

**A COMPARATIVE STUDY BETWEEN
DIFFERENTIATED LEARNING APPROACH
AND PROJECT-BASED LEARNING APPROACH
ON STUDENTS' ENGLISH LEARNING MOTIVATION
AT GRADE VIII SMP NEGERI 2 PADANGSIDIMPUAN**



A Thesis

*Submitted to State Islamic University Syekh Ali Hasan Ahmad Addary
Padangsidempuan as a Partial Fulfillment of the Requirement for
Graduate Degree of Education (S.Pd) in English Educational Department*

Written By:

RIZKI FATMAH NASUTION

Reg. Num. 2120300052

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2025

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2025**

LETTER OF AGREEMENT

Term : Thesis
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Padangsidempuan, 28/11/ 2025

To,
**Dean Tarbiyah and Teacher
Training Faculty**

in-
Padangsidempuan

Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Rizki Fatmah Nasution**, entitled “**A Comparative Study between Differentiated Learning Approach and Project-Based Learning Approach on Students' English Learning Motivation at Grade VIII SMP Negeri 2 Padangsidempuan**”. We approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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ABSTRACT

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This research aimed to investigate students' English learning motivation before and after the implementation of Differentiated Learning and Project-Based Learning approaches, as well as to examine whether there was a significant difference between the two approaches in improving students' English learning motivation. This study employed a quasi-experimental research design with a purposive sampling technique. The population of this research was the eighth-grade students of SMP Negeri 2 Padangsidempuan. The samples consisted of two classes, where one class was treated using the Differentiated Learning approach and the other class was treated using the Project-Based Learning approach, with each class consisting of 30 students. The instrument used in this research was a questionnaire to measure students' English learning motivation. The validity of the instrument was examined through content validity, while the reliability was tested using Cronbach's Alpha. The data obtained were analyzed using a t-test to determine the difference in students' learning motivation between the two approaches. The findings of this research indicated that there was a significant difference in students' English learning motivation between those taught using the Differentiated Learning approach and those taught using the Project-Based Learning approach. Therefore, it can be concluded that both approaches have an impact on students' English learning motivation, with one approach showing a more significant influence than the other.

Keywords: *Differentiated Learning, Project-Based Learning, Motivation*

ABSTRAK

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Judul Skripsi : Studi Komparatif Antara Pendekatan Differentiated Learning dan Project-Based Learning terhadap Motivasi Belajar Bahasa Inggris Siswa Kelas VIII SMP Negeri 2 Padangsidempuan

Penelitian ini bertujuan untuk mengetahui motivasi belajar bahasa Inggris siswa sebelum dan sesudah penerapan pendekatan Differentiated Learning dan Project-Based Learning, serta untuk mengetahui perbedaan motivasi belajar bahasa Inggris siswa antara kedua pendekatan tersebut. Penelitian ini menggunakan desain kuasi eksperimen dengan teknik purposive sampling. Populasi penelitian adalah siswa kelas VIII SMP Negeri 2 Padangsidempuan. Sampel penelitian terdiri atas dua kelas, yaitu satu kelas yang diajar menggunakan pendekatan Differentiated Learning dan satu kelas yang diajar menggunakan pendekatan Project-Based Learning, dengan jumlah siswa masing-masing kelas sebanyak 30 orang. Instrumen penelitian berupa angket motivasi belajar bahasa Inggris. Validitas instrumen diuji melalui validitas isi, sedangkan reliabilitas instrumen diuji menggunakan rumus Alpha Cronbach. Data penelitian dianalisis menggunakan uji t. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan dalam motivasi belajar bahasa Inggris siswa antara kelas yang menggunakan pendekatan Differentiated Learning dan kelas yang menggunakan pendekatan Project-Based Learning. Dengan demikian, dapat disimpulkan bahwa kedua pendekatan tersebut berpengaruh terhadap motivasi belajar bahasa Inggris siswa kelas VIII SMP Negeri 2 Padangsidempuan.

