

The Correlation Between Students' English Proficiency and Their Academic Achievement at Assalam Orphanage

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Abstract

The objective of this research was to find out whether or not there was a correlation between differentiated learning and students' English scores. The research was conducted at UPT SMAN 14 Jeneponto, with data collected through questionnaires distributed to students and from English teachers. The results of the correlation analysis using the Pearson Product Moment showed a correlation coefficient of 0.522, indicating a quite strong correlation between differentiated learning and students' English scores. This suggests that differentiated learning had a positive influence on students' academic performance in English. Although the correlation was not very strong, the findings indicated that when students were taught according to their individual needs, interests, and learning styles, their English achievement tended to improve. It can be concluded that differentiated learning contributed to students' English learning outcomes.

Keywords: Differentiated learning; English score; Correlation; EFL classroom

INTRODUCTION

Education is a learning process where students are expected to be able to think and understand what they have learned well (Dwianti et al., 2021). In this modern era, which is now called 21st-century, education encourages students to develop a higher understanding of the subject matter in order to succeed (Zaitun et al., 2021). Education, as a system, comprises several components including educators, learners, educational goals, educational tools, and the learning environment (Bobo et al., 2020; Purwaningsih et al., 2022). The world of education is faced with a diversity of students, more difficult learning materials, and higher demanded learning results.

In the process of teaching and learning in the classroom, the teacher certainly finds many differences from each student, starting in terms of previous experience, background knowledge, learning methods, potential, interests and learning styles (Al-Shehri, 2020). Teachers must be able to improve their competence in teaching, choose learning strategies and manage class activities effectively, so that the teaching and learning process can run well (Liando et al., 2022, 2023; Liando & Tatipang, 2022). The teachers are expected to be able to choose the latest, active and innovative learning strategies or ways (Galante & Dela Cruz, 2024; Tatipang et al., 2025). One of the strategies in Merdeka curriculum to improve students' academic

achievement is differentiated learning. Differentiated learning is the strategy that is highlighted in the new Indonesian curriculum. This differentiated learning can help students in obtaining good learning results because students learn according to their interest and are centered on analyzing the needs of learners (Setiyo, 2022). It is also a teaching strategy designed to meet individual learning needs by modifying content, processes, products, and learning environments (Tomlinson, 2014).

One of the strategies to improve students' English score is differentiated learning. Differentiated learning is the strategy that is highlighted in the new Indonesian curriculum. This differentiated learning can help students in obtaining good learning results because students learn according to their interest and are centered on analyzing the needs of learners (Setiyo, 2022). It is also a teaching strategy designed to meet individual learning needs by modifying content, processes, products, and learning environments (Tomlinson, 2014).

In some schools, differentiated learning has been implemented for a long time. This approach allows teachers to adjust instruction based on students' individual needs, readiness levels, interests, and learning styles (Ahmed, 2021; Irawan & Ahmad, 2024; Parviz, 2024). By using differentiated learning, teachers aim to provide all students with equal opportunities to succeed, regardless of their abilities or backgrounds. According to Tomlinson (2014), differentiated instruction helps create a more inclusive and effective learning environment by recognizing that students learn in different ways and at different paces. The research conducted by Melka & Jatta (2022) analyzed the effect of differentiated instruction on students' grammar learning achievement. Similarly, Said and Abdullah (2021) studied on teachers' perceptions of customizing students' learning through differentiated instruction at a tertiary level on English as foreign language students. Iskandar (2021) also investigated the improvement of student learning outcomes on Report text material through differentiated instruction. While Sukmayani (2023) focused on differentiation teaching writing, Apriati et al., (2023), focused on use differentiated instruction to increase students' learning outcomes in English subjects on recount text, and Ilmi (2021) focused on differentiation strategies to teach slow learners in English classroom.

