

**INCORPORATING DIFFERENTIATED LISTENING INSTRUCTIONAL
MATERIALS IN ENGLISH LISTENING CLASS OF MIXED
COMPETENCE STUDENTS AT PHASE E SMKN 2 KEDIRI IN
ACADEMIC YEAR 2022/2023**

SKRIPSI

**Presented In Partial Fulfillment of the Requirements to Obtain the Sarjana Degree
of Education of English Department Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri**



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2023**

CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the research, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research, and definition of the key terms.

A. Background of the Research

Learning English is incredibly important for pupils since it can improve their ability to obtain information and communicate both domestically and internationally. The English course teaches four skills: listening, speaking, reading, and writing. Listening is one of these talents that should be developed. Listening is the ability to recognize and comprehend what others are saying. Understanding a speaker's accent or pronunciation, grammar, and vocabulary, as well as absorbing the message (Howatt and Dakin in Saricoban (1999).

Listening is the first skill that humans learn when they are born. Listening can be learned beginning in the pre-school period with the individual's efforts to understand what is going on around them, the information of the universe containing the knowledge, feelings, and thoughts of the time, and the development of the basic mental structures (Arici and Sever in Acat (2016).

One of the necessary language abilities is listening. Listening is an important element of communication since it allows us to share our ideas with others. Brown (2001) acknowledges the significance of listening, stating that "listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking." It suggests that hearing is essential in daily activities since it allows us to interpret meaning. To interpret a message, more attention and concentration are required to understand the sound.

According to Nunan (2002), learning cannot begin unless the correct level of understanding is provided. As a result, listening is essential before speaking. In this scenario, if someone wants to grasp what the speaker is saying, they must first listen. The communication will be active after the speaker's point is understood. In fact, teachers rarely take their students to practice listening in their teaching-learning process. The teacher solely teaches the students in the classroom by providing some explanation in English utilizing a textbook and a white board, with a concentration on students' reading and writing skills. However, teachers should take their students for listening practice to familiarize them with English words and types of dialogues, so that students can be more active in the teaching-learning process. Furthermore, in order to increase their ability talent, pupils should have outstanding listening skills. Most pupils also have difficulty listening.

Listening is a complicated problem-solving skill, according to Oxford (1993), and listening abilities make students more sensitive to specific

information. According to Hamouda (2013) research, pupils find it challenging to master the talent of listening. In fact, these findings suggest that a variety of factors can influence pupils' listening abilities. Some of these are under the teacher's control (material, environment) These findings suggest that a variety of factors can influence pupils' listening abilities. Some of these are under the teacher's control (material, environment) students had a variety of difficulties understanding hearing in listening comprehension to identifying main idea, to find supporting idea, to find synonym or antonym and to find explicit or implicit. Furthermore, the listening material and environment impeded pupils' listening performance. These findings suggest that a variety of factors can influence pupils' listening abilities. Some of these are under the teacher's control (material, environment).

A teacher must first be able to identify the characteristic students with this type of competence of listening so that all students can develop students' abilities in learn listening in class and teacher can give appropriate learning experience developmental level and their need. According to Vygotsky (1978), is define as the gap between one's actual development level and potential development level. Teacher can play a role in facilitating the development of students' intelligence. Tomlinson (1995) named this solution as differentiated instruction.

Differentiated instructional is a form of learning strategy contained in the “Merdeka curriculum”. The “Merdeka” curriculum is present through offering a number of techniques for simpler learning and the curriculum was

created to be more adaptable than prior curricula in order to keep focused or refer to material that is crucial to master. the opposite is true thus, this curriculum is comparative since it allows educators to carry out learning as needed. based on the features of the participants' students (Wibawa 2022). With this, the teacher can deliver a differentiated instruction learning technique.

According to Tomlinson (2000), Differentiated Instruction can be implemented in three ways based on student characteristics: (1) readiness study - whether the learning assignments given are appropriate for the student's capacity, (2) interest - whether the learning tasks supplied may generate curiosity and passion in student learning, (3) learning profile - whether the learning task can motivate students to work in the way he prefers. Differentiated learning Instruction allows teachers to adjust three components of learning: content, process, and product.

