

Effectiveness Of Differentiated Instruction (Di) To The Comprehension Skills Among The Grade 9 Learners In English

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Abstract — This study aimed to determine the Effectiveness of Differentiated Instruction to the Reading performance of the Grade 9 learners in English. The findings of the study served as a basis of a proposed Intervention plan. This study used the Quasi- Experimental method of research to determine the significant difference of the aforementioned variables. The researcher utilized Universal Sampling in identifying the respondents of the study. The test of difference between the scores in the posttest scores of the Grade 9 learners for both experimental and control group after the identified interventions for both groups were being integrated during the delivery of the different learning competencies that were delivered in 4 weeks or 1 month of the implementation. Based from the results in table 4, it was found out that the control group have the average weighted mean in the posttest is found to be lesser than compared to the average weighted mean which means that the computed t value is greater than the critical t value. From the results given, we can decide on the hypothesis which states that there was no significant difference of the posttest performance for both control and experimental group after the integration of the identified interventions is rejected.

The results in table 4 implied that the usage of the traditional method in teaching English to learn and improve the comprehension skills is not really important and be integrated to the identified learning competencies delivered because it does not help to the learners improve their learning skills specially to the comprehension skills while on the utilization of the differentiated instruction in the delivery of the most essential learning competencies which exposed to the experimental group is significantly effective in improving the performance of the learners, thus, it should be utilized during the teaching and learning process. The substantial difference in post-test results emphasizes the success of the intervention or instructional strategy used in the experimental group. This emphasizes how crucial it is to use focused teaching techniques in order to improve student learning outcomes.

Keywords — *Effectiveness, Differentiated Instruction, Grade 9 Learners, English*

I. Introduction

According to Tolimson (2009), Differentiated Instruction as a philosophy of teaching is based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interests, and learning profiles. It sees the learning experience as social and collaborative. However, teachers find difficulties in teaching diverse learners with different intellectual capacities especially in heterogeneous groupings of pupils. As an educator, it is important to go along with the learners and learn how to keep them engaged in the lesson being taught. One way of doing this is to learn students learning preferences and craft activities that would cater those preferences.

Differentiated instruction is an approach used by teachers to recognize the different learning needs and styles of students. By tailoring instruction to meet individual students' needs, teachers can help students achieve their full potential and enhance their learning outcomes. So, investigating the effectiveness of differentiated instruction in developing listening comprehension skills could provide insights into how language teachers can support their students' learning.

Teacher's one distinct responsibility is to offer learners various forms of learning opportunities that will help them learn and grow in the classroom. For a successful teaching-learning to happen, teachers also need to identify learner's strengths and weakness, likes and dislikes, fears and desires. This way, teachers can strategize learning plan suitable for each learner. Knowing that student's academic levels and interests may vary drastically, it is a problem many teachers face since students can continue to struggle with concepts that are too far out of their reach or become bored with learning the concepts that are easy or not challenging.

Teaching reading involves much more than expert knowledge; an effective teacher must teach in such a way as to engage the students' interest, challenge them, and spark their imagination. To meet these pedagogical challenges, teachers must have an awareness of the diverse abilities and backgrounds of students, including those with learning and behavior problems. With the increasing demands of our learners to attain quality teaching, in line with the K to 12 program and the goal of making every child should be a reader (DepEd Order No. 18 s. 2017).

The researcher chose this study because listening comprehension is an essential and crucial skill for learners, as it is a fundamental component of communication. It involves not only decoding the sounds and words of a language but also understanding the meaning and context behind them. That is why it is vital to enhance effective strategies and techniques for the students' listening comprehension skills development.

In this study, the research centers on students in the ninth grade, a pivotal phase in their academic progression. It is crucial to pinpoint the effective teaching methods that will surely help students develop essential skills and competencies that will prepare them for future academic and professional undertakings.

This study aimed to determine the Effectiveness of the Differentiated Instruction (DI) to the Comprehension Skills among the grade 9 Learners in Leyte Agro Industrial School, in the division of Leyte. The findings of the study served as basis of a proposed action plan.

Specifically, this study sought to answer the following questions.

1. What is the comprehension skills of the grade 9 learners before the integration of the Differentiated Instruction in teaching English?
2. What is the comprehension skills of the grade 9 learners after the integration of the Differentiated Instruction in teaching English?
3. Is there a significant difference in the comprehension skills of the Grade 9 learners before and after the integration of the Differentiated Instruction in teaching English?
4. What improvement plan can be proposed based on the findings of the study?