Kata Kunci: *Differentiated Learning, Project-Based Learning, Motivasi Belajar Bahasa Inggris*

خلاصة

الاسم : رزقي فطمة ناسوتيون
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عنوان البحث : دراسة مقارنة بين نمودجي التعلم المتمايز والتعلم القائم على المشاريع على دوافع تعلم اللغة الإنجليزية لدى تلاميذ الصف الثامن بالمدرسة الثانوية الإسلامية الحكومية 2 بادانج سيديمبوان

يهدف هذا البحث إلى تحديد دوافع تعلم اللغة الإنجليزية لدى التلاميذ قبل وبعد تطبيق نموذج التعلم المتمايز والتعلم القائم على المشاريع، بالإضافة إلى تحديد الاختلافات في دوافع تعلم اللغة الإنجليزية لدى التلاميذ بين الأسلوبين. يستخدم هذا البحث التصميم شبه التجريبي بتقنية أخذ العينات الهادفة. كان مجتمع البحث تلاميذ الصف الثامن في المدرسة الثانوية الإسلامية الحكومية 2 بادانج سيديمبوان. وتتكون عينة البحث من فصلين دراسيين، أحدهما يتم تدريسه باستخدام نموذج التعلم المتمايز والآخر يتم تدريسه باستخدام نموذج التعلم القائم على المشاريع، بعدد 30 تلميذا لكل فصل. كانت أداة البحث عبارة عن استبيان حول دافعية تعلم اللغة الإنجليزية. تم اختبار صلاحية الأداة من خلال صلاحية المحتوى، بينما تم اختبار موثوقية الأداة باستخدام صيغة ألفا كرونباخ. وتم تحليل بيانات البحث باستخدام اختبار التاء. وقد أظهرت نتائج البحث وجود فروق ذات دلالة إحصائية في دافعية تعلم اللغة الإنجليزية لدى التلاميذ بين الفصل الدراسي الذي يستخدم نموذج التعلم المتمايز والفصل الذي يستخدم نموذج التعلم القائم على المشاريع. بناءً على ذلك، يمكن استنتاج أن كلا النموذجين يؤثران على دوافع تعلم اللغة الإنجليزية لدى تلاميذ الصف الثامن في المدرسة الثانوية الحكومية 2 في بادانج سيديمبوان.

الكلمات المفتاحية: التعلم المتمايز، التعلم القائم على المشاريع، التحفيز في تعلم اللغة الإنجليزية



ACKNOWLEDGEMENT



First, praise and gratitude I would to say a lot of thanks to ALLAH SWT, who has given me the opportunity, time, knowledge and health so that I can complete this thesis well. Second, Shalawat and Salam to the Prophet Muhammad SAW whose benefits and gifts we hope for will be hereafter. This opportunity I would like to express my deepest Gratitude to the following people:

1. Special thanks to Mrs. Dr. Eka Sustris Harida, M.Pd. as my first advisor, for the guidance, constructive feedback, patience, and valuable time given to me during the writing of this thesis. May Allah always give health and blessings in her life.
2. Special thanks are also to Mrs. Sri Minda, S.Pd., M.Hum. as my second advisor, for the continuous advice, encouragement, and insightful suggestions that greatly helped me improve this work. May Allah always give health and blessings in her life.
3. The Rector and Vices of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, for providing me with the opportunity to pursue and complete my study at this university.
4. The Dean of Tarbiyah and Teacher Training Faculty, for the support and for facilitating a conducive academic environment.
5. All lecturers and all the academic civities of UIN SYAHADA Padangsidempuan, who have generously shared their knowledge, guidance, and inspiration during my years of study.