Differentiated Instruction, in particular, responds to continuous student learning development; what they already know and what they want. (Heacox, 2002) so that in studying Differentiated Instruction, each student receives learning that is appropriate for their requirements. Learning is designed in such a way that students can enjoy learning while also learning for a reason. In other words, when a teacher reaches out to small groups within varied learning instructions in order to provide the best learning experience possible, the teacher is considered to be using Differentiated Instructions.

Differentiating instruction entails presenting the same topic to all students using a variety of prescribed processes, or it may have the teacher

delivering lessons at varying levels of difficulty dependent on each student's ability. These tactics, according to Perez (2019), are tiered assignments, choice boards, compacting, interest centers/groups, flexible grouping, and learning contract.

The shape of different instruction wants teachers have ways the educational plan to teach their students, with notice student centered learning in the class. Kenneth said in his book that differentiated Instruction is a training hypothesis dependent on the reason that instructional methodologies ought to fluctuate and be adjusted according to individual and assorted students in classroom (Kenneth, 2009).

Based on an observation of researchers in SMKN 2 Kediri, researchers also found that it is very difficult for students to understand English through listening. Students feel confused when they listen to some new text. Most students cannot understand the meaning of the material. For this reason, the researcher decided to conduct a study entitled " Incorporating Differentiated Listening Instructional Materials in English Listening Class of Mixed Competence Students at Phase E SMKN 2 Kediri"

B. Identification of the Problem

The implementation of learning and teaching listening in schools continues to face a number of challenges, both from students and from teachers. The author encounters various difficulties when listening. When students hear a new text, they become perplexed. The majority of students do not

comprehend the topic. Teachers give varied instructions, wishing they knew the content. As a result, the researcher attempts to alleviate the problem of students' listening skills and seeks to discover what can be done to assist them in improving their listening skills.

C. Limitation of the Problem

There are various sorts of listening skills in education. As a result, in order to offer a comprehensive overview of the topic, the authors limit the scope of the study. The researcher restricts the ability to listening, namely listening comprehension. The researcher emphasizes on the students' ability to locate the main idea of the audio, the supporting notion in the audio, the synonym or anonym in the text, explicit in the text, and look for the implicit in the text. When listening, pupils must be able to understand a variety of texts. As a result, the researcher confine the research to descriptive text as research material.

D. Formulation of the Problem

Research problem of the study can be **formulated** in the following question:

1. How is the student listening ability before being taught using differentiated instructional materials in English listening class of mixed competence students at X SMKN 2 KEDIRI?
2. How is the student listening ability after being taught using differentiated instructional materials in English listening class of mixed competence students at X SMKN 2 KEDIRI?
3. Is there any the effect of differentiated instructional material descriptive to the students' listening ability?

E. Purpose of the Problem

This research has three aims:

1. To describe the student's listening ability before differentiated instructional in class X SMKN 2 KEDIRI
2. To describe the student's listening ability after differentiated instructional in class X SMKN 2 KEDIRI
3. To describe the effect of differentiated instructional in class X SMKN 2 KEDIRI.

F. Significance of the Problem

This study is conducted in order to give theoretical and practical significance, they are:

1. Theoretical significance

The researcher knows the effectiveness of listening skills using listening materials with Differentiated Instructional, besides knowing the advantages and disadvantages.

2. Practical significance

This study's findings are intended to be beneficial to teachers, students, and other researchers.

a. Teachers

The results of this study are expected to be able to advance senior high schools' knowledge of English teachers on the use of various techniques in teaching English, especially in listening comprehension skills by using differentiated listening instructional materials.

b. Students

With the implementation of differentiated instructional materials school students know how to improve their listening skills by interactive and engaging strategy. It helps them in studying and learning English as a second language a higher level.

c. Other researchers

The results can be used by other researchers as a reference and motivation to facilitate other researchers as reference in

conducting further studies in using differentiation learning improve second language skills or language components.

G. Definition of Key Term

1. Listening

Helgesen (2007) defined that listening as an active process in which listeners select and interpret information which comes from audio visual, in order to define what is going on and what they already know.

2. Different Instructional

Recognizing the need for mediation to effectively handle students' differences, differentiated instruction is defined as a pedagogical approach that "emphasizes change of teaching procedures by taking into account the different learning modalities, interests, pace, skills, knowledge, and attitudes of different students" (Koutselini, 2008, p. 2).

3. Mixed Competence

This variability leads in mixed competence students in the same classroom, with each learner having a different zone of proximal development, as Vygotsky (1978) states.

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