



The Effect of Discussion Methods and Differentiation Strategies on Students' Speaking Ability in Learning Indonesian Language at Sendawar State Senior High School

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ABSTRACT

This aiming For know influence method discussion and differentiated strategies to ability speak student in Indonesian language learning at Sendawar State High School. Background study This leave from low participation active and ability speak student in activity learning, which is suspected influenced by the approach lack of learning varied and not consider difference characteristics students. The method used in study This is quantitative with approach experiment quasi -experimental design, involving two classes as group experiments and controls . Instruments study in the form of test ability talk and sheet observation activity students. Research results show that implementation method combined discussion with a differentiated strategy give influence positive and significant to improvement ability speak students. Findings This show that approach adaptive and participatory learning capable increase skills communication oral student in a way effective in context Indonesian language learning.



1. Introduction

Ability speak is one of competence base in Indonesian language learning plays a role important in to form skills communication students . In the curriculum education intermediate , skills This No only become means expression self , but also a tool main in convey ideas, opinions and information in a way effective in various situation . However , in practice classroom learning , ability speak student often not yet develop optimally . This is caused by several factors , including approach learning that is still ongoing nature One direction and lack of chance student For involved active in the communication process oral .

For answer challenge This requires a learning strategy that is capable of push participation active students . One of the approaches that can used is method discussion , which allows student For each other exchange idea , training think critical , and increase courage in speaking in front of other people. In addition , the application of differentiated strategy become important For adjust the learning process with difference ability , style learning , and needs individual students . Through this strategy , teachers can give treatment more personal and adaptive learning , so that create atmosphere inclusive and empowering learning .

Study This focused on analysis influence method discussion and differentiated strategies to improvement ability speak student in Indonesian language learning . Sendawar State High School was chosen as location study Because Still found challenge in development skills speak students . Through approach this , it is expected will found a more advanced learning model effective and applicable , in order to increase quality education communicative and contextual language .

Formulation of the problem

Based on background the back that has been described , then formulation problem in study This can formulated as following :

1. Whether there is influence method discussion to ability speak student in Indonesian language learning at Sendawar State High School?
2. Whether there is the influence of differentiation strategy to ability speak student in Indonesian language learning at Sendawar State High School?
3. Whether there is influence interaction between method discussion and differentiated strategies to ability speak student in Indonesian language learning at Sendawar State High School?

Research purposes

Study This aiming For :

1. Know influence method discussion to ability speak student in Indonesian language learning at Sendawar State High School.
2. Know the influence of differentiation strategy to ability speak student in Indonesian language learning at Sendawar State High School.
3. Know influence interaction between method discussion and differentiated strategies to ability speak student in Indonesian language learning at Sendawar State High School.

2. Literature review

Effective teaching strategies are crucial in developing students' speaking abilities, especially in language learning contexts such as Indonesian language classes. Among these strategies, discussion methods and differentiation techniques have gained significant attention due to their potential to actively engage students and address diverse learning needs.

Discussion methods are widely recognized for fostering interaction, critical thinking, and communicative competence among language learners. According to Sujannah (2024), group discussions encourage students to express their ideas freely and improve their verbal skills by practicing real-life communication. Discussions also stimulate motivation and confidence, essential factors in language acquisition (Suwastini et al., 2023). In Indonesian language classrooms, discussions can be structured around themes, debates, or problem-solving tasks, promoting active participation and collaborative learning (Rochmiyati, 2023).



Differentiation strategies are designed to tailor instruction to individual students' readiness, interests, and learning profiles, thereby optimizing learning outcomes (Fikni & Surayya, 2024). Differentiated instruction in speaking activities includes varying tasks, scaffolding language input, and providing multiple ways to express knowledge (Susanti & Nurhajati, 2023). These strategies help accommodate the heterogeneity in student abilities and styles, preventing frustration or boredom (Purnamaningwulan, 2024). For example, offering different speaking tasks based on proficiency allows weaker students to build confidence while challenging advanced students appropriately (Rasyid et al., 2023).