6. My beloved parents, Mr. Khairul Amri Nasution and Mrs. Samnilam Wati who always taught me to be patient in my problems, always prayed for me, never leave me alone, and the most important people in my life who supported me.
7. My lovely sisters (Rahmi Amanda Sakinah Nasution and Mutiara Azura Nasution) thanks for your kindness and spirit for supporting me in writing my thesis. I love you all.
8. To Fauzi Ramadan, thank you so much for your support and for always being there to cheer me up during the toughest times of writing this thesis. You have truly been the best distraction whenever my mind felt overwhelmed.
9. My best friends, Shintia Putri, Sahri Ramadani, Nurilan Harahap, Ami, Selviana, Kayla and all friends in TBI 1 for the constant support, care, and encouragement throughout the process of completing this thesis.

Finally, I realize that this thesis is far from perfect. Therefore, constructive criticism and suggestions are kindly welcomed for the improvement of this work.

Padangsidempuan, 20 August 2025
Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

In the era of globalization, English has become a vital international language used across various domains such as education, business, science, and technology. As a global lingua franca, English proficiency opens doors to academic and professional opportunities for students. Therefore, the ability to communicate effectively in English is considered a key competency for 21st-century learners.

However, mastering English as a foreign language is not solely determined by instructional delivery but also strongly influenced by students' motivation. Motivation plays a crucial role in directing students' efforts, sustaining their engagement, and enhancing their achievement in language learning. Without sufficient motivation, students may become passive, disengaged, and reluctant to participate actively in learning activities.¹ This makes learning motivation a central factor in determining the success of language acquisition.

Students' learning motivation is shaped by several factors, including the learning environment, students' interests, teacher support, and the instructional approaches employed in the classroom. Among these, the

¹Jere Brophy, *Motivating Students to Learn*, 2nd ed. (London: Lawrence Erlbaum Associates, 2004), p. 4, https://doi.org/10.1111/bjet.12260_6.

teaching approach is particularly significant as it directly affects how students experience the learning process. When the approach aligns with students' learning styles and needs, it can promote a sense of comfort, relevance, and active participation, ultimately leading to increased motivation.

In accordance with the current *Kurikulum Merdeka* (Independent Curriculum) in Indonesia, teachers are encouraged to implement student-centered learning approaches that acknowledge learner diversity. Two instructional approaches that reflect this principle are Differentiated Learning and Project-Based Learning. These approaches not only aim to improve academic outcomes but also foster students' engagement and motivation in the learning process.

One of the benefits of differentiated learning approach is that it increases students' motivation.² Differentiated learning is an approach that involves modifying the content, process, and product of learning based on students' readiness levels, interests, and learning profiles. It allows teachers to address individual differences in the classroom, making learning more accessible and meaningful to all students. Through this approach, students are empowered to learn in ways that best suit their unique characteristics, leading to greater involvement and motivation.

²Verena Letzel-Alt and Marcela Pozas, *Differentiated Instruction Around the World* (Munster: Waxmann, 2023), p. 123, https://www.researchgate.net/publication/373018703_Differentiated_Instruction_Around_the_World_-_Exploring_Differentiated_Instructional_Practice_in_General_School_Education.

On the other hand, project-based learning is also a powerful approach that motivates students.³ Project-based learning is an instructional strategy that emphasizes active learning through the completion of meaningful projects. PBL engages students in solving real-world problems collaboratively, encouraging them to conduct inquiry, communicate ideas, and apply their knowledge in authentic contexts. This method fosters autonomy, critical thinking, and collaboration key elements that contribute to increased motivation and a positive learning experience.

Preliminary observations at SMP Negeri 2 Padangsidimpuan that many eighth-grade students display low motivation toward learning English. Some students are reluctant to participate and appear passive during lessons.⁴ Interviews with several students revealed that they struggle to understand English lessons and perceive the subject as difficult and uninteresting.

Based on an interviewed with an English teacher from SMP Negeri 2 Padangsidimpuan⁵, an English teacher at the school noted that students tend to lose focus easily and expressed a preference for more varied and interactive learning methods. The teacher emphasized that each student has a distinct learning style and suggested that adopting approaches that accommodate these differences could enhance students' motivation and engagement.

