

**THE EFFECTIVENESS OF DIFFERENTIATED LEARNING
METHOD IN TEACHING VOCABULARY AT TENTH
GRADE STUDENTS OF SMK NEGERI 1 SINJAI**



A THESIS PROPOSAL

As a Requirement for Compiling a Thesis
English Education Study Program

By:

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NIM. 210110010**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHAMAD DAHLAN SINJAI
YEAR 2025**



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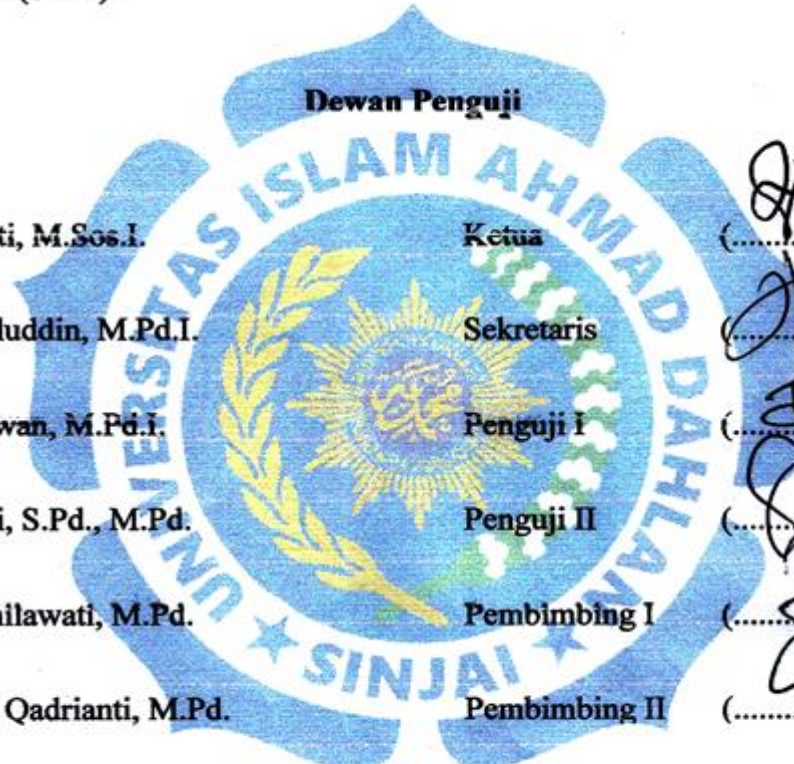


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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Effectiveness of Diffrentiated Learning Method in Thatching Vocabulary at Tenth Grade Students of SMK Negeri 1 Sinjai*, yang ditulis oleh Muh Ishar, Nomor Induk Mahasiswa (NIM) 210110010, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Sabtu, tanggal 5 Juli 2025 M bertepatan dengan 9 Muharram 1447 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

		
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ABSTRAK

Muh Ishar. *The Effectiveness of Diffrentiated Learning MethodI in Teaching Vocabulary at Tenth-Grade Students of SMk Negeri 1 Sinjai*. Skripsi. Sinjai: Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universit as Islam Ahmad Dahlan (UIAD) Sinjai, 2025.

Penelitian ini bertujuan untuk mengetahui efektivitas metode pembelajaran berdiferensiasi dalam mengajarkan kosakata bahasa Inggris kepada siswa kelas sepuluh di SMK Negeri 1 Sinjai.

Penelitian ini melibatkan 27 siswa kelas sepuluh sebagai subjek. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental pretest-posttest. Data dikumpulkan melalui observasi, angket, dokumentasi, dan tes. Analisis data dilakukan dengan menggunakan uji normalitas, uji homogenitas, dan uji t berpasangan untuk membandingkan hasil pretest dan posttest.

Hasil penelitian menunjukkan bahwa pelaksanaan metode pembelajaran berdiferensiasi sangat efektif dengan skor 87,50%. Aktivitas siswa selama pembelajaran juga sangat baik, dengan skor 92,18%. Respons siswa terhadap penggunaan metode pembelajaran berdiferensiasi sangat positif, dengan sebagian besar siswa merasa senang, termotivasi, dan lebih mudah memahami kosakata baru; skor rata-ratanya adalah 82,42%. Uji t menunjukkan nilai signifikansi 0,000 ($p < 0,05$), yang menandakan adanya perbedaan signifikan antara skor pretest dan posttest. Oleh karena itu, metode pembelajaran berdiferensiasi terbukti efektif dalam meningkatkan penguasaan kosakata bahasa Inggris siswa kelas sepuluh di SMK Negeri 1 Sinjai. Temuan ini menunjukkan bahwa penerapan metode tersebut dapat meningkatkan penguasaan kosakata, dan partisipasi aktif siswa dalam pembelajaran bahasa Inggris.

Kata Kunci: *Pembelajaran Berdiferensiasi, kosakata, Bahasa Inggris*

ABSTRACT

Muh Ishar. The Effectiveness of the Diffrentiated Learning Method in Teaching Vocabulary to Tenth-Grade Students of SMK Negeri 1 Sinjai. Thesis. Sinjai: English Education Study Program, Faculty of Tarbiyah and Teacher Training, Ahmad Dahlan Islamic University (UIAD) Sinjai, 2025.

This research aims to determine the effectiveness of diffrentiated learning method in teaching English vocabulary to tenth-grade students at SMK Negeri 1 Sinjai.

The research involved 27 tenth-grade students as subjects. This research used a quantitative approach with a quasi-experimental pretest-posttest design. Data were collected through observation, questionnaire, documentation, and test. Data analysis was conducted using normality tests, homogeneity tests, and paired t-test to compare pretest and posttest results.

The result indicate that the implementation of the diffrentiated learning method was highly effective, with a score of 87.50%. Student activity during learning was also very good, with a score of 92.18%. Student responses to the use of the diffrentiated learning method were very positive, with most students feeling happy, motivated, and finding it easier to understand new vocabulary; the average score was 82.42%. The t-test showed a significance value of 0.000 ($p < 0.05$), indicating a significant difference between pretest and posttest scores. Therefore, the diffrentiated learning method is proven effective in teaching English vocabulary of tenth-grade students at SMK Negeri 1 Sinjai. The findings suggest that implementing this method can enhance vocabulary acquisition and active student participation in English learning leason.

Keywords: Diffrentiated Learning, Vocabulary, English Learning

مستخلص البحث

محمد سهار. فعالية منهج التعلم المتمايز في تدريس المفردات لدى طلاب الصف العاشر بالمدرسة الثانوية المهنية الحكومية الأولى بسنجائي. بحث جامعي. سنجائي: برنامج تدريس اللغة الإنجليزية، كلية التربية وتأهيل المعلمين، جامعة أحمد دحلان الإسلامية سنجائي، ٢٠٢٥ م.

يهدف هذا البحث إلى معرفة فعالية منهج التعلم المتمايز في تدريس مفردات اللغة الإنجليزية لدى طلاب الصف العاشر بالمدرسة الثانوية المهنية الحكومية الأولى بسنجائي.

شمل هذا البحث ٢٧ طالبا من الصف العاشر كموضوع للدراسة. واعتمد البحث المنهج الكمي بتصميم شبه تجريبي يعتمد على الاختبار القبلي والاختبار البعدي. تم جمع البيانات من خلال الملاحظة، والاستبيانات، والتوثيق، والاختبارات. وتم تحليل البيانات باستخدام اختبار الطبيعية، واختبار التجانس، واختبار (t) للعينة المرتبطة لمقارنة نتائج الاختبارين القبلي والبعدي.

أظهرت نتائج البحث أن تنفيذ منهج التعلم المتمايز كان فعالا للغاية بنسبة ٨٧.٥٠%. كما كان نشاط الطلاب أثناء التعلم جيدا جدا بنسبة ٩٢.١٨%. وكانت استجابة الطلاب تجاه استخدام هذا المنهج إيجابية للغاية، حيث شعر معظم الطلاب بالسعادة والتحفيز وسهولة فهم المفردات الجديدة، بمتوسط درجات بلغ ٨٢.٤٢%. وأظهر اختبار (t) قيمة دلالة قدرها $p < 0.05$ ، مما يشير إلى وجود فرق معنوي بين درجات الاختبار القبلي والبعدي. وبناء على ذلك، ثبت أن منهج التعلم المتمايز فعال في تحسين استيعاب مفردات اللغة الإنجليزية لدى طلاب الصف العاشر بالمدرسة الثانوية المهنية الحكومية الأولى بسينجاي. وتؤكد هذه النتائج أن تطبيق هذا المنهج يمكن أن يعزز إتقان المفردات والمشاركة النشطة للطلاب في تعلم اللغة الإنجليزية.

الكلمات الأساسية: التعلم المتمايز، المفردات، اللغة الإنجليزية.

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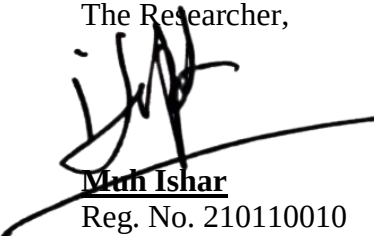
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Sinjai, June 20, 2025

The Researcher,



Muh Ishar
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CHAPTER I

INTRODUCTION

A. Background of The Research

Language is one of the skills or abilities that must be learned, whether just learning to be able to speak well or studying language in depth as language education students do. Language serves as a means to convey meaning or intent (karina, 2023). Language is a series of systematic sounds as a tool (instrumentalist) that replaces individuals in expressing something to the interlocutor and ultimately gives rise to cooperation between speakers and interlocutors. Language is a manifestation of systematic sounds that have a substitute role for speakers to express their ideas which are then responded to by the interlocutor so that good communication is established (Noermanzah, 2019). The ability to speak is a unique characteristic of humans compared to other creatures of God. Language has a unique linguistic structure in understanding the material and metaphysical aspects of the universe (Saussure in Noermanzah, 2019). From the two opinions above, it can be said that language is a skill that must be mastered by every individual.

In simple terms, language is a skill or ability possessed by humans to communicate with each other. In Indonesia, language consists of regional languages, national languages (unifying languages) and foreign languages. Regional languages are the first language, which is generally the mother tongue. Indonesian is a language that must be known because it is the language of unity or unity of Indonesian citizens and is taught intensively in schools. Foreign languages are foreign languages that come from outside the country, in general there are several foreign languages that are commonly taught in Indonesia, namely English, Arabic, Chinese, German and Korean.

Of several foreign languages commonly studied in Indonesia, English is a mandatory foreign language, especially at the secondary and higher education levels. The implementation of English at the secondary and higher education levels is certainly not without reason because English is a global

language that unites countries around the world. In Indonesia, English is a foreign language that must be known, English learners must know four main things, namely speaking, literacy, writing, and reading (Karina, 2023). With improvements in the quality of teachers and other elements involved in the educational process, English language learning in Indonesia has continuously improved over time.

In addition to being based on the holy book, research (Harmilawati, 2020). English language learning that is included in the official learning curriculum currently certainly has a clear basis or foundation, be it religious law or government law, based on Islam Allah said in Al-Mujādalah [58]:11:

لَكُمْ اللَّهُ يَفْسَحَ فَأَفْسَحُوا الْمَجْلِسَ فِي ۖ تَفْسَحُوا لَكُمْ قِيلَ إِذَا أَمَّنُوا الَّذِينَ يَأْتِيهَا
الْعِلْمَ أَوْتُوا وَالَّذِينَ مِنْكُمْ أَمَّنُوا ۚ الَّذِي اللَّهُ يَرْفَعُ فَاَنْشُرُوا ۖ اَنْشُرُوا قِيلَ وَإِذَا
خَيْرٌ تَعْمَلُونَ بِمَا وَاللَّهُ دَرَجَاتٌ

"O you who believe, when it is said to you "Make room in the assemblies," make room, surely Allah will make room for you. When it is said, "Stand up," (you) stand up. Allah will surely elevate those who believe among you and those who have been given knowledge to several degrees. Allah is careful about what you do." Al-Mujādalah [58]:11 (Quran Kemenag, 2022).

Based on the verse above, namely Al-Quran - Mujadalah [58]:11, which explains that God raises the status of those who are knowledgeable. God encourages His servants to learn as much as possible, both religious and worldly knowledge. Worldly knowledge, if applied well and has a positive impact on oneself and others, will receive blessings from Allah SWT. This also refers to the rules that apply in the Republic of Indonesia. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. Regulates that foreign languages, especially English, are international languages that are very important for their use in global relations (Law Number 20 Concerning the National Education System, 2003). The Government of the Republic of Indonesia regulates everything related to

education in Indonesia, including the implementation of English as a subject in the official education curriculum.

Based on the interviews conducted on May 6, 2025, with several tenth-grade students from class AKL 1 at SMK Negeri 1 Sinjai, it was revealed that the students face challenges in memorizing vocabulary and feel stressed during the memorization process. Additionally, the students encounter difficulties in applying grammar rules and struggle with inaccurate pronunciation. Conversely, the teacher observed that the students have limited vocabulary mastery, and their sentences often rely on Google. The average student score before the research was in the range 75 to 85, but it's worth noting that current score tend to be higher due to grade inflation so further adjustments to evaluation are needed to determine more accurate score standards.

Diffrentiated learning is a teaching process tailored to the individual needs of each student. Teachers provide various approaches, strategies, and learning materials adapted to the characteristics, interests, and learning needs of each student. The goal is for each student to reach their maximum potential and learning outcomes according to their abilities (Mahfudz MS, 2023). Diffrentiated learning is a teaching method adapted to the individual learning needs of each student. Teachers facilitate learning for each student according to their unique characteristics, recognizing that every student has different needs and cannot be treated universally. The aim is for each student to achieve their maximum learning potential according to their learning style and interests (Ryan & Bowman, 2022). Diffrentiated learning is an instructional technique where educators utilize a variety of teaching methods to meet the individual needs of each student in accordance with their requirements (Andajani, 2022). The paradigm of diffrentiated learning recognizes the unique qualities of each student. Diffrentiated learning addresses the individual needs of students, taking into account their diverse backgrounds and cultures. Teaching approaches are varied to cater to students' interests and talents (Faiz et al., 2022).

Three primary types of differentiated learning are content differentiation, process differentiation, and product differentiation. More details about these types will be provided in the following paragraph. The implementation of differentiated learning in the classroom is anticipated to improve students' learning outcomes. (Maryam in Faiz et al., 2022).

Teachers' ability to select and apply vocabulary teaching methods also plays a crucial role in students' vocabulary mastery (Harmilawati et al., 2021). Vocabulary serves as the foundation of second language acquisition, granting learners the ability to communicate verbally and in writing, while a thorough understanding of words serves as a valuable asset in the learning process (Manda et al., 2022). Vocabulary is the most important part in learning a language.

Studying vocabulary is emphasized as the most challenging aspect of foreign language education (Rahmaya et al., 2024). In language learning involves all the words an individual knows and uses to communicate in a particular language. This includes nouns, verbs, adjectives, adverbs, pronouns, as well as phrases and expressions frequently used. Therefore, vocabulary plays a crucial role in understanding and using language accurately (Aziz & Devi, 2024). Active vocabulary involves words that have been taught and learned for application, while passive vocabulary encompasses words that are recognized but not actively used (Sujadi & Wulandari, 2021). Achieving proficiency in vocabulary is considered a fundamental skill, as sentences are constructed from words to convey information, underscoring the significance of selecting the appropriate method for acquiring vocabulary (Andajani, 2022).

In the current era of education 5.0, it is essential for teachers to stay updated with new teaching methods to ensure that they can effectively deliver the material to their students. While not all teachers may be able to keep up with the rapid changes, there are many senior teachers who still strive to follow the latest developments in education. By adapting to new teaching

methods, teachers can cater to the learning needs of students who are influenced by the advancements of the times.

Based on the previous descriptions, the researcher chose the "Differentiated learning" method. The reason of researcher recommend "Differentiated learning" is because this method can be used by teachers to teach according to what students like or want, especially in fairly complicated lessons. This method is very good because it can be used in almost all subjects, not just English education. Through this method, students' abilities or understanding of language learning, including English, especially vocabulary, can improve.

This method can also make students feel more comfortable learning because it seems freer, free means that students can choose the context or material they want to learn, so students will be more comfortable learning because it seems free, and also in line with the current curriculum, namely the Independent Curriculum learning. This way is very good because it can be use in almost all subjects, not just English education.

Exploring the effectiveness of implementation differentiation method to enhance English vocabulary. What distinguishes this upcoming study from previous ones is the innovative strategy adopted by the researcher. This particular research focuses on implementing a differentiated learning is a method not commonly used in Indonesia, to enhance students' English learning outcomes, particularly in vocabulary, at the high school.

Based on these things, the researcher will use the teaching method "Differentiated learning" this can be a solution to improve students' vocabulary learning outcomes with the research title **The Effectiveness of "Differentiated Learning" In Teaching English at Tenth-Grade Students of SMK Negeri 1 Sinjai.**

B. Research Question

Based on the background describe above, the research question is: “Is the use of the Diffrentiated Learning effective in Teaching English Vocabulary at Tenth Grade Students at SMK Negeri 1 Sinjai?”

C. Objective of The Research

The objectives of this research is determine the effectiveness of diffrentiated learning in teaching english vocabulary at tenth-grade students of SMK negeri 1 sinjai.

D. Significances of The Research

1. Theoretically

This research is expected to provide scientific insight related to how students can identify or understand vocabulary learning in their English language learning.

2. Practical Benefits.

a. For reader For Students

To assist students in improving their English vocabulary skills through fun and interactive learning activities.

To boost students' motivation, interest, and teamwork abilities while learning English vocabulary.

b. For Teachers

To offer an alternative, effective approach for teaching English vocabulary.

To help teachers create a more engaging and interactive classroom atmosphere, addressing challenges in teaching English vocabulary to fifth graders.

c. For Schools

To contribute insights for refining the English curriculum and teaching approaches at SMK 1 Sinja.

To support the school's initiatives in enhancing the quality of English education in line with the current curriculum requirements.

d. For the Researcher

To gain meaningful experience in conducting studies and assessing the effectiveness of interactive teaching methods like the Charades game.

To expand the researcher's knowledge and skills regarding vocabulary teaching techniques and their effects on student learning outcomes.

e. For Future Research

To act as a resource for future investigations into interactive and game-based English vocabulary teaching methods.

To encourage further studies exploring similar methods across different educational contexts, grade levels, or language skills.

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Diffrentiated learning

a. Diffrentiated Learning Theory

1) constructivism is a learning theory where students are encouraged to develop competencies, skills, and knowledge independently with the guidance of educators through various methods of learning and interventions needed to achieve desired changes. In constructivism, students are given the freedom to actively learn, discover competencies and knowledge on their own, and enhance their existing abilities, which can then be modified by educators through designing tasks, questions, and other interventions to motivate students to complete those challenges.

Constructivism. This theory emphasizes the importance of students being active in the learning process, developing competencies and knowledge independently with the guidance of teachers. Diffrentiated learning also stresses the significance of recognizing and appreciating each student's uniqueness, providing opportunities for students to learn actively and independently..

b. Definition of Diffrentiated Learning

According to Morga (2014), diffrentiated learning is a type of learning where each student gets a different approach, and students play an important role in the learning process (Enung Hasanah, 2023). Students have a very important role in the process of diffrentiated learning and teachers provide actions or approaches that are appropriate to the needs of each student so that learning can run according to the learning plan.

Diffrentiated learning is a process where teachers respond to differences in students' learning styles through a cycle of stages. By continually improving understanding of student diversity, the learning

process can become more effective and have a professional nature that is beneficial to students (Marlina, 2019). Differentiated learning is known as a process of teachers to adjust the learning process according to student differences so that students are more professional and effective in learning.

