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CHAPTER I INTRODUCTION This chapter presents background of the research, identification of the problem, limitation of the problem, formulation of the problem, the purpose of the research, significance of the research, and definition of key terms. Background of the Research Curriculum is a set of subjects and educational programs provided by an educational institution that contains lesson plans that will be given to lesson in one period of education.

In the world of education, the curriculum is very important, without the right curriculum, students will not get the appropriate learning targets. Along with the development of the era, the curriculum in the world of Including education continues to experience changes. Everything is tailored to the needs of students in their respective eras. The curriculum contains a set of plans, goals, and learning materials.

Teaching methods that will be a guideline for each teacher so that they can achieve learning targets and goals properly. At this time the new paradigm of learning in the independent curriculum is differentiated learning. One way that educators can use to solve a problem in class is to do a differentiation in learning.

According to Tomlinson (2000) in Nurdini (2021), Differentiated Learning is an attempt to adjust the learning process in the classroom to meet the individual learning needs of each student. Meanwhile, according to Puspita et.al (2020), differentiation has the view that students will be given learning 1

2 opportunities according to their own interests and desires based on content, process and product. They can be done by a teacher to find out the interests and desires of students in learning.

In other words, differentiation learning is a learning that can create a class with a variety of learning interests so that students will be able to learn more effectively like this, by providing opportunities for students to capture content, process an idea and improve the results of each student. Based on these two opinions, it can be concluded that learning is centered on students' learning interests and motivation and this can pay attention to the potential to improve students' abilities according to their interests. One of the student skills that can be developed is speaking ability.

Speaking can be interpreted as speaking activities, where the speaking activity in question is speaking in English. Speaking entails more than learned language and grammatical knowledge; linguistic element of the message increasing oral communication need more than memorized vocabulary and grammatical comprehension.

From the explanation above that speaking ability is very important because students do not just talk in class or in public places, but students must be able to pay attention to several things such as how to speak logically, the content of the conversation is clear and meaningful, and can respect the other person. One of the schools that has problems in the speaking ability of its students is at SMK N 1 Kediri.

Based on the research conducted with class observations it was found that the students experienced problems with the lack of application of communication in English due to a lack of confidence, vocabulary and practical speaking in class. In the teaching and learning process the teacher applied discover learning, where the students

observed, understand their own material.

When the students **did not understand the material** they get, students will have the opportunity to ask questions. However, in fact students do not have the courage to ask. According to Selawati (2017) explained that the low motivation of students and learning strategies that are less able to attract students' interest may be factors that cause learning speaking skills to be less exciting. **Students look passive and reluctant to** speak.

In fact, when they were asked **to raise their hand to** answer the teacher's question, none of the students did so. From this opinion, it will be a task is for learning styles belong to learning strategies. One of the strategies is to observe students' learning styles in developing speaking skills.

Yanti et, al (2021) explained that **the key to student success in the learning process** is their learning style. Learning styles are significant **in the learning process and contribute to** learning success. Teacher must be aware of student learning styles in order to improve learning effectiveness and students' intellectual capacities while also aiding the learning process. In the differentiation learning process, student learning styles can be a way **to improve students' speaking** skills, namely product differentiation.

Product differentiation is an activity that must be shown to teachers for students. There are several forms of products that can be produced, such as writing test results, performances, presentations, speeches, recordings, diagrams, and so on. Students individually or in groups will gain a broader understanding of what they will learn.

There are two product differentiations that are the focus, namely challenges and creativity resulting from the expression of learning that students want (Faiz et al: 2022).  
Based on the above 3

4 states, product differentiation has a goal that can develop students' interests, especially for English speaking skill by making products that match their interests and learning needs. There are several previous studies that examine differentiation learning.

The first is previous research from London (2022) which explains that differentiated learning focuses on improving grammar skills according to students' learning styles. In this case, differentiated learning can show the results of a comparison of students' abilities in grammar better based on each student's learning style. The second is previous research from Suwartiningsih (2022) which says that differentiation learning focuses on learning that is applied in science learning.

Based on the topic of land and the sustainability of life. In this learning differentiation there is an increased assessment of student goals compared to before. The last one is previous research from Handiyani et. al, (2022) which explains about differentiated learning that focuses on ways to increase students' motivation and enthusiasm in learning, which is based on the application of learning strategies for students who have different characteristics.

Based on the explanation above, several previous researches have examined differentiation learning. While the difference from previous research with this research is that researchers examine learning differentiation that focuses on speaking ability based on student learning styles. This study aims to broaden knowledge about teaching English, especially teaching speaking.

So that researcher is interested in conducting research to improve students' abilities by using

"DIFFERENTIATED PRODUCTS VIEWED FROM THE STUDENTS' LEARNING STYLES IN SPEAKING CLASS AT SMK NEGRI 1 KEDIRI". **Identification of the Problem** Differentiated learning is a curriculum that will be more in favor of students and according to their needs.

Because every student has different interests and abilities. So, one of the abilities that students can develop is speaking skills. It is not easy for students to develop speaking skills. **There are several factors** experienced by students when developing their speaking skills, such as students who lack motivation and unattractive learning strategies, so that students are not eager to practice, there will be a lack of confidence, do not dare to speak in public either. outside the classroom and outside the classroom.

One of the most influential differentiated learning **to improve students' speaking skills** is by observing students' learning styles. the most influential differentiated learning **to improve students' speaking skills** is by observing students' learning styles. **Limitation of the Problem** This researcher tried to investigated the impact differentiated learning product from the students' learning styles method to **the students' speaking skills.** **In this research, the** researcher limits **the students' speaking ability** with monologue in vocabulary, pronunciation and fluency.

Beside the aspects, the researcher also uses new paradigm curriculum, namely curriculum merdeka (independent curricu- lum) while **teaching and learning process** uses differenced learning. The researcher 5

6 as teacher uses learning style product where the students are asked to create a product related to the materials. Based on their learning styles, the students' learning style limits in audio, visual, and kinetics product.

Formulation of the Problem From the background **of the problem above**, the problem can be formulated as follows. How is the students' learning styles at the SMK N 1 Kediri? How is **students' speaking ability before** being taught differentiated product viewed from the student's learning styles? How is **students' speaking ability after being taught** differentiated product viewed from the students' learning styles? Is there any significant effect of differentiated product from the student's learning styles to the students' speaking ability? The Purpose of the Research The purpose of this research are: To know **the frequency of the** student's learning styles.

To know students speaking ability before being taught differentiated product viewed from the student's learning styles. To know **the students' speaking ability after being taught** differentiated product viewed from the student's learning styles. To know and find **whether there is any significant** effect of differentiated product from the student's learning styles.

**Significance of the Research** The significances of this research study are: Practical Significances: For teachers and teachers candidates it is expected that the research findings can enrich the theories of the product differentiation learning model to teach speaking through student learning styles in Improving speaking skill. The research findings can be references for the further researchers who conduct the similar studies.

Theoretical Significances: The result of the study can be beneficial for the English teachers to enrich the knowledge of the ways in improving the students' speaking skills. The research can improve students' speaking skills and proper pronunciation and get a lot of new vocabulary and also expected to get more knowledge and experiences from the teaching and learning process of this study.

Definition of Key Term Differentiation learning means Differentiated learning accommodates, serves, and recognizes students' diversity in learning according to their readiness, interests, and learning preferences. Concern for students' strengths and needs is the focus of attention in differentiated learning. 7

8 However, it is more inclined to learning that accommodates students' learning strengths and needs with independent learning strategies.

Speaking is a speaking skill in which a person can provide the ability to convey information in an oral / verbal manner and this is a skill that can make a person to communicate effectively. Learning style, It is a way to recognize student potential and the key to student success in the learning process and learning outcomes.



**CHAPTER II THEORITICAL REVIEW AND HYPOTHESES** This chapter covers some theories as the basis of the discussion.

It is aimed at gaining more understandings about the topic of the research study. The discussions in this chapter are some relevant theories of the study, conceptual framework focusing on the impact and solutions of improving students' speaking Skill through and also the figure of the framework.

Theoretical Review Curriculum A key element of education is the curriculum, which ensures that the systems that will eventually be put in place function properly and give results that are consistent with the desired outcomes. Richard (2001:2) states curriculum development is more comprehensive than syllabus design. It encompasses the processes to **determine the needs of a** group of learners, to develop goals and objectives to address those needs, to determine an appropriate syllabus, the structure of a course of instruction, methods, and materials, and to carry out an evaluation of the language program as a result of those processes.

The curriculum is a school program that provides a learning experience for students and can carry out all activities by imposing the program. **The independent curriculum is also** a challenge to model learning activities for both educators and students. An **independent curriculum is a** new method that is more interesting, creative, innovative and not only focused on one thing.

The Merdeka Learning Curriculum on the Merdeka campus is a policy from **the Minister of Education and Culture** which aims to make 9

10 students master various knowledge from various fields according to the needs in the world of work. Differentiated Learning Differentiation learning is not an activity that is not usually carried out in learning activities in the field of education, but this activity has been done before and this activity will focus on students.

According Shihab (2017) Puspitasari et, al (2020) stated that Differentiation **is a process of** changing processes and creating different activities to help students. Understanding of the material and product modification are also necessary, offer students chances. Displaying understanding or results learn in different ways. Marlina (2020:2) explains that differentiation learning is a cyclical process for trying to get to know learners and accommodating learning differences.

Professional, efficient, and successful learning occurs when teachers continue to learn about the variety of the learners. Differentiated learning is built on changes to four components: content, method, product, and learning environment. These modifications are directed by instructors' awareness of students' learning needs: their preparedness, interests, and learning profiles.

(Carol Ann Tomlinson, 1999), states Differentiated learning corresponds with students' learning readiness, interests, and preferences while also accommodating, serving, and recognizing the diversity of pupils. Concern for pupils drives attention to kids' talents and needs as a focal point of differentiated learning. According Maryam (2021) states that there are 3 types of differentiated learning elements, namely: content, process, product.

Content differentiation Content is material that will be taught to students by referring to and paying attention to student readiness. 2) The teacher's role is to maintain student interest, one of which is with different learning styles and methods; Students are able to engage more actively in learning. 3) Mapping learning needs based on student profile indicators can provide opportunities for students naturally and efficiently according to the required method.