³John Larmer, John Mergendoller, and Suzie Boss, *Setting the Standard for Project Based Learning* (Alexandria: ASCD, 2015), p. 2, www.bie.org.

⁴Private Interview with Some of Students at SMPN 2 Padangsidimpuan, on November 9th 2024, at 11.00 am.

⁵Private Interview with English Teacher at SMPN 2 Padangsidimpuan, on November 9th 2024, at 10.00 am.

In response to these findings, Differentiated Learning and Project-Based Learning present promising strategies to address students' diverse learning preferences and needs. While both approaches are believed to positively influence students' motivation, there remains a lack of comparative research examining their respective effectiveness, particularly in the context of English language learning among junior high school students

Based on the explanations above, the researcher wanted to conduct a study on the comparison of two approaches in students' English learning motivation by using differentiated learning and project-based learning. This research entitle "A Comparative Study between Differentiated Learning Approach and Project-Based Learning Approach on Students' English Learning Motivation at Grade VIII SMP Negeri 2 Padangsidimpuan".

B. The Identifications of the Problem

Based on the background above, there are some problems of students that will be taken on this research, they are:

1. The low motivation of students' in learning English.
2. Students show passivity in learning English.

C. The Limitation of the Problem

Based on the explanation above, this research was limited to comparing the English learning motivation of eighth-grade students at SMPN 2 Padangsidimpuan who were taught using two learning approaches, namely the Differentiated Learning Approach (DLA) and the Project-Based Learning Approach (PjBL). These two approaches were chosen because both are widely

recognized as student-centered methods that can influence learning motivation, yet they offer different strategies in accommodating students' needs and learning involvement. The study did not discuss all aspects of English learning; instead, it specifically focused on how these two approaches can affect students' learning motivation. Furthermore, this research did not compare all available learning approaches, but only the two selected approaches. In addition, the study did not evaluate students' academic achievement or learning outcomes directly rather, it focuses solely on students' intrinsic and extrinsic motivation, measured through a motivation questionnaire administered before and after the treatment.

D. The Formulations of the Problem

Formulations of the problem are:

1. How is the English learning motivation of the eighth-grade students of SMP Negeri 2 Padangsidempuan by using differentiated learning?
2. How is the English learning motivation of the eighth-grade students of SMP Negeri 2 Padangsidempuan by using project-based learning?
3. Is there the significant difference between English learning motivation by using differentiated learning and project-based learning at grade VIII students SMP Negeri 2 Padangsidempuan?
4. Which approach is more effective in improving students' English learning motivation between Differentiated Learning Approach and Project-Based Learning Approach at grade VIII students SMP Negeri 2 Padangsidempuan ?

E. The Objectives of the Research

Based on the formulation of the problem above, the objectives of this research are:

1. To determine the English learning motivation of students by using differentiated learning for eighth-grade students at SMP Negeri 2 Padangsidimpuan.
2. To determine the English learning motivation of students by using project-based learning for eighth-grade students at SMP Negeri 2 Padangsidimpuan.
3. To examine whether there is significant difference in English learning motivation by using differentiated learning and project-based learning at the grade VIII students SMP Negeri 2 Padangsidimpuan.
4. To determine which learning approach is more effective in improving students' English learning motivation between the Differentiated Learning Approach and the Project-Based Learning Approach at the grade VIII students SMP Negeri 2 Padangsidimpuan.

F. The Significances of the Research

The result of the research expected to be useful:

1. For the headmaster of SMP N 2 Padangsidimpuan, to provide support and guidance to English teachers regarding methods that can be used in teaching.

2. For English teachers at SMP N 2 Padangsidimpuan to teach students using methods that can facilitate their learning and also improve the quality of the teaching and learning process.
3. For students, to help increase motivation in learning English through methods that suit their needs.
4. For Researchers, to obtain information and references for conducting related research.