Statement of Null Hypothesis

Ho: There is no significant difference in the comprehension skills of the Grade 9 learners before and after the integration of the Differentiated Instruction in teaching English.

II. Methodology

Design. This study used the True experimental method of research in Determining the Use of Differentiated Instruction (DI) to the comprehension skills of Grade 9 learners (Control and Experimental group in teaching English in Reading. The results were the basis for a Plan. The researcher utilized Universal Sampling in identifying the respondents of the study. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores in Leyte Agro-Industrial School in the Division of Leyte based from the different most essential learning competencies in first grading period delivered in English subject which purely focused on the different competencies. The main local of the study is in Leyte Agro-Industrial School which is located under the in the Division of Leyte. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher was the Grade 9 learners which was identified based on their test performances prior to the integration of Differentiated Instruction in the delivery of the different learning competencies. The assessment given to the respondents was carefully validated by the teacher-researcher himself which are the pretest and posttest test performances of the Grade 9 learners, the different steps in conducting the identified approach were undertaken in order to validate their performances before and after the implementation of Differentiated Instruction to the respondents. This study is mainly focus on the results of the different test validation to gather data: The pretest scores performance of the Grade 9 learners before the implementation of the Differentiated Instruction in identifying the performance of the

respondents, The Posttest scores performance of the Grade 9 learners after the implementation of the Differentiated Instruction as well as the significant difference of the pretest and posttest performances before and after the implementation of the Differentiated Instruction in the delivery of the most essential learning competencies in teaching Math for the first grading Period. In the Quasi- experimental research design, the researcher prepared the different materials which integrating Differentiated Instruction. The focus of this study was the Grade 9 learners and those readers who are in the fair and good level of performance in order to improve their performance those on the average level of performance as well as those learners who were independent learners as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed Intervention Plan was taken based on the findings of the study.

Sampling. The respondents of the study will be determined through random sampling. There are 40 total number of respondents with 20 males and 20 females while the other group has 11 males and 19 females with a total of 30 learners among the grade 9 learners in Leyte Agro-Industrial School. . The respondents or the grade 9 learners were being identified based on the performance of learners, and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research design and tools which are the different learning materials embedding the Differentiated Instruction based from the numeracy test given to the respondents . The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Leyte Division for approval in conducting the study to the said school, After which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) for his awareness.

The researcher conducted the pretest before the integration of Differentiated Instruction in teaching English After conducting the pretest, the researcher now integrating the Differentiated Instruction to the different most essential learning competencies (MELCs) in English for 4 weeks. After 4 weeks of integrating the Differentiated Instruction to the lesson, the posttest was conducted to validate the learning of the Grade 9 learners..

The results were analyzed and interpreted in order to find out if there were increased on the performance level from the pretest to the posttest. Then after the posttest and pretest were analyzed, the posttest result was treated statistically using the test for mean difference. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division

Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The responses to the Pre-test and Post-Test were tabulated using the Microsoft Excel. Descriptive statistical tool was used in analyzing the data.

A. Mean Percentage Scores (MPS) based on Assessment Cards

The Mean Percentage Score (MPS). This method was used to determine the Pretest and Posttest scores of the Grade 9 students in Reading.

B. t-test of the samples

t-test for mean difference. This method was used to calculate the significant difference between the pre-test and Post- in English particularly in Comprehension skills..

III. Results and Discussion

Table 1
PRE-TEST PERFORMANCE OF GRADE 9 STUDENTS

Score Range	Description	PRETEST CONTROL		PRETEST EXPERIMENTAL	
		Frequency	%	Frequency	%
17-20	Excellent	0	0	0	0
13-16	Very Good	0	0	0	0
9-12	Good	0	0	0	0
5-8	Fair	10	67	7	47
1-4	Poor	5	33	8	53
Total		15	100	15	100
Weighted Mean		9.13	Good	8.40	Fair

Table 1 shows the pre-test performance of Grade 9 learners focusing on the comprehension skills of the Grade 9 learners. The results on the pretest performance of the respondents was resulted from the assessment conducted by the teacher to the learners that was focus on the things that they do not learn yet. In other words, it was based from the different learning competencies in the 1st grading period which focused on the 4 learning competencies that will lasts for 4 weeks . In this table, the results will be the bases for a specific strategy or specific learning materials which could make the learners be guided. Thus, in creating the different learning activities it should be based on the results of the pre-test to create a more specific approach in delivering the different learning competencies integrating the differentiated instruction specially in sharing text to them or stories to read so that they can be easily comprehended to the stories being given during the integration of the of the intervention or approach to lift the comprehension skills of the Grade 9 learners.