The role of the teacher who can collaborate learning is very decisive. Process differentiation The teacher's job is to assess whether learning is done individually or in groups, and this is known as process differentiation. Before students engage in autonomous study, the instructor must determine which pupils require assistance and provide learning-related guidance.

Of course, the educator must take into account the learning plan that has been created. In terms of the method differentiation entails the following: 1) Tiered activities, where students must develop the same understanding while still being aware of various supports, obstacles, and challenges; 2) The provision of leading questions that might inspire students to investigate the subject being studied; and 3) The use of differentiated assessments.

3) developing individualized schedules, such as taking notes on task lists with student work connected to the needs of each particular student; 4) Make sure students have enough time to complete their assignments. In this case, the teacher's role should be to support difficult students or, conversely, to 11

12 encourage them to analyze the material more deeply.

5) Development of visual, auditory and kinesthetic learning styles. 6) Grouping according to student ability and interest. Product differentiation. This product is a must for work showed it to my teacher. The product format includes essays, written test results, grades, Presentations, speeches, notes, charts and more. This is intended to connect students' understanding.

Set learning goals. What we aim to create Students' understanding can be broader in relation to what they have learned individually or individually group. Product differentiation has two main focus areas: challenge and creativity. The outcome of the learning expression desired by the student. The role of the teacher is very important in this section Identify student expectations, including: 1) Determine the labor indicators to be achieved.

2)Deep Product content should be displayed. 3) Plan the process. 4) Design output expected from the product. Students can make products according to their own interests and needs, learning, but the teacher should also provide the indicators achieved in relation to the quality of the product achieved did it.

From the explanation above, the researcher uses differentiated learning in the form of a product where students will produce a product according to the interests, learning styles and abilities of each student.

Learning Style Learning styles is the way students learn in terms of absorbing, managing, and processing information remembering, reasoning, and/or solving problems obtained from lecturers (Sudria, et al., 2018).

Meanwhile According to (Akram, 2014; Nasution, 2008), Yanti et, al (2021) learning style is the way that students respond to information, how to remember, think, and solve problems in the learning process. Deporter & Hernacky (2006) in Wahab et, al (2020) divided learning styles into three categories, among others; 1) The visual style which refers to individuals who prefer to process science through vision, 2) The auditory prefers information through hearing, 3) Kinaesthetic is more preferable to obtain information through movement, practice and touch.

DePoter & Hernacky (Erawati & Putri, 2019) explained in general human learning styles are divided into three big groups, namely visual learning styles, auditory learning styles and kinesthetic learning styles. Visual learning styles are learning methods that involve gazing, watching, looking at, and other similar activities. The visual sense is the strength of this learning technique.

The eye is the most sensitive tool for capturing every symptom or stimulation (stimulus) of learning for persons with this learning style. Visual learning stimulus is where students will focus on thinking and understanding the material through visual images. An example of a visual learner is being able to see/view a picture or something of a student that stimulates the students' minds in 13

14 the teaching and learning process such as expressions or gestures when someone speaks. The Auditory learning style is a listening learning style.

People with this learning style are more likely to use their hearing sense to carry out learning tasks. People are easily taught and easily stimulated when they use their hearing sense (ear). Auditory learners wield great power in their capacity to hear. Stimulation of the auditory learning style, namely students will get information by listening and understanding information through pitch, in the form of emphasis and speed of intonation. An auditory example is in learning English, students will listen to a word in the speaker audio or live.

Where the speaker uses a good way of pronouncing (intonation) sentences. The kinesthetic learning approach involves moving, working, and touching to learn. The goal is to learn through emphasizing the sensations of taste and physical activity. When people move, feel, or act, they learn more readily. The kinesthetic learning style is very suitable to adapt directly. Students tend to prefer direct interaction with the body (physical).

Kinesthetic examples are students who use their body movements for communication and in learning activities. Speaking Skill Speaking skill is a linguistic competence based on self-confidence, honesty, accuracy, and accountability in pronouncing articulation sounds or uttering words to express, declare, and transmit ideas, thoughts, views, ideas, and sentiments to

other people as speaking partners.

Eliminate psychological issues such as shame, low self-esteem, stress, and a heavy tongue, among others. Tarigan (1990:3-4) describes speaking as a language ability established in childhood that is created by listening skill, and speaking skill is gained at that time. According Indawati (2016) explains that Speaking is the most useful ability. It cannot be divorced from listening.

We create text when we talk, and it should be significant. We can identify the speaker, the listener, the message, and the feedback in the nature of communication. According to Wallace (1978:98), oral practice (speaking) becomes important to kids when they must pay attention to what they are saying. As a result, students may learn more about how to talk or express themselves fluently with exact vocabulary and appropriate or acceptable pronunciation.

Then, according to Cameron (2001:40), speaking is the active use of language to communicate meanings so that others can understand them. She goes on to say that speaking in a foreign language requires paying attention to certain linguistic subtleties in order to communicate with others. Types of Speaking Skill According to brown 2004:217), there are six categories apply to the kinds of oral production that students are expected to carry in the classroom.

Imitative: This is the main part of the type of speaking, which is a type of speaking ability that is imitating/imitating. This speaking activity is something that emphasizes students being able to imitate and repeat words, sentences, and a correct and good 15

16 conversation from what they hear.

Intensive: The second part is a speaking ability that emphasizes students to focus on structuring the sentence structure (grammar), intonation, rhythm, stress. In this case, students focus their activities by reading aloud which can assess intonation, stress, etc.

Responsive: Responsive type in speaking which focuses on the type of emphasis on question- and-answer activities, short conversations, short questions and small requests or comments. Where students will spontaneously do it.

Transactional: Transactional Language is carried out for the purpose of conveying or exchanging specific information, in extended form of responsive language. Interpersonal These are carried out for the purpose of maintaining social relationships. These conversations are a little trick for learners because they can involve some or all the factors such as: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert "agenda".

Extensive(monologue): This is an activity task that is said directly (orally), namely: speeches, describe things, presentations, storytelling, reports.



From the explanation above, the researcher will apply extensive (monologue) speaking types, where students will speak directly individually. One of the ways to improve speaking skill, teachers can use Genre Based Approach.

Genre based approach in speaking skill is very important and can help students to speak English. Genre Based Approach is one of the alternatives to do. This approach is claimed to be useful according to its fundamental purpose, which is to help students produce texts (see Hyland, 2004). In addition, the existence of GBA is a response to the need for explicit explicitness in teaching by providing explicit instruction where a text should be related to its features including social function, text organization and lexicon-grammatical features.

The genre-based approach is technically is an approach to teaching and learning that provides teachers with a set of four stages of the process; knowledge building, text modelling, co-construction of texts. field knowledge building, text modelling, co-construction of text, and independent text construction. Basically, the four processes are classified into two types of skills; receptive (BKoF and MoT) and productive (BKoF and MoT).

and MoT) and productive (JCoT and ICoT). Sequentially, these steps aim to create students' self-awareness in critical thinking of any given problem (Hyland, 2004). The four stages of the Teaching-Learning Cycle according to Hammond et al (1992: 17) Depdiknas (2005: 84-6) are: (a) Building Knowledge of Field (BKOF). This step is used to introduce a new genre or new topic to be talking about.

(b) Modeling of Text (MOT) It is focused on analyzing the genre through a model text related to the course topic. (c) Joint Construction of a Text (JCOT) JCOT use to reinforce generic purpose and structure, 17

18 depending on the student ability to understand and gain control of these aspect of genre, it may be advisable to back to modeling stages and focus more closely on the genre's language features and grammar.

(d) Independent Construction of the text (ICOT). Before moving to this stage, the teacher needs to assess if the learners are ready to construct the text independently. A process genre approach, which is introduced by Badger and White (2002) enables teachers to provide the teaching on the linguistic organization of written discourse as well as the practicing to move from concepts, thoughts, and ideas to written texts.

The practice of Teaching speaking Teaching Speaking Teaching speaking is one method that may be used to help students comprehend the significance of communication in real life situations, as well as providing exercise and support to assist them to master it. Teaching is not merely information and knowledge, but mainly an expression of values and attitudes. Teaching is showing or helping someone to learn how to do something.

Giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2007:7). According Nurhajati et,al (2020) stated that English teacher provide a series activity so that the students have Critical Thinking. The activities here are learning activity in the classroom when they study English. Teaching Speaking is a key aspect of teaching and learning.

The goal of teaching spoken language is to build the capacity to productively engage in that language, which includes both understanding and production (Hughes (2003).

There are many types of speaking activities. According to Nunan in Kayi (2006:1) the purposes of teaching speaking are teaching students to: 1. Produce the English speech sounds and sound patterns 2. Used word and sentences stress, intonations 3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

4. Organize their thoughts in a meaningful and logical sequence. 5. Use language as a means of expressing values and judgments. 6. Use the language quickly and confidently with few unnatural pauses, which are called as fluency. During the language teaching process. The teacher must be able to understand the situation around him, especially in the class that will be injured.

Because the classroom situation that will be on fire, is a class where students have different abilities and learning styles. There are several important steps that can be carried out and paid attention to when teaching languages. According to Brown (2001) there are several things that are very important to pay attention to when teaching language.

The first is that teachers must understand and consider who these students are and why they are. The second is a clear goal that must be considered. When at the end of language learning activities, at least students can do something small by interpreting English directly. The latter, namely, the ultimate goal of learning to speak is (to communicate).

When the teacher has conveyed some material to students, such as grammar, pronunciation, and vocabulary and others, the teacher hopes that students can apply it in their daily activities. This is the role 19

20 of the teacher to create an atmosphere of active student activity in speaking English and practicing directly, what has been obtained when in class. Meanwhile, according to Scott (1981) there are three stages to complete teaching speaking. The first stage is a goal.

Before teaching speaking, the teacher must convey an operation that students will learn. When students understand the objectives and learning instructions, this will be done communicatively. Lesson objectives can be conveyed by the teacher directly. Teachers can convey directions to students for better brainstorming goals.