G. The Definitions of the Variables

Based on the research title, this research classified several terms from the title to avoid misunderstandings in assuming it, this research divided them into:

1. Differentiated learning approach (X_1) is an approach where teachers adjust materials, strategies, and learning evaluations based on students' needs, interests, and abilities.
2. Project-based learning approach (X_2) is a learning model that uses projects or activities to enhance students' attitudes, knowledge, and skills.
3. English learning motivation (Y) is the student desire to learn, such as curiosity, effort, and interest in English through internal or external encouragement.

H. The Outline of Thesis

The systematic of this research is divided into five chapters. Chapter one is introduction, which consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the

problem, objectives of the problem, significances of the problem, definition of operational variables and outline of thesis.

Chapter two is theoretical description. It is divided into sub-chapters which consist of theoretical description, review of related findings, conceptual framework, and hypothesis. In theoretical description consists of definition and explanation of Differentiated Learning and English learning motivation.

Chapter three is research methodology. It consists of time and place of research, research design, population and sample, instrument of research, validity and reliability of research, procedure of collecting data, and technique of analyzing data.

Chapter four is result of the research. It consists of data description, hypothesis testing, and the threats of the research. Chapter five consists of conclusion about the result of the research and suggestion that are given by the researcher.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

1. Differentiated Learning Approach

a. The Definitions of Differentiated Learning

Differentiated learning is a methodical approach to curriculum and instruction design for students from a wide range of academic backgrounds. This approach aims to maximize each student's learning potential while also respecting their individual learning demands.¹ Differentiated learning allows students to reach their full potential based on their learning profile, interests, and preparedness for learning.² So, differentiated learning is a methodical curriculum design that maximizes each student's learning potential by considering their individual interests and preparedness for learning.

Differentiated learning is a philosophy and pedagogical approach in which teachers design and arrange instruction depending on students' readiness levels, interests, learning profile, personal qualities, and other elements that may influence learning. As a result of the learners' heterogeneity and diversity, instruction is properly

¹Carol Ann Tomlinson and Cindy A Strickland, *Differentiated in Practice A Resource Guide For Differentiating Curriculum* (Alexandria: Association for Supervision and Curriculum Development, 2005), https://repository.bbg.ac.id/bitstream/591/1/Differentiation_in_Practice.pdf. p. 6.

²Samsul Susilawati, Abdulloh Chakim, and Candra Avista Putri, "Differentiated Learning to Improve Students' Creative Thingking Ability," *Proceeding International Conference on Islamic Education* 8 (2023), p. 159.

customized.³ In order to increase learning for all students, teachers can overcome obstacles in the classroom with the proactive support of differentiated instruction⁴. Aiming to raise learning for all students and overcome classroom challenges, differentiated learning is a pedagogical method whereby teachers customize education to individuals' readiness, interest, and personal attributes.

Based on explanations above, differentiated learning is a methodical approach to curriculum design that maximizes each student's learning potential while respecting their individual needs. It involves teachers designing instruction based on readiness levels, interests, and personal qualities, ensuring proper customization for diverse learners. This proactive support helps teachers to overcome classroom obstacles and increase learning for all students.

b. The Components of Differentiated Learning Approach

Teachers can diversify or alter some aspects of the classroom to make it more likely that every student will learn as much as possible in the quickest amount of time:

- 1) Content: content differentiation is possible for a teacher.

Content is made up of subject-related facts, ideas, generalizations or principles, attitudes, and abilities, as well as

³Stavroula Valiandes et al., *Teachers' Guide to Differentiated Instruction*, Research Gate, 2017, p. 7, <https://www.researchgate.net/publication/318420929>.