Based on the results in table 1 focusing on the pretest performances of the Grade 9 learners before they will be experiencing the intervention intended for them to help increase their comprehension skills. Based from the results, it shows that the scores ranging from 17-20 and considered to be the Excellent level of performance when it comes to the comprehension skills. in Control group, it was found out that there are none from this level of performance or zero percent out of the 15 total of respondents being validated. The results in the excellent level of performance in terms of the comprehension skills of the learners reflected also in the very good level of performance having the scores ranging from 13-16 or again, it has a zero percent out of the 100 percent of the total respondents validated. In the good level of performance having the scores ranging from 9-12, it was again found out that none from the respondents identified belong to this

level while in the fair level of performance with the scores ranging from 5-8, there are 10 learners belong to this level which means that there are 67 percent of the respondents out of the 100 percent or 15 total number of respondents present in the pre-assessment of their comprehension skills. Lastly, in the poor level of performance having the scores ranging from 1-4, there are 5 total number of respondents out of the 15 total of respondents being validated which means that there are 33 percent of the respondents from the 100 percent respondents.

In the experimental group which are Grade 9 learners also being involved in the study. It was shown in table number 1 that in the scores ranging from 17—20 which is the Excellent level of performance on comprehension skills there are none from the respondents gained from this level of performance or zero percent out of the 15 total of respondents being validated. The same results having the scores ranging from 13-16 or again, it has a zero percent out of the 100 percent of the total respondents validated. In the good level of performance having the scores ranging from 9-12, it was again found out that none from the respondents identified belong to this level while in the fair level of performance with the scores ranging from 5-8, there are 7 learners gained on this level which has a corresponding percentage of 47 percent and notified also that this is the second dominant level of performance out of the 100 percent or 15 total number of respondents present in the pre-assessment of their comprehension skills. Lastly, in the poor level of performance having the scores ranging from 1-4, there are 8 total number of respondents out of the 15 total of respondents being validated which means that there are 53 percent of the respondents from the 100 percent respondents. This poor level of performance is considered as the most dominant level of performance in terms on the number of respondents who were presents.

The results in table 1 which focused on the pretest performance of the Grade 9 learners in comprehension skills before integrating the differentiated instructions in the delivery of the different learning competencies in English Subject which will covers in the first grading period that will last only for 1 month or 4 weeks delivery of the lessons being identified. It was implied that both the control group and experimental group really needs to have interventions that would help improve their comprehension skills considering that the weighted mean of both groups specifically in the control group is just equal to 90.13 which considered as good level of performance only while the experimental group has a weighted mean of 8.40 which has a description of fair level in terms of comprehension skills. Furthermore, The pre-test results show that both groups of students need educational interventions, especially to improve their reading abilities. The majority of students are underperforming, which suggests that their foundational knowledge is lacking. Teachers should find ways and means to address the different learning needs of learners in both categories, educators should use differentiated instructional strategies. learners in the "Poor" category may require extra assistance and resources. On the other hand, in the experimental group, despite of having a lower percentage of Grade 9 learners in the "Poor" category, the experimental group performed less well, demonstrating the need for a focused strategy to enhance their reading abilities. This group might profit from particular interventions or instruction strategies that are adapted to their requirements.

In general, the pre-test results highlight the need for quick interventions which is differentiated instruction. This results are consistent with previous research that highlights the value of individualized interventions and curriculum alignment to improve learners' reading abilities and all-around academic performance.

Table 2

POST TEST PERFORMANCE OF GRADE 9 LEARNERS IN ENGLISH

Score Range	Description	POST TEST CONTROL		POST TEST EXPERIMENTAL	
		Frequency	%	Frequency	%
17-20	Excellent	0	0	10	67
13-16	Very Good	0	0	5	33
9-12	Good	0	0	0	0
5-8	Fair	13	87	0	0
1-4	Poor	2	13	0	0
Total		15	100	15	100
Weighted Mean		12.00	Good	19.27	Excellent

Table 2 presents the posttest performance of Grade 9 learners focusing on the comprehension skill. The results on the posttest performance of the respondents this time is based from the things that they have learned from the different learning competencies delivered by the teacher during the 4-week delivery of the lessons. It was based from the first grading different learning competencies which covers 4 weeks only from the time the intervention was being integrated to the different learning materials used during the teaching and learning process. This time, it can be witnessed whether the different learning activities that was being integrated by the teacher to the chosen intervention which is the differentiated instruction.