UPT SMAN 14 Jeneponto is one example of an institution that implements differentiated learning. This condition indicates that schools can integrate adaptive learning methods to deal with student diversity in daily practice. It is a very strategic school for this research because the implementation of differentiated learning, especially in English Subject has started from tenth grade until twelfth grade in academic year 2024/2025. Moreover, the researcher see that almost all of the students get lower score in their exam especially in summative assessment. In fact, the standard completeness at UPT SMAN 14 Jeneponto is 75 but most of the students' get score under 75. The data obtained from the English teacher of UPT SMAN 14 Jeneponto. The students' English score remains low. They cannot answer the questions in exam correctly because they do not know what will they write. It is based on the researcher interview to the English teacher of UPT SMAN 14 Jeneponto 11 May 2024 and also based on the researcher teaching experiences.

In this research, the researchers explored the correlation between Differentiated Learning and students' English score in EFL classroom. The researcher collected the data obtained from the English teacher and the questioners distributed to the students of UPT SMAN 14 Jeneponto.

REVIEW OF LITERATURE

The Concept of Differentiated Learning

To use differentiated learning in the Merdeka Curriculum, teachers need to constantly check students' progress and adjust their teaching to fit what students need. Aziz et al., (2024) states that good differentiated learning includes creating a safe and supportive classroom, regularly checking how ready students are to learn, and changing teaching methods to suit different students. These steps can motivate students and help them learn better.

Differentiated learning is a way of teaching that changes lessons to fit students' needs, abilities, interests, and learning profiles. This method involves modifying content, processes, products, and the learning environment to ensure all students can access and engage with the curriculum effectively. In the Merdeka Curriculum, this kind of teaching is important to build a student-centered and flexible learning environment.

In other side, differentiated learning also gives freedom to students with different background characteristics, learning needs and learning interests to increase their potential in accordance with the student's learning readiness, interests and learning profile (Tomlinson, 2013). In this learning, the main focus is caring for students by paying attention to their needs of students. This is in line with the educational philosophy from Ki Hajar Dewantara who said that teachers must be able to guide students to develop according to their nature (Ainia, 2020) so that teachers must be able to guide students in learning according to their nature. In addition, differentiated learning is able to provide opportunities for students to show what they understand (Mulyawati et al., 2022) and are recognized as effective learning to achieve maximum student learning outcomes. (Variacion et al., 2021), especially in students' cognitive learning outcomes.

From the opinions above, it can be concluded that differentiated learning strategies are learning strategies that focus on students' learning needs in terms of learning readiness, interests, and student learning profiles so that learning objectives can be achieved properly. Differentiation learnings are the efforts made in the implementation of differentiated learning by paying attention to teaching activities that can help students learn according to their needs and learning profile (Bayumi et al., 2021).

Key Components of Differentiated Learning

In today's diverse educational landscape, classrooms are filled with students who differ in their backgrounds, interests, readiness levels, and learning profiles (Kusdiyanti et al., 2024; Tran & Duong, 2020; Wuntu et al., 2024; Xin et al., 2024). As a result, teachers are challenged to find instructional strategies that meet these varied needs while maintaining high standards for all students. Differentiated learning provides an effective approach to this challenge by recognizing and responding to students' diverse characteristics. According to Carol Ann Tomlinson (2001), differentiation is defined as a teacher's proactive response to learner needs guided by general principles of differentiation, such as respectful tasks, flexible grouping, and ongoing assessment and adjustment. The four primary components of Differentiated learnings are content, process, product, and learning environment.

1) Content

Content refers to the essential facts, concepts, and skills that students must understand and master. In a differentiated classroom, the content remains aligned with curriculum standards, but the ways in which students access the content can vary significantly. Teachers may modify content based on students' readiness levels, ensuring that all students are challenged appropriately without being overwhelmed. It can be achieved through strategies such as using reading materials at different levels of difficulty, offering audio and visual resources for students who benefit from multimodal input, curriculum compacting for advanced students, which eliminates content they have already mastered, allowing time for enrichment, learning contracts that allow students to work independently on tasks suited to their level.