Differentiated learning aims to adjust the learning method according to the interests, preferences, and readiness of students to improve learning outcomes, but still consider the differences of each student. However, differentiated learning is still different from individual learning (Marlina, 2020). Differentiated learning adapts students' learning styles for better individual results, although its implementation is different from individual learning. Based on some texts above, it can be concluded that differentiated learning involves tailoring teaching approaches to cater to individual student needs and learning styles, with students playing a significant role in the learning process. It is a teacher-led process that responds to student differences, aiming to enhance learning outcomes by considering students' interests, preferences, and readiness in its implementation.

c. Principles of Differentiated Learning

Differentiated learning has five basic principles:

- 1) learning environment, involving the physical environment where students learn such as school rooms and classrooms.
- 2) the importance of a quality curriculum with clear objectives for teachers at the start of learning.
- 3) continuous assessment throughout the learning process as a way to measure student progress.
- 4) responsive teaching, focusing on adapting learning methods to suit students' interests, readiness, and learning profiles.
- 5) leadership and routines in the classroom, emphasizing teacher skills in leading and managing the class through effective procedures (Tomlinson in Purba et al., 2021).

According to the principle of differentiated learning, there are four main components that need to be considered:

- 1) Development of a quality learning curriculum that meets the needs of students.
- 2) Teaching approach that is responsive to the abilities and learning styles of individual students.
- 3) Leadership in implementing classroom routines to create a conducive learning atmosphere.
- 4) A learning environment that supports and facilitates student diversity (Ngaisah et al., 2023)

Differentiated learning principles emphasize the importance of a conducive learning environment, a well-defined curriculum, continuous assessment, responsive teaching tailored to students' needs, and effective classroom leadership. These principles highlight the significance of supporting student diversity, creating a curriculum that meets student needs, adapting teaching methods to individual learning styles, and establishing effective classroom routines for an optimal learning atmosphere.

d. The success factors of differentiated learning

There are four aspects of differentiation that can be adjusted by teachers, namely content, process, product, and the learning environment or atmosphere in the classroom. The important aspect of differentiation is content differentiation because providing material that aligns with students' abilities will meet their learning needs. Additionally, the process aspect is crucial because in learning the material, students require methods that suit their (Edwin et al in Azmy, 2023).

Diffrentiated learning is said to be effective if the learning process runs smoothly according to students' needs and learning outcomes also improve. Diffrentiated learning is successful if the

Pancasila student profile rules are implemented in the classroom, namely;

- 1) Faithful, God-fearing, and Noble in Character
- 2) Independent
- 3) Collaborative
- 4) Creative
- 5) Responsible (Febrianti et al., 2024)

Learning styles are influenced by both internal and external factors. Internal factors include physiological and psychological conditions, physical and mental fatigue, which can disrupt the teaching and learning process if health is compromised. Psychological variables such as intelligence, focus, interests, talents, motivation, maturity, and readiness also play a crucial role in learning. Physical and mental fatigue can affect students' interest and motivation in learning. External factors encompass influences from family, school, and society. Family influences students' learning styles through parental educational approaches, family relationships, social conditions, and family economic status. In schools, teaching methods, curriculum, teacher-student and student-student interactions, discipline, learning environment, curriculum standards, physical conditions of buildings, and school layout also impact students' learning styles. Societal factors, including social activities, media, friends, and lifestyle, also influence students' learning (Chantika et al., 2024).

e. Differentiated Learning Objectives

The purpose of implementing a differentiated learning model is to adapt learning to the unique traits and characteristics possessed by students, such as readiness to understand subject matter, interest in certain subjects, and learning methods, so that students can optimize their abilities and pursue their interests more effectively (Kristiani et al., 2021). The general objective of differentiated learning according to

Marlina (2020) states that the objective of differentiated learning is to adapt learning to students' interests, readiness, and learning preferences. Differentiated learning has five specific objectives, namely:

- 1) Helping all students achieve learning goals.
- 2) Increase student motivation through learning stimuli to improve learning outcomes.
- 3) Creating harmonious relationships in the learning process so that students are more motivated.
- 4) Encourage students to become independent learners and have an attitude of respect for diversity.
- 5) Increasing teacher satisfaction through challenges in learning, so that teachers are more creative and willing to develop their teaching competencies (Faiz et al., 2022).

f. Characteristics of Differentiated Learning

There are four main characteristics of differentiated learning, namely:

- 1) Focus on developing learning competencies.
- 2) evaluation of students' learning abilities and development.
- 3) Integration of students into the curriculum, flexible student grouping.
- 4) Flexible student grouping and encourage students to become active learners (Widyaningrum et al., 2023).

Differentiated learning uses various approaches in content, process, and product. In a differentiated classroom, the teacher will pay attention to 3 important elements in differentiated learning in the classroom, namely:

- 1) Content (input), which concerns what students learn,
- 2) Process, which is how students will obtain information and generate ideas about what they are learning,

- 3) Product (output), how students will demonstrate what they have learned (Hasdiana, 2023).

Diffrentiated learning has four main characteristics: focusing on developing learning competencies, evaluating students' abilities and development, integrating students into the curriculum with flexible grouping, and encouraging students to become active learners. In the context of diffrentiated classrooms, teachers will pay attention to three essential elements: content (input), process, and product (output) to ensure effective and tailored learning for students.

g. Components and Stages of Diffrentiated Learning

Diffrentiated learning has four components, namely: content, process, product, and learning environment:

- 1) Content includes what students learn. Content is related to the curriculum and learning materials. In this aspect, teachers modify the curriculum and learning materials based on students' learning styles and disability conditions.
- 2) Process, namely how students process ideas and information. How students interact with the material and how those interactions become part of determining students' learning choices.
- 3) Products about how students demonstrate what they have learned. Learning products allow teachers to assess the material that students have mastered and provide further material.
- 4) Learning environment, how students work and feel while learning. A safe and comfortable environment makes students comfortable in learning (Sukestiyarno, 2023).

h. Challenge in difrentiated learning as teacher;

- 1) Challenges in implementing diffrentiated learning due to technological difficulties hinder teachers.
- 2) Limited understanding of the concept of independent learning makes it difficult for teachers to apply diffrentiated learning.

- 3) The lack of effective use of supporting media hinders teachers in supporting differentiated learning.
- 4) The difficulty of implementing differentiated learning by teachers is caused by the diversity of students.
- 5) Teachers' obstacles in implementing differentiated learning are the lack of reference models for differentiated learning (Muliani, 2022).

i. Tips and Tricks for Teachers in Differentiated Learning:

- 1) Attend Class Leaders to improve teachers' abilities in differentiated learning.
- 2) Collaborate and share knowledge with fellow teachers to improve competence.
- 3) Change mindset to have a progressive and open view of change to meet the diverse learning needs of students (Muliani, 2022).

j. Seven challenges faced in implementing Differentiated learning:

- 1) Challenges in time management in differentiated instruction.
- 2) The need for human resources development, especially for teachers.
- 3) Complexity in implementing differentiated instruction.
- 4) Difficulties in managing large classes in implementing differentiated instruction.
- 5) Fear and lack of trust from teachers.
- 6) Students' perception of different treatment in differentiated instruction.
- 7) Implementation of differentiated instruction on diverse subject topics (Supriana et al., 2024).

k. Challenges and Difficulties in Implementing Differentiated Learning:

- 1) Paradigm shift: Teachers need to shift their teaching approach from uniform to focusing on individual student needs.
- 2) Managing a complex classroom: Teachers must create an inclusive and supportive environment for all students.

- 3) Utilizing technology and additional resources:
- 4) Teachers should use technology and extra resources to support individual student needs (Almujab, 2023).
- 5) Assessment and evaluation: Teachers need to use various assessment tools that are relevant to diverse student needs.

l. In implementing differentiated learning,

- 1) strategies, instructional media, and procedures with the goal of. the strengths of differentiated learning can assist teachers in achieving the set learning objectives effectively. However, the limitations of differentiated learning include time constraints,
- 2) leading teachers to be more meticulous in time management for both Cognitive Diagnostic Assessment (CDA) and material planning for each session. To address the difficulties teachers face in executing differentiated learning, teachers should create lesson plans by designing teaching (Putri Febrianti, 2023).
- 3) The benefits of differentiated learning are numerous, such as providing more varied learning experiences. With varied learning opportunities, students are less likely to get bored, and both teachers and students actively engage in the learning process, allowing teachers to understand the different learning responses of each student. On the other hand, the drawback of differentiated learning is that students may struggle to adapt well since this approach is still relatively new, leading to challenges in comprehending learning that is often personalized compared to their peers (Zaitun Tri Mulya Sari et al., 2024).

m. The importance of implementing differentiated learning

- 1) Recognizing and appreciating the diversity of students in the classroom in order to design relevant and meaningful learning experiences.
- 2) To increase student engagement and motivation, it is important to provide relevant material, challenging tasks, and

interesting learning experiences to keep students engaged and motivated

- 3) In achieving optimal learning outcomes, it is important to better respond to the individual learning needs of students to help them reach their maximum potential.
- 4) Developing students' social and emotional skills is also crucial, where students are given the opportunity to enhance these skills through collaboration, tolerance, and empathy (Putri Febrianti, 2023).

n. Benefits of differentiated learning

Education utilizing a flexible curriculum can optimize human resources to develop a high-caliber younger generation that aids in the advancement of a nation by reducing unemployment levels. Specifically, the mentioned country is Indonesia (Maghfiroh & Sholeh in Almujab, 2023).

The flexible learning curriculum has the potential to diminish unemployment rates within a nation as it educates students to tackle worldwide challenges. For instance, students receive training in critical thinking to address and resolve issues outlined in teacher-assigned case studies. They are also encouraged to solve problems with creativity and innovation. (Manalu, et al., in Almujab, 2023) This curriculum is created to enhance the quality of education as an essential part of the education process. The Merdeka Curriculum is designed to foster a more dynamic and creative learning environment. The goal of this curriculum is not to replace existing curricula, but to complement and improve the quality of the learning process (Azmy, 2023).

2. Concept of Teaching English

English is a global language that is widely used throughout the world by diverse groups and backgrounds (Geubrina et al., 2022). In today's globalized era, English language skills are very important. Not only

when looking for a job, but good English skills are needed early on in education (Ningsih, 2021). English is often used in various industries because of its ability to facilitate communication between individuals from different backgrounds and locations. In education, English is often used as a medium of instruction for subjects covering a wide range of disciplines (Syandri, 2023).

The use of English as a universal language among people who speak different native languages is very important in learning and sharing knowledge in today's era (Zulkarnindra, 2021). English plays an important role as a global language because it is studied and used as a means of communication in various countries, both as a primary language, a second language, and a foreign language (Dimara, 2022). English lessons in informal educational institutions are different from those in schools. In schools, the curriculum is a guideline for students in learning English. While in course institutions, the material taught is adjusted to the needs of students and the goals to be achieved. In addition, the teaching methods are also different from those used by teachers in schools (Ningsih, 2021).

Indonesia is a country that teaches or includes English lessons in its curriculum and is the most popular foreign language in Indonesia. The purpose of teaching English in schools is to improve students' knowledge, language skills, and positive attitudes towards English. In order for students to be motivated to develop their abilities, the material must be presented in an interesting, quality way, and in accordance with their level of development (Sulaiman, 2021). The national education system has mandated that English be taught as a foreign language at various levels of education in Indonesia, starting from elementary school to higher education. English is considered a challenging subject for Indonesian students due to significant differences from Indonesian in terms of structure, pronunciation, and vocabulary (Harmilawati, 2020). English is very important to learn, both formally and informally. The term

that says, "learning never dies" is a truth. Learning English also has no harm.

Being proficient in English communication entails understanding and creating both spoken and written content through receptive (listening and reading) and productive (speaking and writing) skills. Writing is commonly seen as a demanding aspect for English language learners, often considered secondary to reading and speaking skills in terms of importance (Rita, 2022). Reading has a beneficial impact on students' vocabulary knowledge, spelling, and writing abilities, the process of interpreting written language symbols, comprehending the text, and extracting meaning from printed pages. Various types of reading include Previewing and Predicting, Scanning, skimming, and topic identification (Purnama, 2020). Reading actually involves a thinking process where one understands, narrates, and interprets the meanings of written symbols. This process involves the use of vision, eye movement, inner speech, and memory (Harianto, 2020).

In this research, listening is a challenging skill to master for non-native speakers. This is due to the fact that listening is a complex ability that requires several activities to be carried out. Teaching will focus on teaching vocabulary (Fithriyah, 2022). Interpersonal skills involve the ability to recognize and respond appropriately to the feelings, attitudes, behaviors, motivations, and desires of others. Interpersonal skills also encompass the ability to establish positive relationships by understanding and responding to others (Destiana et al., 2024). Speaking plays a crucial role in the language learning process. It holds significance for students in their everyday lives, such as articulating descriptions, voicing grievances, and engaging in conversations with individuals from other cultures for commercial purposes (Karina, 2023). The ability to speak is an outcome of the learning journey. Any individual who is physically and psychologically healthy can speak. Nevertheless, having the ability to speak does not automatically equate to possessing effective speaking skills. Speaking

skills fundamentally encompass the capacity to logically and systematically create and structure ideas, convey them in the language code following the rules of the language used and the appropriate communication context, and deliver them fluently and coherently. It is essential for students to master speaking skills during the educational process at school (Harianto, 2020).

Typically, the language is composed of three key elements: grammar, vocabulary, and pronunciation. Emphasizing vocabulary teaching for elementary school students is important since having a sufficient vocabulary can enhance their communication skills. Pronunciation plays a vital role in expanding vocabulary as it entails discerning sounds that come together to create words; if a student consistently mispronounces a word, there is a risk of unclear communication. The greater the vocabulary a student acquires, the smoother their English learning process becomes (Oktamia Anggraini Putri, 2022). Pronunciation involves the way words are spoken or sounds are created using the mouth organs correctly (Kustanti, 2017). Effective pronunciation plays a crucial role in enabling individuals to communicate language successfully, particularly during verbal exchanges with others (Annisa et al., 2022). Grammar serves as a set of rules and structures utilized in a language for composing sentences and organizing words correctly. The goal of employing grammar in English is to guarantee that the message communicated is easily comprehensible to the listener or conversational partner. An essential aspect of grammar in communication is its function in coordinating sentence structures, facilitating the precise construction of sentences for a clear and coherent message delivery that enhances the understanding of information by readers or listeners (Dik in Fiqih Kartika Murti et al., 2024)..

3. Concept of Vocabulary

a. Definition of Vocabulary

Neuman said that vocabulary is very important to help language learners. Vocabulary, in short, is a collection of words used in effective communication, both in speaking and listening, to help improve students' speaking skills (Arif et al., 2022). In learning English, vocabulary plays an important role as a collection of words that must be mastered along with their meanings so that they can be used in speaking and listening effectively.

To be able to use words as a means to express language and interpret information in the communication process, a person must master a collection of words known as vocabulary along with the meaning of each word (Manda et al., 2022). A person needs to master vocabulary and the meaning of each word to be able to express thoughts and ideas effectively in communication.

Vocabulary includes all the words in a language. Vocabulary consists of words that are actively used by readers and writers as well as words that are passively used by readers and listeners (Pohan et al., 2022). Vocabulary includes all the words in a language, including active and passive words used in reading, writing, and listening.

From the previous explanation, it can be said that mastering the right vocabulary by understanding its meaning is very important in communicating effectively both in speaking and listening. This is the key to improving students' speaking skills in learning English. Vocabulary includes all words in the language used in reading, writing, and listening, both active and passive. Therefore, vocabulary has an important role and must be emphasized in learning English.

b. The Importance of Vocabulary in English Learning

The collection of words that a person knows and recognizes is usually referred to as vocabulary (Maylani, 2021). Vocabulary is an important component in language learning and plays a key role in

language acquisition (Purnama et al., 2024). Vocabulary learning improves students' English speaking skills (Rashid et al., 2022). Learning vocabulary helps students understand and communicate in English. Voltaire said that language is difficult to express in words (Pohan et al., 2022). In today's ever-developing technological era, proficiency in foreign languages, especially English, is vital. Vocabulary is a collection of words in a language that provides meaning when used (Harmilawati et al., 2021).

The more English vocabulary you master, the easier it is to understand what you hear and read. In addition, the wider your ability to convey thoughts and write in English (Ulumudin et al., 2023). To succeed in English skills, students need to pay attention to the importance of learning and mastering vocabulary. Words included in vocabulary are an important part of the four English skills, namely reading, speaking, writing, and listening. In other words, vocabulary is a collection of words used in various aspects of English skills (Rahmah et al., 2023). According to Nation in Alqahtani, vocabulary learning is an important element in all language skills, such as listening, speaking, reading, and writing, especially in English as a second language (ESL) and English as a foreign language (EFL) (Ratnaningsih & Clara, 2021).

c. Type of Vocabulary

According to Thornbury and Nation, there are two types of vocabulary related to language skills. Receptive vocabulary is words that are understood by native speakers and second language learners, but are rarely used. While productive vocabulary is words that are actively used in speaking and writing (Sujadi & Wulandari, 2021). Receptive vocabulary refers to words that can be recognized and understood by students when they see or hear in a context, but they may not be able to use them appropriately when speaking or writing. This type of vocabulary is often considered passive because it is acquired through receiving input from others. In language learning, receptive

vocabulary is considered as the foundation or basic vocabulary. While productive vocabulary includes words that can be understood by learners, pronounced correctly, and used effectively in speaking and writing. This includes knowledge of receptive vocabulary along with the ability to use it appropriately in various contexts (Ika Purnama Sari & Sinurat, 2022).

d. Vocabulary Assessment Indicator

Vocabulary assessment indicators designed to assist in comprehensively measuring students' vocabulary abilities. The vocabulary evaluation criteria aim to help effectively assess students' vocabulary skills in a thorough manner.

The vocabulary evaluation criteria aim to help effectively assess students' vocabulary skills in a thorough manner.

Tble 2.1

Vocabulary Assessment Indicator

No	Aspects	Indicator	Score
1	Interpreting vocabulary	Students are able to understand English vocabulary effectively.	5 x 5
		Students struggle to understand English vocabulary effectively	0
2	Reading vocabulary	Students can read English vocabulary accurately	5 x 5
		Students read vocabulary less accurately.	3
		Students have difficulty reading English vocabulary accurately.	1
3	Pronouncing vocabulary	Students are able to pronounce English vocabulary smoothly	3 x 5
		Students can read but are not fluent.	3

		Students struggle with pronouncing English vocabulary smoothly.	1
4	Writing vocabulary	Students can quickly and accurately write English vocabulary in a notebook.	1 x 10
		Students write vocabulary less accurately.	5
		students have difficulty writing English vocabulary quickly and accurately in a notebook.	1
5	Using vocabulary in learning	Students can apply English vocabulary in classroom activities.	1 x 10
		Students struggle to apply English vocabulary in classroom activities.	5
		Students are unable to apply English vocabulary in classroom activities	1
	Maximum Score		100

(Rahmatunnisa, 2023)

$$\text{Percentage Score} = \frac{\text{Score Obtained}}{\text{Total Score}} \times 100$$

Notes:

A=90 - 100

B = 80 - 89

C = 65 - 79

D = < 64

B. Some Pertinent Ideas

In this research, the author refers to previous studies that are relevant to the research to be conducted. Here are some research results that are relevant to this research, namely:

1. Research conducted by Risna Djafar entitled: Effectiveness of Differentiated Approach in English Language Learning Based on Independent Curriculum at MTsN 2 Tidore. The results of this research indicate that the implementation of Differentiated Learning shows a significant increase in learning outcomes and learning motivation in English language learning (Djafar, 2024).

The similarity between previous research and the research to be conducted by the author is that they both use differentiated learning as a method to teach vocabulary. The main difference is that the previous research was conducted with junior high school students, while this research is conducted with eleventh-grade students at SMK Negeri 1 Sinjai.