To be able to attract the attention and participation of students, by means of visual aids. The second stage is using presentation. When learning language, one thing that needs to be paid attention to is the delivery of clear language materials and items. There are several tools that can be used by teachers such as video, text, pictures or recordings.

This can help the process of delivering material in a varied and easier manner to understand. The last one is production or practice. this stage is a check for students to observe the abilities they have learned. This can be done through language repetition and student feedback. So, students' abilities are not only seen from grammatical accuracy, but from understanding when receiving what is said/delivered.

In Indonesia, there are two types of secondary schools, Senior high school and vocational high school, which serve two distinct objectives well. The purpose of senior high school is to get kids ready for college. Vocational High School's objective is to prepare pupils for entering the workforce and field. SMK Negeri 1 Kediri is located at the Vocational High School in Kediri City, East Java, which is located at Jalan Veteran No.

9, Mojoroto, Kediri, East Java Teaching English at this

vocational school is discussing procedure text where students are asked to make products as creative as possible which are then uploaded on youtube, Instagram or tik-tok. In the teaching and learning process, the teacher groups students based on their interests and desires, which can be seen from their learning styles including auditory, visual, and kineasthetic. Therefore, the students at the Vocational High School require a particular English lesson to achieve that aim.

According to Hutchinson and Waters (1987, p.3), English is used for certain purposes is focused on creating lessons that match the requirements of the students. In learning English, students have learning outcomes according to the phase. Learning Outcomes (CP) are learning competencies that must be achieved by students in each developmental phase.

Learning Outcomes include a set of competencies and scope of material, which are comprehensively arranged in narrative form. This has learning objectives, namely 3 aspects of competency that will be achieved by students in one activity or possibly more, namely (knowledge, skills, and attitudes). This is likely to be able to collect evidence that is evident, meaning that it can be observed and measured through assessments, so that students can be monitored with their achievement of these learning objectives.

Below is a table showing the learning outcomes and the basic competencies of speaking for the grade X vocational high school students in semester two. Table 2.1: The Standard of learning outcomes (CP) and the Basic Competencies of Speaking for the Grade X Students. ELEMENTS \_LEARNING OUTCOMES \_\_ 21

22 1. Listening - Speaking \_By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes.

They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons.

They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts. \_ Writing – Presenting \_By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, \_ \_

\_write, review and redraft a range of text types with some evidence of self correction strategies, including punctuation and capitalization.

They express ideas and use common/ daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms. \_ \_ Media in Teaching Speaking The term "media" is derived from the Latin medias, which means "between" or "mediator."

Media, in a broad sense, refers to any forms of entertainment, news, and information dissemination for a sizable audience, including radio, newspapers, television, and the like Handayani (2019). According to Khoiriyah, (2020) teaching by using media is an important part of most language programs. Teachers use a number of teaching aids and materials as language practices applied in the classroom.

Several applications of teaching materials support teaching materials that are arranged according to lessons, teaching skills, and types of students' grammar work. 23

24 According to Munadi (2013:3) teaching media is intermediary tools to interpret the materials provided by educators or teachers, both printed and electronic, and educational materials as well as tools to create conditions conducive to the implementation of the components of the learning system, so that learning can run well. process can take place. long time. durable and effective. Media as a tool for teachers to facilitate in delivering material in learning activities.

In this study, researchers as teachers use social media such as tik-tok and YouTube in the teaching and learning process in the classroom / used to deliver learning materials where this aims to learn from the students. Assessment in Teaching Speaking Assessment is often considered as an important instructional step (Bachman, 1990).

The success of a learning program is commonly determined by the result of assessment. Assessment is about learning. Assessment means collecting information about learner's performance order to make judgments about their learning (Spratt et.al, 2005:102). Types of Assessment Brown (2004) divides assessment into two points which are informal and formal assessment then formative and summative assessment.

Those are explained in the following : Assessment both informal and formal Brown (2004) states that informal assessment can take evaluation of forms, starting with inadvertent, unplanned remarks and replies, coupled with coaching and other spontaneous feedback to student. A good example is "excellent work!" Giving some assignment a grin or wishing someone luck.

Informal assessments are



applied directly without regard to results or regular assessments of students' abilities. such as: giving some criticism/input on a note, adding some suggestions to make better corrections in the pronunciation of a word/sentence. Directing several strategies When finding students who have difficulty speaking and directing student notes in a good way (Brown, 2004).

In addition, Brown (2004) defines formal assessment as an exercise that has been especially structured for good use in students' knowledge and skills. As is the case, namely in the sampling technique arranged for the teacher who will give value to students who excel. An example is systematically observing a formal assessment of the frequency of students' oral participation when in class.

Formative and Summative Assessment, According to Brown (2004), Formative assessment means evaluating students as they are "forming" their competencies and abilities with the aim of assisting them in continuing that growth process." Black and William (1998, p. 141) list a number of advantages of formative assessment, including (a) enabling students to identify areas for improvement, (b) enhancing student motivation, and (c) elevating a degree of awareness for both students and teachers throughout the learning process.

One type of formative assessment is to link each assessment by individual students. Self-assessment is a way to increase student responsibility for learning and accountability to them in skills training. Another form of formative assessment is peer assessment.

In peer assessment, students will be motivated and encouraged 25

26 to participate actively in an assessment that processes and provides relevant feedback to their fellow students/partners. According to Brown (2004), there are five components in aspect of speaking skill include pronunciation, grammar, vocabulary, fluency, and comprehension.

Pronunciation is the method of creating the accent of a word with sound professional, emphasis, and inflection in allow for listeners to grasp the idea properly and without confusion. Grammar is a collection of rules that govern the order and connection of words in a sentence. This is connected to a linguistic norm in which words are organized to form a correct sentence so that the message's meaning may be delivered clearly.

The student will examine how the tense is employed in the phrase and how to arrange words appropriately for pronunciation. Miscommunication may be avoided by using proper grammar. vocabulary is the foundation of language, enhance your vocabulary to improve your speaking skills. Someone must have vocabulary in order to construct a sentence.

If someone has a limited vocabulary, they will remain mute since they are unsure what will be spoken to them. Without language, people cannot express themselves verbally or in writing. Fluency is the capacity to talk continuously without interrupting or stopping such that the listener understands what is being said.

When the speaker presents an idea, viewpoint, or argument without difficulty and requires a considerable period of thought.

Comprehension is the process of comprehending a message that the speaker wishes to impart. Comprehension is a crucial part of speaking that should be examined because if the speakers grasp the messages better, it will be simpler for them to reply or respond.

In this research, the researcher focuses on assessing pronunciation and vocabulary so that student can master vocabulary, fluency and pronounce the word correctly. The criteria for the speaking assessment above, it can be seen in appendix. 4. Method In Teaching Speaking There are some definitions of methods in teaching language. Anthony in Richards and Roger (2001: 14) explain that a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.

In other side Brown (2000:16) Say that method is a generalized set of classroom specifications of accomplishing linguistic objective. Form all definition above, the writer conclude method is overall plan to presented the material in order to make learners understand and easily to reach the target. Method used by the researcher to help students improve their speaking skill easily. There are some methos have been around for a long time.

According to Kayi (2006), there are some techniques that teacher can use in teaching English speaking. Discussion Discussion is an effective learning activity strategy to train students' skills. This activity consists of three to five people. In teaching and learning activities, teachers 27

28 and students can play an important role in all components of the classroom.

Students can practice and improve their speaking skills with other members on a regular basis. Role play Role play is another way to get students talking is through role play. Students pretend to be in various social contexts and have various roles. In role play activities, the teacher provides information to students such as who they are and what they think or feel.

Information gap This is one type of student activity that involves each other (pairs). student A has information and his partner does not have information, so the task of his partner is to share their information. this activity is very effective and aims to collect and solve problems. So that every student will have the opportunity to speak.

Story telling Story telling is one way to improve students' speaking activities. In this activity, students will summarize a story / story that has been obtained from listening or obtained from others. Furthermore, students will retell a story or story using their own language and ideas obtained.

This activity can help students' express ideas and have creative thinking. Interviews This activity is an interview that will be conducted by students according to a predetermined topic and this activity is carried out to other people. Before doing this activity, students will get a rubric or direction from the teacher.

So that, students

can understand and know the types of questions that will be presented to others. Students will create their own questions. This activity will train students' speaking and train students' courage (confidence) in class or outside the classroom. Answer and questioner Question and answer activity is an activity that can affect the development of students' skills and abilities.

Students will respond to anything that will be questioned by the teacher. Students can also ask questions to the teacher about the material presented. Describing things or person The students are asked to describe somethings or someone with detail characteristics to other students. It almost same with describing favorite object, but the other students or the audiences do not need to guess what the object is.

They can describe it **in front of the class** or their students. Sometimes the teachers may provide certain things person, and them students will describe those of those kinds of things and person. Based on the theories **above, it can be concluded that the method/technique is a process of learning speaking** skills that can make it easier for teachers, to teach and deliver material to students easily and can be understood by students. REVIEW OF PREVIOUS RESEARCH This study needs some previous study as a consideration theory.

First, previous study was conducted by Suwartiningsih (2021) entitled "**Penerapan Pembelajaran Berdiferensiasi untuk Meningkatkan Hasil Belajar Siswa pada Mata** 29

30 Pelajaran IPA Pokok Bahasan Tanah dan Keberlangsungan Kehidupan di Kelas IXb Semester Genap SMPN 4 Monta Tahun Pelajaran 2020/2021 "This study employed classroom action research, which is separated into two cycles and starts with a pre-cycle design using a quantitative technique.

The study was conducted on even semester IXb students at SMPN 4 Monta throughout the 2020/2021 academic year. According to the findings of a study of 29 students, the number of students who finished pre-cycle activities was 8 (27.58%), while students who did not complete were 21 (72.42%), with an average score of 55.17. The researcher will dive twice. Students completed 15 students (51.72%) in the first cycle, while 14 students (48.28%) did not complete, with an average score of 66.55.

Subsequently, in the second cycle, there was a significant rise compared to the previous cycle, with students who had finished the KKM totaling 28 students (96.55%), while students who had not completed were 1 student (3.45%) with an average score of 80. The acquisition score of students in the experimental group was significantly greater than that of the control group.