Tomlinson (2001) emphasizes that differentiating content is not about reducing the level of challenge, but about making the content accessible and meaningful to all students. Teachers must ensure that students work with essential understandings, but they can adjust the degree of difficulty and methods of exploration to match students' needs.

2) Process

Process refers to the ways in which students make sense of and internalize the content being taught. It is the means through which learning occurs. Differentiating the process allows teachers to offer multiple pathways for students to engage with the material based on their preferred learning styles or modalities, visual, auditory, kinaesthetic, interpersonal, and more. Effective differentiation of process includes tiered activities, where all students work on the same concept but with varying levels of complexity, flexible grouping which allows students to work in pairs, small groups, or independently based on the task, use of graphic organizers, manipulatives, or simulations to support understanding, scaffolding tasks so that students receive support as needed and gradually work toward independence. Tomlinson (2003) states that the process of differentiation is about providing all students with appropriate avenues to acquire and make sense of content, in ways that reflect their learning preferences and current skill levels.

3) Product

Product refers to the outcomes or artifacts that students create to demonstrate their learning. These products are summative in nature and are typically used to evaluate how well students have grasped the core concepts and skills. Differentiated products allow students to showcase their understanding in ways that align with their strengths, talents, and interests. Some examples of differentiated products include, oral presentations (digital slideshows, or posters), dramatic performances (songs, or multimedia projects), written essays (creative stories, or journal reflections), and portfolios compiling evidence of learning over time. Teachers can also offer student choice in product formats, guided by clear criteria or rubrics that ensure consistent assessment standards.

Tomlinson (2001) explains that differentiated products must provide students with options for demonstrating mastery while also adhering to rigorous criteria. The goal is to allow student creativity and voice within a framework of clear expectations. By providing multiple means of expression, teachers honor the principle of equity over equality, giving each student what they need to succeed, not necessarily the same assignment.

4) Learning Environment

The learning environment encompasses both the physical space and the emotional tone of the classroom. A differentiated classroom is a space where students feel safe, respected, and engaged, a place where differences are seen as strengths rather than obstacles. Creating this type of learning environment is foundational to all other aspects of differentiation.

Teachers can differentiate the learning environment such as arranging the classroom to include quiet areas, collaborative spaces, and flexible seating, creating a positive classroom culture that encourages risk-taking and values effort, incorporating student voice in classroom decisions or routines, and being responsive to students' emotional and social needs, especially for those with trauma or anxiety.

According to Tomlinson (2001), a learning environment that supports differentiation is one in which students feel they belong and where teachers model respect and appreciation for the individuality of each student. The emotional context of the classroom often determines the depth and effectiveness of learning.

From the explanation above, it can be concluded that differentiated learning is a helpful way for teachers to support students who have different needs, skills, and ways of learning. By changing what is taught (content), how it is taught (process), how students show their learning (product), and the classroom setting (learning environment), teachers can make sure all students can take part and do well in the learning process. This method does not mean making things easier, it means giving each student what they need to succeed. As Tomlinson explains, it is about planning carefully, checking students' progress, and knowing them well.

Aspect of Differentiated Learning

Every human being is unique. Regardless of the unique qualities each individual possesses, everyone needs to learn and develop. In any well-developed region, the recognition of diversity in students' characteristics and the common need for all students to develop their potential to the fullest undergirds the missions, policies, and practices of education entities (Yin & Chai, 2020). Student diversity is viewed from three different aspects (Tomlinson, 2013), namely:

1) Readiness

Readiness is not synonymous with ability or ability to learn. Rather, it refers to whether a student is approaching a specific learning goal. A student's actual ability is like an iceberg. Only part of it is visible. There is much more outside of our sight. However, we often make the mistake of classifying students based on their abilities and teaching them accordingly.