2. Another relevant research is a research conducted by Siska Lestari, Yasir Arafat, and Murhainah entitled Effectiveness: Differentiated Learning in Improving Social Skills of Grade IV Students in Social Sciences. The results of this research indicate that the implementation of Differentiated Learning is effective in Differentiated Learning on Social Skills of fourth-grade Students in Social Sciences at SDN 19 (Lestari & Arafat, 2023).

The similarity between the previous research and the research to be conducted by the author is that they both use differentiated learning as a method to teach learning material. The main difference is that the previous research was conducted with elementary school students at SDN 19, while this research is conducted with eleventh-grade students at SMK Negeri 1 Sinjai. Another difference between the previous research and the research to be conducted by the researcher is in terms of the target object. The previous research focused on improving social skills, while this research aims to enhance English vocabulary.

3. Research conducted by Erik Sarika & Joni Tesmanto entitled Implementation of the Use of Flashcard Media in Vocabulary Learning to Students at SMK PGRI 1 Tambun Selatan Bekasi. The use of multimedia cards in English learning can increase student involvement and motivation and make the teaching and learning process more enjoyable (Sarika & Tesmanto, 2021).

The similarity between previous research and the research to be conducted by the author is that they both use vocabulary as the material to be learned. The difference between previous research and the research that will be conducted by the researcher lies in the method or approach. This research uses differentiated learning to improve vocabulary, while previous research used media or tools in the form of flash cards.

4. Research conducted by Lisa Fitri Meidipa, Nursaima Harahap, Dina Syafitri entitled of Effectiveness Using Picture Media in Learning English Vocabulary at the Institute of Technology and Health of North Sumatra, Padangsidempuan City. From the results of the implementation of community service, it was found that there was a change in the motivation to learn English in students of the Institute of Technology and Health of North Sumatra, Padangsidempuan City according to the material provided, namely according to the health majors of the students, the motivation to learn English of these students was ordered to be high and increased according to the category of material from them (Meidipa et al., 2022).

Similarity between previous research and the research to be conducted by the author is the use of vocabulary as the subject of research. The difference in this research lies in the methodology; the researcher will use a quantitative method, while the previous research used a qualitative method. Another difference is that the previous research used university students as research subjects, while the upcoming research will involve SMK students.

5. Research conducted by Atmaranie Dewi Purnama, Sitti Aminah, Andi Muammar Kareba, and Harmilawati entitled *The Effectiveness of Using Lontara Bugis Makassar Script In English Vocabulary Teaching*. The experimental results in this research show that the use of vocabulary cards that integrate English and Lontara script is effectively used in English language learning, especially for elementary school

The similarity between the previous research and the research that will be conducted by the researcher is that both focus on improving vocabulary. The difference with the previous research is that the research that will be conducted by this researcher will involve students of SMK Negeri 1 Sinjai, while the previous research involved elementary school or Madrasah Ibtidaiyah students.

Based on relevant research findings, there is a research gap that can be identified for the next research regarding the effectiveness of using a differentiation approach to upgrade english vocabulary. The research gap or novelty of this research that sets it apart from several previous studies lies in the strategy used by the researcher. This research utilizes a diffrentiated learning approach or method that is relatively new in Indonesia to improve student learning outcomes in English language learning, specifically vocabulary, at the high school or vocational school level.

C. Hypothesis

The hypothesis in this study is as follows:

Ho: The use of diffrentiated learning is not effective in teaching English vocabulary at eleventh grade students of SMK Negeri 1 Sinjai.

H₁: The use of diffrentiated learning is effective in teaching English vocabulary at eleventh grade students of SMK Negeri 1 Sinjai.

CHAPTER III

RESEARCH METHODS

A. Types & Approaches of The Research

1. Experimental research was considered the most accurate and precise type of research in determining cause-and-effect relationships compared to other types of research. This was due to the researcher's ability to control independent variables before and during the research. Through experimental research, researchers were able to ensure control of the conditions of the experimental and control groups more effectively (Akbar et al., 2023). Quasi-experiment was a type of experiment in which the assignment of experimental units between the experimental and control groups was not done randomly (nonrandom assignment). Instead, the assignment was done based on other factors without using random methods. This research was conducted on one group (experimental group) without a control group. In this research design, pre-test measurement was conducted before the treatment was given and post-test after the treatment to obtain more accurate results.
2. Quantitative research was a scientific approach that used data in the form of numbers, graphs, or tables and quantitative/statistical analysis techniques to test previously formulated hypotheses. In quantitative research, the data used was numerical data, and researchers used statistical methods to analyze the data (Aridiyanto & Penagsang, 2022). This research aimed to investigate whether the method of Differentiated Learning was effective in teaching English vocabulary. This research used a quantitative approach to evaluate the effectiveness of differentiated learning in teaching vocabulary to tenth-grade students of SMK Negeri 1 Sinjai. The research design used in this research was experimental and could be seen in the table presented below.

Table 3.1
One Group Pretest – Posttest Designing

Pre-test	Treatment	Post-test
O1	X	O2

(Sugiyono, 2017)

Note

O1: Pre-test score (Before Treatment)

X : Treatment (Diffrentiated Learning)

O2: Post Test (After Treatment)

Further explanation of the research design above is as follows:

1. Pre-test

A pre-test was conducted to determine the initial abilities of the student group before they were given treatment in the form of a learning model. Students took a vocabulary test as an initial test to assess and determine vocabulary mastery in English learning. Pre-test was conducted before implementing the diffrentiated Instruction Method. In the first stage, the researcher conducted a pre-test with the students. The pre-test aimed to measure the students' knowledge or ability related to vocabulary before they were taught using the diffrentiated learning method. This test included questions relevant to the vocabulary that would be taught later. The results of the pre-test provided insights into the extent to which students already knew or understood the vocabulary

2. Treatment

Groups of students was gave treatment using the learning model that was used. This learning model was used diffrentiated learning method to teach vocabulary to students. Treatment (Implementation of Diffrentiated Instruction). After the pre-test, the next step was the implementation of the method (X). At this stage, the researcher was taught the vocabulary to the students using the diffrentiated learning method . This method enables students to learn according to their background, and teachers teach based on students' learning styles and interests.

Diffrentiated learning method aims to value the uniqueness of students, enhance motivation, and create an inclusive, effective learning environment. During this activity, the researcher was monitor the students' engagement in the method and how well they understand the words being taught.

3. Post-test

Post-test was conducted after giving treatment to students. This determined the difference in results before and after treatment to students. Post-test after implementing diffrentiated learning method. After the students underwent the learning session, the researcher conducted a post-test to measure whether there had been a change in students' understanding of vocabulary after implementing the method. The post-test was similar to the pre-test, but its goal was to assess whether there had been an improvement in students' understanding of vocabulary after participating in the implementation of the diffrentiated learning method. The researcher compared the post-test results with the pre-test results to evaluate whether the diffrentiated learning method had successfully enhanced students' understanding of vocabulary.

B. **Variable Definition**

According to Sugiono (2016), research variables referred to the attributes or characteristics of a particular person, object, or activity that had been determined by the researcher to be studied and analyzed in order to produce an understanding and conclusions regarding this matter (Aridiyanto & Penangsang, 2022). Research referred to the collection, analysis, and interpretation of information measured and transformed in any form, which had been arranged by the researcher to answer a specific research question. In research, there were usually two types of variables, namely independent variables and dependent variables, which were used to identify causal relationships between them

1. In this research, the independent variable was the use of diffrentiated learning. Diffrentiated learning, also known as Diffrentiated learning

or diverse learning, referred to an approach in teaching where teachers paid attention to individual differences in the classroom and designed learning activities tailored to the needs, interests, and learning pace of each student. The goal of differentiated learning was to accommodate student diversity and ensure that each individual could achieve their learning potential optimally. Teaching styles, learning materials, task difficulty levels, and assessments could be adjusted to meet individual student needs. This concept recognized that each student had unique learning needs and different approaches were required to help them successfully achieve their learning goals. The use of differentiated learning in this research aimed to test its effectiveness in the vocabulary learning process for tenth-grade students at SMK Negeri 1 Sinjai.

2. In this research, the dependent variable was vocabulary teaching. Vocabulary was a collection of words known and understood by an individual. The more vocabulary a person had, the broader their understanding and ability to communicate. Learning vocabulary was important to improve language abilities, both oral and written, for eleventh-grade students at SMK Negeri 1 Sinjai. Students were taught vocabulary, and through this vocabulary teaching, students enhanced their English vocabulary that they understood from the instruction provided.

C. Place and Time of Research

1. Place of Research

This research was held at tenth-grade SMK Negeri 1 Sinjai located at Jl. Tekukur No.1, Biringere, North Sinjai. The researcher chose this place because they had completed internship activities 1 and 2 at the school. As one of the researcher's obligations as a student of English education, it was a part that had to be implemented. The researcher saw that students still had a lack of vocabulary, so they were interested in

conducting further research in this place using methods or approaches in teaching vocabulary to tenth-grade students at SMK Negeri 1 Sinjai.

2. Time of Research

This research was conducted from December 2024 to June 2025. During this period, there was an opportunity for the researcher to collect data, analyze data, and draw meaningful conclusions regarding student learning outcomes related to the application of differentiated learning in teaching vocabulary to tenth-grade students at SMK Negeri 1 Sinjai.

D. Population and Sample of The Research

1. Population

Population was the sum of all research objects with similar characteristics and traits. For the population in this research, it was conducted at tenth grade students of SMK Negeri 1 Sinjai with a total of 294 students. The number of grade tenth students at SMK Negeri 1 Sinjai can be see in the table below.

Table 3.2

Population Table

Class	Number of Students	
	Male	Female
XI PS - 1	5	14
XI PS - 2	12	14
XI BS	0	37
XI MPLB - 1	12	19
XI MPLB - 2	7	24
XI MPLB – 3	9	18
XI AKL – 1	5	22
XI AKL – 2	9	17
XI AKL- 3	11	15
XI TJKT- 1	7	21

XI TJKT- 2	10	19
Total number	85	220

(Source : SMK Negeri 1 Sinjai)

2. Sample

A sample was a small group that represents a population. For the sample in this research, it was carry out on tenth-grade students of AKL 1 SMK Negeri 1 Sinjai with a total of 27 students. The number of tenth grade students at SMK Negeri 1 Sinjai. Purposive sampling was a non-random sampling technique, where researcher choose subjects deliberately and through special criteria that are adjusted to the research objectives. The researcher chose class 10 AKL 1 at SMA Negeri 3 as the research site because the students' English skills are still developing and tend to be lacking, especially in vocabulary and grammar, with varying abilities among the students.

Tenth-grade high school students are still in the process of improving their English proficiency, so they require guidance and support to enhance their language skills. Moreover, the 10th-grade class usually consists of students with diverse levels of English proficiency, allowing this research to examine the effectiveness of differentiated learning method in improving students' English abilities across different backgrounds. This method can also make students feel more comfortable learning because it seems freer, free means that students can choose the context or material they want to learn, so students will be more comfortable learning because it seems free, and also in line with the current curriculum, namely the Independent Curriculum learning

E. Techniques of Data Collections

This research was used a quantitative approach. Therefore, data collection techniques in this research are in the form of observation, questionnaires, tests, and documentation.

1. Observation

Observation was an activity carried out by observing and recording events or phenomena that occurred around us, either directly or indirectly. Observation in this research was carried out as an initial stage of research to find out how students mastered vocabulary in English lessons. Observation was implemented to found the effectiveness of differentiated learning in teaching vocabulary to tenth-grade students of AKL 1 SMK Negeri 1 Sinjai. This observation helped the researcher evaluate how effective the method was in teaching vocabulary, as well as record how students participated and responded during the differentiated learning process in teaching vocabulary to tenth-grade students in AKL 1 SMK Negeri 1 Sinjai.

2. Questionnaire

Questionnaire was something that was used to collect information and data from participants in research or surveys. Suharsimi Arikunto (2006) said that a questionnaire was a collection of written questions that were arranged to obtain information from respondents about themselves (Fahreza Ali Fahmi, 2019). In making a questionnaire for research on students' vocabulary learning, it was necessary to consider the number of questions so that it was not too few or too many. Importantly, the questionnaire had to contain important indicators of the research. The questionnaire was distributed to obtain data on students' vocabulary learning. In this research, the questionnaire was distributed with the aim of obtaining data on students' responses. The type of questionnaire that was used in this research was a closed questionnaire. A closed questionnaire was a type of questionnaire where each question or statement could only be answered with the answer options that had been provided. Therefore, respondents could only choose the answers that had been provided and could not provide their own answers (Rashid et al., 2022). In this research, a Likert scale was used to measure students' opinions on vocabulary learning (Hair et al., 2003). This scale presented statements or questions

and asked respondents to indicate their agreement with the statements or questions asked (Sanaky, 2021).

3. Test

The data collection method using tests was implemented to get data about the students learning outcome after using differentiated learning in teaching vocabulary in tenth-grade students at AKL 1 SMK Negeri 1 Sinjai. This method aims to evaluate the impact of differentiated learning in improving students' vocabulary. There were several steps in giving tests, namely:

a. Pre-Test

Before students was taught using differentiated learning to find out students' prior knowledge. A pre-test was conducted in the form of a written test with 9 questions.

- 1) Pre-test was conducted to evaluate the students' initial vocabulary knowledge.
- 2) The pre-test questions was focused on the vocabulary that was taught using the differentiated learning
- 3) The pre-test questions was focused on the vocabulary that was taught using the differentiated learning
- 4) The pre-test questions was focused on the vocabulary that was taught using the differentiated learning
- 5) The pre-test questions was focused on the vocabulary that was taught using the differentiated learning

Students was required to respond to questions that involve defining words, giving synonyms, or using words in sentences. The pre-test findings was used to assess the students' advancement following the treatment.

b. Treatment

The students was gave treatment by the researcher using differentiated learning in 3 or 4 meetings. The treatment steps that was

carry out by the researcher include learning with vocabulary material and introducing differentiated learning in learning vocabulary

c. Post-test

The post-test was given with the aim of knowing the students' learning outcomes before and after being taught using differentiated learning to learn vocabulary. The questions given in the post-test were the same as the questions given in the pre-test.

4. Documentation

Documentation was one method of collecting information. The information is collected in the form of documents, which can be images or written text. The types of documentation usually collected by researchers include student attendance data, observation notes, questionnaire filled out by respondents, questions or tests given to students before and after the experiment, and documentation in the form of photos during the research process.

F. Instruments of The Research

Research instruments are tools or objects used to collect data in order to complete a research. The instruments used were based on the type of research method to be used. The instruments used in this research include observation sheets, questionnaire sheets, question sheets (tests), and documentation lists.

1. Observation Sheets

Observation data collection is of course a research tool in the form of an observation sheet. Observation sheets were implemented to obtain direct observation results in the field, not through respondents. The observation sheet in this research was used the likert scale. This data was used as a basis to draw conclusions about the effectiveness of differentiated learning in teaching vocabulary to tenth-grade students at SMK Negeri 1 Sinjai.

2. Questionnaire Sheet

The questionnaire sheet was given to respondents as the first step in finding out students' opinions or responses to the statements or questions contained in the questionnaire. The questionnaire sheet in this research was used Likert scale. The questionnaire sheet in this research was used a Likert scale, where students were asked to choose one of several predetermined answers based on their condition or perspective. This was helped in the differentiated learning evaluating the effectiveness of teaching English to tenth grade students at SMK Negeri 1 Sinjai.

3. Question Sheet

In this research, if the data collection method uses a test, then the tool used for the test was a question sheet or a test. Usually, the question sheet or test was given during the pre-test and post-test, consisting of 5 multiple-choice questions, 3 practical questions, and 7 essay questions. Before providing these questions, the researcher must know the students' interests to ensure that the questions align with what the students want. This strategy aims to implement differentiated learning. The researcher divides the students into 3-4 groups based on their interests. The purpose of this question sheet was to evaluate the effectiveness of differentiated learning in improving the vocabulary skills of tenth-grade students at SMK Negeri 1 Sinjai.

4. Documentation List

In the last research on measuring instruments, there was a list of documentation collected as part of the documentation. This documentation sheet included student attendance lists, observation sheets, questionnaire sheets, vocabulary test sheets (pre-test and post-test), and photo documentation. These documents played a crucial role in evaluating the effectiveness of the differentiated learning in teaching vocabulary in tenth grade students at SMK Negeri 1 Sinjai.

G. Validity & Reliability Test

1. Validity

Validity test before being use as a data collection tool, questionnaires and tests must be tested to see whether they are valid or not. Validity in research refers to the extent to which the measuring instrument used is in accordance with the concept that is actually intended to be measured (Sanaky, 2021). The instrument was considered valid if the correlation coefficient between its items was higher than 0.30 with a significance level of 0.05. Validity testing was carried out using the SPSS (Statistical Product and Service Solution) program. The validity test criteria were as follow.

The validity test involves correlating each item score with the total score of the existing instrument. Examiners conducting a two-tailed test with a significance level of 0.05 apply the following testing criteria: if the calculated r exceeds the tabulated r (two-sided test at a significance level of 0.05). An instrument or question item that significantly correlates with the total score was considered valid. Conversely, if the calculated r was less than the tabulated r (two-sided test at a significance level of 0.05), an instrument or question item that correlates significantly with the total score was deemed invalid (Sugiarta et al., 2023). Observation, questionare and test sheet was validated.

The confirmation process was conducted by employing expert validation and empirical validation as two different methods. To conduct expert validation, Aiken's V formula was used to evaluate the content validity of the tools based on expert opinions. The formula was as shown below:

$$V = \frac{s}{n(c - 1)}$$

Note :

s: score given by the expert minus the lowest possible score ($s = \text{score} - 1$, on a 1–4 scale)

n: number of expert validators ($n = 2$)

c: number of categories on the scale ($c = 4$)

(An Nabil et al., 2022)

Table 3.3

The criteria for Aiken's V calculation results

Aiken's V Value	Validity Category
$V > 0.80$	Highly Valid
$0.40 \leq V \leq 0.80$	Sufficiently Valid
$V < 0.40$	Low Validity

(An Nabil et al., 2022)

In this reasearch, two experts proficient in the areas of learning and educational evaluation were responsible for validating the instrument. These experts possess extensive knowledge of learning theory and evaluation techniques, thus making them reliable in evaluating the instrument's content for feasibility and accuracy in an objective manne

Table 3.4

Instrument Validator

No.	Name	Validator	Position
1	Dr.Atmarinie Dwi Purnama, S.Pd.,M.Pd	V1	Lecturer at Islamic University of Ahmad Dahlan, Sinjai
2	Dr. Harmilawati, S.S., S.Pd.,M.Pd	V2	Lecturer at Islamic University of Ahmad Dahlan, Sinjai

In this research, two experts proficient in the areas of learning and educational evaluation were responsible for validating the instrument. These experts possess extensive knowledge of learning theory and

evaluation techniques, thus making them reliable in evaluating the instrument's content for feasibility and accuracy in an objective manner.

a. Results of the Learning Process Instrument Validation

Table 3.5
Learning Process Instrument Validation Result

No	Aspect Assessed	V1 Score	V2 Score	Sig	V	Interpretation
1	The instructions on the observation sheet are clear	3	4	5	0,83	Highly Valid
2	The observation sheet is easy to implement	4	4	6	1,00	Highly Valid
3	The criteria being observed are clear	3	3	4	0,67	Sufficiently Valid
4	The purpose of using the observation sheet is clear and measurable	3	3	4	0,83	Highly Valid
5	The observed aspects include stages and indicators	4	3	5	0,83	Highly Valid
6	The observation items align with the learning objectives	4	3	5	0,83	Highly Valid
7	The formulation of items is clear and requires scoring	4	3	5	0,83	Highly Valid
8	The language follows Indonesian language rules	3	3	4	0,67	Highly Valid
9	The clarity of instructions/guidance/comments	4	3	5	0,83	Highly Valid
10	Simplicity of sentence structure	4	4	6	1,00	Highly Valid
11	The language is communicative	4	4	6	1,00	Highly Valid

(Source : SMK Negeri 1 Sinjai)

Based on table 3.5, it was shown that among the 11 aspects evaluated in the learning process tool, 9 aspects had an Aiken's V value exceeding 0.80, which was considered Highly Valid. On the other hand, 2 aspects had V values ranging between 0.60 and 0.80, classified as Sufficiently Valid. None of the aspects were classified as Low Validity.