As a result, the implementation of differentiated learning is more successful in enhancing speaking ability and increasing yield student learning from the KKM accomplishment objectives that have been set. Second, the study of Handiyani, et al (2022) with the title "Mengembangkan Motivasi Belajar Siswa melalui Strategi Pembelajaran Berdiferensiasi: Sebuah Kajian Pembelajaran dalam Perspektif Pedagogik-Filosofis".

This study employed a literature review using several reference materials in the form of supporting national and worldwide scientific books and papers. The goal of this

research is to prepare students to be able to learn in any setting, thus it is vital to teach kids early on how to turn every event into learning materials that will develop their abilities and be beneficial in the future.

According to the study's findings, one method for maintaining the spirit of learning of students with various characteristics of each student is to use a differentiated learning strategy. Numerous study findings indicate that diversified learning techniques might boost students' interest for learning in non-boring, adaptable learning activities.

As a result, learning methodologies tailored to students' requirements will have a greater influence on the abilities they will have and will be beneficial to them in the future. Third, the study was carried out by Nurdini (2021) entitled "Pembelajaran Berdiferensiasi pada mata pelajaran Pendidikan agama Islam dan Budi pekerti". This research uses both qualitative and quantitative methodologies.

Qualitative approaches are used to enhance learning quality, whereas quantitative methods are used to improve learning outcomes by examining post-test findings. The topic of this research was IX grade. The purpose of the project is for instructors to be able to perform learning activities in the classroom without discriminating against students' features, potential, and learning styles, so that students can attain the intended goals together.

Based on the mapping findings, data from class IX students with learning styles; Kinesetic (motion), Audio (listen), Visual (see), Audio Visual (listen and see), as well as information about each student's interests and habits, were acquired. Learning results rose to 90.1% with very acceptable criterion / very sufficient, representing a 35% increase.

Differentiated learning is highly essential applied to all topics with a range of styles and learning demands 31

32 so that learning needs may be met to the greatest extent possible, which distinguishes the potential and skills of students. ; 4) assist students in becoming autonomous learners so that they become people who are accustomed and also have an attitude of tolerance for variety; enhance teacher satisfaction because there is a sense of being pushed to want to better their teaching talents so that instructors will become more innovative.

It is possible to infer that differentiated learning allows kids to learn organically and effectively with teachers who can collaborate on the necessary methods and approaches. Fourth, the study was carried out by Faiz, et al (2022) entitled "Pembelajaran Berdiferensiasi dalam Program Guru Penggerak pada Modul 2.1. This research is library research or library research, based on primary materials such as articles, books, and electronic newspapers.

The findings of the conceptual research suggest that there are differentiated learning objectives, namely to coordinate learning by paying attention to learning interests, learning preparedness, and learning preferences; assist everyone in learning so that learning objectives may be accomplished by all students; increase student motivation and learning outcomes; and develop a harmonious connection between instructors and students so that students can be more passionate in learning.

The last study from puspita, et al (2020) with the title "Pengembangan perangkat pembelajaran dengan model pembelajaran derdiferensiasi book creator untuk pembelajaran BIPA di kelas yang memiliki kemampuan beragam" .ADDIE is used in this study model (Analysis, Design, Development, Implementation, Evaluation). Researchers employ a product design model with a



differentiation learning model that is based on Hocket's (2018) theory on the process of planning and executing learning differentiation. The SAMR model created by Puentedura was also utilized to develop the usage of Book Creator in the learning process.

Researchers collect data in two ways: expert validation, which is used to examine the viability of learning tools and make necessary adjustments, and student response surveys, which are used to get replies and opinions from students regarding the development of this model in class. The test class used in this study is Indonesian for speakers fourth grade foreigner in one of the Spk schools (cooperative education unit) in Surabaya.

The results of this study shows that: (1) learning devices developed with the differentiation model get the value of the material expert validation results is 92.22%, which means that this learning tool is very feasible used for testing, (2) learning devices also get value from the validation results of design experts of 92%, which means that this learning device is very suitable to be used for trials, (3) the results of the response students towards learning this differentiation model obtained positive results with the percentage of results rating of 82%, this shows that students have an interest in the application of the product developed.

Based on explanation above, this research has similarities and differences from previous study. The similarity between this research and previous researcher is the research and previous research have used the same learning model namely, differentiated learning, and examine the effectiveness in teaching and learning process.

While the difference from previous study is the researcher use differentiated product, learning styles to teach speaking skill. In this study the 33

34 researcher focuses on student's, fluency, pronunciation and vocabulary. This method is intended from students to work in the society. RATIONALE Differentiated learning is an effective and latest learning model process in the independent curriculum.

There are 3 strategies in learning differentiation, namely in the form of content, process, and product. One of the strategies that would be applied at SMKN 1 Kediri, especially for class 10, is product differentiation. This strategy will be applied to improve students' speaking skills.

Many of the students think that speaking English is a difficult thing to do, both in class and outside the classroom. Students find it difficult to practice their speaking skills. So, the teacher must have a role and have the right strategy to train and motivate students in improving speaking skills.

This product differentiation can help students produce a variety of product works in terms of student learning styles and according to their interests and abilities.

HYPOTHESES Based on the theories above, the researcher proposes two hypotheses as follows. The Nul Hypothesis (Ho) Ho: There are no effect significant effect of differentiated product from the student's learning styles to the students' speaking ability SMKN 1 Kediri.

The Alternative Hypothesis (Ha) Ha: There are affect significant effect of differentiated product from the student's learning styles to the students' speaking ability SMKN 1 Kediri. 35

36 CHAPTER III RESEARCH METHODS This chapter describes the research method which includes the Identification of research Variables, research approach and technique, place and time of the Research, Population and sample, research instrument and technique of collecting the data, technique of analyzing the data.

Each and all of them will be presented below. Identification of Research Variables In research is needed in a statute or something that becomes the measuring instrument to obtain information or results in study. Ary (2010:37) States that A variable is a construct or a characteristic that can take on different value or scores.

Researchers study variables and the relationships that exist among variables. It means that the variable is everything defined by the researchers to be studied in order to obtain information about it, then drawn conclusions. Variables refers to the object of research that becomes research focus.

It means that variable is important part on get information and the researcher can get the result. According to the tittle of research "Differentiated Product Viewed from The Students' Learning Style in Speaking Class at SMK NEGERI 1 Kediri". The researcher is divided into two parts, there are independent variable and dependent variable.

Independent Variable (X) The independent variable is variables that affect the on set of changes in the dependent variable. The independent variable was teaching speaking using differentiated product viewed the student's learning style (auditory, visual, kinesthetic).

Dependent Variable (Y) The dependent variable is the variable that is affected by the independent variable. The dependent variable was students' speaking ability.

The indicator of speaking ability in this research are the students' accuracy (pronunciation, vocabulary, and fluency in speaking English. Approach and Technique of the Research Approach of the research The approach of research used in this study is quantitative research. Quantitative research methods can be interpreted as methods used to examine certain population or samples data collection using research instruments, statistical data analysis, with the aim of testing predetermined hypotheses.

The understanding that emerges among developers of quantitative research is that researchers can intentionally make changes to the world around them by conducting experiment. The approach used in this research is a quantitative approach that focuses on the impact of learning styles of students' speaking skill with product differentiation learning.

According to Sugiyono (2018; 13), quantitative data is a research method based on positivistic (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem being studied to produce a conclusion. According to (Sugiyono,2014: 109), says that pre- experimental design is a design that includes only one group or class that is given pre and post-tests.

Design one group pre-test and post-test design, conducted on one group without a control or comparison group the presence of a control or comparison group. 37

38 Technique of the Research This research applied a pre-experimental design (one group pre-test and posttest), this design involved one group that was pre-test (O1), expose to treatment (X) and post-test (O2).

It aims to know whether there is significant effect of differentiated product from the student's learning styles to the students' speaking ability. Table 3.1 Pre-experimental (one group pre-test post test) design Pre – test \_Treatment \_Post – test \_\_O1 \_X \_O2 \_ (Arikunto, 2006) Place and Time of the Research Based on the problem explained above, the researcher conducted research as the following detail: Place of the Research The place of this research at Vocation high school 1 Kediri for first Grade in Academic 2023/2024. This school is located at Jl. Veteran No.9, Mojoroto, Kec. Mojoroto, Kota Kediri, Jawa Timur 64114.

Because the location of the school is in Kediri city, it is so easy to find and to reach. It is very strategic place. Time of the Research The researcher held in at SMK NEGERI 1 Kediri. The researcher focused on product viewed the students' learning styles. This researcher

conducted on the Second Semester in the academic year of 2023/2024 for about one month. The research can be seen in the table below: Table 3.2

Time of the Research	No	Activity	Month
September (2022)	November (2022)	January (2023)	May (2023)
June (2023)	1.	Designing the Research	2.
Arranging Instrument	3.	Collecting the data: a. Pretest b. Treatment c. Treatment d. Posttest	4.
Analyzing Data	5.	Writing the conclusion of the Research	

Population and Sample Because there are so many schools can be studied or a small number of individuals, it is needed to consider what individuals or schools to study. The following is the brief explanation about population and sample in this research.

Population Population is the total number of units of analysis that found in a study. Sugiyono (2017: 117) states that the population is a generalization area consisting of objects/subjects having certain qualities and characteristics determined by author to be studied and then drawn conclusions .

Based on the 39

40 opinion above it can be concluded that the population is the whole subject or object to be studied in a space specified scope and time. The population in this research in this study students in first grade SMKN 1 Kediri for the academic year 2023/2024. The total number of whole populations are 355 among classes that have different class major.

Sample The sample is a small group of a large group and provides information about the condition of the large. According to Sugiyono (2017: 118), samples are part of the number and characteristics possessed by the population. Based on the opinion above, you can it can be concluded that the sample is part of the desired population researched.

The sampling technique consists of two types, namely probability techniques sampling and non-probability sampling. Sample selection in research This method uses probability sampling technique, which is the retrieval technique a sample that provides equal opportunities for each element (member) population to be selected as members of the sample.