Many teaching approaches allow teachers to meet a variety of preparation needs. These approaches include, but are not limited to grading, small group instruction, use of reading materials at different levels of readability, learning contracts, learning centers, compression, flexible work periods, Includes personalized goals and more. Technology to support students' reading, writing, and other learning needs.

2) Interest

Motivation for learning is the driving force behind students' efforts. Teachers must consider the nature of students' attitudes and motivations when planning classroom activities, developing meaningful learning, and providing better mediation

of language acquisition (Sabiq et al., 2021). Interest is a great motivator for learning. Interests refer to topics and skills that speak to a student's talents and experience, or areas that the student is currently passionate about. It can also simply refer to ideas, skills, or work that are attractive to students (Tomlinson, 2013). The term can also be used to think about new possibilities that students may encounter in the classroom and that may become the source of their future passions. In either case, students become more invested in or more engaged in their interests.

3) Learning Profile/Learning Style

Learning profile differentiation aims to give students an approach that makes learning more efficient and effective. Learning profiles, learning preferences, or preferred learning approaches are shaped by gender, culture, environment, biology, and specific learning situations. There are three types of learning style, three particular learning styles visual, auditory and kinesthetic (Pritchard, 2009).

From the explanation above, it can be concluded that three aspects of differentiated learning are essential because it can be recognized and responded the students' diversity for effective teaching and learning. Each learner comes with a unique combination of readiness, interests, and learning styles, which must be considered to create inclusive, engaging, and equitable educational experiences. By tailoring instruction to these diverse characteristics, the teachers can support all students in achieving their full potential. This approach not only fosters academic success but also promotes a learning environment that values and nurtures individual differences.

Students' English Score

Students' English scores refer to the measurable results students achieve in assessments related to their English language proficiency. These scores typically reflect a student's abilities in reading, writing, listening, and speaking in English. In educational settings, English scores serve as indicators of students' understanding of grammar, vocabulary, comprehension, and their ability to communicate effectively. These results not only indicate academic achievement but can also predict future success in higher education or careers where English is a necessary skill.

English scores are influenced by a variety of factors, including teaching strategies, student motivation, home environment, and access to resources. In modern classrooms, especially in non-English speaking countries, educators are increasingly adopting differentiated learning to address the diverse needs, abilities, and learning styles of students creating a more inclusive and effective English learning experience.

Research by Anisa and Arifmiboy (2021) analyzed factors influencing students' English learning achievement. The research found that external factors, particularly the students' environmental factors, had a dominant influence on English learning achievement. This suggests that aspects such as the learning environment and external support systems play a crucial role in shaping students' English proficiency.

Factors Affecting Students' English Score in Differentiated Learning

a) Student Readiness and Learning Profile

Differentiated learning is built on the idea that students have different levels of readiness, interests, and learning styles. If students are not placed at their correct

learning level, they may become either overwhelmed or unchallenged. Tomlinson (2001), found matching instructional content to students' readiness significantly improved engagement and performance, including in language subjects. When instruction is tailored, students are more likely to understand the material and perform well in assessments.

b) Teaching Strategies and Classroom Management

In a differentiated classroom, the teacher uses varied instructional methods such as group work, project-based tasks, and individualized feedback to reach all learners. Effective differentiation requires strong classroom management and planning. Hall (2002), the use of tiered activities, choice boards, and flexible grouping in English classes led to improved test scores, especially among students with learning difficulties or low motivation. Students learn better when instruction aligns with how they learn best.

c) Assessment and Feedback Practices

In differentiated learning, assessment is ongoing and formative. Teachers continuously assess students to understand their progress and adjust instruction accordingly. Black and Wiliam (1998) emphasized that formative assessment, when done properly, boosts student achievement by helping learners understand their goals and how to improve. In English classes, using portfolios, self-assessment, and peer reviews allows students to take ownership of their learning and improve their writing, reading comprehension, and speaking performance over time.