⁴Adrian Brunello and Florina-Elena Brunello, "The Relationship Between Differentiated Instruction and Student Motivation in Mixed Ability Classrooms," *International Journal of Communication Research* 12, no. 4 (2022), p. 280, https://www.ijcr.eu/articole/620_008 Adrian Brunello 279-284.pdf.

items that serve as representations of those components. Content encompasses both the teacher's intended curriculum and the means by which the student acquires the necessary skills, information, and comprehension. Many times, the fundamental information, concepts to be understood, and abilities of every student in a differentiated classroom are the same.

- 2) Process: a teacher is able to differentiate processes. The process is how the student begins to understand, comprehend, and "own" the subject's key facts, concepts, generalizations, and skills. Activity is a common synonym for the term "process." An successful activity or task typically involves students employing an essential ability to understand an essential concept and is clearly focused on a learning goal. A teacher can differentiate an activity or process by, for example, offering a variety of options with varying levels of difficulty or based on student interests.
- 3) Product: a teacher can also differentiate products. The phrase "products" refers to the stuff that a student can use to demonstrate what he or she has learned, understands, and can perform as a result of extended study. A product could be a portfolio of students work, an exposition of solutions to real-world problems based on information, understanding, and

ability gained over the course of a semester, an end-of-unit project, or a complicated and challenging paper-and-pencil test. A excellent product encourages students to reconsider what they have learned, apply what they know, broaden their understanding and expertise, and engage in critical and creative thinking.⁵

According to Brunello, there are three components of differentiated learning approach are:

1) Differentiation through Content

Content differentiation in the classroom entails determining the difficulty level of a certain skill, topic, or reading for individual students or groups. Teachers should employ all text genres, flexible grouping, audio books, and the internet to make curriculum more relevant to their students' lives. Differentiation can occur through a variety of reading levels, graphic organizers, examples, and presentation styles. Learning styles are critical for customized instruction through material, resulting in increased students understanding, engagement, and motivation.

⁵Carol Ann Tomlinson and Susan Demirsky Allan, *Leadership for Differentiating Schools & Classrooms* (Alexandria: Association for Supervision and Curriculum Development, 2000), <https://rutamaestra.santillana.com.co/wp-content/uploads/2020/01/The-Differentiated-Classroom-Responding-to-the-Needs.pdf>. p. 7-9.

2) Differentiation through Process

Differentiation through process refers to how students' understand and apply concepts or texts. It involves varying learning methods, such as grouping students based on readiness or language proficiency, offering variety in activities, assignments, and class order. This process can also be influenced by multiple intelligences, such as linguistic, logical-mathematical, visual-spatial, kinaesthetic, musical, naturalist, interpersonal, and intrapersonal. By utilizing these intelligences in teaching, more students are likely to understand and learn content and skills.

3) Differentiation through Product

Product refers to varied assessments that demonstrate students' learning and growth. Teachers can differentiate through product, focusing on students' interests and strengths, allowing them to take ownership and engage in their tasks.⁶

From explanations above, it can be concluded there are three components of differentiated learning approach. The first is content, content refers to what a students' needs to learn or how the learner will obtain knowledge, concepts, and abilities. The second is process, differentiation through process, how students' understand ideas and

⁶Brunello and Brunello, "The Relationship Between Differentiated Instruction and Student Motivation in Mixed Ability Classrooms."

informations. The third is product, differentiation through product, the teacher assigns tasks or projects that align with interests and strengths of individual students.

c. The Aspects of Differentiated Learning Approach

There are three students' characteristics which are important aspects in differentiated learning, namely:

1) Readiness

Readiness is a student's current proximity to certain information, understanding, and abilities. It is not a fixed trait, but rather a transient situation that varies in response to curricular changes and high-quality instruction. To progress academically, children must constantly work on activities that focus on vital knowledge and abilities, have a support structure, and be believed in by their professors. Teachers employ formative assessment and classroom observation to understand each student's learning trajectory and provide tasks, deadlines, materials, and support systems to assist them improve their competency over time.

