



ASSESSING THE IMPACT OF DIFFERENTIATED INSTRUCTION ON ENHANCING STUDENTS' SPEAKING PROFICIENCY

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<p>Info Article</p> <p>Received : 05 September 2024</p> <p>Revised : 02 Oktober 2024</p> <p>Accepted : 02 November 2024</p> <p>Publication : 31 Desember 2024</p>	<p>Abstract: <i>The primary goal is to assess how differentiated instruction influences students' fluency, pronunciation, and vocabulary acquisition in English. The research employs a quasi-experimental one-group pretest-posttest design, involving 13 eleventh-grade students selected through purposive sampling, focusing on those with initial difficulties in speaking. The study progresses through three stages: initial observation and pre-test, structured differentiated instruction intervention sessions, and a post-test to measure improvements. Findings show a significant improvement in speaking skills, with a mean difference of 2.48 between pretest and posttest scores, supported by a p-value of 0.00, indicating the effectiveness of differentiated instruction. The greatest improvement was observed in vocabulary, followed by comprehension and grammar. Despite the study's limitations, such as a small sample size and lack of a control group, the results underscore the potential of differentiated instruction as a valuable teaching strategy for addressing individual learning needs. These findings suggest that differentiated instruction can be an effective approach for enhancing English language proficiency in diverse classroom settings.</i></p>
<p>Keywords: Assessing Speaking, Differentiated Instruction, English Language Learning, Speaking Skill</p> <p>Kata Kunci: Menilai Berbicara, Instruksi yang Berbeda, Pembelajaran Bahasa Inggris, Keterampilan Berbicara</p>	<p>Abstrak: Tujuan utamanya adalah untuk menilai bagaimana pengajaran yang berbeda mempengaruhi kefasihan, pengucapan, dan perolehan kosakata siswa dalam bahasa Inggris. Penelitian ini menggunakan desain kuasi-eksperimental satu kelompok pretest-posttest, yang melibatkan 13 siswa kelas sebelas yang dipilih melalui pengambilan sampel purposif, dengan fokus pada mereka yang memiliki kesulitan awal dalam berbicara. Penelitian ini berlangsung melalui tiga tahap: observasi awal dan pre-test, sesi intervensi instruksi terstruktur yang berbeda, dan post-test untuk mengukur peningkatan. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam kemampuan berbicara, dengan perbedaan rata-rata 2,48 antara nilai pretest dan posttest, didukung oleh nilai p-value sebesar 0,00, yang mengindikasikan keefektifan pengajaran berdiferensiasi. Peningkatan terbesar pada kosakata, diikuti oleh pemahaman dan tata bahasa. Terlepas dari keterbatasan penelitian, seperti jumlah sampel yang kecil dan tidak adanya kelompok kontrol, hasil penelitian ini menggarisbawahi potensi pengajaran berdiferensiasi sebagai strategi pengajaran yang berharga untuk memenuhi kebutuhan pembelajaran individu dimana pengajaran berdiferensiasi dapat menjadi pendekatan yang efektif untuk meningkatkan kemampuan bahasa Inggris.</p>
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INTRODUCTION

Differentiated Instruction (DI) is a teaching approach developed by Carol Ann Tomlinson, aimed at addressing the diverse learning needs of students by adjusting teaching strategies to match each student's individual learning style and preferences (Tomlinson, 2001). This approach recognizes the varied backgrounds of students, necessitating diverse teaching methods to ensure effective learning for all (Tomlinson & Moon, 2013). Differentiated instruction seeks to create equal learning opportunities by tailoring instructional strategies to meet the specific needs of each student, thus helping to close the achievement gap between high-achieving students and those who face difficulties Tomlinson & McTighe (2006). The goal of differentiated instruction is to foster a learning environment where every student can thrive, regardless of their initial knowledge or skill level.