According to Sugiyono (2017:120), The probability sampling technique includes simple random sampling, proportional stratified random sampling, disproportionate stratified random, sampling area (cluster) sampling (sampling according to area ). Sugiyono (2017:121) Area sampling techniques are used to determine the sample if the object to be studied or a very broad data source, such as population of a country, province or district.

The reason the researcher chose cluster random sampling because in sampling gives equal chance for each element of the population to be selected as sample



members. From the explanation above, the researcher took 1 class, namely class X1 majoring in light automotive engineering (TKRO) which consist of 32 students, and all students were boys. Table 3.3

The sample of students class X SMK Negeri 1 Kediri Kelas \_Laki-laki \_Perempuan \_Jumlah \_X-TKRO1 \_32 \_- \_32 \_ \_ (source : attendant list of the tenth grade student) Research Instrument In this part the researcher explained about the research instrument. In this researcher, the instrument is an oral test. The purpose of the oral test to know the students' ability in speaking. Instrument consists of pre-test, post-test and questionnaire are used in this research.

Questionnaire Questionnaires are a relatively inexpensive, fast and efficient way of collecting large amounts of information. With a questionnaire we can also get data from a large sample of people. Data collection is also relatively fast because researchers do not need to be present at the time of filling out the questionnaire.

This is useful for researching large populations, where interviewing is not a practical option. it is an effective tool to measure the behavior, attitudes, preferences, opinions, and intentions of a subject. According to Cresswell (2012), there are three types of the questions: Close-ended question is the researcher poses a question and provides pre-set response options for the participant.

42 Open-ended questions are questions for which researchers do not provide the response options; the participants provide their own responses to questions. Semi open questions: This type of question has all the advantages of open-and closed-ended questions. The technique is to ask a closed-ended question and then ask for additional responses in an open-ended question. In this study, researcher used a closed questionnaire.

The questionnaire consists of 30 questions in the form of multiple choices and the researcher used a questioner sourced from one of the akupintar.id websites to find out students' interest and motivation to learn. Closed questions are activities that ask respondents to choose answers that have been provided by the researcher.

The criteria for the questioner above can be seen in the appendix. Test A test is a tool or procedure used to help measure something and from this procedure tool can help find out the differences in each variable. The type of test is oral. The form of the test is a monologue.

The Researcher used both tests to observe how effective teaching speaking through student learning styles is in improving speaking skills. The Researcher conducted the type of test used in the form of descriptive text. This test is used to measure students' ability in pronunciation, vocabulary, and fluency.

After giving the test and treatment to students, the researcher then conducted a speaking assessment using a rubric to score pronunciation, vocabulary and fluency. This assessment

has been adapted from Brown (2004) The classification score and some criterias in aspect of pronunciation, vocabulary, and fluency can be seen as follows: Table 3.4 Scoring formulation for students' speaking ability.

Aspect	Score	Criteria
Pronunciation	9-10	Very good pronunciation
	7-8	Good pronunciation
	5-6	Fair pronunciation
	3-4	Poor pronunciation
	1-2	Very poor pronunciation
Vocabulary	9-10	can speak fully with good vocabulary, as well as use level idioms, like a native speaker.
	7-8	has a wide vocabulary for speaking and is easy to understand
	5-6	Can choose vocabulary to speak effectively
	3-4	Has vocabulary to speak
	1-2	Lack of vocabulary
Fluency	9-10	Explains quickly and correctly
	7-8	Explains completely while thinking
	5-6	Explains incompletely
	3-4	Explains while thinking and not finished
	1-2	Explains unclearly, usually does not respond and needs a lot of practice.

#### 44 Table 3.5

classification of the Students' Score No \_Classification \_Score \_1. \_Very good \_81-100 \_  
\_2. \_Good \_61-80 \_3. \_Fair \_41-60 \_4 \_Poor \_21- 40 \_5 \_Very poor \_0-20 \_ \_Based on  
the table above, each aspect or component has five categories from lowest to highest.  
The assessment has five criteria in each aspect namely vocabulary, pronunciation, and  
fluency.

There are five assessment criteria for each aspect of both pronunciation and vocabulary.  
The assessment of students' speaking ability is obtained from the combined score of the  
three aspects, namely pronunciation and vocabulary, fluency. as follows: Student score:  
Total score (pronunciation, vocabulary, fluency) x 100 = 100 Max Score Documentation  
According to Sugiyono (2013) documentation is a method used to get information may  
be take the form of written textual content, a picture, or monumental work from  
someone.

Technique of Data Collection In this research, the researcher used test and questionnaire  
as instruments for collecting data.

Questionnaire The researcher distributed the questionnaire after conducting the pre-test. This questionnaire was conducted offline in the classroom. after students took the pre-test. The researcher distributed several sheets of questions to each student.

The questionnaire amounted to 30 questions and was in the form of multiple choice. The researcher asked students to read each question and work / fill out the questionnaire that had been distributed individually. After that, students would collect the completed questionnaire sheets back to the researcher.

The purpose of the researcher using this questioner was to find out student interest and knowledge, the researcher used a closed questionnaire. That way, students would be easy to improve their speaking skills. There are three parts of learning styles (auditory, visual, kinaesthetic) Pre-test Pre-test was a process to observe the speaking ability the students used basic knowledge that was before giving treatment by using group discussion the pre-test focused to X grade Class majoring in automotive at SMK 1 Kediri who taught by the researcher. The researcher used group discussion method to teach speaking about descriptive text. This test was conducted to the students before the treatment.

In this study, the researcher gave a pre-test to 1 class in the experimental group. This speaking test was conducted in accordance with the material in class. This was done to find out their basic ability in speaking especially vocabulary, pronunciation and 45

46 fluency of students for speaking ability. The researcher gave 1 descriptive text topic which was about (food).

Then, the researcher asked the students to come forward to describe the topic in a monologue in front of the class. Treatment After giving the pre-test to the students, the researcher gave the treatment by using group grouping based on students' interests and learning styles, such as several learning styles in differentiated learning, namely audio, visual, and kinesthetic.

The audio part was treated by providing audio (recordings), visual was treated by providing videos with interesting pictures, and for kinesthetic was treated by tending to involve physical experiments. After that, students are asked to make a product with a predetermined topic (animals and daily activities). then each student will upload their product in the form of a video to one of the accounts they have, namely YouTube, Tik-Tok or Instagram.

Post- test After the treatment, the researcher asked the students to describe one of the topics (animals, daily activities) directly in front of the class. The researcher gave a speaking test, which is an oral test in the form of a monologue to determine the students' speaking ability after receiving treatment. The researcher focused on three elements of speaking namely vocabulary, pronunciation, and fluency.

Documentation

The Researcher took photos, recordings or videos in teaching and learning activities, Documentation is used to support the data that is collected. Technique of Data Analysis In analyze all of data which collected from the pre-test and post-test score the researcher analyzed by using SPSS version 26. The data which got from the pre-test score compare with the post-test score using the data formula of paired sample T-test with the degree significant 5% (0,05).

Normality Test Before, the data is examined so, the data will be calculated that the data has normal distributed or not. The data has normal distributed if Significant value more than alpha ( $> 0.05$ ). if significant value less than alpha (0,05) it means the data doesn't have normal disturbed. Homogeneity Test After, the data is known has normal distributed.

The data will be analyzed homogeneity. If the significant value more than alpha ( $> 0,05$ ) it can be said the data has homogenous distributed. But the data is less than alpha ( $< 0,05$ ) it can be said the data has no homogeneous distributed. Hypothesis Text After the researcher gets the data and know the normality and homogeneity. The data will be analyzed by using SPSS.

The researcher used uji T-test to know Effect of differentiated learning in improving student's speaking skill. 47

48 If the significant value less than alpha ( $< 0,05$ ) it means  $H_a$  is accepted, it means there is **effect of differentiated learning in** improving student's speaking skill. if the significant value more than alpha ( $0,05$ )  $H_0$  is rejected, it means **there is no effect of differentiated learning in** improving student's speaking skill.



CHAPTER IV RESEARCH FINDINGS In this chapter, the researcher discusses about the research findings and the discussion. This chapter is divided into some topics, those are: a) description of data variables, b) data analysis, c) interpretation of data analysis, d) hypothesis testing and e) discussion. Description Data Variable In this part, the researcher will present the description of data variable.

The variable data are independent variable (Teaching speaking using differentiated product viewed the students' learning style (auditory, visual, kinaesthetic) and dependent variable (speaking ability). The following is a description of the learning styles of students obtained from the learning style questionnaires. Table 4.1 Students' Learning Styles NO \_Nama \_Auditory \_Visual \_Kinaesthetic \_\_1 \_Student 1 \_- \_- \_v \_\_2 \_Student 2 \_v \_- \_- \_\_3 \_Student 3 \_- \_v \_- \_\_4 \_Student 4 \_v \_- \_- \_\_5 \_Student 5 \_- \_v \_- \_\_6 \_Student 6 \_- \_- \_v \_\_7 \_Student 7 \_- \_- \_v \_\_8 \_Student 8 \_v \_- \_- \_\_9 \_Student 9 \_- \_v \_- \_\_10 \_Student 10 \_- \_- \_v \_\_11 \_Student 11 \_- \_v \_- \_\_12 \_Student 12 \_- \_v \_- \_\_13 \_Student 13 \_v \_- \_- \_\_14 \_Student 14 \_- \_- \_v \_\_15 \_Student 15 \_- \_v \_- \_\_16 \_Student 16 \_- \_- \_v \_\_49

50 17 \_Student 17 \_- \_v \_- \_\_18 \_Student 18 \_- \_- \_v \_\_19 \_Student 19 \_- \_- \_v \_\_20  
 \_Student 20 \_v \_- \_- \_\_21 \_Student 21 \_- \_v \_- \_\_22 \_Student 22 \_- \_v \_- \_\_23 \_Student  
 23 \_- \_v \_- \_\_24 \_Student 24 \_- \_- \_v \_\_25 \_Student 25 \_- \_v \_- \_\_26 \_Student 26 \_v \_- \_- \_\_  
 \_27 \_Student 27 \_v \_- \_- \_\_28 \_Student 28 \_v \_- \_- \_\_29 \_Student 29 \_v \_- \_- \_\_30  
 \_Student 30 \_v \_- \_- \_\_31 \_Student 31 \_v \_- \_- \_\_32 \_Student 32 \_v \_- \_- \_\_Total  
 student =32 \_12 \_11 \_9 \_\_Percentage \_37,5% \_34,38% \_28,12% \_\_ Based on the table  
 above, the students' learning styles are grouped into 3 parts (auditory, visual and  
 kinaesthetic).