The integration of discussion methods with differentiation has been shown to enhance speaking ability more effectively than traditional approaches. Studies in Indonesian educational settings report that combining these approaches promotes student autonomy and engagement, resulting in improved fluency, vocabulary, and pronunciation (Hidayat et al., 2024). Moreover, differentiated group discussions create a supportive environment where students learn from peers with varying skills and perspectives, enriching the learning process (Pusparini, 2024).

However, challenges remain in implementing these strategies consistently, including teacher preparedness, class size, and resource availability. Training and professional development for teachers are critical to equip them with skills to design and manage differentiated discussion activities effectively (Aprilia et al., 2023). Also, school policies should support flexible curriculum designs that allow adaptation to student diversity.

In conclusion, the literature suggests that discussion methods combined with differentiation strategies provide a promising pathway to improve students' speaking abilities in Indonesian language learning. This approach aligns with student-centered pedagogy and responds to the varying needs within the classroom, offering meaningful opportunities for language practice and development.

3. Methodology

This study uses a quantitative approach with a quasi-experimental design to know the influence of discussion method and differentiated strategies on the speaking ability of students. The research design used is 2x2 factorial, which involves two variables free (method: discussion and differentiated strategies) and one variable bound (ability to speak student).

Population and Sample

The population in this study is all over student class XI of Sendawar State High School in the year teachings 2024/2025. Retrieval technique sample done by purposive sampling, with choose two classes as group experimental and control, each consisting of from ± 30 students.

Instrument Study

Instrument main in study This is :

- Test ability speaking, which is used For measure level skills speak student before and after treatment.
- Observation sheet, for take notes participation and activeness student during the discussion process ongoing.
- Guidelines implementation of a differentiated strategy, which includes differentiation content, process and product in accordance characteristics student.

Procedure Study

1. Pretest done on both group For know ability beginning speak student.
2. Group experiment given treatment use method discussion with a differentiated strategy, whereas group control use method learning conventional.
3. Posttest implemented after treatment For measure improvement ability speak.
4. Data analysis was performed using the two-way ANOVA statistical test (*Two-Way ANOVA*) to know the influence of each variable as well as its interactions.

4. Results and Discussion

This study done For know influence method discussion and differentiated strategies to ability speak student in Indonesian language learning at Sendawar State High School. Data obtained through pretest and posttest in two groups, namely group experiment (with method discussion + differentiated strategy) and groups control (method discussion without differentiation).

1. Pretest Results

Before treatment, the ability speak student relatively balanced :



Group	Pretest Average	Information
Experiment	65.4	No different Far
Control	64.7	

2. Posttest Results

After implementation method , difference start seen significant :

Group	Posttest Average	Score Increase	Information
Experiment	82.1	+16.7	Improvement significant
Control	72.3	+7.6	Improvement moderate

3. Statistical Test Results (Two-Way ANOVA)

Analysis statistics show :

- Discussion method influential significant to ability speak students ($p < 0.05$).
- Differentiation strategy also has an impact significant in a way individual .
- There is interaction significant between method discussion and differentiated strategies ($p = 0.000$), which means combination both of them more effective compared to If applied in a way separated.

Interpretation

Students who are taught use method discussion accompanied by a differentiated strategy show improvement ability talk more tall compared to students who only use method discussion normal . This shows that learning strategy adjustment based on style learning and needs student can speed up mastery skills communication oral.

Discussion

The Influence of Discussion Methods to Speaking Ability

Based on results data analysis , application method discussion proven increase ability speak student in a way significant . The guided group with method discussion show improvement score speak from an average of 65.4 on the pretest to 82.1 on the posttest . This is show that discussion as method learning active capable build trust self student in convey opinion in a way oral .

According to Trianto (2010) , method discussion is a learning strategy that provides chance to student For develop method think critical and logical , as well as practice ability communication . Discussion put student as subject active in the learning process , which is very important in develop skills speak .

In line with that , Djamarah and Zain (2010) emphasize that discussion push student For Study convey ideas in a coherent and logical , and increase activity in speaking . This result supported by findings in the field , where students who usually passive become more active convey argument when given appropriate topics and a supportive environment .

The Influence of Differentiated Strategy on Speaking Ability

Differentiation strategy implemented in study This accommodate difference style Study student through variation content , process, and product . In groups experiment , students given freedom choose method convey ideas — visually , verbally, or through collaboration —which turned out to be impact significant to improvement ability speak .