The principles of differentiated instruction are particularly relevant in the context of English language learning, especially in countries like Indonesia, where English is a compulsory subject in secondary education (Dignath & Veenman, 2021). At SMA Alam Lampung, for example, students are expected to develop various skills, including listening, reading, writing, and speaking. These skills are crucial for language mastery: listening aids comprehension of spoken language, reading expands vocabulary, writing facilitates expression, and speaking is essential for effective verbal communication (Terzioğlu & Kurt, 2022). Differentiated instruction can address varying proficiency levels by providing tailored support for each skill area (Munira & Al Shekaili, 2021). By customizing instruction to meet individual needs, DI has the potential to enhance overall English proficiency, making the learning process more effective and engaging (Sofiana et al., 2024).

Several studies have explored the effectiveness of differentiated instruction in improving language skills. For instance, Arianto et al. (2023) found that differentiated instruction positively impacts students' speaking skills by offering targeted practice and feedback, which are critical for language development. Suwastini (2021) also emphasized that DI can boost students' confidence in using English by adapting lessons to their individual learning needs. Additionally, Magableh & Abdullah (2020) reported that the flexibility of differentiated instruction helps improve students' vocabulary and fluency. (Kugai & Vyshnevskaya, 2023) noted that tailored instruction can significantly enhance pronunciation and overall linguistic competence. However, these studies have limitations, such as a focus on short-term outcomes and limited exploration of the long-

term sustainability of differentiated instruction's impact on language skills. Furthermore, much of the existing research has been conducted in diverse educational contexts without fully addressing the cultural and linguistic challenges faced by Indonesian students, such as the strong influence of their native language on English learning.

Despite the acknowledged benefits of differentiated instruction, further research is needed on its effectiveness in Indonesian secondary schools, particularly concerning the development of speaking skills among students with varying levels of English proficiency. Field observations at SMA Alam Lampung, conducted from July 17 to September 22, 2023, revealed that many students face challenges in verbal communication due to limited vocabulary and reliance on their native language. These issues, compounded by unsupportive learning environments and ineffective teaching methods, hinder students' ability to actively participate in English discussions. Thus, an instructional approach like DI is needed to provide individualized support to help overcome these barriers and enhance students' speaking abilities.

This study aims to evaluate the impact of differentiated instruction on students' speaking skills at SMA Alam Lampung. Specifically, it seeks to determine the extent to which differentiated instruction can improve students' fluency, pronunciation, and vocabulary in English. Additionally, the study focuses on the effects of differentiated instruction in language acquisition, such as comprehension and grammar, and its influence on student engagement, including motivation, participation, and enthusiasm in the learning process. By offering deeper insights into the benefits and outcomes of differentiated instruction in enhancing language proficiency, this study seeks to improve the learning experience and address the specific challenges faced by students. The findings are expected to provide valuable insights into the effectiveness of differentiated instruction for enhancing English communication skills in secondary school settings.

The hypotheses of this study are: (1) Differentiated Instruction has a positive impact on the fluency of students' speaking skills at SMA Alam Lampung; (2) differentiated instruction enhances students' pronunciation and vocabulary acquisition; and (3) DI improves student engagement and motivation in English classes. By testing these hypotheses, this study aims to shed light on the long-term potential of differentiated instruction in enhancing English communication skills in Indonesian secondary schools. The research also seeks to address existing gaps by focusing on the

cultural and linguistic needs of Indonesian students and offering a pathway for more effective language teaching strategies in similar educational contexts.

LITERATURE REVIEW

Differentiated Instruction

Differentiated Instruction (DI) is an instructional approach that aims to meet the diverse needs of learners by tailoring teaching methods, content, and assessment according to students' abilities, interests, and learning styles (Tomlinson, 2001). This approach recognizes that students in any given classroom differ in their readiness levels, backgrounds, and preferences for learning. By providing various ways for students to access content, engage with learning materials, and demonstrate their understanding, differentiated instruction creates a more inclusive environment where all students can thrive (Tomlinson & Moon, 2013). Teachers use differentiated instruction might vary their instructional strategies, such as offering different types of assignments, using multimedia resources, or providing additional support or challenges for students based on their individual needs.