These findings suggest that the tool employed to evaluate the learning process was generally reliable and valid.

b. Results of the Student Activity Instrument Validation

Table 3.6
Student Activity Instrument Validation Result

No	Aspect Assessed	V1 Score	V2 Score	Sig	V	ntIerpretation
1	The implementation instructions for observation are sufficiently clear	4	3	5	0.83	Highly Valid
2	The observation sheet is easy to implement	4	4	6	1,00	Highly Valid
3	The criteria being observed are clearly stated	4	4	6	1.00	Highly Valid
4	The student activity categories cover activities likely to occur in the learning process	4	4	6	1,00	Highly Valid
5	The time unit for students is clearly stated	3	4	5	0.83	Sufficiently Valid
6	The student activity categories are observable clearly	3	4	5	0.83	Highly Valid
7	The student activity categories do not create multiple meanings	3	3	4	0,67	Sufficiently Valid
8	Uses correct Indonesian language	4	4	6	1,00	Highly Valid
9	Uses sentences that are easy for students to understand	3	3	4	0.67	Sufficiently Valid
10	Clarity of instructions/guidance/comments and problem-solving	3	3	4	0.67	Sufficiently Valid
11	The language used is communicative	3	4	5	0.83	Highly Valid

(Source : SMK Negeri 1 Sinjai)

Based on table 3.6, it was shown that among the 11 aspects evaluated in the learning process tool, 8 aspects had an Aiken's V value

exceeding 0.80, which was considered Highly Valid. On the other hand, 3 aspects had V values ranging between 0.60 and 0.80, classified as Sufficiently Valid. None of the aspects were classified as Low Validity. These findings suggest that the tool employed to evaluate the learning process is generally reliable and valid.

c. Student Response Instrument Validation Results

Table 3.7

Student Response Instrument Validation Result

No	Assessed Aspect	Score V1	Score V2	Sig	V	Interpretation
1	The questionnaire instructions are clearly stated	4	4	6	1,00	Highly Valid
2	The student response options are clearly stated	4	4	6	1.00	Sufficiently Valid
3	The purpose of the questionnaire is clearly stated	3	3	4	0.67	Sufficiently Valid
4	The questions can capture all student responses related to activities and learning components	3	3	5	0.67	Sufficiently Valid
5	The questions are aligned with the purpose of the assessment	3	3	4	0.67	Sufficiently Valid
6	The components of the learning tools are clearly stated	3	3	4	0.67	Sufficiently Valid
7	The questions use words/commands/statements that require student responses	4	4	6	1.00	Highly Valid
8	The language used follows proper Indonesian language rules	4	3	5	0.83	Highly Valid
9	Word choices are appropriate for the students' level	4	3	5	0.83	Highly Valid
10	The sentences used are easy to understand	4	3	5	0,83	Highly Valid

(Source : SMK Negeri 1 Sinjai)

Based on table 3.6, it was shown that among the 10 aspects evaluated in the learning process tool, 5 aspects had an Aiken's V value exceeding 0.80, which is considered Highly Valid. On the other hand, 5

aspects had V values ranging between 0.60 and 0.80, classified as Sufficiently Valid. None of the aspects were classified as Low Validity. These findings suggest that the tool employed to evaluate the learning process was generally reliable and valid

d. Test Sheet Instrument Validation Result

Table 3.8
Test Sheet Instrument Validation Results

No	Assessed Aspect	Score V1	Score V2	Sig	V	Interpretation
1	Alignment of questions with achievement indicators	3	3	4	0.67	Sufficiently Valid
2	Clarity of the question instructions	4	3	5	0.83	Highly Valid
3	Clarity of the question intent	4	3	5	0.83	Highly Valid
4	Clarity of the test blueprint	3	3	4	0.67	Sufficiently Valid
5	Clarity of the scoring guide	4	3	5	0.83	Highly Valid
6	Accuracy and clarity of the answer key	3	3	4	0.67	Highly Valid
7	Suitability between the number of questions and the allotted time	3	3	4	0.67	Sufficiently Valid
8	Appropriateness of language used with standard Indonesian grammar	4	3	5	0.83	Highly Valid
9	Questions do not contain ambiguous meanings	4	3	5	0.83	Highly Valid
10	Questions are communicative, using simple and understandable language for students	4	3	5	0.83	Highly Valid

(Source : SMK Negeri 1 Sinjai)

Based on table 3.6, it was shown that among the 10 aspects evaluated in the learning process tool, 7 aspects had an Aiken's V value exceeding 0.80, which is considered Highly Valid. On the other hand, 4 aspects had V values ranging between 0.60 and 0.80, classified as Sufficiently Valid. None of the aspects were classified as Low Validity.

These findings suggest that the tool employed to evaluate the learning process was generally reliable and valid.

e. Teaching module Instrument Validation Results

Table 3.9

Teaching Module Instrument Validation Results

No	Assessed Aspect	Score V1	Score V2	Sig	V	Interpretation
1	Alignment of indicator formulation with the Basic Competence	3	3	4	0.67	Highly Valid
2	Suitability of indicators with the allocated instructional time	3	4	4	0.83	Sufficiently Valid
3	Accuracy in translating indicators into learning objectives (process and product)	3	4	5	0.83	Highly Valid
4	Measurability of learning objectives (process and product), covering audience, behavior, condition, and degree	3	4	5	0.83	Highly Valid
5	Suitability of learning objectives (process and product) with students' cognitive development	3	4	5	0.83	Highly Valid
6	Completeness of affective objectives formulation	3	4	5	0.83	Highly Valid
7	Affective objectives are reflected in the planned learning activities	3	4	5	0.83	Highly Valid
8	Completeness of psychomotor (skills) objectives formulation	3	4	5	0.83	Highly Valid
9	Skills objectives are reflected in the planned learning activities	3	4	5	0.83	Highly Valid

(Source : SMK Negeri 1 Sinjai)

The validation outcomes outlined in table 3.9 reveal that 8 out of the 9 evaluated aspects of the lesson plan instrument (modul) obtained Aiken's V scores exceeding 0.80, categorizing them as Highly Valid. One aspect achieved a score between 0.60 and 0.80, signifying "Sufficient Validity." None of the aspects were categorized as having low validity. These results imply that the lesson plan instrument exhibits robust content validity and is

suitable for serving as a guiding structure in creating learning activities that correspond to instructional goals.

Empirical validation involved item correlation analysis conducted using the SPSS (Statistical Product and Service Solution) software. The purpose of the empirical test was to establish the coherence of each item concerning the overall score

Table 3.10
Calculation Results of Test Validity Test (PreTest)

Correlations			
Items	Pearson Correlation	R _{tabel} (Sig. 0,05)	Criterion
1	0,655	0,413	Valid
2	0,497	0,413	Valid
3	0,639	0,413	Valid
4	0,435	0,413	Valid
5	0,583	0,413	Valid
6	0,610	0,413	Valid
7	0,542	0,413	Valid
8	0,479	0,413	Valid
9	0,614	0,413	Valid
10	0,564	0,413	Valid
11	0,506	0,413	Valid
12	0,446	0,413	Valid
13	0,509	0,413	Valid
14	0,628	0,413	Valid
15	0,638	0,413	Valid

(Source: Data analysis results with SPSS 21)

Based on table 3.10, which display the results of the validity test calculation for the pre-test instrument assessing vocabulary proficiency, it was observed that all test items demonstrated a Pearson

correlation value higher than the r-table value (0.413) at the 5% significance level. This indicates that all items utilized Were considered valid. The validation of all items suggests that the pre-test instrument utilized in this research was suitable and fitting for evaluating students' vocabulary mastery before undergoing the diffrentiated learning method As a result, the pre-test outcomes can be used as a robust foundation for comparing students' initial competencies with their achievements post the implementation of the method, to assess the effectiveness of the diffrentiated learning method in teaching vocabulary.

Table 3.11
Calculation Results Test Validity Test (PostTest)

Correlations			
Items	Pearson Correlation	R _{tabel} (Sig. 0,05)	Criterion
1	0,454	0,413	Valid
2	0,454	0,413	Valid
3	0,551	0,413	Valid
4	0,454	0,413	Valid
5	0,442	0,413	Valid
6	0,803	0,413	Valid
7	0,646	0,413	Valid
8	0,646	0,413	Valid
9	0,528	0,413	Valid
10	0,456	0,413	Valid
11	0,788	0,413	Valid
12	0,788	0,413	Valid
13	0,658	0,413	Valid
14	0,429	0,413	Valid
15	0,461	0,413	Valid

(Source: Data analysis results with SPSS 21)

Based on table 3.11, which shows the results of the validity test calculation for the post-test instrument assessing vocabulary mastery, it was found that all items had Pearson correlation values exceeding the r-table value (0.413) at the 5% significance level. This indicates that every item in the post-test is valid. The validity of all the items confirms that the post-test instrument used in this study is suitable and effective for measuring students' vocabulary mastery following the differentiated method intervention. These findings enhance the reliability of the post-test as an instrument for evaluating students' vocabulary progress, providing a dependable basis for assessing the effectiveness of the differentiated method in teaching vocabulary to tenth-grade students at SMK Negeri 1 Sinjai.

Table 3.12
Calculation Results of Questionnaire Validity Test

Correlations			
Items	Pearson Correlation	R _{tabel} (Sig. 0,05)	Criterion
1	0,663	0,413	Valid
2	0,601	0,413	Valid
3	0,593	0,413	Valid
4	0,599	0,413	valid
5	0,485	0,413	Valid
6	0,612	0,413	Valid
7	0,550	0,413	Valid
8	0,655	0,413	Valid

9	0,481	0,413	Valid
10	0,534	0,413	Valid
11	0,588	0,413	Valid
12	0,727	0,413	Valid
13	0,597	0,413	Valid

(Source: Data analysis results with SPSS 21)

Based on Table 3.12, the r-table value at a significance level of 0.05 with $N = 23$ is 0.413. All ten items in the questionnaire demonstrated Pearson correlation values higher than the r-table value (0.413). For instance, items 1, 2, 3, 4, 8, 9, 10, 11, 12 and 13. With all items surpassing the r-table threshold, it can be inferred that every item in the questionnaire is valid. These results suggest that each item in the questionnaire can serve as a dependable tool for collecting data on students' responses to the utilization of the differentiated learning method in vocabulary learning.

2. Reliability

Reliability test, also known as reliability, refers to the consistency of the results of a set of measurements or measuring instruments. This can be the same or subjective measurements taken by two raters. However, reliability is not the same as validity, because a reliable measurement does not always reveal what it is supposed to measure (Sanaky, 2021). Reliability is a term used to describe the consistency and stability of a research instrument over time. Designing a survey for data collection needs to adhere to the requirements of validity and reliability, which can be assessed through statistical analysis using SPSS software. The questionnaire is judged valid if the r-value exceeds the r-table. For reliability, the questionnaire was reliable if Cronbach's alpha was greater than 0.6 or Cronbach's alpha exceeds the r-table value (Anggraini et al., 2022).

In this research, the instruments tested for reliability were the test sheets (pre-test and post-test) and the questionnaire

Table 3.13
Test Sheet Reliability Test Results (PreTest)

Reliability Statistics

Cronbach's Alpha	N of Items
.819	15

(Source: Data analysis results with SPSS 21)

Based on table 3.13 above shows a Cronbach's alpha of 0.819 for the 15-item pre-test, indicating high reliability. This confirms the pre-test instrument's consistent measurement of student vocabulary mastery before differentiated learning method applied.

Table 3.14
Test Sheet Reliability Test Results (PostTest)

Reliability Statistics

Cronbach's Alpha	N of Items
.822	15

(Source: Data analysis results with SPSS 21)

Based on table 3.14 above shows a Cronbach's alpha of 0.822 for the 15-item post-test, indicating high reliability. This confirms the post-test instrument's consistent measurement of student vocabulary mastery after the differentiated learning method applied

Table 3.15
Questionnaire Reliability Test Result

Reliability Statistics

Cronbach's Alpha	N of Items
.836	13

(Source: Data analysis results with SPSS 21)

Based on table 3.15 above shows a Cronbach's alpha of 0.836 for the 13-item student respon, indicating high reliability. This confirms the instrument's consistent measurement of student vocabulary mastery before the diffrentiated learning method aplicated.

H. Techniques of data Analysis

Data analysis techniques were one of the research processes carry out to solve problems that was research completely. To determine the effectiveness of the diffreantiate in students' vocabulary learning, this research was conducted using a paired sample t-test with data from the pre-test and post-test. To determine the average score and frequency of student scores, descriptive statistical analysis was also carried out. Before applying the t-test.

1. Normality Test

Normality testing aims to determine whether data adheres to a normal distribution via the Kolmogorov-Smirnov test (Sundari et al., 2021). The first normality test was carried out to determine whether the data obtained is normally distributed or not.

- a. If the value of α_i was greater than 0.05, the residuals were considered normally distributed.
- b. If the value of α_i was less than 0.05, the residuals were deemed to be not normally distributed (Sugiarta et al., 2023).

2. Homogeneity Test

Homogeneity testing was vital in evaluating whether multiple population variances are equivalent, a prerequisite for both independent sample t-tests and ANOVA analysis. ANOVA operates under the

assumption of equivalent population variances. The equality of two variances test was implemented to ascertain the homogeneity of the data distribution by comparing the variances (Usmadi, 2020). The homogeneity test was used to determine whether several variants of conditions or populations are the same or not. The homogeneity test was carried out to determine whether the data obtained was homogeneous or not. The significance value (α) is 0.05. Decision making in the homogeneity test is:

- a. If the significance value > 0.05 then the data was said to have the same variance distribution (homogeneous).
- b. If the significance value < 0.05 then the data variance was uneven (not homogeneous) (Sugiarta et al., 2023).

3. Hypothesis Testing

Hypothesis testing, part of inferential statistics, was utilized to assess the statistical validity of a statement and make determinations regarding its acceptance or rejection (Maqfiro et al., 2021). The t-test that was used in this research is the Paired Sample t-test. The pair t-test was conducted as a test of difference if the scale of two interval variables or paired ratios, namely the difference between 2 pair data. In this research, what was meant by paired is data that used the same subject, but is given different treatments.

Therefore, the researcher was used this type of test because in this research two samples was used that was paired with the same subject but were given two different treatments or measurements, namely before and after the application of differentiated learning in student vocabulary learning.

After conducting a paired sample t-test, the final step in data analysis was hypothesis testing, whether the hypothesis rejects or accepts the null hypothesis. To find out whether the null hypothesis was rejected or not, it can be seen as follows:

- a. Comparing the calculated 't' value with the tabulated 't' value: If the calculated 't' value was greater than the tabulated 't' value, then H_0 is rejected, and H_a is accepted.
- b. Comparing the Significance Level (p-value): If the 'p' value < 0.05 ; it means H_0 is rejected, and H_a is (Setyawan, 2021).

This research employed a paired samples t-test to analyze the pre- and post-test scores of tenth-grade SMK Negeri 1 Sinjai students following the implementation differentiated learning method for vocabulary instruction. N-gain calculations further quantified the learning gains observed between pre- and post-tests, evaluating the method's effectiveness

$$N\text{-Gain} = \frac{S_{\text{Post}} - S_{\text{Pre}}}{S_{\text{maks}} - S_{\text{Pre}}}$$

Notes:

- a) N-Gain refers to the normalized gain value.
- b) S_{post} denotes the score obtained in the post-test.
- c) S_{pre} denotes the score obtained in the pre-test.
- d) S_{maks} denotes the highest possible score.

(Ibnu et al., 2022)

The effectiveness of the differentiated learning method in teaching vocabulary in tenth grade students at SMK Negeri 1 Sinjai was interpreted based on the N-gain value using the following criteria:

Table 3.16
Normalized Gain Criteria

N-Gain Range	Effectiveness Level
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n < 0,70$	Medium
$0,00 \leq n < 0,30$	Low
$g = 0,00$	No improvement

(Wahab et al., 2021)

This classification helped determine the effectiveness level of the differentiated learning method in vocabulary instruction, with a higher N-gain value indicating greater learning effectiveness.

CHAPTER IV

RESULT OF THE RESEARCH

A. Finding of Research

This research aimed to examine the effectiveness of the differentiated learning Method in teaching vocabulary to tenth-grade students at SMK Negeri 1 Sinjai. To achieve this objective, several data collection techniques were employed, including observation sheets, questionnaires, and tests. Data from each instrument were systematically analyzed to support the researcher's conclusions. The effectiveness of this teaching method was measured based on several indicators, namely the implementation of learning activities, the level of student activeness during the learning process, students' responses to the learning process, and finally, students' vocabulary learning outcomes.

1. Implementation of Learning

To evaluate the effectiveness of differentiated learning method, an observation was carried out focusing on the teacher's performance during each stage of the lesson. Each aspect was rated on a scale of 1 to 4, with 4 indicating excellent implementation. The results are shown in the table below.

Table 4.1

Learning Process Observation Result using Differentiated Method

No	Aspects	Score
1	The teacher enters the classroom by greeting the students.	3
2	The teacher opens the learning activity by greeting and asking about the students' well-being.	3
3	The teacher and students pray before the lesson according to their beliefs.	3
4	The teacher inquires about the students' readiness for learning before discussing the learning objectives.	4
5	The teacher takes attendance and checks the presence of the students.	3
6	The teacher asks about the students' vocabulary skills and knowledge.	4
7	The teacher explains the objectives and benefits of differentiated learning in teaching vocabulary.	3

8	The teacher explains about vocabulary	4
9	The teacher forms groups (3 groups) based on students' pre test result (Group high, middle and low)	4
10	Students are join group based on their abilities	3
11	Providing topics related to students daily live	4
12	Each group member writes down vocabulary words they know according to their abilities.	3
13	Each group presents their findings of vocabulary	3
14	The teacher discusses the presentation results of each group and provides feedback.	4
15	The teacher assigns independent tasks to students.	4
16	Students summarize the learning activities that have been conducted and teacher closes the learning activity by bidding farewell.	4
Total score		56
Final score		87

(Source : SMK Negeri 1 Sinjai)

Based on the monitoring of the teaching and learning process utilizing the differentiated learning method, table 4.1 presents the observation outcomes carried out to evaluate the integration of the teaching and learning process using the differentiated learning method. The assessment of the learning process involved various aspects, including the teacher's actions in commencing, delivering, and concluding the lesson, as well as student involvement during the session. The observation findings yielded a total score of 87 out of a maximum of 64, equivalent to a percentage of 87.50%. This places the execution of the learning process in the Very Good classification

It signifies that the teacher effectively executed the lesson from the beginning, handling the main activities, to the conclusion while applying the differentiated learning method systematically to enrich students' participation and understanding of vocabulary.

The learning sessions were carried out actively, and students exhibited a high degree of engagement throughout the learning process.