METHOD

Research Design

This type of research was descriptive quantitative, namely an objective analysis based on numbers in order to find out student experiences regarding the correlation between differentiated learning and students' English score at UPT SMAN 14 Jenepono.

Research Variables

There were two variables involve in this research, namely: independent variable and dependent variable.

1. Independent variable (X) of this research was differentiated learning.
2. Dependent variable (Y) was students' English score

Population and Sample

The population in this research was eleventh grade students' of UPT SMAN 14 Jenepono. The samples taken were 20 students. While the number of samples taken using the proportional stratified random sampling technique.

Data Collection Method

Data collection using a survey method was used to understand and research the correlation between differentiated learning and students' English score, namely using a questionnaire model. In this model, information collection carried out by distributing questionnaires to informatics students to determine the correlation between differentiated learning and students' English score.

Techniques of Data Analysis

At this stage, analysis of the data obtained through questionnaires was carried out to determine the correlation between students' English language proficiency and their academic achievement. At the correlation stage, it was carried out to find the correlation between students' English language proficiency and their academic achievement. The correlation formula used was Pearson's product moment with the following hypothesis:

1. H_0 : There is no correlation between differentiated learning and students' English score.
2. H_1 : There is a correlation between differentiated learning and students' English score.

In making a decision regarding the hypothesis, the following steps are considered.

1. If the $p\text{-value} \leq \alpha$ (0.05), we reject the null hypothesis (H_0), which indicates a significant relationship between the variables.
2. If the $p\text{-value} > \alpha$ (0.05), we accept the null hypothesis (H_0), which indicates there is no significant relationship between the variables.

The interpretation of the r value was presented in Table 5.1

R Value Interval *)	Interpretation
0.00 - 0.199	Very weak correlation
0.20 - 0.399	Weak correlation
0.40 - 0.5.99	Quite strong correlation
0.60 - 0.799	Strong correlation
0.80 - 1.000	Very strong correlation

*) Interpretation applies to both positive and negative r values

Hypothesis Testing: In testing the hypothesis, the method used is the Spearman's rho correlation. Namely to find the correlation between students' English language proficiency and their academic achievement.

RESULTS AND DISCUSSION

Analysis of the Data

This data was analyzed using the SPSS 27.0 application to analyze the collected data. Participants in this research were 20 students who live in the orphanage. The purpose of this research was to determine between students' English language proficiency and their academic achievement. This data collection comes from a questionnaire consisting of 10 items. The objective of this research was to investigate the correlation between differentiated learning and students' English score. The overall outcome is shown in the data and table below. This report includes the characteristics of students based on their gender, as demonstrated in Table 1.

Table 1. Characteristics of students based on gender

Gender	N	%
Male	8	40
Female	12	60.
Total	20	100%

Based on the table above (Table 1) 8 students or 40% of students were male and 12 students or 60% of students were female. This data was taken from a questionnaire distributed to the students.

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
.753	10

Based on table 2, it showed that the reliability of the questionnaire with a Cronbach's Alpha value of 0.753, which means it was very reliable. In this research differentiated learning and the students' English score were measured.

Frequency and tabulation of Questionnaires

The questionnaire in this research consists of 10 items, so that the results of the frequency of answers submitted by students are for each.

Question 1: How often do you experience differentiated learning in your English class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	40.0	40.0	80.0
	2.00	6	30.0	30.0	40.0
	3.00	2	10.0	10.0	10.0
	4.00	4	20.0	20.0	100.0
	24	20	100.0	100.0	

Based on the table above, it can be concluded that the students answered the first question with the answer "**always**" as many as 2 students or 10%, answered "**quite often**" as many as 6 students or 30%, answered "**occasionally**" as many as 8 students or 40% and answered "**rarely**" as many as 4 students or 20%. This indicates that students always experience differentiated learning in their English class.