The implementation of differentiated instruction is particularly beneficial in classrooms with a wide range of abilities, as it aims to provide equitable learning opportunities for all students. Research by Tomlinson & McTighe (2006) emphasizes the importance of considering factors such as cultural background, language proficiency, and socioeconomic status when applying differentiated instruction. This ensures that each student receives the necessary support to succeed, regardless of their starting point. In the context of language learning, differentiation instruction allows teachers to adapt activities and materials to target specific language skills, making it especially effective for improving aspects like vocabulary, grammar, pronunciation, and fluency (Badawy, 2024). Studies have shown that differentiated instruction can lead to improved engagement and better learning outcomes, making it a valuable approach for addressing diverse student needs in language education.

Speaking Skill

Speaking is a fundamental component of language learning and plays a crucial role in communication (Masuram & Sripada, 2020). It involves the ability to produce spoken language in a coherent and comprehensible manner, allowing individuals to convey their thoughts, ideas, and emotions effectively. As a productive skill, speaking

requires learners to organize their thoughts and articulate them using appropriate language structures, vocabulary, and pronunciation (Gilakjani & Ahmadi, 2011). In the context of second language acquisition, speaking is often seen as one of the most challenging skills to develop because it requires real-time processing of language, including grammar, syntax, and pronunciation.

Mastering speaking skills is essential for students learning English as a Foreign Language (EFL) as it directly impacts their ability to communicate in real-world situations. Effective speaking instruction goes beyond teaching grammar and vocabulary; it also involves building students' confidence and encouraging active participation in conversations. According to Wang et al. (2024), successful speaking instruction involves creating opportunities for students to practice speaking in authentic contexts and providing feedback to help them improve their fluency and accuracy. Differentiated Instruction can be particularly effective in enhancing speaking skills, as it allows for tailored activities that meet each student's specific language needs and proficiency levels.

Speaking Aspects

Speaking skills encompass several aspects that contribute to effective verbal communication. These include fluency, pronunciation, grammar, vocabulary, and comprehension (Brown, 2004). Fluency refers to the ability to speak smoothly without unnecessary pauses or hesitation, allowing speakers to communicate their ideas naturally. Pronunciation involves the clarity and accuracy of producing sounds, stress patterns, and intonation, which are crucial for being understood by listeners. Grammar, on the other hand, is the structural foundation of language that allows speakers to construct meaningful sentences and express complex ideas. Vocabulary is equally important, as it provides speakers with the necessary words to express themselves accurately and effectively. A broad vocabulary enables students to convey a wide range of ideas and adapt their speech to different contexts. Comprehension, or the ability to understand spoken language, is fundamental for engaging in meaningful interactions.

These elements are interconnected and contribute to a student's overall speaking proficiency (Ghafar & Raheem, 2023). Differentiated Instruction can target each of these elements individually, allowing educators to address specific areas where students may need improvement, thus promoting a more holistic development of speaking skills (Purnamaningwulan, 2024).

Assessing Speaking

Assessing speaking skills requires a comprehensive understanding of the various components that contribute to a student's speaking ability. Brown (2004) offers a theoretical framework for evaluating speaking, focusing on aspects such as fluency, pronunciation, grammar, vocabulary, and comprehension. According to Brown, effective speaking assessments should be holistic, taking into account both the accuracy and fluency of the student's speech. Fluency is measured by the flow and ease of speech, while pronunciation is evaluated based on how closely the speaker's pronunciation approximates that of a native speaker.

Brown's framework emphasizes the importance of using rubrics that provide clear criteria for evaluating each component of speaking. For example, a rubric may score pronunciation on a scale from 1 to 5, with 1 indicating frequent errors that hinder understanding, and 5 representing near-native accuracy. Similarly, grammar and vocabulary are assessed based on the complexity and appropriateness of language used during speaking tasks. The use of such structured assessment tools ensures consistency and objectivity in evaluating students' speaking abilities. Differentiated Instruction can complement this framework by tailoring feedback and instructional support based on the assessment results, helping students address their specific weaknesses and further develop their speaking proficiency.