2. Students' Activity During the Learning Process

An observation was conducted to assess students' participation during the learning process. Aspects such as enthusiasm, cooperation, and vocabulary understanding were rated on a 1 to 4 scale. The results are presented in the table below

Table 4.2
Student Activity Observation Results

No	Aspects	Score
1	Students pay attention to the learning objectives provided by the teacher	4
2	Students focus on paying attention to the learning explained by the teacher	4
3	Students strive hard and enthusiastically to achieve the learning goals conveyed by the teacher	4
4	All students are happy to be divided into 3 groups, and they learn comfortably.	4
5	Students choose their own groups hat set by the teacher.	3
6	Students are able to collaborate effectively within their learning groups.	4
7	Students show enthusiasm in group learning of vocabulary.	4
8	Students demonstrate creativity in group vocabulary learning.	3
9	Students actively ask questions to the teacher if something is not understood.	4
10	Students are able to discuss their group's work with the teacher.	3
11	Students are able to complete vocabulary tasks according to their group ability	3
12	Students actively provide comments and suggestions during group presentations.	4
13	Each group is able to appreciate presentations from other groups.	4
14	Students are able to listen to evaluations and feedback given by the teacher.	3
15	Students are able to listen to evaluations and feedback given by the teacher	4
16	Students actively summarize the results of the learning activities.	4
Total Score		59
Final Score		92

(Source : SMK Negeri 1 Sinjai)

Based on table 4.2 presents the results of student activity observations during the implementation of the differentiated learning method. The observations were conducted to assess various aspects of student behavior, including enthusiasm, participation, cooperation, and vocabulary understanding throughout the learning process. Based on the observation, a total score of 59 out of a maximum of 64 was obtained, resulting in a final score of 92.18%. This score places the student activity level in the Very Good category. The results indicate that students were highly engaged during the game, showing enthusiasm, active participation, and teamwork. Although there were a few aspects where students showed room for improvement such as strictly following the rules and applying new vocabulary in context overall, they demonstrated a strong level of involvement and had a positive learning experience. Their ability to guess words through gestures, discuss word meanings, and create example sentences contributed significantly to their vocabulary comprehension, which showed noticeable improvement following the activity.

3. Students' responses

A questionnaire was given to gather students' responses about learning vocabulary through the differentiated learning method. Their answers reflect their interest, motivation, and experience. The results are shown in the table below.

Table 4.3
Students' responses Result

No	Assessed Aspect	Score 1	Score 2	Score 3	Score 4	Total Score
1	The application of differentiated learning makes me more enthusiastic about vocabulary lessons.	0	2	14	7	23
2	I feel more confident and enthusiastic about	0	1	13	9	23

No	Assessed Aspect	Score 1	Score 2	Score 3	Sore 4	Total Score
	vocabulary learning after using diffrentiated learning application.					
3	Diffrentiated learning application helps me develop my creativity better.	0	3	12	8	23
4	This application encourages me to actively participate in learning	0	2	15	6	23
5	I become more motivated to expand my vocabulary through the use of diffrentiated learning application.	0	3	9	10	23
6	Learning vocabulary in groups makes me more creative	1	4	5	13	23
7	Diffrentiated learning application helps me overcome obstacles in vocabulary learning.	0	3	12	8	23
8	I enjoy interacting with friends during diffrentiated learning sessions	0	4	15	4	23
9	I can learn to develop vocabulary from various accessible sources	0	7	12	4	23
10	The diffrentiated learning application makes me feel uncomfortable following vocabulary lessons.	0	7	8	8	23
11	Group activities in diffrentiated learning make the class noisy and unruly	7	6	5	5	23
12	Limited learning it difficult for me to develop vocablaury to the fullest extent.	2	4	12	4	23
13	Diffrentiated group learning to enhance vocabulary makes me confused and difficult to expand my vocabulary	6	4	7	6	23

(Source : SMK Negeri 1 Sinjai)

Based on table 4.3 displaying students' feedback on vocabulary learning through diffrentiated teaching, the assessment is organized around

13 key aspects with rating categories as follows: scores of 4 are classified as Very Good, 3 as Good, 2 as Sufficient, and 1 as Poor. For example, Item 1 gathered responses from 23 students.

For the result, Item 1 gathered responses from 23 students, with 14 rating it as Good, 2 as Sufficient, and 7 as Very Good, placing it in the Good category. Similarly, Item 2 was rated by 9 students as Very Good, 12 as Good, 1 as Sufficient, and none as Poor, categorizing it as Good. Item 3 received positive evaluations from 8 students as Very Good, 12 as Good, and 3 as Sufficient, aligning it with the Good category. Moving on to Item 4, it was assessed by 6 students as Very Good, 15 as Good, and 3 as Sufficient, positioning it in the Good category. This trend continues with Items 5 to 9 gaining favorable ratings from students, leading to their classification in the Good category based on predominant positive feedback.

Furthermore, despite negative statements like in Item 11 and 13 they were still categorized within the Good classification due to the overall constructive criticism provided by the students. In summary, all 13 items exhibit positive attributes and contribute to a conducive learning environment for vocabulary enhancement.

Based on the calculation of the data obtained, it can be seen that the percentage of respondent choices for score 1 is around 5.44%, score 2 is 15.65%, score 3 reaches 47.28%, and score 4 is 31.63%. This indicates that the majority of respondents tend to give high scores, especially for scores 3 and 4, indicating a positive response to the differentiated learning method on aspects with positive sentences, namely items 1 to 10 and item 12. The total positive percentage for these items reaches around 79,1%, indicating enthusiasm and high confidence in the benefits of this method in vocabulary learning. Nearly 20,9 % of the students report feeling uneasy and uninterested in this method.

However, it is different for items 11 and 13 that use negative sentences, respondent perceptions are evenly divided. In these items, the positive category is calculated from scores 1 and 2, while the negative category is from scores 3 and 4, given the context of being negative statements. Of the total 23 respondents, 50% give a positive response with scores 1 and 2, while the other 50% give a negative response with scores 3 and 4. This balanced distribution illustrates the balanced differences of opinion regarding the challenges or obstacles in using the differentiated learning method. Thus, the data provides a comprehensive overview of how respondents evaluate this method, both in aspects that enhance learning motivation and in aspects that raise doubts or discomfort

Overall, the questionnaire shows that about 78.46% of students are satisfied with this differentiated learning method, while approximately 21.54% of students are less interested and do not enjoy the method as much. The majority of students like the questions provided with a fairly high level of satisfaction, although there are still some students who are less engaged.

4. Students' Learning Outcomes

To evaluate the learning outcomes, both a pretest and a posttest were administered. The data collected were analyzed using statistical methods to assess the effectiveness of the Charades game. The results are outlined as follows.

a. Normality Test

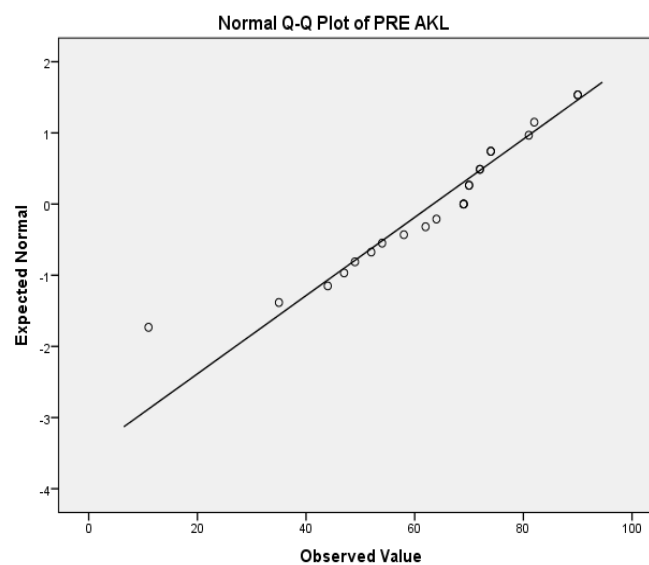
A normality test was performed to check if the pretest and posttest data followed a normal distribution. In this study, the Shapiro-Wilk test was chosen since the sample size consisted of only 23 participants, making this test more suitable for assessing normality in medium samples.

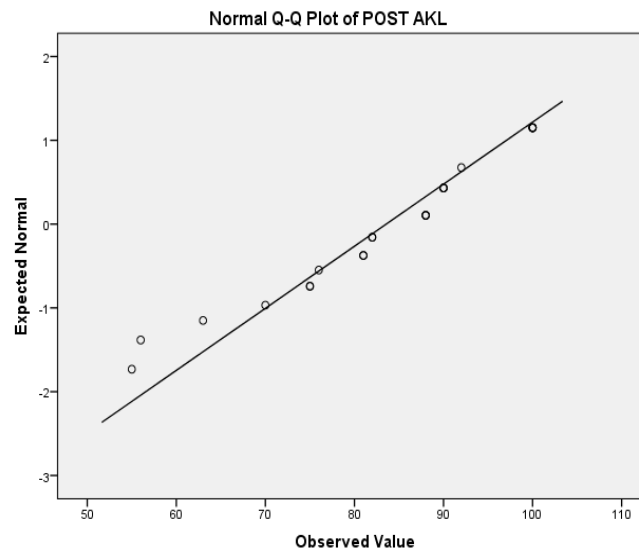
Table 4.4
Normality Test Results

	Shapiro-Wilk		
	Statistic	df	Sig.
PRE AKL	.927	23	.093
POST AKL	.918	23	.059

(Source: Data analysis results with SPSS 21)

As shown in table 4.4, the Shapiro-Wilk test produced a significance value of 0.93 for the pretest and 0.59 for the posttest. Both values are greater than 0.05, which indicates that the data are normally distributed. Therefore, it can be concluded that the pretest and posttest data meet the normality assumption, allowing the use of parametric statistical analysis in the following stages of this research.





(Source: Data analysis results with SPSS 21)

The Q-Q Plot displayed above illustrates the distribution of pretest and posttest scores and was utilized to assess their normality. The data points in both the pretest and posttest plots clustered near the diagonal line, suggesting a close approximation to a normal distribution. Despite minor discrepancies, no significant deviations from the diagonal line were observed. Hence, it was inferred that the pretest and posttest scores conformed to a normal distribution. This adherence to normality was essential for conducting parametric statistical analyses like the paired sample t-test, which was employed in this study to evaluate the impact of a specific learning medium on the difference between pretest and posttest outcomes post-treatment.

A homogeneity test was performed to check if the variances of the sample data (pre-test and post-test) across the student groups were equal. This step is crucial to confirm that the assumptions for using parametric tests, like the paired sample t-test, are satisfied. In this study, the researcher used Levene's Test for Equality of Variances through SPSS software

b. Homogeneity Test

Table 4.5

Homogeneity Test

Test of Homogeneity of Variances

preposttt			
Levene Statistic	df1	df2	Sig.
1.115	1	44	.297

(Source: Data analysis results with SPSS 21)

According to Table 4.5, which presents the results of the homogeneity test of variances, the significance value from Levene's Test for the pre-test scores is 0.297. Because this value exceeds 0.05 ($0.297 > 0.05$), it indicates that the pre-test data have equal variances. Thus, the data satisfy the condition necessary to continue with parametric statistical analysis, specifically the paired sample t-test, to assess the impact of the treatment

c. Hypothesis For The Test

After conducting normality and homogeneity tests that confirmed the data were normally distributed and had equal variances, the next step was to perform hypothesis testing to examine if there was a significant difference between students' pre-test and post-test scores following the differentiated learning method. A paired sample t-test was employed to compare the average scores before and after the treatment. The t-test results showed a significance value of 0.000, which is less than 0.05 ($0.000 < 0.05$). This signifies that there is a significant difference between the pre-test and post-test scores of the students.

Table 4.6
Result Of the Paired Sample t-Test

Paired Samples Test								
	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pai PRE – r 1 POST	-20.174	20.8258	3.200	-27.018	-13.330	-6.113	22	.000

(Source: Data analysis results with SPSS 21)

Based on table 4.6, which displays the paired sample t-test results, the significance value (Sig. 2-tailed) is 0.000, falling below the 0.05 threshold. This indicates a statistically significant difference between the pre-test and post-test scores. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is supported. These findings suggest that using the differentiated Learning Method was an effective approach for teaching English vocabulary to tenth-grade students at SMK Negeri 1 Sinjai, as their vocabulary scores showed a notable improvement following the instruction with this method.

d. Normality Gain Test

After gathering the pre-test and post-test results, the researcher performed data analysis using the Normalized Gain (N-gain) method. This N-Gain analysis was applied to the students' vocabulary test outcomes to evaluate the effectiveness of employing the differentiated learning method in teaching vocabulary to tenth-grade students at SMK Negeri 1 Sinjai. The N-Gain score was computed by comparing the difference between the pre-test and post-test scores to determine if the use of the differentiated learning method was effective or ineffective

Table 4.7
N-gain Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngainscore	23	0	1	.59	.316
ngainpercent	23	4	100	58.96	31.623
Valid N (listwise)	23				

(Source: Data analysis results with SPSS 21)

Based on Table 4.19 N-Gain Test Results, the mean N-Gain score was obtained at 0,59 Referring to the N-Gain criteria, this score falls into the medium category ($0,30 \leq n < 0,70$) Therefore, it can be concluded that the use of the differentiated learning method in teaching vocabulary to tenth-grade students at SMK Negeri 1 Sinjai shows a medium level of improvement between the pre-test and post-test scores.

B. Discussion of the Research

This research shows that the use of differentiated learning methods can have a significant impact on improving vocabulary mastery among high school students, specifically tenth-grade students at SMK Negeri 1 Sinjai. This is demonstrated through the analysis of four main indicators: the implementation of learning by the teacher, student activity during the learning process, student responses to the method used, and student learning outcomes. These four indicators not only provide a comprehensive overview of the effectiveness of the learning method but also strengthen the theoretical foundation of this study, namely the Constructivist Understanding Theory. This theory also emphasizes the importance of recognizing and respecting diversity within the classroom, such as cultural differences, socioeconomic backgrounds, language, and students' learning needs. According to Jonassen (1991), understanding is formed when students actively construct knowledge through reflection, problem-based learning, and interaction with their

environment and others. The differentiated learning approach is inclusive, ensuring that teaching methods and learning materials are adapted to the diversity of students so that each individual feels valued and can fully participate in the learning process.

The first indicator, which is the implementation of learning, obtained a score of 87.50%. This indicates that the learning process conducted by the teacher was very effective and in accordance with the predetermined lesson plan. In this learning session, the teacher was able to start the lesson effectively, explain the learning objectives, provide clear instructions for the activities, and create a conducive and enjoyable classroom atmosphere. During the main activities, the teacher successfully applied the differentiated learning method in a structured and sufficiently good manner so that the method functioned not only as a meaningful and efficient learning tool. Students appeared active, enthusiastic, and fully engaged in the activities, which shows that this method can enhance their involvement in the learning process. These observations support contextual learning theory, which states the importance of active learning where students directly participate in learning activities. These activities may include experiments, discussions, or the implementation of practical projects (Ummah, 2019). In addition, these results align with the research objective, which is to determine the effectiveness of applying differentiated learning in teaching vocabulary to tenth-grade students. The high observation scores indicate that the method was applied well by the teacher and was positively received by the students. This also supports findings from other instruments (such as tests and questionnaires), which show that differentiated learning is effective in improving students' vocabulary mastery. Thus, it can be concluded that the implementation of differentiated learning in the learning process is not only successful in terms of technical delivery but also succeeds in creating an active, effective learning atmosphere that positively impacts student learning outcomes.

The second indicator regarding student activity during the learning

process showed very positive results. Observations focused on students' enthusiasm, participation, cooperation, and understanding throughout the lessons. With a total score of 59 out of 64, equivalent to approximately 92.18%, student activity falls into the Very Good category. Students were highly enthusiastic, actively engaged in the games, worked collaboratively in groups, and demonstrated improvement in understanding and using new vocabulary. Although some aspects, such as strictly following the rules or applying vocabulary in different contexts, can still be enhanced, overall student engagement was strong.

The third indicator assessed students' responses to the learning method. Before analyzing the results, it was important to examine the reliability of the data collection instrument used. The questionnaire consisted of 13 items designed to measure students' perceptions and experiences in learning vocabulary through the differentiated learning method. According to table 3.15, the Cronbach's Alpha value was 0.836, exceeding the set threshold, indicating the questionnaire's reliability. This means the items consistently reflected students' responses regarding their experience using this method. The high reliability value supports the validity of analyzing the student feedback in this research.

Based on Table 4.3, it can be concluded that the differentiated learning method was very well received by students overall. Most students gave positive responses, particularly to statements 1 through 8. These responses suggest that differentiated learning was able to create a more effective learning atmosphere, increase motivation, and facilitate students' ability to remember and understand new vocabulary. This reflects the success of the method in creating a conducive learning environment. The Zone of Proximal Development theory emphasizes the importance of support and guidance from others, especially teachers or more skilled peers, in promoting students' learning progress.

According to Vygotsky (1978), the Zone of Proximal Development is the distance between what a learner can do independently and what can be

achieved with appropriate assistance. In differentiated instruction, educators recognize students' abilities and provide the necessary support so that learning progress toward this zone is optimal. This approach is practical, involves social interaction, and provides concrete experiences consistent with the cognitive developmental stage of student as described by Piaget, namely the concrete operational stage. At this stage, students learn more effectively through direct activities and real-life experiences. Furthermore, most students felt more active during the learning process, indicating that differentiated learning not only improves vocabulary comprehension but also encourages active participation and collaboration among students. Active involvement in learning is a key indicator of effective teaching because students are not merely passive recipients of information but actively engaged in learning activities.

Some student responses also reflect potential challenges that may arise from using this method. For instance, one student felt less interaction because he was the only male in his group, and two other students felt the learning was less effective because they preferred learning through play. For these two students, the teacher offered the option to find vocabulary adapted from the game they played, allowing them to still engage in learning that matched their interests. This is likely due to differences in learning styles or individual comfort with movement- or group-based activities. Additionally, five students mentioned the class became noisier during the game. Nonetheless, most students still felt the class remained controlled, indicating the teacher effectively managed the classroom during the activity.

Out of 23 students, about 78.46% gave scores between 3 and 4, categorized as very effective, while 21.54% gave scores between 1 and 2, considered less effective. The average score was 3 out of 4, or roughly 7.5 out of 10, showing that overall students were quite satisfied with this differentiated learning method. Although the majority responded positively, there is still room for improvement to make the method more effective and engaging for all students. Thus, the average score of 7.5 or 75.0% indicates

that, overall, students gave a very positive response to the use of the differentiated learning method in vocabulary learning.

The final indicator, student learning outcomes, showed a significant increase between pre-test and post-test scores. The Shapiro-Wilk normality test showed that pre-test and post-test data were normally distributed with significance values of 0.93 and 0.59 respectively, both above 0.05. This was also supported by the QQ Plot where data points were scattered around the diagonal line, indicating a normal distribution. The Levene's test for homogeneity gave a significance value of 0.297 (>0.05), affirming that data variances were homogeneous and met parametric test assumptions. Further hypothesis testing using paired sample t-test showed a significance value of 0.000 (<0.05), indicating a significant difference between pre-test and post-test scores. Hence, the null hypothesis was rejected and the alternative hypothesis accepted, proving that the use of the differentiated learning method effectively improved English vocabulary mastery of tenth-grade students.

Normalized Gain (N-Gain) analysis indicated an average score of about 0.59 or 59%, categorized as moderate ($0.30 \leq g < 0.70$). This shows the learning process with the differentiated learning method resulted in a moderate increase in students' vocabulary skills. In conclusion, the method is not only statistically effective but also provides meaningful and engaging vocabulary learning that improves student outcomes.

The term "learning outcomes" can be understood by examining the words "result" and "learning" separately. "Result" means an achievement or output obtained from a process that functionally changes something. In the learning context, learning outcomes depend on the interaction between the student as the learner and the teacher as the instructor during the learning process (Purwaningsih, 2023).