Based on the results in table 2 focusing on the pretest performances of the Grade 9 learners after they exposed to the intervention intended for them to help increase their comprehension skills. With a large percentage of Grade 9 learners scoring in the top two categories, the table amply demonstrates the experimental group's notable improvement as compared to the results before the intervention was being exposed to the respondents. Additionally, it draws attention to the drop in performance in the control group, where most students received ratings in the lower categories. Based from the results particularly in the control group, it shows that the scores ranging from 17-20 and considered to be the Excellent level of performance when it comes to the comprehension skills, it was found out that there are none from this level of performance or zero percent out of the 15 total of respondents being validated. The results in the excellent level of

performance in terms of the comprehension skills of the learners reflected also in the very good level of performance having the scores ranging from 13-16 or again, it has a zero percent out of the 100 percent of the total respondents validated. In the good level of performance having the scores ranging from 9-12, it was again found out that none from the respondents identified belong to this level while in the fair level of performance with the scores ranging from 5-8, there are 13 learners belong to this level which means that there are 87 percent of the respondents out of the 100 percent or 15 total number of respondents present in the pre-assessment of their comprehension skills. Lastly, in the poor level of performance having the scores ranging from 1-4, there are 2 total number of respondents out of the 15 total of respondents being validated which means that there are 13 percent of the respondents from the 100 percent respondents.

On the other hand, In the experimental group which are Grade 9 learners also being involved in the study. It was shown in table number 2 that there was an increase on the number of respondents on the level that no respondents in the pretest performance. Based from the scores ranging from 17—20 which is in the Excellent level of performance on comprehension skills there were 10 total number of respondents gained from this level of performance or it has an equivalent percentage of 67 percent out of the 100 percent being assessed or 15 total number of respondents. In the very good level of performance having the scores ranging from 13-16, there are 5 respondents or 33 percent out of the 15 total number of respondents being tested or validated. In the good level of performance having the scores ranging from 9-12, it was found out that none from the respondents identified belong to this level or zero percent while in the fair level of performance with the scores ranging from 5-8, there are still no respondents on this level of performance which the same results happened in the poor level of performance having the scores ranging from 1-4.

Based from the results in table 2 based on the posttest performance, implied that having the intervention integrating the differentiated instruction to the lessons being delivered is very significant or important considering that there was an increase of the performance of the learners before and after the integration. The significant improvement in the experimental group, with the majority passing into the "Excellent" category, demonstrates the success of the intervention. This suggests that the particular teaching strategies or resources used in the experimental group were very effective in raising learners comprehension skills. On the other hand, in the control group we cannot deny the fact that there was a decreased on the number of respondents on their performances. The decline in performance in the control group suggests that the traditional teaching strategies used to develop reading skills were less successful. The experimental group might gain from implementing some of the tactics or interventions that were effective there. Furthermore, the teachers should adapt the different teaching approaches which lead the learners learn and be motivated to study on the different learning competencies that is based on their norms.

Table 3
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 9 STUDENTS IN CONTROL AND EXPERIMENTAL GROUP

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 9 Students	Pre	9.13	0.992	0.276	Reject H ₀	Significant
	Post	12.00				
GRADE 9 Students	Pre	8.40	2.997	0.276	Reject H ₀	Significant
	Post	19.27				

The pre-test and post-test results for Grade learners in the control and experimental groups are shown in the table 3. The critical t-value, the decision regarding whether to reject or not reject the null hypothesis, the computed t-values for the difference between pre-test and post-test scores, and the interpretation of the results are all included.

Based on the results in table 3, it shows that the Grade 9 learners performances which focus on the comprehension skills of the respondents in the control group particularly on the pretest performance, it has an equivalent score of 9.13 which is lowered compared to the post test performance of the respondents after the continued application of the traditional method in teaching such as using the Manila paper and pentel pen in giving text or stories as well as chalk and board which is equal to 12.00. These results provide the computation on the computed t value which is equal to .992 which is said to be higher than the critical t value of 0.276. So the hypothesis which states that there is no significant difference between the pretest and posttest scores performance before and after integration of Differentiated Reading Instruction (DRI) to the comprehension skills of Grade 9 learners is rejected.