METHOD

Research Design

This study used a quantitative approach with a quasi-experimental design, namely the one-group pretest-posttest approach (Creswell, 2014). This design allows researchers to measure the effect of Differentiated Instruction (DI) implementation on students' speaking ability through comparison of pretest and posttest results in the same group. This study did not involve a control group, so all students involved received the DI intervention and the results were measured before and after the intervention to identify the differences that occurred.

Participants

The research sample consisted of 13 grade XI students at SMA Alam Lampung in the 2022/2023 academic year. Students were selected using a purposive sampling technique with a focus on students who demonstrated difficulties in speaking skills.

Participant characteristics included an average age of 16-17 years with varying levels of English proficiency. Inclusion criteria were students who fully participated in DI intervention activities throughout the study, while exclusion criteria were students who were consistently absent or did not take the posttest.

Instrument

The instrument used to measure students' speaking skills was a speaking test conducted before (pretest) and after (posttest) the application of DI. This speaking test used a scoring rubric developed by Brown (2004), which evaluates five main aspects of speaking skills, namely pronunciation, grammar, vocabulary, fluency, and comprehension. Each aspect was scored on a scale of 1 to 5, where 1 indicates very limited skills and 5 indicates proficiency equivalent to that of a native speaker. The assessment is conducted by two English teachers who have been trained to ensure consistency and objectivity in scoring.

Research Procedures

In collecting data, the researcher applied three research procedures which included initial observation, intervention, and evaluation.

a) Initial Observation and Needs Analysis.

In this phase, observations were made of the students' difficulties in speaking, as well as conducting pretests to determine the students' initial level of ability. The data from the pretest is used to design DI strategies that suit the individual needs of students.

b) Implementation of Differentiated Instruction Strategy.

The DI intervention was implemented in two to three sessions, where students were involved in various activities tailored to their learning styles, such as visual, auditory, and audiovisual activities. Each session lasts 90 minutes, with a focus on improving vocabulary, pronunciation, and speaking fluency. Activities included group discussions, conversation simulations, and oral presentations.

c) Evaluation Through Posttest.

After the intervention was completed, a posttest was conducted using an instrument similar to the pretest to measure changes in students' speaking skills. This posttest aimed to assess whether there was a significant improvement in the aspects of speaking measured after the implementation of DI.

Data Analysis

The data obtained from the pretest and posttest were analyzed using SPSS software using the paired samples t-test technique. This technique was chosen because it is suitable for testing significant differences between two means measured from the same group. The results of this analysis determine whether there is a significant improvement in students' speaking ability after the application of DI. A significance value (p-value) smaller than 0.05 was considered to indicate a meaningful improvement in students' speaking ability.

This research method was designed to thoroughly evaluate the effectiveness of Differentiated Instruction in improving students' speaking skills. With this quasi-experimental approach, the researcher was able to observe the changes that occurred in students directly, while providing in-depth insights into the application of varied teaching strategies in the context of secondary school education in Indonesia.

RESULTS AND DISCUSSION

Results

The findings in this study were obtained from pretests and post tests conducted on students of SMA Alam Bandar Lampung followed by the provision of treatment in the form of the application of differentiated instruction strategies.

Students' Speaking Score

The research conducted at SMA Alam Lampung spanned four weeks and focused on improving students' speaking skills in descriptive text. It involved one class, specifically XI SMA Alam Lampung, comprising 13 students. The study began with a pre-test administered in the initial meeting, followed by treatments implemented over the subsequent two to three meetings. Differentiated Instruction was employed as a teaching method during these sessions. A post-test was then conducted to assess the effectiveness of the treatments on enhancing students' speaking abilities. Unique test instruments were used for the pre-test and post-test phases. Data from both tests were collected and analyzed using SPSS software, and the results were compiled into a table displaying the students' pre-test and post-test scores to evaluate their speaking skill improvements.

Table 1 – Students' speaking score

Student	Pretest	Posttest
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	score	score
1	48	68
2	24	48
3	28	60
4	36	72
5	24	48
6	24	56
7	20	44
8	36	48
9	40	64
10	20	28
11	20	52
12	32	44
13	20	52

The table clearly indicated that some students exhibited substantial enhancements in their results from the pre-test to the post-test evaluations. In order to have a more comprehensive understanding of these data, we performed calculations to obtain descriptive statistics, which were then summarised in a table. This analysis yielded valuable insights into the overall improvement of students' speaking abilities following the treatment sessions.