Besides the four main indicators, the validity and reliability of the research instruments were also carefully considered. Validity tests using Aiken's V showed most aspects scored above 0.80 (very valid category),

while reliability tests using Cronbach's Alpha produced scores above 0.80 for both pre-test and post-test, indicating high consistency. This is important because the instruments must suit the adolescent students' cognitive development level and language understanding to avoid bias or misunderstanding.

To further assess the overall effectiveness of the differentiated learning method, the researcher calculated the average scores across all indicators.

$$p = \frac{(P_1 + P_2 + P_3 + \dots + P_n)}{n}$$

Implementation of learning: 87.50%, Student activity during learning: 92.18%, Student response: 75%, Learning outcomes (N-Gain): 59%

$$p = \frac{(87,50 + 92,18 + 75 + 59)}{4} = 82.42\%$$

Based on the effectiveness classification adapted from Putri et al (Putri et al., 2021), this percentage falls into the Very Effective category (81%–100%). This indicates that the word-guessing game method has been well implemented, actively engaging students, receiving positive responses, and significantly impacting the improvement of students' vocabulary mastery.

The results obtained were effective and consistent with several previous ideas presented in Chapter 2, which also demonstrated positive outcomes. For example, Risna Djafar's research on differentiated learning approaches, as well as the research by Siska Lestari and colleagues on the use of differentiated learning to improve students' social skills. Both studies showed similar effectiveness.

Overall, this research comprehensively supports the conclusion that the differentiated learning method is very effective in teaching vocabulary to tenth grade at SMK Negeri 1 Sinjai. This learning method boosts student motivation, encourages active participation, and improves learning outcomes.

These findings align with Tomlinson's (2000) differentiated learning theory, which suggests tailoring instruction to meet students' needs to optimize each individual's learning potential based on learning styles, readiness levels, and interests.

This research aligns with previous findings stating that teachers implement differentiated learning to accommodate the needs of each student, considering their diverse characteristics, which means they cannot be treated uniformly. In practice, teachers must carefully consider logical and appropriate steps. Differentiated learning does not mean giving arbitrary different treatments to each student or distinguishing solely based on academic ability (Hasdiana, 2023). This research also reinforces the findings, showing that the implementation of differentiated learning can increase students' enthusiasm, encourage active participation, and ultimately lead to improved vocabulary mastery. These findings confirm that an interactive and enjoyable learning approach is very effective in enhancing students' learning outcomes.

Although results are positive, limitations include the small sample size (23 out of 27 students), meaning findings cannot be generalized to larger populations. Also, the study focused only on vocabulary mastery and did not assess other language skills such as speaking, listening, or writing. According to Piaget, understanding children's cognitive development requires long-term observation and varied methods.

The implications indicate that the differentiated method effectively improves vocabulary, student motivation, and active participation. Educators can use this modern interactive method to create a more engaging learning environment, especially for students transitioning through cognitive developmental stages like the concrete operational phase, as described by constructivist theory. Therefore, differentiated learning can enhance English teaching by increasing student engagement and vocabulary comprehension.

CHAPTER V

CLOSING

A. Conclusion of the Research

The research results indicate that the differentiated learning method is highly effective in improving vocabulary mastery among tenth-grade students at SMK Negeri 1 Sinjai. This research evaluated four main aspects: students' learning outcomes, their engagement during the learning process, the teacher's implementation of the method (which was carried out without significant obstacles), and students' responses to the method, which were also very positive. Students showed improvement in learning outcomes, actively participated in the learning process, and these positive responses aligned well with their engagement in differentiated learning. Based on the pre-test and post-test results, with an N-Gain value of 0.59, the method demonstrated moderate effectiveness. However, the high student participation score of 87.50% and the teacher's implementation score of 92.18% indicate very good application of the method. Additionally, students responded enthusiastically and showed increased motivation to learn vocabulary through the use of games. Overall, the effectiveness of the differentiated learning method reached 82.42%, placing it in the Very Effective category (81%–100%). These findings reinforce the use of the differentiated learning method as an effective approach to teaching vocabulary, capable of significantly enhancing student motivation, engagement, and vocabulary mastery. This aligns with Vygotsky's constructivist theory, which emphasizes the important role of teacher support in helping students achieve deep understanding during the learning process, thereby optimally promoting vocabulary development in adolescents.

B. Suggestions of the Research

For future research, it is recommended to involve a larger and more diverse sample to ensure that the findings can be more widely generalized. Additionally, subsequent studies can explore the application of differentiated

learning to other language aspects, such as imperative sentences, prepositions, or descriptions, in order to broaden the understanding of the method's effectiveness across various language skills. Furthermore, extending the duration of the study was advised to achieve more optimal results. Comparing the differentiated learning method with other approaches like Role Play, E-learning, or hybrid learning could help determine which strategy is most effective in improving vocabulary mastery. Moreover, utilizing qualitative methods, such as interviews with teachers and reflective journals from students, can provide deeper insights into students' cognitive processes and their experiences using this method.

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APPENDICES

APPENDIX I
RESEARC INSTRUMENT
VALIDITY

Appendix 1: Test Sheet Instrument Validation

a. Validator

LEMBAR VALIDASI INSTRUMEN TES						
A. Petunjuk						
Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Instrumen berupa Tes. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Tes tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut: 1 = Tidak Relevan 2 = Kurang Relevan 3 = Relevan 4 = Sangat Relevan Selanjutnya untuk memudahkan revisi atau penyempurnaan Tes tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.						
B. Tabel Penilaian						
No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Isi					
	1. Kesesuaian soal dengan indikator pencapaian			✓		
	2. Kejelasan perumusan petunjuk pengerjaan soal				✓	
	3. Kejelasan maksud soal				✓	
	4. Kisi-kisi soal dinyatakan dengan jelas			✓		
	5. Pedoman penskoran dinyatakan dengan jelas				✓	
	6. Jawaban soal dinyatakan dengan jelas dan benar			✓		
	7. Kesesuaian jumlah soal dan waktu pengerjaan soal			✓		
II	Aspek Bahasa					
	1. Kesesuaian Bahasa yang digunakan pada soal dengan kaidah Bahasa Indonesia				✓	
	2. Kalimat soal tidak mengandung arti ganda				✓	
	3. Rumusan soal komunikatif, menggunakan Bahasa yang sederhana dan mudah dipahami oleh siswa.				✓	
C. Penilaian Umum						
Rekomendasi/kesimpulan penilaian secara umum. <i>Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu *</i> 1. Belum dapat digunakan 2. Dapat digunakan dengan banyak revisi ③ 3. Dapat digunakan dengan sedikit revisi 4. Dapat digunakan tanpa revisi						

Validasi Instrumen Tes-1

D. Kometar dan Saran Perbaikan

Sesuai dengan kriteria keberhasilan pembelajaran berdasarkan dan kontribusi estimate waktu pengerjaan

Sinjai 17 - Maret 2025
Validator

(Dr. Almarani Dewi Nugraha)

b. validator 2

LEMBAR VALIDASI INSTRUMEN TES

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Instrumen berupa Tes. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Tes tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Tes tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Isi					
	1. Kesesuaian soal dengan indikator pencapaian			✓		
	2. Kejelasan perumusan petunjuk pengerjaan soal			✓		
	3. Kejelasan maksud soal			✓		
	4. Kisi-kisi soal dinyatakan dengan jelas			✓		
	5. Pedoman penskoran dinyatakan dengan jelas			✓		
	6. Jawaban soal dinyatakan dengan jelas dan benar			✓		
	7. Kesesuaian jumlah soal dan waktu pengerjaan soal			✓		
II	Aspek Bahasa					
	1. Kesesuaian Bahasa yang digunakan pada soal dengan kaidah Bahasa Indonesia			✓		
	2. Kalimat soal tidak mengandung arti ganda			✓		
	3. Rumusan soal komunikatif, menggunakan Bahasa yang sederhana dan mudah dipahami oleh siswa.			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

- 1. Belum dapat digunakan
- 2. Dapat digunakan dengan banyak revisi
- ③ 3. Dapat digunakan dengan sedikit revisi
- 4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

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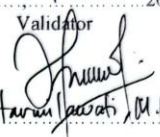
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Sinjai 17 Maret 2025

Validator


(Dr. Harun Jasati, M.Pd.)

Appendix 2 : Teaching Module Instrument Validation

LEMBAR VALIDASI RENCANA PELAKSANAAN PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Rencana Pelaksanaan Pembelajaran (RPP). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap RPP Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan RPP tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Kompetensi Dasar dan Indikator					
	1. Kesesuaian rumusan indikator dengan rumusan kompetensi Dasar			✓		
	2. Kesesuaian indikator dengan alokasi waktu pembelajaran yang direncanakan				✓	
II	Tujuan Pembelajaran					
	1. Kognitif					
	a. Keteepatan penjabaran indikator ke dalam tujuan pembelajaran (proses dan produk)			✓		
	b. Keterukuran tujuan pembelajaran (proses dan produk) mencakup aspek <i>audience, behavior, condition, and degree</i> .			✓		
	c. Kesesuaian tujuan pembelajaran (proses dan produk) dengan perkembangan kognitif mahasiswa/siswa			✓		
	2. Afektif					
	a. Kelengkapan rumusan tujuan afektif			✓		
	b. Tujuan afektif terjabarkan dalam kegiatan proses pembelajaran yang direncanakan.			✓		
	3. Keterampilan					
	✓a. Kelengkapan rumusan tujuan aspek keterampilan			✓		
	b. Tujuan keterampilan terjabarkan dalam kegiatan proses pembelajaran yang direncanakan.			✓		

III	Kelengkapan: Materi Pembelajaran, sumber, bahan dan alat bantu (media), Model, pendekatan, dan metode pembelajaran yang digunakan.			✓		
IV	Materi Pembelajaran					
	1. Kebenaran isi materi pembelajaran			✓		
	2. Kesesuaian materi pembelajaran dengan indikator			✓		
V	Skenario Pembelajaran					
	1. Kesesuaian sintaks dengan model pembelajaran yang dipilih			✓		
	2. Penggunaan model, pendekatan dan metode tergambar dengan jelas dalam pembelajaran			✓		
	3. Penggunaan perangkat pembelajaran tergambar dengan jelas			✓		
	4. Tahapan pembelajaran untuk setiap fase tergambar dengan jelas dan lengkap			✓		
	5. Sistematika tahapan pembelajaran untuk setiap fase tergambar dengan jelas			✓		
	6. Kegiatan guru dirumuskan secara Operasional dalam setiap tahapan pembelajaran untuk setiap fase			✓		
	7. Kegiatan siswa dirumuskan secara Operasional dalam setiap tahapan pembelajaran untuk setiap fase			✓		
	8. Kesesuaian alokasi waktu yang digunakan dengan tahapan pembelajaran.			✓		
VI	Asesmen Kesesuaian Teknik dan bentuk penilaian dengan ketercapaian tujuan pembelajaran			✓		
VII	Bahasa					
	1. Penggunaan Bahasa sesuai dengan penggunaan kaedah Bahasa Indonesia			✓		
	2. Bahasa yang digunakan bersifat komunikatif			✓		
	3. Kesederhanaan struktur kalimat			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkariilah nomor/angka sesuai dengan penilaian Bapak/Ibu *)*

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Mohon Bapak/ibu menuliskan butir-butir revisi berikut dan atau menuliskan langsung pada naskah.

.....
 *Lengkap*

Sinjai... 14 Maret ... 2025

Validator

(Dr. Hanikawati, M.Pd.)

LEMBAR VALIDASI RENCANA PELAKSANAAN PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Rencana Pelaksanaan Pembelajaran (RPP). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap RPP Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

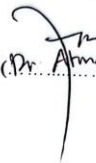
4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan RPP tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Kompetensi Dasar dan Indikator					
	1. Kesesuaian rumusan indikator dengan rumusan kompetensi Dasar			✓		
	2. Kesesuaian indikator dengan alokasi waktu pembelajaran yang direncanakan			✓		
II	Tujuan Pembelajaran					
	1. Kognitif					
	a. Keteepatan penjabaran indikator ke dalam tujuan pembelajaran (proses dan produk)				✓	
	b. Keterukuran tujuan pembelajaran (proses dan produk) mencakup aspek <i>audience, behavior, condition, and degree</i> .				✓	
	c. Kesesuaian tujuan pembelajaran (proses dan produk) dengan perkembangan kognitif mahasiswa/siswa				✓	
	2. Afektif					
	a. Kelengkapan rumusan tujuan afektif			✓		
	b. Tujuan afektif terjabarkan dalam kegiatan proses pembelajaran yang direncanakan.			✓		
	3. Keterampilan					
	a. Kelengkapan rumusan tujuan aspek keterampilan				✓	
	b. Tujuan keterampilan terjabarkan dalam kegiatan proses pembelajaran yang direncanakan.				✓	

Sinjai... 17... Maret... 2025
Validator


(Dr. Almarani Dewi Purnama)

Appendix 3: Learning Process Instrument Validation

LEMBAR VALIDASI AKTIVITAS GURU DALAM PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Guru (LOAG) dalam Pembelajaran. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAG Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAG tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk Lembar Observasi Aktivitas Guru dalam pembelajaran dinyatakan dengan jelas				✓	
	2. Lembar Observasi Aktivitas Guru dalam pembelajaran mudah untuk dilaksanakan				✓	
	3. Kriteria yang diobservasi dinyatakan dengan jelas			✓		
II	Aspek Isi					
	1. Tujuan Penggunaan Lembar Observasi aktivitas guru dalam pembelajaran dirumuskan dengan jelas dan terukur			✓		
	2. Aspek yang diobservasi telah mencakup tahapan dan indikator aktivitas guru dalam pembelajaran			✓		
	3. Item yang diobservasi untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran telah sesuai dengan tujuan pembelajaran			✓		
	4. Rumusan item untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran menggunakan kata/ Pernyataan/perintah yang menuntut pemberian nilai			✓		
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaedah Indonesia yang baik dan benar			✓		
	2. Kejelasan petunjuk/arahan, komentar, dan penyelesaian masalah			✓		
	3. Kesederhanaan struktur kalimat				✓	
	4. Bahasa yang digunakan bersifat komunikatif				✓	

Lembar Aktivitas Guru-1

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

.....

.....

.....

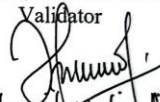
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.....

.....

Sinjai 17, Maret 2025

Validator


(Dr. Harun Hawati, M.Pd.)

LEMBAR VALIDASI AKTIVITAS GURU DALAM PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Guru (LOAG) dalam Pembelajaran. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAG Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAG tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk Lembar Observasi Aktivitas Guru dalam pembelajaran dinyatakan dengan jelas			✓		
	2. Lembar Observasi Aktivitas Guru dalam pembelajaran mudah untuk dilaksanakan				✓	
	3. Kriteria yang diobservasi dinyatakan dengan jelas			✓		
II	Aspek Isi					
	1. Tujuan Penggunaan Lembar Observasi aktivitas guru dalam pembelajaran dirumuskan dengan jelas dan terukur			✓		
	2. Aspek yang diobservasi telah mencakup tahapan dan indikator aktivitas guru dalam pembelajaran				✓	
	3. Item yang diobservasi untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran telah sesuai dengan tujuan pembelajaran				✓	
	4. Rumusan item untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran menggunakan kata/ Pernyataan/perintah yang menuntut pemberian nilai				✓	
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaedah Indonesia yang baik dan benar			✓		
	2. Kejelasan petunjuk/arahan, komentar, dan penyelesaian masalah				✓	
	3. Kesederhanaan struktur kalimat				✓	
	4. Bahasa yang digunakan bersifat komunikatif				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Keterangan angka perlu diperbaiki

Sinjai... 17... Maret... 2025
Validator

(D. Atmarani Dai Purnama)

Appendix 4: Student Response Instrument Validation

LEMBAR VALIDASI ANGKET RESPONS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Angket Respons Siswa. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Angket Respons Siswa Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Angket Respons Siswa tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pengisian angket dinyatakan dengan jelas.				✓	
	2. Pilihan angket respons siswa dinyatakan dengan jelas				✓	
II	Aspek Isi					
	1. Tujuan Penggunaan angket dinyatakan dengan jelas			✓		
	2. Pertanyaan-pertanyaan pada angket dapat menjangkau seluruh respons siswa terhadap kegiatan dan komponen pembelajaran			✓		
	3. Pertanyaan-pertanyaan yang diajukan sesuai dengan tujuan pengukuran			✓		
	4. Komponen perangkat pembelajaran dinyatakan dengan jelas			✓		
	5. Rumusan pertanyaan pada angket menggunakan kata/perintah/pernyataan yang menuntut pemberian tanggapan dari siswa				✓	
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaidah bahasa Indonesia yang benar.				✓	
	2. Pilihan kata yang digunakan sesuai dengan level siswa				✓	
	3. Menggunakan kalimat yang mudah dipahami				✓	

Lembar Validasi Respons Siswa-1

C. Penilaian Umum

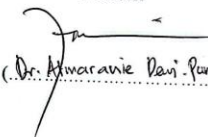
Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

Tentukan sesuai kriteria dan gunakan kalimat
yang baik untuk mengkritik dan saran

Sinjai...17...Maret...2025
Validator


(Dr. Amranie Daj. Purnama)

LEMBAR VALIDASI ANGKET RESPONS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Angket Respons Siswa. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Angket Respons Siswa Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut.

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Angket Respons Siswa tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pengisian angket dinyatakan dengan jelas.				✓	
	2. Pilihan angket respons siswa dinyatakan dengan jelas				✓	
II	Aspek Isi					
	1. Tujuan Penggunaan angket dinyatakan dengan jelas			✓		
	2. Pertanyaan-pertanyaan pada angket dapat menjangkau seluruh respons siswa terhadap kegiatan dan komponen pembelajaran			✓		
	3. Pertanyaan-pertanyaan yang diajukan sesuai dengan tujuan pengukuran			✓		
	4. Komponen perangkat pembelajaran dinyatakan dengan jelas			✓		
	5. Rumusan pertanyaan pada angket menggunakan kata/perintah/ Pernyataan yang menuntut pemberian tanggapan dari siswa				✓	
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaidah bahasa Indonesia yang benar.			✓		
	2. Pilihan kata yang digunakan sesuai dengan level siswa			✓		
	3. Menggunakan kalimat yang mudah dipahami			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu *)*

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Tambahkan terjemahan bahasa Indonesia pada setiap pernyataan yang ada pada angket.

Sinjai 14 Maret 2025

Validator

(Dr. Harun Fauzi, M.Pd.)

Appendix 5: Student Activity Instrument Validation

LEMBAR VALIDASI AKTIVITAS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Siswa (LOAS). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAS Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAS tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pelaksanaan observasi cukup jelas				✓	
	2. Lembar observasi mudah untuk dilaksanakan				✓	
	3. Kriteria yang diobservasi dinyatakan dengan jelas				✓	
II	Aspek Isi					
	1. Kategori aktivitas siswa yang terdapat pada lembar observasi sudah mencakup aktivitas siswa yang mungkin terjadi dalam pembelajaran				✓	
	2. Satuan waktu siswa untuk melakukan aktivitas dengan satuan waktu observasi dinyatakan dengan jelas				✓	
	3. Kategori aktivitas siswa yang diamati dapat teramati dengan baik				✓	
	4. Kategori aktivitas siswa tidak menimbulkan makna ganda			✓		
III	Aspek Bahasa					
	1. Menggunakan Bahasa Indonesia yang benar				✓	
	2. Menggunakan kalimat yang mudah dipahami siswa			✓		
	3. Kejelasan petunjuk/arahan, komentar dan penyelesaian masalah			✓		
	4. Bahasa yang digunakan bersifat komunikatif				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
- (3) Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Rapikan penulisan lembar observasinya.

Sinjai 14 Maret 2025
Validator

(Dr. Hamidawati, M.Pd.)