2) Interest

Interest in a student's learning process is directly linked to motivation and enhances learning. High interest can improve performance, persistency, and understanding. Personal interests, often influenced by a student's strengths, cultural context,

experiences, or sense of need, can transform struggling performers into high achievers.

3) Learning preferences

Learning preferences refer to students' inclination to learn and express content in specific contexts. Differentiation in teaching involves giving students choices to understand and express learning, fostering metacognition and increasing ownership. Learner-centered teachers elicit student voice in learning, promoting independence and decision-making skills.⁷

The teacher modifies content, process, and products based on student readiness, interest, and learning profile. Readiness refers to a student's starting place for acquiring specific knowledge, understanding, or abilities. Interest describes a learner's connection, curiosity, or enthusiasm for a certain subject or ability. Learning profile refers to how a learner learns. It may be influenced by intellect preferences, gender, culture, or learning style.

d. The Principles of Differentiated Learning Approach

There are eight principles of the differentiated learning approach, namely:

⁷Carol Ann Tomlinson and Marcia B Imbeau, *Leading and Managing A Differentiated 2nd Edition*, 2nd ed. (Arlington: ASCD, 2023), <https://files.ascd.org/pdfs/publications/books/Leading-and-Managing-A-Differentiated-Classroom-2ed-sample-pages.pdf>, p. 33-35.

1) The Teacher Focuses on the Essentials

In a differentiated classroom, teachers focus on essential concepts, principles, and skills of each subject. They aim to create a clear understanding for struggling learners and advanced learners, ensuring they don't drown in disjointed facts. Clarity increases the likelihood of meaningful and interesting introductions, and strengthens the connection between teacher, learners, assessment, curriculum, and instruction. This approach leads to personal growth and individual success for each child.

2) The Teacher Attends to Students' Differences

In differentiated classrooms, teachers attend to student differences, understanding that everyone has unique strengths and weaknesses. They recognize that human needs, including nourishment, shelter, safety, and achievement, vary across different fields and paths. This approach encourages students to reach their full potential.

3) Assessment and Instruction are Inseparable

In a differentiated classroom, assessment is ongoing and diagnostic, providing teachers with data on students' readiness, interests, and learning profiles. Formative assessment, including discussions, portfolio entries, and surveys, helps teachers modify instruction and track student growth, focusing on helping students move forward.

4) The Teacher Modifies Content, Process, and Products

The teacher can modify content, process, and products based on student readiness, interest, and learning profile. Readiness refers to a student's entry point to a particular understanding or skill, while interest refers to a student's affinity or passion for a particular topic. Learning profile is shaped by intelligence preferences, gender, culture, or learning style. Teachers can adapt curricular elements based on these characteristics at any point in a lesson or unit, but not all elements should be differentiated.

5) All Students Participate in Respectful Work

In differentiated classrooms, teachers respect individual learning differences by understanding their needs and providing appropriate learning options. They honor commonalities and differences, not treating them alike. The four beliefs in a differentiated classroom include respecting readiness levels, expecting continuous growth, and offering consistent exploration of essential understandings and skills.

6) The Teacher and Students Collaborate in Learning

In a differentiated classroom, teachers and students collaborate on learning design and building. Students contribute by providing diagnostic information, developing classroom rules, and participating in the governance process. They develop ownership

in their learning and become more skilled at making choices that enhance their learning.

7) The Teacher Balances Group and Individual Norms

In a differentiated classroom, teachers balance group and individual norms to accelerate a student's skills and understanding while ensuring genuine understanding and meaningful application. They also ensure students and parents are aware of their individual goals and growth, promoting a culture of excellence where no weakness is overlooked.