Descriptive Statistics

The data were subjected to a descriptive statistical analysis using the Statistical Package for the Social Sciences (SPSS). The analysis yielded the following results:

Table 2 - Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	13	20,00	48,00	28,61	9,069
Posttest	13	28,00	72,00	52,61	11,64
Valid N (listwise)	13				

Descriptive analysis of the pretest and posttest scores of the 13 students in the pre-experiment class showed significant initial variation, with pretest scores ranging from 20.00 to 48.00 and posttest scores ranging from 28.00 to 72.00. The mean pretest score of 28.61 reflected a low level of performance before the intervention, while the mean posttest score increased dramatically to 52.61, indicating a marked improvement in performance after the implementation of the intervention. The significant increase in the mean score from pretest to posttest indicates the effectiveness of the intervention in improving student learning outcomes, although the diversity of individual performance

within the group is also evident. To understand more about the statistical significance of these changes as well as external factors that may have influenced the results, additional analyses need to be conducted, thus providing a more comprehensive insight into the impact of the intervention

Table 3 - Paired differences

		Paired Differences							
		95% Confidence Interval of the Difference					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Posttest pretest	24,00	8,94	2,48	18,59	29,40	9,67	12	.000

Data analysis using paired sample t-test was conducted to assess the effectiveness of Differentiated Instruction (DI) intervention in improving students' speaking skills. The study compared pre-test and post-test scores to determine whether the application of DI techniques resulted in significant improvement in speaking skills. The results of the analysis showed a mean difference of 2.48 between the pre-test and post-test scores, which was found to be statistically significant with a p-value of 0.00, which is lower than the commonly used alpha level of 0.05. This finding indicates a significant improvement in students' speaking skills after the implementation of the DI intervention, thus the null hypothesis (H_0) that there is no development in speaking skills can be rejected. Instead, the alternative hypothesis (H_a) indicating a substantial positive change was accepted.

The findings of this study confirm the effectiveness of the differentiated instruction method as a successful pedagogical strategy in the educational environment, particularly at Lampung Alam High School. The significant improvements seen in the pre-test and post-test scores indicate that the DI method was able to substantially improve students' speaking skills in just two teaching sessions. This significant progress in a relatively short period of time underscores the effectiveness of teaching methods that are customized to meet the unique needs of learners and promote academic achievement. This statistically significant finding emphasizes the relevance of applying adaptive and student-focused teaching approaches to achieve measurable educational outcomes.

To better understand the effect of differentiated instruction on the five basic elements of speaking skills, a thorough analysis was conducted using a scoring rubric

developed by Brown. This rubric is designed to evaluate five important aspects of speaking skills, namely fluency, pronunciation, grammar, vocabulary and comprehension. Each aspect is evaluated to assess the strengths and weaknesses in students' oral communication skills. This assessment not only highlights individual progress but also provides guidance for improved teaching methods that better meet diverse learning needs. Understanding the subtle influence of customized teaching on speaking competence is crucial to improving educational practices and supporting more efficient and inclusive development of communication skills.

Table 4 - Speaking score each elements

Speaking Elements	N	Mean Pretest	Mean Posttest	Diff
Pronunciation	13	2.46	4.46	2.00
Grammar	13	2.38	5.07	2.69
Vocabulary	13	3.38	6.23	2.85
Fluency	13	2.84	4.53	1.68
Comprehension	13	3.23	5.84	2.61

The assessment findings clearly show the effect of Differentiated Instruction (DI) on the five main components of speaking skills: pronunciation, grammar, vocabulary, fluency and comprehension. The results graph shows the change between pretest (blue) and posttest (orange) scores, highlighting the progress made through differentiated teaching methods. Students at SMA Alam Lampung experienced a significant increase in vocabulary, followed by better comprehension in verbal interactions, as well as improvements in grammar. Pronunciation and fluency also showed comparable improvement, indicating students became more fluent in speaking. These results confirm the effectiveness of diverse teaching strategies in improving students' speaking skills.