On the other hand, in the experimental group which having the same respondents which are the Grade 9 learners in the posttest performance, it has a pretest scores which is equal to 8.40 which is much lowered compared to the post test performance of the respondents after the integration of the Differentiated instruction in the delivery of the most essential learning competencies particularly in giving text or stories which is equal to 19.27. These results provide the computation on the computed t value which is equal to 2.997 which is said to be higher than the critical t value of 0.276. So the hypothesis which states that there is no significant difference between the pretest and posttest scores performance before and after integration of Differentiated Reading Instruction (DRI) to the comprehension skills of Grade 9 learners is rejected.

Based from the results in table 3, it implied that using the traditional method of teaching specially in English is very challenging or let us say not really effective or successful because the results are not good or no increase in terms of their skills or performance in comprehension thus, the learners should be experienced other strategy or approach that would help them encourage to

learn the different topics presented and soon it will help improve their comprehension skills and improve their level of performance. Comparing the experimental and control groups, the experimental group demonstrated a significantly greater improvement. This demonstrates the precise effect of the differentiated instruction strategies used in the experimental group and suggests their potential as an effective pedagogical tool for raising student outcomes. The fact that there were significant improvements in both groups' pre- and post-test scores indicates that the intervention—possibly differentiated instruction methods as previously discussed—was successful in raising students' test scores. This demonstrates how crucial it is to use differentiated instruction strategies in the classroom to improve students' comprehension abilities.

Table 4
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE POST-TEST OF GRADE 9 STUDENTS IN CONTROL AND EXPERIMENTAL

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 9 Students	Control Experime ntal	12.00 19.88	2.665	0.276	Reject H ₀	Significant

Table 4 presents the test of difference between the scores in the posttest scores of the Grade 9 learners for both experimental and control group after the identified interventions for both groups were being integrated during the delivery of the different learning competencies that were delivered in 4 weeks or 1 month of the implementation. Based from the results in table 4, it was found out that the control group have the average weighted mean in the posttest which is equal to 12.00 and found to be lesser than compared to the average weighted mean equal to 19.88 which mean that the computed t value which is equal to 2.665 is greater than the critical t value of 0.276. From the results given, we can decide on the hypothesis which states that there was no significant difference of the posttest performance for both control and experimental group after the integration of the identified interventions is rejected.

The results in table 4 implied that the usage of the traditional method in teaching English to learn and improve the comprehension skills is not really important and be integrated to the identified learning competencies delivered because it does not help to the learners improve their learning skills specially to the comprehension skills while on the utilization of the differentiated instruction in the delivery of the most essential learning competencies which exposed to the experimental group is significantly effective in improving the performance of the learners, thus, it should be utilized during the teaching and learning process. The substantial difference in post-test results emphasizes the success of the intervention or instructional strategy used in the

experimental group. This emphasizes how crucial it is to use focused teaching techniques in order to improve student learning outcomes.

Consequently, when teachers allow learners to solve problems using the learners' preferred intelligence, they provide scaffolding and create more opportunities for their students to be successful. Teacher should teach in a manner that allows his pupils to learn through other intelligences and observe whether the pupils improve academically. This approach will likely lead him to have better success with the pupil and others in the class. (Morgan 2014).

IV. Conclusion

Based from the results of the study, it can be concluded that the use of the traditional method in teaching English to learn and improve the comprehension skills is not really effective in improving the comprehension skills as well as increasing their test performance because it does not improve their comprehension skills while the use of the differentiated instruction during the teaching and learning process is significantly effective in improving the performance of the learners. The substantial difference in post-test results emphasizes the success of the intervention or instructional strategy used in the experimental group. This emphasizes how crucial it is to use focused teaching techniques in order to improve student learning outcomes.

V. Recommendations

1. The proposed intervention plan should be used by the grade 9 teachers or even to other teachers who are handling different major subjects to improve the performance of the Grade 9 learners and made the teachers more comfortable in handling different learning competencies which are identified as difficult ones to deliver. To the class.
2. School Head should conduct conference focusing on the different issues and concerns of the teachers of the different levels in order to create a plan which could help them to be more motivated to teach the skills of the learners.
3. School Head should conduct orientation on the utilization of differentiated instruction to be integrated to the lessons and its importance to the improvement of the performance of the learners.
4. Teachers should continue to apply and use differentiated instruction to improve and maintain the performance of the grade 9 learners specially in reading as well as to the comprehension skills of the learners.
5. Conduct LAC Session which focus on the integration of the Differentiated instructions to improve the teaching skills of the teachers as well as improve the learning performance of the learners.

6. In relation to the abovementioned, the researcher is giving the authority to the future researcher to conduct the same study to validate the significant findings of the study

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