LEMBAR VALIDASI AKTIVITAS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Siswa (LOAS). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAS Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAS tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pelaksanaan observasi cukup jelas				✓	
	2. Lembar observasi mudah untuk dilaksanakan				✓	
	3. Kriteria yang diobservasi dinyatakan dengan jelas				✓	
II	Aspek Isi					
	1. Kategori aktivitas siswa yang terdapat pada lembar observasi sudah mencakup aktivitas siswa yang mungkin terjadi dalam pembelajaran				✓	
	2. Satuan waktu siswa untuk melakukan aktivitas dengan satuan waktu observasi dinyatakan dengan jelas			✓		
	3. Kategori aktivitas siswa yang diamati dapat teramati dengan baik			✓		
	4. Kategori aktivitas siswa tidak menimbulkan makna ganda			✓		
III	Aspek Bahasa					
	1. Menggunakan Bahasa Indonesia yang benar				✓	
	2. Menggunakan kalimat yang mudah dipahami siswa			✓		
	3. Kejelasan petunjuk/arahan, komentar dan penyelesaian masalah			✓		
	4. Bahasa yang digunakan bersifat komunikatif			✓		

C. Penilaian Umum

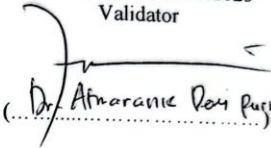
Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Semua dengan bahasa yang mudah dipahami siswa

Sinjai 17, Maret 2025
Validator


(Dr. Afranik Rani Purnama)

Appendix 6: Research Instrument Validation Results by Both Validators

No	Statement / Assessed Aspect	V1	V2	Score V1 - 1	Score V2 - 1	Σs	V
1	The Observation Sheet instructions are clearly stated	4	3	4 - 1 = 3	3 - 1 = 2	5	0,83
2	The Observation Sheet is easy to implement	4	4	4 - 1 = 3	4 - 1 = 3	6	1,00
3	The criteria being observed are clear	4	4	3 - 1 = 2	4 - 1 = 3	4	1,00
4	The purpose of using the observation sheet is clear and measurable	4	4	4 - 1 = 3	4 - 1 = 3	4	1,00
5	The aspects being observed cover stages and indicators	3	4	3 - 1 = 2	4 - 1 = 3	5	0,83
6	The observation items align with the learning objectives	3	4	3 - 1 = 2	4 - 1 = 3	5	0,83
7	The formulation of the items is clear and requires scoring	3	3	3 - 1 = 2	3 - 1 = 2	4	0,67
8	The language used follows Indonesian language rules	4	4	4 - 1 = 3	4 - 1 = 3	6	1,00
9	The clarity of instructions/guidance/comments	3	3	3 - 1 = 2	3 - 1 = 2	4	0,67
10	Simplicity of sentence structure	3	3	3 - 1 = 3	3 - 1 = 3	4	0,67
11	The language is communicative	3	4	3 - 1 = 2	4 - 1 = 3	5	0,83

(Source of SMK 1 Sinjai)

Solution:

$$V = \frac{s}{n(c - 1)}$$

$$V = \frac{5}{2(4 - 1)}$$

$$V = \frac{5}{2(3)}$$

$$V = \frac{5}{6}$$

$$V = 0,83$$

l : Skor Terendah
s : Skor yang diberikan ahli dikurangi skor terendah (s = skor - 1, pada skala 1-4)
n : jumlah validator ahli (n = 2)
c : jumlah kategori pada skala (c = 4)

APPENDIX II
RESEARCH INSTRUMENT

Appendix 7: Student Activity Observation Sheet



STUDENT'S ACTIVITY OBSERVATION SHEET IN LEARNING PROCESS USING DIFFERENTIATED LEARNING IN TEACHING ENGLISH

A. Respondent Identity

Name :
Student ID Number :
Semester :

B. Instructions

Observe student activities during process learning using the differentiated learning method. Observation results on this sheet follow these procedures:

1. Observer comprehensively and objectively observe student activities.
2. Focus on each aspect listed in the observation sheet.
3. Provide scores according to predetermined criteria.
4. Observation conducted from the beginning to the end of the lesson.
5. Mark with a check list (√) in the provided column with the following assessment criteria: **4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor.**

C. Observation Aspects

No	Observed Aspects	Assessment			
		1	2	3	4
1.	Students pay attention to the learning objectives provided by the teacher				
2.	Students focus on paying attention to the learning explained by the teacher				
3.	Students strive hard and enthusiastically to achieve the learning goals conveyed by the teacher				
4.	All students are happy to be divided into 3 groups, and they learn comfortably.				
5.	Students choose their own groups hat set by the teacher.				

6.	Students are able to collaborate effectively within their learning groups.				
7.	Students show enthusiasm in group learning of vocabulary.				
8.	Students demonstrate creativity in group vocabulary learning.				
9.	Students actively ask questions to the teacher if something is not understood.				
10.	Students are able to discuss their group's work with the teacher.				
11.	Students are able to complete vocabulary tasks according to their group ability				
12.	Students actively provide comments and suggestions during group presentations.				
13	Each group is able to appreciate presentations from other groups.				
14	Students are able to listen to evaluations and feedback given by the teacher.				
15	Students are able to listen to evaluations and feedback given by the teacher				
16	Students actively summarize the results of the learning activities.				

Scoring Calculations

1. Total Indicators: 15 aspects (corrected based on the table provided).
2. Maximum Score per Indicator: 4 points.
3. Maximum Total Score: $16 \times 4 = 64$

$$\text{Final score} = \frac{\text{Score obtained}}{64} \times 100$$

Assessment Categoric

- a) 49-64: Very Good
- b) 37-48: Good
- c) 25-36: Sufficient
- d) 13-24 : Poor

Appendix 8: Learning Process Observation Sheet



LEARNING PROCESS OBSERVATION SHEET USING DIFFRENTIATED LEARNING IN TEACHING ENGLISH

B. Respondent Identity

Name :
Student ID Number :
Semester ;

B. Instructions

Observe student activities during process learning using the diffrentiated learning method. Observation results on this sheet follow these procedures:

1. Mark with a check list (✓) in the provided column with the following assessment criteria: **4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor.**
2. **C. Observation Aspects** Observer comprehensively and objectively observe student activities.
3. Focus on each aspect listed in the observation sheet.
4. Provide scores according to predetermined criteria.
5. Observation conducted from the beginning to the end of the lesson.

C. Observation Aspects

No	Observerd Aspects	Assessment			
		1	2	3	4
1.	The teacher enters the classroom by greeting the students.				
2.	The teacher opens the learning activity by greeting and asking about the students' well-being.				
3.	The teacher and students pray before the lesson according to their beliefs.				
4.	The teacher inquires about the students' readiness for learning before discussing the learning objectives.				
5.	The teacher takes attendance and checks the presence of the students.				

6.	The teacher asks about the students' vocabulary skills and knowledge.				
7.	The teacher explains the objectives and benefits of differentiated learning in teaching vocabulary.				
8.	The teacher explains about vocabulary				
9.	The teacher forms groups (3 groups) based on students' pre test result (Group high, middle and low)				
10.	Students are join group based on their abilities				
11.	Providing topics related to students daily life				
12.	Each group member writes down vocabulary words they know according to their abilities.				
13.	Each group presents their findings of vocabulary				
14.	The teacher discusses the presentation results of each group and provides feedback.				
15.	The teacher assigns independent tasks to students.				
16.	Students summarize the learning activities that have been conducted and teacher closes the learning activity by bidding farewell.				

Scoring Calculations

1. Total Indicators: 15 aspects (corrected based on the table provided).
2. Maximum Score per Indicator: 4 points.
3. Maximum Total Score: $16 \times 4 = 64$

$$\text{Final score} = \frac{\text{Score obtained}}{64} \times 100$$

Assessment Categories:

- a) 49-64: Very Good
- b) 37-48: Good
- c) 25-36: Sufficient
- d) 13-24: Poor

Appendix 9: Student Response Questionnaire Sheet



STUDENT'S RESPONSE QUESTIONNAIRE ON USING DIFFRENTIATED LEARNING IN TEACHING VOCABULARY

C. Respondent Identity

Name :
Student ID Number :
Semester :

B. Instructions

Observe student activities during process learning using the diffrentiated learning method. Observation results on this sheet follow these procedures:

1. Mark with a check list (√) in the provided column with the following assessment criteria: **4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor.**
2. **C. Observation Aspects** Observer comprehensively and objectively observe student activities.
3. Focus on each aspect listed in the observation sheet.
4. Provide scores according to predetermined criteria.
5. Observation conducted from the beginning to the end of the lesson.

C. Observation Aspects

No	Observerd Aspects	Assessment			
		1	2	3	4
1.	The application of diffrentiated learning makes me more enthusiastic about vocabulary lessons.				
2.	I feel more confident and enthusiastic about vocabulary learning after using diffrentiated learning application.				
3.	Diffrentiated learning application helps me develop my creativity better.				
4.	This application encourages me to actively participate in learning				
5.	I become more motivated to expand my vocabulary				

	through the use of differentiated learning application.				
6.	Learning vocabulary in groups makes me more creative				
7.	Differentiated learning application helps me overcome obstacles in vocabulary learning.				
8.	I enjoy interacting with friends during differentiated learning sessions				
9.	I can learn to develop vocabulary from various accessible sources				
10.	The differentiated learning application makes me feel uncomfortable following vocabulary lessons.				
11.	Group activities in differentiated learning make the class noisy and unruly				
12.	Limited learning time makes it difficult for me to develop vocabulary to the fullest extent.				
13.	Differentiated group learning to enhance vocabulary makes me confused and difficult to expand my vocabulary				

Scoring Calculation

1. Total Indicators: 13 aspects (corrected based on the table provided).
2. Maximum Score per Indicator: 4 points.
3. Maximum Total Score: $13 \times 4 = 52$

$$\text{Final score} = \frac{\text{Score obtained}}{52} \times 100$$

1. Total indicators: 13 aspects
2. Maximum score per indicator: 13
3. Maximum total score: 52

Assessment Categories

- a) 49-52: Very Good
- b) 37-48: Good
- c) 25-36: Sufficient
- d) 13-24: Poor

Appendix 10: Pre-Test



Instructions: Choose (×) the best answer from the choices provided !

Here are 5 multiple-choice questions about synonyms and antonyms with simple vocabulary for high school students:

1. Synonym of the word "happy" is..?
 - a. Sad
 - b. Joyful
 - c. Angry
 - d. Bored
2. Antonym of the word "long" is..?
 - a. Short
 - b. Wide
 - c. Tall
 - d. Big
3. Synonym of the word "smart" is?
 - a. Stupid
 - b. Clever
 - c. Arrogant
 - d. Lazy
4. Antonym of the word "fast" is...?
 - a. Slow
 - b. Quick
 - c. Late
 - d. Speedy
5. Synonym of the word "beautiful" is... ?

- a. Ugly
- b. Pretty
- c. Handsom
- d. Attractive

6. Reading

Enjoy answering the questions! I hope they can help expand your vocabulary knowledge effectively !

Instructions:

Read the following paragraph and answer the questions below

Paragraph Example:

The **brave** explorer faced many obstacles during her expedition. She traversed **difficult** terrain, encountered **unexpected** challenges, and persevered despite **difficulties**. Her resilience and persistence ultimately led to the success of the **journey**.

Questions:

- a. What does the word "brave" mean in the paragraph?
- b. Explain the meaning of the word "difficult" in the context of the paragraph.
- c. What is a suitable synonym for the word "unexpected"?
- d. What is the antonym of the word "difficulties"?
- e. What is the synonym of word " journey "?

7. Pronunciation

Instructions:

Pronounced 5 words below properly and correctly!

- a. Vocebulary
- b. Interpretation
- c. Resilience

8. write 5 words synonym and Antonym english vocabulary based on your hobby!
9. Using vocabulary

Instructions: Write a short paragraph that uses the following five vocabulary words your hobby on number 8 !

Appendix 11: Pre-Test



Here are 5 multiple-choice questions about synonyms and antonyms with simple vocabulary for high school students:

1. Synonym of "big" is...?
 - a. Small
 - b. Huge
 - c. Tiny
 - d. Little
2. Antonym of "happy" is...?
 - a. Joyful
 - b. Merry
 - c. Sad
 - d. Cheerful
3. Synonym of "hot" is...?
 - a. Freezing
 - b. Cold
 - c. Warm
 - d. Chilly
4. Antonym of "fast" is...?
 - a. Quick
 - b. Rapid
 - c. Slow
 - d. Speedy
5. Synonym of "up" is...?
 - a. Down
 - b. Above
 - c. Below
 - d. e.Under
6. Reading

Enjoy answering the questions! I hope they can help expand your vocabulary knowledge effectively!

Instructions:

Read the following paragraph and answer the questions below

Paragraph Example:

The tall sunflower stood proudly in the field, its head reaching for the sun. Although it was a far distance from the other flowers, its beauty was undeniable. It had endured a sad beginning, planted in poor soil, yet it flourished. Its short lifespan was a testament to its strength, a beautiful reminder of nature's resilience.

Questions:

- a. What does the word "tall" describe in this paragraph?
- b. Explain the meaning of "far" in the context of this paragraph. Is it only a physical distance?
- c. What is a suitable synonym for the word "sad" as used to describe the sunflower's beginning?
- d. What is the antonym of the word "beautiful"? Why might this antonym not be entirely appropriate in describing the sunflower?
- e. What is a synonym for the word "short" as it applies to the sunflower's lifespan? How does this synonym change the meaning slightly?

7. Pronunciation

Instructions:

Pronounce the 5 words below properly and correctly!

- a. Date
- b. Hour
- c. Fruit

8. Write 5 words synonym and antonym English vocabulary

Using vocabulary

Instructions:

9. Write 3 simple sentence that uses the following five vocabulary words on number 8

Vocabulary Assessment Indicator

No	Aspects	Indicator	Score
1	Interpreting vocabulary	Students are able to understand English vocabulary effectively.	5 x 5
		Students struggle to understand English vocabulary effectively	0
2	Reading vocabulary	Students can read English vocabulary accurately	5 x 5
		Students read vocabulary less accurately.	3
		Students have difficulty reading English vocabulary accurately.	1
3	Pronouncing vocabulary	Students are able to pronounce English vocabulary smoothly	3 x 5
		Students can read but are not fluent.	3
		Students struggle with pronouncing English vocabulary smoothly.	1
4	Writing vocabulary	Students can quickly and accurately write English vocabulary in a notebook.	1 x 10
		Students write vocabulary less accurately.	5
		students have difficulty writing English vocabulary quickly and accurately in a notebook.	1
5	Using vocabulary in learning	Students can apply English vocabulary in classroom activities.	1 x 10
		Students struggle to apply English vocabulary in classroom activities.	5
		Students are unable to apply English	1

		vocabulary in classroom activities	
	Maximum Score		100

$$\text{Percentage Score} = \frac{\text{Score Obtained}}{\text{Total Score}} \times 100$$

Notes:

A = 90-100

B = 80-89

C = 65-79

D = < 64

Pre tes

☐ NAMA : Laerul
☐ KELAS : X (A1-1)
☒ 1. b. Gembira (Joyful) ✓
☒ 2. a. ✓
☒ 3. b ✓
☒ 4. a ✓
☒ 5. b ✓
☒ 6. 1) Bermani (Caring) ✓
☐ 2) Suka ✓
☐ 3) Surpraising (Tidur terduga) ✓
☐ 4) Bermanis or Caring (Kemudahan) ✓
☐ 5) brio. frever ✓
☒ 7. 5
☐ 8 2
☐ 8
☒ 8. - Happy
☐ - sad
☐ - ~~big~~ end
☐ 9. - Hot / Panas: "The weather this morning is very hot"
☒ - Happy / ~~Be~~ senang: "I am very happy because I won 1st Place in the soccer game"
☐ - Huge / Besar: "This monkey is very big."
☒ - Boisterous / keras: "This stone is very hard"
☐ - Tough / sulit: "This task is very di"

Post test

Aziza al Zahrah (X Akl 1)

1. ~~amman~~ b. Huge (Berar sekali)
2. c. Sad (sedih)
3. c. Warm (hangat)
4. c. Slow (Lambat)
5. b. Above (Di atas)
6. a. The tall sunflower
 b. distance from the other flowers (Although it was a far distance from the other flowers)
 c. Sad beginning
 d. because usually sunflowers are always beautiful and well cared for
 e. he wears shorts while exercising
7. Date (Tanggal)
 hour (Jam)
 fruit (Buah)
 cry (menangis)
 temperature (suhu)
 latter (yang terakhir)
8. Synonym =
 Happy : Joyful
 Sad : Unhappy
 Big : Large
 Good : Well
 Fast : Swift
 antonym =
 Brother / sister
 happy : sad
 fast : slow
 Big : small
 Bitter : sweet
9. happy (I'm happy today)
 Brother (I have a younger brother)
 sad (Yesterday I was sad)
10. Tall = short
 far = Near
 fast = slow
 Cold = Hot
 Big = Large
 happy = cheerful
 fast = Quick
 Strong = powerful
 easy = difficult

Appendix 12: Teaching Module

TEACHING MODULE

Using Diffrentiated learning method to Enhance Students' Vocabulary

I. MODULE IDENTIFICATION

Author	: Muh.Ishar
School	: SMK Negeri 1 Sinjai
Grade / Phase	: x (Tenth)
Subject	: English
Time Allocation	: 2 x 40 Minute per session
Year of Preparation	: 2024
Element	: Vocabulary

II. MODULE DESCRIPTION

- Understand the sinonim and antonym of vocabulary (synonym and antonym) through interactive and enjoyable activities.
- Use the learned vocabulary in simple sentences.
- Develop creativity, communication skills, and teamwork during the method.

III. PANCASILA STUDENT PROFILE

Pancasila Student Profile, which include: **Faith in God Almighty and Noble Character, Independence, Critical Thinking., Creativity, Collaboration, Global Diversity Awareness.**

IV. FACILITIES AND RESOURCES

3. **Classroom:** Arranged in a "U" shape with a play area at the front.
4. **Phone:** to save vocabulary (antonym and synonym .
5. **Student Worksheets:** Used to record vocabulary and create simple sentences.
6. **Whiteboard and marker**

V. STUDENT TARGET

Tenth-grade students

VI. LEARNING MODEL

This teaching module employs a **Group-Based Learning (GBL)** approach,

CORE COMPONENTS

I. LEARNING OBJECTIVES

1. Students can identify and understand new vocabulary.
2. Students can use the vocabulary in simple sentences.
3. Students actively participate in the differentiated learning method process.

II. MEANINGFUL UNDERSTANDING

The Differentiated learning method helps students understand new vocabulary in an interactive and effective way.

III. ESSENTIAL QUESTIONS

- 5) What is a Differentiated learning method?
- 6) How to do it?

IV. LEARNING ACTIVITIES

Meeting	Activity	Duration	Details
Meeting 1 (Pre-test)	Preliminary Activities	5 minutes	1. Teacher opens the class with greetings 2. Teacher and students pray before starting the lesson. 3. Teacher asks about students' well-being and readiness to learn. 4. Attendance check.
	Core Activities	60 minutes	1. Teacher provides a pre-test to measure students' initial vocabulary knowledge (synonym and antonym). 2. Teacher collects students' test sheets.
	Closing Activities	10 minutes	1. Teacher briefly explains the differentiated learning concept that will be used in upcoming lessons. 2. Teacher closes the lesson with a farewell greeting.
Meeting 2 (Synonym and antonym)	Preliminary Activities	5 minutes	1. Teacher opens the class with greetings. 2. Teacher and students pray before starting the lesson. 3. Teacher asks about students' well-being and readiness to learn.

