potential while recognizing and valuing each student's unique strengths and problems. By putting these techniques into practice, teachers can create a more welcoming and stimulating learning environment where every student can succeed.

RESEARCH METHOD

This study is qualitative research to find out a detailed description about the effect of differentiated instruction to the improvement of students' learning outcomes. This qualitative descriptive research approach was used in this study, which examined the effects of employing Differentiated Instruction models on Senior High School (SMA) students' comprehension of English. The study was carried out with a focus on Class X at UPT SMA Negeri 3 Takalar. There are some reasons why the writer chose this school. Firstly, this school is a pioneer school or "Sekolah Penggerak" in the first round this program was launched. Secondly, this school is with A accreditation. This school has been implementing differentiated instruction for more than three years. Investigating the effectiveness of differentiated instruction will be more perfect in this school. There were 20 students randomly selected as the samples for this study in order to acquire rich information about how differentiated instruction improved their learning outcomes.

There were some techniques used for analyzing the data. The writer used documentary research, structured interviews, and participant observation in order to find a better result for this study. Techniques for acquiring information included grouping ideas from interviews, breaking down informant responses to describe them, using descriptive statistical methods to describe documentary data, and summarizing observational data based on real-world circumstances.

FINDINGS AND DISCUSSION

Interviews with Class X instructors at UPT SMA Negeri 3 Takalar provided the first information. Two questions were asked during the interview: (1) What phases does differentiated learning go through? Can students' knowledge be enhanced through differentiated instruction? The following is a summary of the interviewees' findings:

Differentiated instruction, according to instructors at UPT SMA Negeri 3 Takalar, helps improve students' proficiency in the English language.

There were two cycles of differentiated instruction which were carried out in the teaching process, with four stages in each cycle. Those four stages included in each cycle were planning, implementation, observation, and reflection.

1. The First Cycle

As stated above, there were four stages that the writer conducted in the first cycle. They are as follows:

A. Planning

Planning entails developing instructional resources such student worksheets (LKPD) and differentiated lesson plans (RPP).

B. Implementation

Differentiated learning involves the following steps including:

1. The instructor poses questions and offers difficulties to the class. To elicit information, the teacher might hold up a picture and ask, "Who is the person?" and "What can you describe about the person?"
2. A broad mix of students are placed into teams of four to five.
3. Under the direction of Student Worksheets (LKPD), students collaborate in groups to produce goods some sentences to describe the person in the picture.
4. In order to improve their confidence and comprehension of the subject matter, students showcase collaborative projects.

C. Observation

Events that take place are noted through observations made during the learning process. Worksheets are used to record observations made during learning sessions. The purpose of these observations is to see firsthand how differentiated instruction and learning activities are implemented.

D. Reflection

At this point, the researcher applies the Learning Objective Achievement Criteria (KKTP) to assess the actions performed in Cycle I. Cycle I's results show that while the planned aims were met, they were not entirely. Mathematical representation skills fell into the good category and accomplishment fell into the categories needing guidance, according to the Learning Objectives accomplishment categories (KKTP). As a result, enhancements were implemented in Cycle II through modifications to the project and product outputs, which were more tangible.

2. The Second Cycle

As the writer conducted in the first cycle, there were four stages that the writer still conducted in the second cycle. They are as follows:

A. Planning

Planning entails drafting student worksheets (LKPD), differentiated lesson plans (RPP), and instructional materials based on the information to be taught.

B. Implementation

Differentiated learning involves the following steps:

1. The instructor gives the class challenges to solve and thought-provoking questions. Prompting questions such as "Who is in the picture?" and "What can you describe from the pic?" are posed by the teacher, for instance, while pointing to a whiteboard.
2. A variety of student groups are formed into teams of four to five members.
3. Under the direction of Student Worksheets (LKPD), students collaborate in groups to produce some descriptions like drawings they have seen.
4. In order to improve comprehension of the subject matter and boost self-assurance, students showcase collaborative projects.

C. Observation

Events that take place are noted through observations made during the learning process. Observation sheets are among the tools utilized in this stage, when events that take place during the learning process are recorded. These observations are intended to provide firsthand insight into the implementation of differentiated instruction and student activities throughout the learning process.

D. Reflection

At this point, the researcher assesses the actions performed in Cycle II using the Learning Objectives' Achievement Criteria (KKTP). The performance in Cycle II was excellent.

The researcher employed documentation techniques to acquire the second batch of data. There were undoubtedly effects on the children following the implementation of differentiated education. The outcomes of student exams could provide this information. The following are the findings of the student test scores from the two learning cycles:

Cycle 1:

Table 1: Learning Outcomes in cycle 1

Aspect	Description
Participants	20
Participants passed KKTP	13 (65 %)
Participants did not pass KKTP	7 (35 %)
Total score	1360
Maximum score	90
Minimum score	35
Average	68.00

In the table above, the maximum score is 90 and the minimum score is 35. The average score achieved is 68.00. There are 13 students who have achieved the passing score, while 7 students have not yet reached the passing standard.

Cycle 2:

Table 2: Learning Outcomes in Cycle 2

Aspect	Description
Participants	20
Participants passed KKTP	14 (70 %)
Participants did not pass KKTP	6 (30 %)
Total score	1630
Maximum score	95
Minimum score	60
Average	81.50

In the table above, the maximum score is 95 and the minimum score is 60. The average score achieved is 81.50. There are 14 students who have achieved the passing score, while 6 students have not yet reached the passing

CONCLUSION

Differentiated instruction is one of the best ways to encounter all students' diversity, who came into the class with diverse cultural background and their uniqueness. There are four main types of differentiation recommended to implement in the class including content, process, product, and learning environment. Investigating about the effect of differentiated instruction to the students' learning outcomes, it may be inferred from the study findings in Class X UPT SMA Negeri 3 Takalar that differentiated instruction was carried out in two cycles. Four steps were included in differentiated learning: planning, executing, observing, and reflecting. Teachers as able to improve their students' comprehension of learning through varied instruction, as evidenced by the completion of statistical calculations. With 14 students, Cycle I's achievement rate was 66.67%, while 7 students failed to meet the requirements for graduation. Subsequently, in Cycle II, 17 students achieved an 80.96% achievement, and 4 students failed to meet the graduation requirements. Shortly, differentiated instruction has successfully improved the students' learning outcomes in English subject, particularly at UPT SMA Negeri 3 Takalar. For further investigation, it will be very beneficial to investigate more about some issues and challenges might be faced by the teachers, resulted from implementing differentiated instruction, The research can be in the form of case study so all information related can be gained comprehensively.

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