Total number of students are 32 students. From the 3 sections, it could be concluded  
 that most of the students in class X- TKRO1 were in the Auditory learning style interest  
 with a total of 12 students by percentage 32,5%, while the least learning style interest  
 was in the kinaesthetic section with a total of 9 students by percentage 28,13% and the  
 last Visual Learning Styles there were 11 students by percentage 34,37%. Diagram 4.1

of Students' Learning Style

The description of students' speaking ability before being taught differentiated product viewed from students' learning style. Before the researcher conducted the study, the researcher identified the students' speaking ability first by giving them a pre-test. The test was given offline. The purpose of the test is to measure the extent of students' speaking ability before using grouped learning styles.

The subjects of this study were students of class X- 1 light vehicle automotive department (TKRO). The number of students in the class was 32 students. The test used is an oral test, describing monologue with the topic of descriptive text. From the 3 aspects determined by the researcher (pronunciation, vocabulary, fluency) in speaking ability will be given 5 scores for each aspect and a total of 15 scores. After that the researcher calculates the total score and converts the score using the conversion score.  $Score \times 100 = \dots\dots\dots$

Maximum Score The students were asked to do the test and then the researcher took the students' scores according to the 3 aspects of speaking. The pre-test was conducted to measure students' speaking ability before using differentiated learning through students' learning styles, especially about descriptive text. The total pre-test score was 1364.

The results of the students' overall speaking ability on the pre-test scores from class X-TKRO 1 SMKN 1 Kediri can be seen in the table below. Data Frequency of Pre-test Score 51

52 Table 4.2 Result of Students' Pre-test Score NAMA \_ASPECTS \_Total Nilai \_  
 \_Pronunciation \_Vocabulary \_Fluency \_ \_ Student 1 \_2 \_3 \_1 \_40 \_ Student 2 \_2 \_2 \_2  
 \_40 \_ Student 3 \_1 \_2 \_2 \_33 \_ Student 4 \_2 \_2 \_1 \_33 \_ Student 5 \_2 \_2 \_2 \_40 \_  
 \_ Student 6 \_2 \_3 \_2 \_47 \_ Student 7 \_3 \_2 \_2 \_47 \_ Student 8 \_3 \_3 \_2 \_53 \_ Student 9  
 \_3 \_3 \_3 \_60 \_ Student 10 \_2 \_2 \_1 \_33 \_ Student 11 \_2 \_3 \_1 \_40 \_ Student 12 \_2 \_3 \_2  
 \_47 \_ Student 13 \_2 \_2 \_2 \_40 \_ Student 14 \_1 \_3 \_2 \_40 \_ Student 15 \_3 \_3 \_2 \_53 \_  
 \_ Student 16 \_2 \_1 \_2 \_33 \_ Student 17 \_2 \_2 \_2 \_40 \_ Student 18 \_2 \_2 \_1 \_33 \_ Student  
 19 \_3 \_3 \_2 \_53 \_ Student 20 \_2 \_3 \_2 \_47 \_ Student 21 \_1 \_2 \_2 \_33 \_ Student 22 \_3 \_3  
 \_2 \_53 \_ Student 23 \_3 \_2 \_2 \_47 \_ Student 24 \_2 \_2 \_2 \_40 \_ Student 25 \_3 \_3 \_3 \_60 \_  
 \_ Student 26 \_1 \_2 \_2 \_33 \_ Student 27 \_2 \_2 \_2 \_40 \_ Student 28 \_2 \_1 \_2 \_33 \_ Student  
 29 \_3 \_3 \_2 \_53 \_ Student 30 \_2 \_3 \_2 \_47 \_ Student 31 \_2 \_2 \_2 \_40 \_ Student 32 \_1 \_3  
 \_1 \_33 \_ Total Score \_66 \_77 \_60 \_1364 \_ The table above is the source of researcher to  
 generate data and find out the speaking ability of class X (TKRO-1) students of SMKN 1  
 Kediri.

In this study, researcher gave a monologue oral test. The test given was about  
 descriptive text with the topic provided. According to the total count of each aspect, the  
 lowest was in the fluency aspect with a score 60. It showed that the students got fair  
 score.

Almost the students have difficulty and lack of fluency in speaking English.

Meanwhile, the highest total aspect in the pre-test with score 77 the students got good score. The students could speak with a vocabulary that was still sufficient and ordinary. For the last aspect was pronunciation total aspect with score 66. The students got good score. The student could still pronounce with sufficiently understandable pronunciation when explaining.

The results of the calculation of the speaking ability score of class X students (TKR-1) SMKN 1 Kediri can be presented in the form of a frequency distribution table as below. In this section, the research conducted data analysis using the t-test. Before the researcher analyzed the data, the researchers presented the frequency results of the pre-test data.

The pre-test frequency value can be seen in the following table. Based on the frequency table above, it can be formed in the form of a diagram as below: Table 4.3 Frequency of Pre-test Score PRE-TEST. Based on frequency of pre-test above, it can be seen that before giving a treatment out of 32 students, the students still showed difficult in speaking. The lowest score of pre-test was score 33, there were a total nine students (28,1%).

Most of students got a poor score 40 with a total 10 students (31,3%). There were six students (18,8%) got fair value 47, five students (15,6%) got fair score 53. Meanwhile, the highest score was 60, it was fair score which a total 2 students 53

54 (6,3%). It can be concluded that when students did the pre-test, almost all students had difficulty in English speaking skills in the lesson about explaining descriptive text according to the 3 aspect that have been determined (pronunciation, vocabulary, fluency).

Moreover, the data of pre-test can be seen in the diagram frequency below: Diagram 4.2 Frequency of Pre-test Score 2. Treatment The Researcher conducted treatment starting in the second meeting. There were 32 students in the class. Before conducting learning activities, researcher grouped students into 3 groups consisting of (audio, visual, kinaesthetic).

Students will be grouped according to learning styles and interests with questioners that have been given. The researcher explained about descriptive text. The researcher prepared a topic about "food". Then, the researcher explained and gave examples to students about vocabulary / adjectives related to the topic. The researcher gave different treatments to each group.

For the audio group, the treatment was given by listening to the audio, the researcher gave an audio to the students to listen to and understand the correct pronunciation, the visual group was given treatment by

watching a video in the form of pictures, where the video was an appropriate way for visual students, and the kinaesthetic group was given treatment to observe the food around, the researcher gave the students the opportunity to go to the canteen and observe the food there.

The researcher prepared the exercise paper and gave a little explanation regarding the exercise. Next, the students discussed according to their groups to find new vocabulary, then the group representatives presented the results of their discussion in front of the class. The next meeting, the researcher gave treatment to students, by giving a brief explanation of the previous material.

Next, the researcher delivered the descriptive text material with the topic "person". The researcher explained examples of vocabulary about traits / characteristics related to the topic. After that, the researcher explained the material by giving examples of descriptive text videos on the topic of person.

Students watched the video and observed the pronunciation. After that, the researcher gave students exercise paper leaflets in the form of pictures of artists (idols) and looking for vocabulary about the properties in the picture, done in groups discussing according to their groups. Then, the researcher monitored the progress of student work.

Student group representatives present the results of the discussion according to the learning style of each group. The following was some pictures of student's activities in differentiated learning according to student learning styles. 55

56 Picture 1. Students' learning style grouping activities / \_ / \_ (A) Auditory Style (B) Visual Style \_ \_ / \_ \_ (C) Kinesthetic Style \_ \_ Picture 1.

Shows the example of students' activities conducting product differentiated learning activities according to the learning style of students who have been grouped into 3 parts according to questioners and ask each student class X-TKRO1 SMKN 1 Kediri. The last treatment, the researcher briefly explained again about the previous material.

The researcher gave directions to make descriptive text individually according to the topics that had been learned. The researcher asked students to make a product in the form of a video about descriptive text by choosing one of the topics that had been learned" (food / person)". For audio learning styles made a video in the form of sound (podcast), for visual learning styles made videos in the form of



videos with interesting images, and the last for kinaesthetic learning styles made videos **in the form of** body language / expressions.

Furthermore, students upload it on one of the social media they have, and send the link to the researcher personally. The following was some pictures of student products according to differentiated learning according to student learning styles. Picture 2. Students' product based on their learning styles / \_ / \_ (A) Video \_ (B) Podcast \_ \_ / \_ \_ (C) Video (expression) \_ \_ Picture 2.

Shown the examples of products (products, audio visual, video using limbs/expression) students according to learning style groups about descriptive text, then uploaded on one of the social media they have. 57

58 The description of students' speaking ability after being taught differentiated product viewed students' learning style The Researcher gave a post-test after giving treatment to students. In this post-test, the researcher conducted the test offline. Researcher gave post-test to students about descriptive test.

The researcher prepared 2 topics, namely about (food / person). Next, students came forward and chose one of these topics. Then, students explained monologue in front of the class. The post-test was conducted to measure students' speaking ability, how well the effect on improving students' speaking from the 3 aspects determined after being taught and grouped using the product differentiation technique with students' learning styles. The table below showed the results of the students' post-test.