Meeting	Activity	Duration	Details
			4. Attendance check.
	Core Activities	60 minutes	1. Teacher prepares 30 vocabulary cards (15 antonym and synonym). 2. Teacher divides students into 3 groups (6-8 students per group based on pre test result) 3. Method Implementation: a. Teacher send 30 antonym and synonym to all grup students b. The students memories and pronounce the synonym and antonym c. The students write antonym and synonym on the white board 4. Correct guesses earn points, and points are deducted for rule violations. 5. Correct guesses earn points, and points are deducted for rule violations 6. Teacher monitors the method, provides motivation, and records group scores.
	Closing Activities	15 minutes	1. Teacher displays all vocabulary during the method and leads students to pronounce the vocabulary together. 2. Students write down new vocabulary in their notebooks, including meanings and example sentences. 3. Teacher assigns homework for students to create simple sentences using five learned words.

Meeting	Activity	Duration	Details
			4. Teacher reflects on the lesson and closes with a farewell greeting.
Meeting 3 (synonym and antonym)	Preliminary Activities	10 minutes	1. Teacher briefly explains the differentiated learning concept that will be used in upcoming lessons. 2. Teacher closes the lesson with a farewell greeting.
	Core Activities	60 minutes	1. Teacher prepares 30 vocabulary cards (15 antonym and synonym). 2. Teacher divides students into 3 groups (6-8 students per group based on pre test result) 3. Method Implementation: a. -Teacher send 30 antonym and synonym to all grup students b. -The students memories and pronounce the synonym and antonym c. -The students write antonym and synonym on the white board 4. Correct guesses earn points, and points are deducted for rule violations. 5. Correct guesses earn points, and points are deducted for rule violations. 6. Teacher monitors the method provides motivation, and records group scores.
	Closing Activities	10 minutes	1. Teacher displays all vocabulary during the method and leads students to pronounce the vocabulary together.

Meeting	Activity	Duration	Details
			- Students write down new vocabulary in their notebooks, including meanings and example sentences. - Teacher assigns homework for students to create simple sentences using five learned words. - Teacher reflects on the lesson and closes with a farewell greeting.
Meeting 4 (Synonym and antonym)	Preliminary Activities	15 minutes	- Teacher opens the class with greetings. - Teacher and students pray before starting the lesson. - Teacher asks about students' well-being and readiness to learn. - Attendance check.
	Core Activities	60 minutes	- Teacher prepares 30 vocabulary cards (15 antonym and synonym). - Teacher divides students into 3 groups (6-8 students per group based on pre test result) - Method Implementation: -Teacher send 30 antonym and synonym to all grup students -The students memories and pronounce the synonym and antonym -The students write antonym and synonym on the white board - Correct guesses earn points, and points are deducted for rule violations.

Meeting	Activity	Duration	Details
			- Correct guesses earn points, and points are deducted for rule violations. - Teacher monitors the method provides motivation, and records group scores.
	Closing Activities	10 minutes	- Teacher share all vocabulary to students - Students write down new vocabulary in their notebooks, including meanings and example sentences. - Teacher reflects on the lesson and closes with a farewell greeting.
Meeting 5 (Post Test)	Preliminary Activities	15 minutes	- Teacher opens the class with greetings. - Teacher and students pray before starting the lesson. - Teacher asks about students' well-being and readiness to learn. - Attendance check.
	Core Activities	60 minutes	- Teacher provides a post-test to measure students' initial vocabulary knowledge (synonym and antonym). - Teacher collects students' test sheets.
	Closing Activities	10 minutes	- Teacher displays all vocabulary during the process and leads students to pronounce the vocabulary together. . Students write down new

Meeting	Activity	Duration	Details
			vocabulary in their notebooks, including meanings and example sentences. 3. Teacher reflects on the lesson and closes with a farewell greeting.

V. LEARNING ASSESSMENT

Assessment Aspects:	Active Participation: Observing students during the activity. Vocabulary Mastery: Using pre- and post-activity tests. Teamwork: Observing group dynamics during the method.
---------------------	--

Vocabulary Assessment Indicator

No	Aspects	Indicator	Score
1	Interpreting vocabulary	Students are able to understand English vocabulary effectively.	5 x 5
		Students struggle to understand English vocabulary effectively	0
2	Reading vocabulary	Students can read English vocabulary accurately	5 x 5
		Students read vocabulary less accurately.	3
		Students have difficulty reading English vocabulary accurately.	1
3	Pronouncing vocabulary	Students are able to pronounce English vocabulary smoothly	3 x 5
		Students can read but are not fluent.	3
		Students struggle with pronouncing English vocabulary smoothly.	1
	Writing	Students can quickly and accurately	1 x 10

4	vocabulary	write English vocabulary in a notebook.	
		Students write vocabulary less accurately.	5
		students have difficulty writing English vocabulary quickly and accurately in a notebook.	1
5	Using vocabulary in learning	Students can apply English vocabulary in classroom activities.	1 x 10
		Students struggle to apply English vocabulary in classroom activities.	5
		Students are unable to apply English vocabulary in classroom activities	1
	Maximum Score		100

$$\text{Percentage Score} = \frac{\text{Score Obtained}}{\text{Total Score}} \times 100$$

Notes:

A = 90-100

B = 80-89

C = 65-79

D = < 64

APPENDIX III
DATA AND ANALYSIS DATA
OF THE RESEARCH

Appendix 13 : r Table

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Correlations

[illegible]

^{**}. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed).

b. Pre Test

VAR00001	Pearson Correlation Sig. (2-tailed) N	1 23 23	VAR00002	.168 .443 23	VAR00003	.887** .000 23	VAR00006	.064 .772 23	VAR00007	.683** .131 .000	VAR00008	.308 .327 23	VAR00009	.255 .241 23	VAR00010	.158 .303 23	VAR00012	.295 .172 23	VAR00013	.359 .093 23	VAR00014	.517* .022 23	VAR00015	.317 .140 23	VAR00016	.260 .231 23	VAR00017	.016 .943 23	VAR00018	.203 .363 23	VAR00019	.655** .497* .001

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

D. Post Test

APPENDIX IV

DOCUMENTATION

Appendix 16: Documentation Pre-Test



Appendix 17: Documentation Treatmentt



Appendix 18

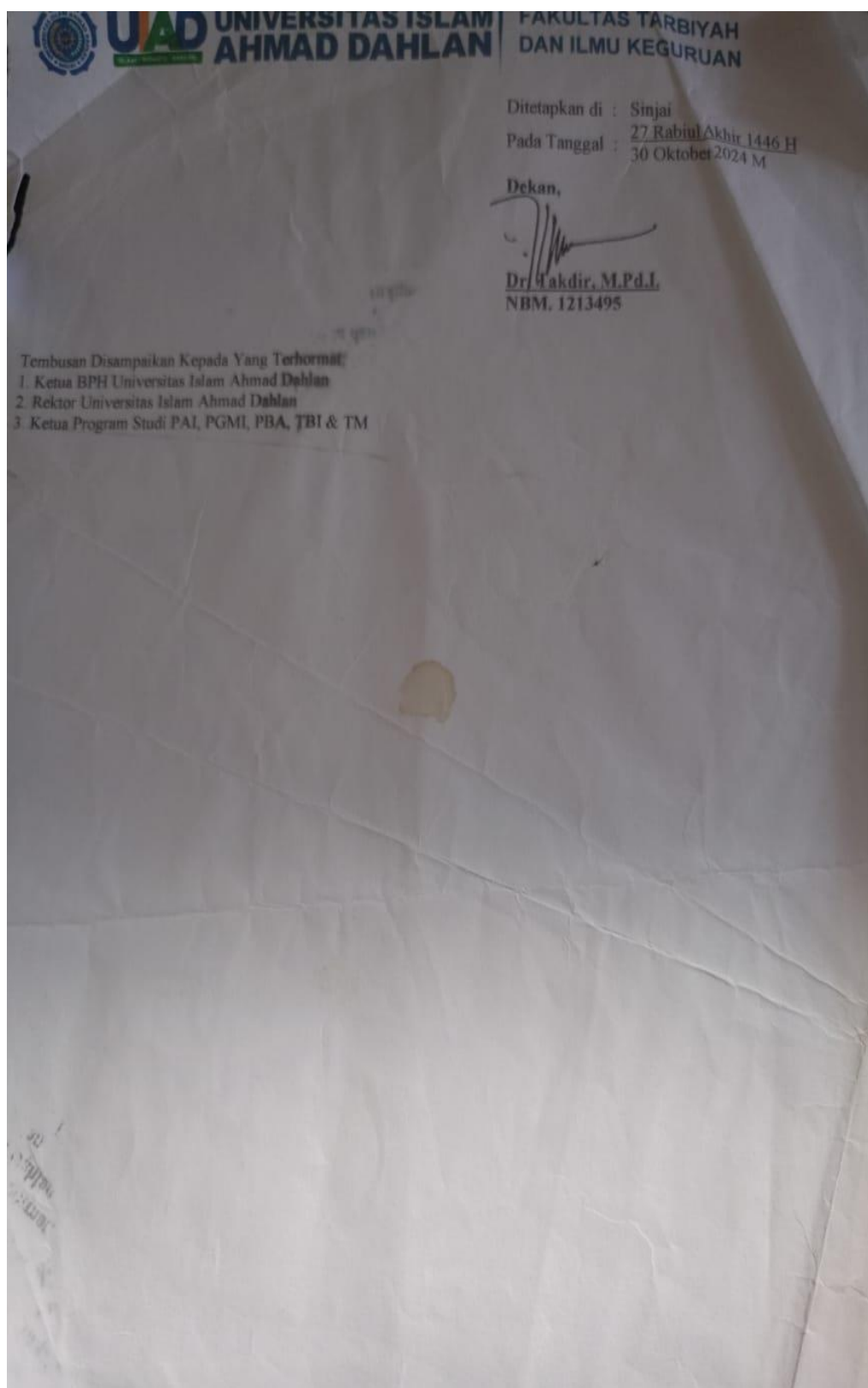
Documentation Post-Test



APPENDIX V

CORRESPONDENCES

	UAD UNIVERSITAS ISLAM AHMAD DAHLAN	FAKULTAS TARBIYAH DAN ILMU KEGURUAN				
SURAT KEPUTUSAN NOMOR: 787.D1/II.3.AU/F/KEP/2024						
TENTANG DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2024/2025						
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM AHMAD DAHLAN						
Menimbang	1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan. 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.					
Mengingat	a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah. b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas. c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi. d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan. e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah. f. Statuta Universitas Islam Ahmad Dahlan.					
Memperhatikan	Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025.					
MEMUTUSKAN						
Menetapkan	Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.					
Pertama	Mengangkat dan menetapkan saudara(i) :					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Pembimbing I</th> <th style="width: 50%; padding: 5px;">Pembimbing II</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">Harmilawati, S.S., S.Pd., M.Pd.</td> <td style="text-align: center; padding: 5px;">Laeli Qadrianti, S.Pd., M.Pd.</td> </tr> </tbody> </table>		Pembimbing I	Pembimbing II	Harmilawati, S.S., S.Pd., M.Pd.	Laeli Qadrianti, S.Pd., M.Pd.
Pembimbing I	Pembimbing II					
Harmilawati, S.S., S.Pd., M.Pd.	Laeli Qadrianti, S.Pd., M.Pd.					
	untuk penulisan skripsi mahasiswa: Nama : Muh. Ishar NIM : 210110010 Program Studi : Tadris Bahasa Inggris Judul Skripsi : The Effectiveness of Differentiated Learning in Teaching English at Eleventh Grade Students of SMKN 1 Sinjai					
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**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Nomor : 146.D1/III.3.AU/F/2025
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Sinjai, 21 Ramadhan 1446 H
21 Maret 2025 M

Kepada Yang Terhormat

Kepala SMK Negeri 1 Sinjai

Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Muh Izhar
NIM : 210110010
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Effectiveness of Differentiated Learning in Teaching English at Eleventh Grade Students of SMK Negeri 1 Sinjai".

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di SMK Negeri 1 Sinjai.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



Tembusan disampaikan Kepada Yth :

1. Rektor Universitas Islam Ahmad Dahlan
2. Kepala Dinas Pendidikan Sulawesi Selatan



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 1 SINJAI

Jalan Tekukur No. 1 Sinjai Provinsi Sulawesi Selatan Tlp/Fax (0482) 22723 E-Mail : smkn1sj@gmail.com Sinjai 8292611

SURAT KETERANGAN PENELITIAN

Nomor : 420/388- UPT SMKN 1/ SJ/ DISDIK

Yang bertanda tangan di bawah ini kepala UPT SMK Negeri 1 Sinjai :

Nama : **Ir. MIKYAL ARSYAD, S.Pd., M.P**
NIP : 19661231 200502 1 007
Jabatan : Kepala UPT SMK Negeri 1 Sinjai

Menerangkan Bahwa :

Nama : **MUH. IZHAR**
Tempat/Tanggal Lahir : Sinjai, 15 Januari 2002
Nim : 210110010
Prodi : Tadris Bahasa Inggris
Alamat : Desa Palae, Kec. Sinjai Selatan, Kab. Sinjai

Telah melaksanakan penelitian di UPT SMK Negeri 1 Sinjai pada tanggal 24 April 2025 s/d 23 Mei 2024 dengan judul Penelitian Skripsi "*The Effectiveness of Differentiated Learning in Teaching English at Tenth Grade Students of SMK Negeri 1 Sinjai*"

Demikian surat keterangan penelitian ini diberikan kepadanya untuk dipergunakan semestinya.

Sinjai, 02 Juni 2025
Kepala Sekolah

Ir. Mikyal Arsyad, S.Pd., M.P.
Pangkat/Gol : Pembina Tk. I/(IV/b)
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GUGUS INSTRUMEN PENELITIAN
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Gugus Instrumen Penelitian Fakultas Tarbiyah dan Ilmu Keguruan telah memvalidasi instrumen untuk keperluan penelitian yang berjudul:

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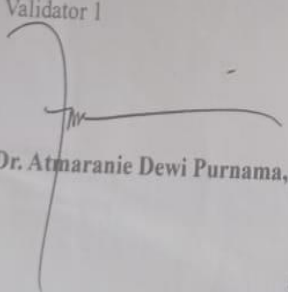
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Program studi : Tadris Bahasa Inggris

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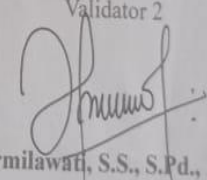
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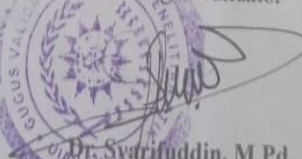
Sinjai, Maret 2025

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Dr. Atmaranie Dewi Purnama, M.Pd.

Validator 2


Dr. Harmilawati, S.S., S.Pd., M.Pd.

Mengetahui,
Ketua Gugus Validator

Dr. Syarifuddin, M.Pd.
NBM. 1463964

Appendix 2: Learning Process Observation Sheet



LEARNING PROCESS OBSERVATION SHEET USING DIFFERENTIATED LEARNING IN TEACHING VOCABULARY

A. Respondent Identity

Name :
Student ID Number :
Semester ;

B. Instructions

Observe student activities during the descriptive text writing learning process using the chain writing method. Observation results on this sheet follow these procedures:

1. Mark with a check list (✓) in the provided column with the following assessment criteria: 4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor.
2. **C. Observation Aspects** Observer comprehensively and objectively observe student activities.
3. Focus on each aspect listed in the observation sheet.
4. Provide scores according to predetermined criteria.
5. Observation conducted from the beginning to the end of the lesson.

C. Observation Aspects

No	Observerd Aspects	Assessment			
		1	2	3	4
1.	The teacher enters the classroom by greeting the students.			✓	
2.	The teacher opens the learning activity by greeting and asking about the students' well-being.			✓	
3.	The teacher and students pray before the lesson according to their beliefs.			✓	
4.	The teacher inquires about the students' readiness for learning before discussing the learning objectives.				✓

5.	The teacher takes attendance and checks the presence of the students.			✓	
6.	The teacher asks about the students' vocabulary skills and knowledge.				✓
7.	The teacher explains the objectives and benefits of differentiated learning in teaching vocabulary.			✓	
8.	The teacher explains about vocabulary, synonyms, and antonyms.				✓
9.	The teacher forms groups (3-4 groups) with different themes based on students' interests.				✓
10.	Students are free to choose their groups based on their abilities and interests.			✓	
11.	Providing topics related to synonyms and antonyms in vocabulary learning.			✓	
12.	Each group member writes down vocabulary words they know according to their abilities.			✓	
13.	Each group presents their findings of vocabulary				✓
14.	The teacher discusses the presentation results of each group and provides feedback.				✓
15.	The teacher assigns independent tasks to students.				✓
16.	Students summarize the learning activities that have been conducted and teacher closes the learning activity by bidding farewell.				✓

Scoring Calculation:

1. Total indicators: 16 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 64.

Assessment Categories:

- a) 49-64: Very Good
- b) 37-48: Good
- c) 25-36: Sufficient
- d) 13-24: Poor

Learning Process Observation Sheet



LEARNING PROCESS OBSERVATION SHEET USING DIFFERENTIATED LEARNING IN TEACHING ENGLISH

A. Respondent Identity

Name :
Student ID Number :
Semester :

B. Instructions

Observe student activities during process learning using the differentiated learning method. Observation results on this sheet follow these procedures:

1. Mark with a check list (✓) in the provided column with the following assessment criteria: 4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor.
2. **C. Observation Aspects** Observer comprehensively and objectively observe student activities.
3. Focus on each aspect listed in the observation sheet.
4. Provide scores according to predetermined criteria.
5. Observation conducted from the beginning to the end of the lesson.

C. Observation Aspects

No	Observerd Aspects	Assessment			
		1	2	3	4
1.	The teacher enters the classroom by greeting the students.				✓
2.	The teacher opens the learning activity by greeting and asking about the students' well-being.				✓
3.	The teacher and students pray before the lesson according to their beliefs.				✓

4.	The teacher inquires about the students' readiness for learning before discussing the learning objectives.			✓	
5.	The teacher takes attendance and checks the presence of the students.			✓	
6.	The teacher asks about the students' vocabulary skills and knowledge.			✓	
7.	The teacher explains the objectives and benefits of differentiated learning in teaching vocabulary.				✓
8.	The teacher explains about vocabulary				✓
9.	The teacher forms groups (3 groups) based on students' pre test result (Group high, middle and low)				✓
10.	Students are join group based on their abilities			✓	
11.	Providing topics related to students daily live			✓	
12.	Each group member writes down vocabulary words they know according to their abilities.				✓
13.	Each group presents their findings of vocabulary				✓
14.	The teacher discusses the presentation results of each group and provides feedback.			✓	
15.	The teacher assigns independent tasks to students.				✓
16.	Students summarize the learning activities that have been conducted and teacher closes the learning activity by bidding farewell.				✓

The Observer,



A. Restu

NIM: 210110002

14:09



Prima Mytra

Skripsi Ishar

Skripsi 2

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BIOGRAPHY

Name : Muh Ishar
Reg. Number : 210110010
Place/Date of Birth :Sinjai,15 January 2002
Address : Palae, south Sinjai district, Sinjai regency
Organizational Experiences : English Students Association (ESA)
Educational Background :
Elementary School : SD Negeri 110 Jekka
Junior High School : SMP Negeri 4 Sinjai
Senior High School : SMA Negeri 3 Sinjai
Phone Number : 085256775250
Email : muishariss@gmail.com
Parents' Name : Salahudding (Father)
Farida (Mother)



SURAT KETERANGAN HASIL TURNITIN

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Saya yang bertanda tangan di bawah ini;

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 NBM : **1235305**
 Jabatan : **Pjs. Kepala Perpustakaan UIAD Sinjai**

Menerangkan bahwa,

Nama : **Muh. Ishar**
 Nim : **210110010**
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