Question 2: What type of differentiation is most frequently used by your teacher in English lessons?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	10.0	10.0	10.0
	2.00	14	70.0	70.0	80.0
	3.00	4	20.0	20.0	100.0
	24	20	100.0	100.0	

Based on the table above, it can be concluded that the students answered the first question with the answer "**content differentiation (lesson material tailored to student ability levels)**" as many as 2 students or 10%, answered "**process differentiation (teaching methods varied to suit students' needs)**" as many as 14 students or 70%, answered "**product differentiation (different assessments based on student abilities)**" as many as 4 students or 20% and no student answered the last question "**learning environment differentiation (classroom setting, time, or space adjustments)**". This

indicates that process differentiation (teaching methods varied to suit students' needs) is most frequently used by the teacher in English class than others.

Question 3: Do you feel that differentiated learning helps you understand English content better?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	50.0	50.0	50.0
	2.00	6	30.0	30.0	80.0
	3.00	4	20.0	20.0	100.0
	24	20	100.0	100.0	

Based on the table above, it can be concluded that the students answered the first question with the answer **"very helpful"** as many as 10 students or 50%, answered **"quite helpful"** as many as 6 students or 30%, answered **"neutral"** as many as 4 students or 20% and no student answered the last option **"not very helpful"**. This indicates that students feel differentiated learning is very helpful for them to understand English content better.

Question 4: How often are you given the opportunity to choose learning methods that suit your learning style (e.g., visual, auditory, kinesthetic)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	45.0	45.0	65.0
	2.00	4	20.0	20.0	35.0
	3.00	7	35.0	35.0	100.0
	24	20	100.0	100.0	

Based on the table above, it can be concluded that there were 9 students or 45% answered the first question with the option **"always"**, 4 students or 20% answered **"quite often"**, as many as 7 students or 35% answered **"occasionally"**, and no student answered the last option **"rarely"**. This indicates that students are always given the opportunity to choose learning methods that suit their learning style (e.g., visual, auditory, kinesthetic).

Question 5: How effective is differentiated learning in increasing your motivation to learn English?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	60.0	60.0	60.0
	2.00	8	40.0	40.0	100.0
	24	20	100.0	100.0	

Based on the table above, it can be concluded that 12 students answered the question with the first option **"very effective"** or 60%, 8 students or 40% answered the question with the second option **"quite effective"**, and no students answered the question with the third and the fourth option. This indicates that differentiated learning is very effective in increasing students' motivation to learn English.

Question 6: How would you rate your English ability before differentiated learning was implemented?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	10.0	10.0	30.0
	2.00	3	15.0	15.0	50.0
	3.00	5	25.0	25.0	70.0
	4.00	10	50.0	50.0	100.0
	24	20	100.0	100.0	

Based on the table above, it can be concluded that 2 students answered the question with the first option **"very good"** or 10%, 3 students or 15% answered the question with the second option **"good"**, 5 students or 25% answered the question with the third option **"enough"**, and 10 students or 50% answered the question with the last option **"poor"**. It indicates that students' English ability is poor before differentiated learning is implemented.

Question 7: How would you rate your English ability after differentiated learning was implemented?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	50.0	50.0	50.0
	2.00	6	30.0	30.0	80.0
	3.00	3	15.0	15.0	90.0
	4.00	1	5.0	5.0	100.0
	24	20	100.0	100.0	

Based on the table above, it can be concluded that 10 students answered the question with the first option **"very good"** or 50%, 6 students or 30% answered the question with the second option **"good"**, 3 students or 15% answered the question with the third option **"enough"**, and 1 student or 5% answered the question with the last option **"poor"**. It indicates that students' English ability after implemented differentiated learning is very good.

Question 8: What was your average score in the last English exam?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	9	45.0	45.0	45.0
	2.00	7	35.0	35.0	75.0
	3.00	3	15.0	15.0	85.0
	4.00	1	5.0	5.0	100.0
	24	20	100.0	100.0	

Based on the table above, it can be concluded that 8 students or 45% answered the question with the first option **"90-100 (excellent)"** 7 students or 35% answered the second option **"80-89 (good)"** 3 students or 15% answered the question with the third

option **"70-79 (Enough)"** and only 1 student answered the last option **"60-69 (poor)"**. It indicates that students' average score in the last English exam is 90-100 (excellent).