Table 4.4 Result of Students' Post-Test Score Nama \_ASPECTS \_Total Nilai \_

ASPECTS	Total Nilai
Pronunciation	73
Vocabulary	67
Fluency	67
Student 1	4 4 3 73
Student 2	3 4 4 73
Student 3	3 4 3 67
Student 4	4 3 2 60
Student 5	4 3 3 67
Student 6	4 4 3 73
Student 7	4 3 3 67
Student 8	4 5 3 80
Student 9	5 5 4 93
Student 10	3 4 3 67
Student 11	3 4 2 60
Student 12	4 4 3 73
Student 13	4 5 4 87
Student 14	3 4 3 67
Student 15	3 4 3 67
Student 17	4 4 3 73
Student 18	3 4 3 67
Student 19	4 5 4 87
Student 20	4 3 3 67
Student 21	4 3 3 67
Student 22	4 4 4 80
Student 23	4 4 3 73

Student 24 4 3 3 67 \_\_ Student 25 5 5 4 93 \_\_ Student 26 3 4 3 67 \_\_ Student 27 4 3 3 67 \_\_ Student 28 3 3 3 60 \_\_ Student 29 5 4 4 87 \_\_ Student 30 4 5 3 87 \_\_ Student 31 4 4 3 73 \_\_ Student 32 3 4 3 67 \_\_ Total Score 120 125 101 2316 \_\_ According to the total post-test score in the table above, we could see that the total post-test score was higher than the pre-test score of 2316.

After giving treatment, the total score in 3 aspects (pronunciation, vocabulary, fluency) has increased, where the number of scores that has increased the most, namely in the vocabulary aspect with a score 125. Meanwhile, in the fluency aspect with a score 101, and there was pronunciation aspect the second high score with a score 120, it was more improved than the pre-test.

Then, the researcher concluded that students' scores had increased after being given treatment. The speaking skill scores of students in class X-TRO1 of SMKN 1 Kediri were presented in the form of a frequency distribution table below. a. Data frequency of Post-test The score frequency of post-test can be seen in the following table: Table 4.5

Frequency of Post-test POST-TEST 59

60 Based on the post-test frequency diagram above, it can be seen that most of the students got a post-test score of 67 (43.8%) with a total of 14 students, and the highest score in the post-test was 93.4 (6.3%) with a total of 2 students, and the lowest score in the post-test was 60 (12.5%) with a total of 4 students.

From the students' post-test mean score, it could be seen that there was an increase from the pre-test score and the total score on the students' post-test was 2316. The researcher calculated the mean of all student scores from the data in the table above to answer the formulation of the first and second problems. Moreover, the data of pre-test can be seen in the diagram frequency below: Diagram 4.

4 Frequency of Post-test Score Data Analysis In this part, the researcher presented the data analysis procedure, data results, data interpretation which discussed the results and interpretation of students' pre-test and post-test speaking ability scores before and after being grouped according to students' learning styles. Procedure of Analyzing Data

This part is intended to answer the research question whether differentiated product learning seen through students' learning styles is effective on the speaking ability of students in class X-TKRO1 of SMKN 1 Kediri.

Before the researcher analyzed the data, the researcher corrected the students' pre-test and post-test output to find out the scores of both. Then, the researcher inputted and calculated the pre-test and post-test scores using SPSS version 26, and analyzed the data using Paired Sample t- test in SPSS. The Result of Data Analysis In this part, the researcher showed the results of students' pre-test and post-test scores using SPSS version 26.

The following data was what the researcher got after calculating it using SPSS: Paired Sample Statistic, Paired Samples Correlations, and Paired Samples Test. b. Mean Table 4.6 The mean score of Pre-test and Post- test Paired Samples Statistics Mean \_ N \_ Std. Deviation \_ Std. Error Mean \_ Pair 1 \_NILAI PRE-TEST \_42.63 \_32 \_8.346 \_1.475 \_ \_NILAI POST-TEST \_72.38 \_32 \_9.527 \_1.684 \_ Based on the table above, it showed that the mean score of the pre-test was 42,63 with a standard deviation 8,346 and the mean of the post-test score was 72,38 with a standard deviation of 9,527. The number of participants in each test (N) is 32. 61

## 62 Correlation Table 4.7

The Correlations Score of Pre-test dan Post-test Paired Samples Correlations Based on the paired sample correlations table above, the output showed the data before and after being grouped using differentiated learning products through student learning styles is 0.754 with a significance value (sig.) 0.000. It means that there was a relationship between students' speaking ability before and after being grouped using differentiated learning through students' learning styles. Uji T-test Table 4.8

The T-score of Pre-test and Post-test Paired Samples Test Based on the paired samples test above, it showed that the t-test value is -26,460 and t-table with degree of freedom 31 is 2,039 at the level of significance of 5%. It showed t-test was higher than t-table (-26,460 > 2,039) and Sig. (2-tailed) is 0.000 was lower than 0.05. It can be concluded that the difference between the pre-test and post-test scores is -29,750. The post-test score was higher than the pre-test.

It showed that the mean value of students before being given treatment was lower than the mean score of students after being given treatment.

The Interpretation of Data Analysis Result Based on table 4.2, the pre-test score showed that the total score data from the students' pre-test was 1364. Then, the total score of students' post-test scores was 2316.

So, the scores obtained by students in the pre-test and post-test experienced changes in the students' speaking ability after being treated by the researcher. It can be interpreted that the score of students' speaking ability after using product differentiation learning with students' learning styles increased. It was also explained by the mean score of the pre-test which is lower than the mean score of the post-test.

The mean value of students' pre-test is 42,63 while the post-test value is 72,38. From the explanation of these data, it can be concluded that there is a significant influence on students' speaking ability after using product differentiation learning through students' learning styles (audio, visual, kinaesthetic). In addition, this conclusion was supported by the data analysis data in table 4.8

which showed that the value of the t-score is (-26,460) which is higher than the t-table value (2.039) at the degree of significance of 5% and the significant level of 0.000 is lower than 0.05 ( $p < 0.05$ ). The following table will show the difference in students' speaking ability before and after using differentiated product learning through students' learning style.

Table 4.9 The Pre-test and Post-test Score

No	Nama	Aspects	Total score	P1	P2
_V1	_V2	_F1	_F2	_Pretest	_Post-test
_1	_S1	_2	_4	_3	_4
_1	_3	_40	_73	_63	

64 2 \_S2\_ 2\_ 3\_ 2\_ 4\_ 2\_ 4\_ 40\_ 73\_ \_3\_ S3\_ 1\_ 3\_ 2\_ 4\_ 2\_ 3\_ 33\_ 67\_ \_4\_ S4\_ 2\_ 4\_ 2\_ 3\_ 1\_ 2\_ 33\_ 60\_ \_5\_ S5\_ 2\_ 4\_ 2\_ 3\_ 2\_ 3\_ 40\_ 67\_ \_6\_ S6\_ 2\_ 4\_ 3\_ 4\_ 2\_ 3\_ 47\_ 73\_ \_7\_ S7\_ 3\_ 4\_ 2\_ 3\_ 2\_ 3\_ 47\_ 67\_ \_8\_ S8\_ 3\_ 4\_ 3\_ 5\_ 2\_ 3\_ 53\_ 80\_ \_9\_ S9\_ 3\_ 5\_ 3\_ 5\_ 3\_ 4\_ 60\_ 93\_ \_10\_ S10\_ 2\_ 3\_ 2\_ 4\_ 1\_ 3\_ 33\_ 67\_ \_11\_ S11\_ 2\_ 3\_ 3\_ 4\_ 1\_ 2\_ 40\_ 60\_ \_12\_ S12\_ 2\_ 4\_ 3\_ 4\_ 2\_ 3\_ 47\_ 73\_ \_13\_ S13\_ 2\_ 4\_ 2\_ 5\_ 2\_ 4\_ 40\_ 87\_ \_14\_ S14\_ 1\_ 3\_ 3\_ 4\_ 2\_ 3\_ 40\_ 67\_ \_15\_ S15\_ 3\_ 3\_ 3\_ 4\_ 2\_ 3\_ 53\_ 67\_ \_16\_ S16\_ 2\_ 3\_ 1\_ 3\_ 2\_ 3\_ 33\_ 60\_ \_17\_ S17\_ 2\_ 4\_ 2\_ 4\_ 2\_ 3\_ 40\_ 73\_ \_18\_ S18\_ 2\_ 3\_ 2\_ 4\_ 1\_ 3\_ 33\_ 67\_ \_19\_ S19\_ 3\_ 4\_ 3\_ 5\_ 2\_ 4\_ 53\_ 87\_ \_20\_ S20\_ 2\_ 4\_ 1\_ 3\_ 2\_ 3\_ 47\_ 67\_ \_21\_ S21\_ 1\_ 4\_ 2\_ 3\_ 2\_ 3\_ 33\_ 67\_ \_22\_ S22\_ 3\_ 4\_ 3\_ 4\_ 2\_ 4\_ 53\_ 80\_ \_23\_ S23\_ 3\_ 4\_ 2\_ 4\_ 2\_ 3\_ 47\_ 73\_ \_24\_ S24\_ 2\_ 4\_ 2\_ 3\_ 2\_ 3\_ 40\_ 67\_ \_25\_ S25\_ 3\_ 5\_ 3\_ 5\_ 3\_ 4\_ 60\_ 93\_ \_26\_ S26\_ 1\_ 3\_ 2\_ 4\_ 2\_ 3\_ 33\_ 67\_ \_27\_ S27\_ 2\_ 4\_ 2\_ 3\_ 2\_ 3\_ 40\_ 67\_ \_28\_ S28\_ 2\_ 3\_ 1\_ 3\_ 2\_ 3\_ 33\_ 60\_ \_29\_ S29\_ 3\_ 5\_ 3\_ 4\_ 2\_ 4\_ 53\_ 87\_ \_30\_ S30\_ 2\_ 4\_ 3\_ 4\_ 2\_ 4\_ 47\_ 87\_ \_31\_ S31\_ 2\_ 4\_ 3\_ 5\_ 1\_ 4\_ 40\_ 73\_ \_32\_ S32\_ 1\_ 3\_ 3\_ 4\_ 1\_ 3\_ 33\_ 67\_ \_TOTAL\_ 66\_ 120\_ 74\_ 125\_ 59\_ 101\_ 1364\_ 2316\_ \_ Diagram 4.9

Frequencies of Pre-test and Post-test score \_



NO\_ASPECT \_\_1\_Pronunciation (P1-P2) \_\_2\_Vocabulary (V1-V2) \_\_3\_Fluency (F1-F2)  
\_\_ Based on the frequency diagram above, it could be seen that the total number of 3 aspects in the pre-test and post-test were very different. In the aspect of pronunciation, vocabulary pre-test and post-test experienced a considerable increase, while in the aspect of fluency pre-test and post-test experienced a slight increase. Based on the table above, it could be concluded that the lowest number of pre-test and post-test aspects is in the fluency aspect.

