# DIFFERENTIATED PRODUCTS VIEWED FROM THE STUDENTS' LEARNING STYLE IN SPEAKING CLASS AT SMKN 1 KEDIRI

**SKRIPSI**

Presented as Partial Fulfillment of the Requirements to Obtain

The Sarjana Degree of Education of English Department

Faculty of Teacher Training and Education

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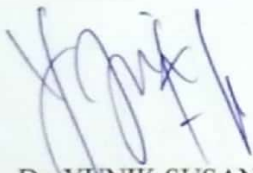
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It has been approved to be submitted to English Language Education Department
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**MOTTO**

## *" Whatever you are, be good one "*

**Dedication:**

1. **Allah SWT and Nabi Muhammad SAW who has given me mercies and blessing**

2. **My beloved Parents my father (Mr. Ridwan) and My mother (Mrs. Maimunah Ja'far S.Pd)**

3. **My beloved brothers (Franandes kurniawan and Andes Dermawan)**

4. **My beloved Friends (The Start English Course)**

5. **My almamater University Nusantara PGRI Kediri**

# ABSTRACT

**Nike Aprilia:** Differentiated Products Viewed From Students' learning Styles in Speaking Class at SMKN 1 Kediri, Skripsi, English Department, The Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, 2023.

Speaking is one of the most important skills, especially speaking in English. Most students experience difficulties in pronunciation, limited vocabulary, and fluency, as well as a lack of motivation in learning English. This happens due to many factors, one of which is students' interest, motivation as well as teachers' learning methods. Product differentiation through students' learning styles (audio, visual, and kinesthetic) is a learning method that is very influential on students' speaking ability and knowing their respective interests. From this statement, the researcher analyzed product differentiation learning through students' learning styles in speaking ability at SMKN 1 Kediri. The objectives of this study are (1) To know the frequency of the student's learning styles. (2) To know students speaking ability before being taught differentiated product viewed from the student's learning styles. (3) To know the students' speaking ability after being taught differentiated product viewed from the student's learning styles. (4) To know and find whether there is any significant effect of differentiated product from the student's learning styles.

The researcher used a pre-experimental research and quantitative approach with one group pre-test and post-test. This research was conducted at SMKN 1 Kediri. The subject of this research is first grade students, the population of the research consists of 355 students and the sample was X TKRO1 that consists of 32 students. The students were given pre-test, treatment, and post-test. The treatments were conducted twice in order to know whether there is an significant effect of using differentiated products through learning style in students' speaking ability.

The research findings indicated that the first-grade students of SMKN 1 Kediri were very low in speaking skill. But after treatment, their speaking skill improved significant. It was proven by the result of the mean score obtained by the students through pre-test was 42,63 which was classified as very poor category and the mean score of the students in posttest was which was classified as 72,38. While the value of t-test was greather than the value of t-table. (-26.460>2.093). It was indicated that the Null Hypothesis (H0) was rejected and the Alternative Hypothesis (H1) was accepted. The researcher suggested to English teachers to use this technique is suitable to make students' speaking ability improved.

Keywords: Differentiated learning, Learning style, Teaching Speaking.

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This skripsi entitle "Differentiated Products Viewed from the Students' Learning Styles in Speaking class at SMKN 1 Kediri". The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs criticism and suggestion better. Therefore, she would like to express her gratitude:

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The researcher realizes that this thesis is far from perfect. Therefore, every kind of constructive comment, critic, suggestion, also advices are very much appreciated. Last but not least, the researcher hopes for this thesis to be useful for whoever reading this.

Kediri, July 26 $^{th}$ 2023

Nike Aprilia

NPM. 19.1.01.08.0062

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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.

## A. 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

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

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".

## B. 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.

## C. 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 curriculum) while teaching and learning process uses differenced learning. The

researcher 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.

## D. Formulation of the Problem

From the background of the problem above, the problem can be formulated as follows.

1. How is the students' learning styles at the SMK N 1 Kediri?

2. How is students' speaking ability before being taught differentiated product viewed from the student's learning styles?

3. How is students' speaking ability after being taught differentiated product viewed from the students' learning styles?

4. Is there any significant effect of differentiated product from the student's learning styles to the students' speaking ability?

## E. The Purpose of the Research

The purpose of this research are:

1. To know the frequency of the student's learning styles.

2. To know students speaking ability before being taught differentiated product viewed from the student's learning styles.

3. To know the students' speaking ability after being taught differentiated product viewed from the student's learning styles.

4. To know and find whether there is any significant effect of differentiated product from the student's learning styles.

**F. Significance of the Research**

The significances of this research study are:

1. Practical Significances:

   a. 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.

   b. The research findings can be references for the further researchers who conduct the similar studies.

2. Theoretical Significances:

   a. 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.

   b. 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.

**G. Definition of Key Term**

   a. 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.

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

b. 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.

c. Learning style, It is a way to recognize student potential and the key to student success in the learning process and learning outcomes.

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