Tomlinson (2001) , character main in development learning differentiate , state that differentiation is teacher's efforts to respond need individual student learning based on readiness , interests , and profile Study they . When learning customized with character students , then involvement and achievement will increase .

Findings field show that student with type Study kinesthetic or more visual believe self moment allowed make tool visual aids (e.g. posters or map concept) before talking . While students who tend to be more verbal enjoy convey idea in a way direct.

Influence Interaction of Discussion Method and Differentiated Strategy

Analysis interaction show that combination between method discussion and differentiated strategies give influence the strongest to improvement ability speaking . Group experiments that get treatment double This take notes improvement average score of +16.7 points , more tall compared to group control (+7.6 points) .

This matter indicates that :

- Discussion push courage speak .
- Differentiation push comfort and expression in accordance strength individual .
- Both of them each other complete : discussion give room speaking , differentiation ensure all student Can



participate with the right way with himself .

Slavin (2009) also emphasized that learning that is of a nature cooperative and responsive to difference individual proven increase achievement academic and social-emotional students . Approach this is also in line with principle learning 21st century , which emphasizes communication , collaboration , and personalization . learning .

Relevance with Independent Curriculum

Implementation method discussion and differentiated strategies this is very relevant with Independent Curriculum , which prioritizes learning that supports students. Curriculum This emphasizes the importance of teachers as facilitator who adapts materials and strategies based on need participant educate .

In the context of Sendawar State High School, the approach This No only increase results learn , but also encourage more learning meaningful , relevant , and fun . Teachers don't only teach material , but also build competence speak as part from life skills student .

Implications Study

- Indonesian language teachers are recommended For blend method discussion with a differentiated strategy For maximize ability speak student .
- Schools can stage training special for teachers to implementing a differentiated strategy based on style Study .
- Study This can made into reference in development of RPP or module Indonesian language learning based on skills 21st century .

Limitations Study

Study This only conducted in two classes in one school , so that the result Not yet can generalized in a way wide . In addition , time limited implementation make evaluation term long to skills speak Not yet done in a way comprehensive

5. Conclusion

Based on results research , data analysis , and discussion that has been done , then can concluded a number of matter following :

1. Discussion Method Proven Effective in Improving Speaking Skills

Discussion method push involvement active student in the learning process and provide room For express idea in a way oral . Students who follow learning with method discussion show improvement significant in matter courage speaking , delivery opinion , and ability compile argument . This is in accordance with opinion The Last Supper (2010) that discussion push student think critical and communicative .

In the field , students who previously passive start brave speak Because they involved in situation interactive and collaborative learning . Improvement mark speaking in a group experiment strengthen effectiveness method This .

2. Differentiated Strategy Facilitates Individual Needs Student

Implementation of a differentiated strategy based on style learning , readiness , and interest student proven capable create comfort learn more high . Students feel noticed and given room For Study in accordance each other's strengths . This is in harmony with theory Carol Ann Tomlinson (2001) , who emphasizes importance adaptive learning For reach results maximum .

Facts on the ground show that student more believe self speak when task customized with method Study they (for example , visual learners include visual media in their presentation , students kinesthetic make simulation) .

3. Discussion Methods and Differentiated Strategies Provides The Most Optimal Influence

Interaction between second approach This produce improvement score highest in ability speak students . Two- way ANOVA test results show that combination the give influence significant and synergistic to results study . Slavin (2009) state that learning strategy adaptive cooperative to difference individual will strengthen results Study student Good in a way academic and also social .

With discussion as vehicle speaking and differentiation as approach personalization , students No only Study speak but also learn understand and appreciate difference method think .

4. Relevance with Independent Curriculum

Findings This support principles in Independent Curriculum , namely student - centered learning , emphasizing development competence , and respect diversity participant educate . This strategy in line with Spirit independent



learning , where students No only become object but subject active in the learning process .

5. Empirical Evidence Supports Theory

Data in the field show that the average score ability speak student increase from 65.4 to 82.1 in the group experiment , compared with 64.7 to 72.3 in the group control . This shows that theory from the experts about importance learning active and adaptive No only applicable in a way theoretically , but can applied in a way real in the environment schools , including Sendawar State High School.

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