It means that students have not been able to speak fluently, and the highest was in the vocabulary aspect, most of the students got additional vocabulary after the pre-test and when given treatment by researcher, the number of numbers in the vocabulary aspect in the post-test students have increased. Hypothesis Testing In this part of this research, the researcher will explain the interpretation of the research data and summarize the hypothesis.

In this study, it was conducted to prove the hypothesis whether product differentiated learning through students' learning styles has an effect on the speaking ability of students in class X-TKRO1 of SMKN 1 Kediri. Null hypothesis (Ho): "There is no effect on product differentiated learning through student learning style on the speaking ability of Class X-TKRO1 students of SMKN 1 Kediri.

66 The alternative hypothesis ( $H_a$ ) : " There is an effect on product differentiated learning through student learning styles on the speaking ability of students in class X-TKRO 1 SMKN 1 Kediri. From the explanation above, to prove the hypothesis of the data that has been obtained in the pre-test and post-test, namely by calculating the T-test formula (SPSS 26) with the following assumptions. If  $t_o > t\text{-table}$ , the Null hypothesis ( $H_o$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.

This showed that product differentiated learning through learning styles is effective on students' speaking ability. If  $t_o < t\text{-table}$ , the Null hypothesis ( $H_o$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected. This showed that product differentiated learning through student learning power is not effective on students' speaking ability.

From the results of the data analysis above, it can be concluded that there is a change between the pre-test score and the post-test score. Then, this result is shown that the post-test value is higher than the pre-test value. This means that it can be concluded that at the time of treatment, student scores increased after using product differentiated learning through student learning styles. While the result of t-test is higher than t-table ( $-26,460 > 2.039$ ) and the value of t-test is smaller than 0.05 ( $0.000 < 0.05$ ) it shows that  $H_o$  is rejected and  $H_a$  is accepted.

This means that there is a significant effect of product differentiated

learning through students' learning styles on speaking ability than the usual learning activities. It shows that product differentiated learning through students' learning style is more interesting to improve students' speaking ability. Where students can do learning activities according to their interests and desires.

This means that teaching speaking with differentiated learning through student learning styles has a significant effect on the speaking ability of students in class X-TKRO1 SMKN 1 Kediri. Discussion Based on the data that has been analyzed above, which aims to help conclude and answer research questions as a reference in conducting this research, namely how students' learning styles in differentiated learning in improving students' speaking skills. This research was conducted in class X-TKRO 1 SMKN 1 Kediri.

In product differentiated learning through student learning styles grouped into 3 parts (Auditory, Visual, Kinaesthetic). Based on the results of questioners that have been given to students, out of a total of 32 students, the 3 learning styles that are most interested are the Auditory learning style with a total of 12 students and the least interest is, the Kinaesthetic learning style of 9 students.

In previous research, Putri et, al (2020) found that the learning style of students who were most interested in learning computer systems was the highest kinaesthetic, with a total of 52 students (42%). Meanwhile, in addition to previous research, Albeta et, al (2021) explained in their research, that of the three learning styles in students' learning performances, the most requested were kinesthetic and visual with the same average value, higher than auditory.

From some of the previous research above, it can be 67

68 concluded, there are differences from the three learning styles of students through questioners, so it can be concluded that these learning styles have a variety of variations in student learning activities. This section provides data to show students' speaking ability before using product differentiated learning through learning styles.

Before the treatment, students were given a pre-test on the topic of descriptive text, in which students spoke directly and monologue. There are 3 aspects (pronunciation, vocabulary, fluency) that each will be scored to measure students' speaking ability. Then, the researcher will write and score each aspect when the students speak.

In this part, students speak directly and individually, there are some problems found in their speaking ability, such as students are more likely to be silent, and not fluent. This can be seen when students explain and communicate, Students tend to be, less fluent and speak as they can, although pronunciation is a little good and some vocabulary conveyed by researchers can be understood quite well.

In this section, it can be proven by the average pre-test score of students which is still low with a total of 1364. In speaking ability which consists of 3 aspects (pronunciation, vocabulary, fluency) the lowest number is the fluency aspect, and the highest is in the vocabulary aspect. After conducting the pre-test, the researcher treated the students according to each of their learning style groupings. In line with previous research.

In line with previous research. in previous research Komarudin et, al (2019) said that students' speaking ability in aspect fluency through small group discussion has increased in communication with the initial cycle of speaking fluency.

In addition to the fulfilment of previous research, Zuhriyah (2017) found that the lowest student

speaking ability was in the Fluency aspect. based on this research, it can be concluded that the fluency aspect is one of the aspects that is difficult for students to understand in speaking ability. The post-test is the stage carried out after getting treatment and applying the product differentiated learning technique through student learning styles.

In this post-test activity, students experienced an increase in scores with a total average student score of 2316. In this post-test, the total number of numbers from 3 aspects of speaking ability has increased quite a lot. When researchers apply differentiated product learning to students through learning styles, the highest number of aspect values in students' speaking ability is vocabulary.

in line with previous research Rahmawati et, al (2021) found that teaching speaking for students' speaking ability resulted in the highest aspect, namely vocabulary with category good on student scores. Then additionally from Zuhriyah (2017) explains that the results of learning research on students' speaking ability are the highest, namely in the aspect of pronunciation and vocabulary showing that there is an increase in student results in both aspects.

It can be concluded from previous research, that students are motivated and experience an increase and addition of vocabulary in speaking skills. students are interested and motivated when working on tasks about descriptive text individually and more creatively according to their interests and groups. In addition, Faiz et, al (2022) conveyed that differentiated learning techniques are one way that can pay attention to student readiness and interest in learning, so that learning motivation increases and succeeds, students become more creative and independent in differentiated learning activities.

Based on the 69

70 explanation of previous research, this research has similarities about the application of product differentiated learning through student learning styles, but researchers conduct research on product differentiated learning through learning styles for student speaking skills. This can be seen from the average post-test score of students (2316) which is greater than the average pre-test score of students (1364) in class X-TKRO1 SMKN 1 Kediri. This shows that students experience an increase in speaking ability assessment which consists of 3 aspects (pronunciation, vocabulary, fluency).

Based on the data and test results, it showed that the students had improved their speaking skills in 3 aspects (pronunciation, vocabulary and fluency) by using differentiated learning through students' learning styles. This improvement was also followed by significance. After being calculated using SPSS version 26, the t-test value was then compared with the t-table value. The t-test value (-26.460) is greater than the t-table (2.039) for degrees of freedom (df) N-1 (32-1) 31 and significant level ( $p$ ) = 0.05.

So it can be interpreted that the null ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted, it can be concluded that this study has normal distribution. The researcher concluded that students' speaking ability in terms of accuracy (pronunciation, vocabulary, fluency) in class X-TKRO1 SMKN 1 Kediri. Based on the t-test results, the researcher concluded that there was a significant difference between the pre-test and post-test.

In other words, it can be concluded that the use of differentiated learning method through students' learning

style is effective to improve students' speaking ability in terms of 3 aspects (pronunciation, vocabulary, fluency) in class X-TKRO1 SMKN 1 Kediri. 71

72 CHAPTER V CONCLUSION AND SUGGESTION In this section, the researcher presents the fundamental result of this research based on the data which have been obtained in previous chapter. There are two sub chapters a) conclusion, b) suggestion.

CONCLUSION In this section, the researcher explains the conclusions of this study.

The research was conducted in class X of the light vehicle engineering department of SMKN 1 Kediri academic year 2023/2024. The researcher took a sample of 32 students. Researcher used pre-experiment design. Based on the results of the research analyzed differentiated learning products through learning styles (auditory, visual, kinaesthetic) that the learning method can be varied according to student interests and grouped using a questionnaire.

In differentiated learning through students' learning styles, from previous research, that each researcher gets different results on students' interest in learning, based on questionnaires, differentiated learning through students' learning styles has different variations and is more interesting. From the data that has been analyzed, the lowest pre-test result on students' speaking ability is on the aspect of fluency.

So, it is concluded that fluency is very difficult for students in improving their speaking ability. While, in the post-test result, the highest was in vocabulary aspect, students experienced an increase in the addition of vocabulary from differentiated learning through student learning styles.



From the results of the data analysis, the researchers showed that the students' post-test scores (2316) were higher and increased than the students' pre-test scores (1364). Students get a lot of addition on vocabulary to improve students' speaking ability. Then from the results of data analysis, it then shows that product differentiated learning makes students more motivated and effective on students' speaking ability.

In other words, the researcher can conclude that there is a significant influence on the use of product differentiated learning through student learning styles on the speaking ability of students in class X-TRKO 1 SMKN 1 Kediri in the 2023/2024 school year. Therefore, this research can be used for readers to conduct other research using product differentiated learning through student learning styles.

SUGGESTION Based on these conclusions, the researcher would like to provide some suggestions for English teachers, and further research. For the English Teacher The suggestions for English teachers, before conducting differentiated learning through student learning styles, teachers are advised to prepare a questionnaire in advance, which is used to measure students' abilities and find out students' interests.

Thus, teachers can group students according to their interests. Teachers cannot immediately choose and guess randomly, but teachers must check / measure students' abilities using a questionnaire. 73

74 In addition, researchers hope that teachers are advised to prepare learning strategies and prepare several media for each group by giving different treatments to each group. At each meeting, teachers are advised to provide explanations and ensure each student follows the instructions to do the task well on their own work.

For Future Researcher This research examines product differentiated learning. This study only examines 3 aspects of students' speaking ability namely (pronunciation, vocabulary, fluency). other studies are suggested to examine process differentiated learning, a method **to improve students' speaking** ability by adding grammar and fluency.

this study only examines 3 aspects namely (pronunciation, vocabulary, fluency). Future research is suggested **to improve students' speaking** ability by adding grammar and comprehension, in different learning products through students' learning styles. researchers can look for other references regarding different learning.

The researcher hopes that this will be useful for teaching speaking **with the aim of** improving students' English achievement.

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NIDN : 0719017501

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