Question 9: Do you believe there is a correlation between the implementation of differentiated learning and an improvement in your English score?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	20.0	20.0	20.0
	2.00	8	40.0	40.0	60.0
	3.00	6	30.0	30.0	90.0
	4.00	2	10.0	10.0	100.0
	24	20	100.0	100.0	

Based on the table above, it can be concluded that 4 students answered the question with the first option **"strongly agree"** or 20%, 8 students or 40% answered the question with the second option **"agree"**, 6 students (30%) chose the third option **"neutral"** and 2 students (10%) answered the question with the last option **"disagree"**. This indicates the students agree that there is a correlation between the implementation of differentiated learning and an improvement in their English score.

Question 10: What do you believe is the main factor contributing to your improvement in English scores?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	14	70.0	20.0	20.0
	2.00	4	20.0	70.0	90.0
	3.00	2	10.0	10.0	100.0
	24	20	100.0	100.0	

Based on the table above, it can be concluded that 14 students (70%) answered the question with the first option **"differentiated learning"**, 4 students or 20% answered the question with the second option **"more attention from the teacher"**, 2 students or 10% answered the question with the third option **"Self-research"**, and no students answered the question with the last option. This indicates that the students believe that differentiated learning is the main factor contributing to their improvement in English scores.

Hypothesis Testing

The results of testing the research hypotheses are presented below:

Correlations

			Differentiated learning	English score
Spearman's rho	Differentiated learning	Correlation coefficient	1.000	.522
		Sig. (2-tailed)	.	.609
		N	20	20
	English score	Correlation coefficient	.522	1.000
		Sig. (2-tailed)	.609	.
		N	20	20

The Pearson Product Moment method was used to calculate the correlation since the purpose of this research was to evaluate the correlation between differentiated learning and students' English score. The data demonstrates that the correlation coefficient between differentiated learning and students' English score is 0.522. It signifies a correlation between two variables. This means differentiated affected students' English score. However, the correlation score was quite strong correlation, as 0.522.

The findings suggest that when teachers implement differentiated learning strategies by adjusting content, processes, products, and learning environments to match students' readiness levels, interests, and learning profiles students tend to perform better in English. The students themselves acknowledged this, as a majority indicated that differentiated learning helped them better understand English material, boosted their motivation, and allowed them to choose learning methods that suited their preferred styles (visual, auditory, kinesthetic).

The research also revealed that after differentiated learning was implemented, most students experienced an improvement in their English ability and exam scores. Specifically, many students moved from reporting poor or enough English ability before implementation to good or very good after implementing differentiated learning. Additionally, more than half of the students scored in the excellent category (90-100) in their most recent English exam.

Despite these promising results, it is important to note that the correlation, while significant, is not very strong. This suggests that other factors may also contribute to students' English achievement, such as teacher support, self-research habits, and the learning environment. Furthermore, a small number of students did not feel a strong connection between differentiated learning and their score improvement, highlighting that individual perceptions and external factors can also influence outcomes.

CONCLUSION

The correlation analysis concluded that there is a correlation between differentiated learning and students' English scores. According to the findings, students with good or high English proficiency tend to achieve higher academic performance compared to those with lower proficiency. The research revealed a correlation coefficient of 0.522, indicating a quite strong correlation between the two variables.

This suggests that differentiated learning contributes positively to students' English achievement. However, it is also acknowledged that the correlation is not very strong, meaning that while differentiated learning plays a significant role, other factors such as motivation, self-research, and teacher support may also influence students' English performance. Overall, differentiated learning supports improvement in students' English scores, but its effectiveness may vary depending on individual circumstances and external influences.

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