Differentiated Instruction Performs in Each Speaking Elements

a) Pronunciation

The study focused on evaluating the progress in participants' pronunciation skills by collecting and analysing their scores from both the first assessment (pretest) and the final evaluation (posttest). This comparative analysis sought to assess the efficacy of the intervention or teaching time. The data that has been gathered has been carefully organised and is displayed in the following table, which shows the variations in pronunciation ability before and after the treatment.

Table 5 - Paired differences in pronunciation

		Paired Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2- tailed)
Pair 1	Posttest pretest	2.07692	1.03775	.28782	1.44982	2.70403	7.216	12	.000

The results of the two paired T-tests give strong evidence that tailored instruction greatly improved the students' pronunciation skills at SMA Alam Lampung. The anticipation of this progress was expected due to the high caliber and efficacy of the teaching techniques utilized. The data obtained from the pretest and posttest evaluations highlight the following progression: at the beginning, the average score for pronunciation was 2.46, indicating a reasonable level of skill. After the adoption of differentiated teaching, the average score increased significantly to 4.53, indicating a great improvement. The increase in performance is statistically significant, as indicated by a p-value of 0.000. This confirms that the improvement in pronunciation was not a consequence of random chance, but rather a direct outcome of the instructional tactics that were implemented. The substantial rise in performance clearly illustrates the effectiveness of individualized teaching in enhancing students' pronunciation abilities, confirming its worth as a strategy to address varied learning requirements and effectively enhance certain parts of speaking ability.

b) Grammar

In order to evaluate participants' grammatical skills, their scores were systematically gathered and evaluated to assess the improvement between the initial assessment (pretest) and the final evaluation (posttest). The results are displayed in the subsequent table, which outlines the disparities in grammar aptitude prior to and subsequent to the treatment.

Table 6 - Paired differences in grammar

		Paired Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2- tailed)
Pair 1	Posttest pretest	2,69231	1,03155	.28610	2,06895	3,31567	9,410	12	.000

The paired T-tests conducted indicate a significant and statistically significant improvement in students' understanding of differentiated instruction applied to the Grammar element at SMA Alam Lampung. The study predicted this result because of the influential teaching approach used, which was validated by a comparative examination of pretest and posttest results. At first, the students had an average score of 2.38 on the pretest. However, after the instructional intervention, their average score dramatically jumped to 5.07. This notable enhancement highlights the effectiveness of tailored education in improving students' comprehension and utilization of Grammar principles. The strength of these results is emphasized by a highly significant p-value of 0.000, confirming that the observed improvements in education are not due to random chance but rather indicate a real influence of diversified teaching techniques on academic achievement in Grammar. The results demonstrate the capacity of tailored instruction to promote significant learning outcomes in secondary school students.

c) Vocabulary

During studies on vocabulary skills, researchers collect and analyze participants' scores in a systematic manner to evaluate the progress made between the initial assessment (pretest) and the final evaluation (posttest). This comparative analysis seeks to assess the efficacy of the educational period or intervention used during the study.

Table 7 - Paired differences in vocabulary

		Paired Differences							
				95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Posttest pretest	2,84615	1,40512	38971	1,99705	3,69526	7,303	12	.000

Researchers systematically collect and analyze participants' scores to measure the improvement achieved in vocabulary skills between the initial assessment (pretest) and the final evaluation (posttest) during investigations. This comparative analysis aims to evaluate the effectiveness of the educational period or intervention employed in the study. The collected data has been carefully arranged and presented in the following table, which showcases the differences in vocabulary proficiency before and during the intervention. The table provides a thorough summary of the extent to which vocabulary proficiency has improved, demonstrating the impact of training on the participants' abilities.

d) Fluency

In order to evaluate the progress in fluency abilities, the scores of the participants were thoroughly gathered and analyzed, comparing the first assessment (pretest) with the final evaluation (posttest). The results are displayed in the subsequent table, which outlines the disparities in fluency proficiency prior to and following the intervention.

Table 8 - Paired differences in fluency

		Paired Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Posttest pretest	1,69231	1,03155	28610	1,06895	2,31567	5,915	12	.000

The study of two paired T-tests demonstrated a statistically significant enhancement in the fluency of students at SMA Alam Lampung due to the implementation of differentiated instruction. The positive result was expected, considering the profound influence of the effective instructional techniques utilized. The actual data clearly shows a significant rise in the students' fluency scores, with the average increasing from 2.84 in the pretest to 4.53 in the posttest. The observed rise was not only statistically significant, with a p-value of less than 0.001, but also demonstrated substantial educational advancement. The results indicate that the customized methods of instruction adopted had a substantial impact on improving the students' fluency skills. The p-value, which is less than 0.001, provides strong evidence supporting the reproducibility of these findings. It suggests that the observed gain in fluency was not a result of chance fluctuations, but rather a consequence of the successful implementation of differentiated teaching. This emphasizes the finding that these teaching methods are very advantageous in improving the proficiency of students at SMA Alam Lampung.

e) Comprehension

To examine students' difficulties in comprehension, student grade data were collected, analyzed, and compared between pretest and posttest, with results presented in the following table.

Table 9 - Paired differences in comprehension

		Paired Differences							
		95% Confidence Interval							

		of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Posttest pretest	2,61538	1,38675	38462	1,77738	2,31567	6,800	12	.000

The paired T-tests conducted to evaluate the effect of tailored instruction on comprehension abilities among students at SMA Alam Lampung revealed substantial enhancements. Before the intervention, the mean pretest score was 3.23. By implementing varied instructional strategies, the average posttest score experienced a significant increase to 5.84, demonstrating a notable improvement in students' comprehension ability. The substantial enhancement, supported by a p-value of 0.000, emphasizes the efficacy of customized instructional approaches that address the varied requirements of students. The results emphasize that the implementation of differentiated instruction greatly enhances understanding abilities, confirming the effectiveness of this teaching method and indicating that tailored learning strategies are essential for promoting academic achievement in diverse educational settings.

Discussion

The results of this study support the hypothesis that the application of Differentiated Instruction (DI) can improve students' speaking skills, especially in terms of fluency, pronunciation, and vocabulary acquisition. This finding is in line with previous research by Arianto et al. (2023) and Komang Suwastini (2021), which showed that the DI approach is effective in improving students' confidence as well as their linguistic abilities through teaching tailored to individual needs. The greatest improvement occurred in the vocabulary aspect, indicating that DI was successful in helping students expand their vocabulary. The use of varied teaching methods, such as visual and auditory media tailored to students' learning styles, can make it easier for them to remember and understand new vocabulary.

However, these results also show some limitations that need to be considered. This study used a relatively small sample (13 students) and involved only one class, so the results may not be generalizable to the entire student population in Indonesia. In addition, the absence of a control group makes it difficult to completely rule out the influence of external factors that might affect the improvement of students' speaking ability. Therefore, further research with a larger sample size and a more rigorous

experimental design is urgently needed to confirm these findings. Nonetheless, the results of this study provide important implications for educational practice, especially in English language teaching in secondary schools. The application of differentiated instruction becomes an effective alternative learning method to improve students' speaking skill in diverse learning environments, taking into account the individual needs of students to create a more interesting and meaningful learning experience.

CONCLUSION

Based on the results of this study, it can be concluded that the implementation of Differentiated Instruction (DI) is effective in improving students' speaking skills, especially in terms of fluency, pronunciation, and vocabulary acquisition. The significant increase in post-test scores compared to the pre-test shows that students were able to develop their speaking skills after receiving individualized instruction. This finding is in line with previous research which shows that DI can increase students' confidence in using English and strengthen their linguistic abilities. Although this study successfully demonstrated the positive impact of DI, there are some limitations such as the small sample size and the absence of a control group, which makes the generalizability of the results limited. Further research with a more rigorous design and a wider sample is needed to confirm these findings and ensure their validity in a broader educational context. Overall, this study provides important implications for language education practice, highlighting the potential of DI as an effective strategy for improving students' communication skills in secondary schools.

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