8) The Teacher and Students Work Together Flexibly

Differentiated classrooms involve individuals, small groups, and the class as a whole, working together to address various learning needs. Teachers use materials flexibly, employ flexible pacing, and assign tasks based on readiness, interest, or learning profile. Instructional strategies, such as learning contracts, are used to target learners at appropriate levels of challenge and interest.⁸

So from these principles it can be concluded differentiated learning approach emphasizes the importance of teachers focusing on essential concepts, attending to student differences, integrating assessment and instruction, modifying content, process, and products

⁸Carol Ann Tomlinson, *The Differentiated Classroom Responding to the Needs of All Learners* (Alexandria: Association for Supervision and Curriculum Development, 1999). p. 9-14.

based on readiness, interest, and learning profile, respecting individual learning differences, fostering collaboration between teachers and students, balancing group and individual norms, and working together flexibly to address various learning needs. This approach promotes personal growth and individual success for each child, fostering a culture of excellence.

e. The Procedures for Implementing Differentiated Learning Approach

Differentiated instruction involves structured steps for teachers to tailor learning to students' diverse needs, abilities, and interests, ensuring every student succeeds through effective planning, execution, and adjustment. Valiandes et al.⁹ stated that there are four steps for implementing differentiated learning:

1) Establish the Goal of a Lesson Using Differentiated Instruction

The first step in lesson planning is establishing the primary goal of the lesson, which is based on the curriculum's definition of the subject matter but modified to fit the preparation level of the students in each particular classroom. Since it directs the creation of the instructional objectives that every student should learn, the lesson aim is crucial.

⁹Valiandes et al., *Teachers' Guide to Differentiated Instruction*.

2) Outlining essential (prerequisite and fundamental) knowledge and abilities

Differentiated training requires a clear definition of key knowledge and abilities. These are the fundamental information, abilities, and dispositions that every student ought to possess by the completion of the class. Lesson plans that enable students to acquire new abilities and turn them into personal knowledge should be created by teachers. Finding misconceptions and deficiencies is aided by pre-assessment. Dynamic differentiation and ongoing evaluation are guided by instructional objectives based on core knowledge.

3) Define transformational knowledge and skills.

Instructional planning should identify transformational knowledge and skills for advanced students, which include analysis, rule derivation, generalization, and evaluation. Teachers must be aware of their students' talents and limitations in order to make the challenge manageable and avoid harmful short- and long-term outcomes.

4) Designing the course of differentiated instruction, students' work, and learning.

Based on the foregoing, teachers should be able to determine which teaching approaches and tactics to use to ensure that all students are involved in the learning process and working

on a task in order to gain the core information and abilities. Teachers should also keep in mind that even the most complex and analytical lesson design will most likely change during the course of instruction, so they should be prepared to tweak and adjust it dynamically based on student reactions.

According to Tomlinson¹⁰ there are nine steps for implementing differentiated learning approach:

- 1) Identify and focus on clear and important learning goals for all students.
- 2) Prepare materials that support each learner's growth toward those goals.
- 3) Provide varied materials and activities that match different reading levels, learning profiles, and student interests.
- 4) Design tasks that range from simple to complex, concrete to abstract, and structured to open-ended.
- 5) Give clear and easy-to-follow directions for all activities.
- 6) Provide guidance on what students should do when they need help.
- 7) Provide instructions on what students should do after completing a task.
- 8) Use a record-keeping system to monitor students' activities and performance at the learning centers.

¹⁰Tomlinson, *The Differentiated Classroom Responding to the Needs of All Learners*, p. 115

- 9) Conduct ongoing assessment of student progress and use the results to adjust tasks and activities as needed.

The procedures for implementing Differentiated Learning involve carefully planning lessons that address students' diverse needs by first establishing clear learning goals based on curriculum expectations, identifying essential and advanced knowledge and skills, and designing instruction that matches varying levels of readiness. Teachers must provide varied materials, clear directions, flexible tasks, and guidance for students who need help or finish early. Continuous monitoring and assessment are essential to track progress, adjust instruction, and ensure all students grow effectively through differentiated activities. So, the researcher chooses the second theories from Tomlinson for procedures in teaching by differentiated learning approach.

f. The Advantages of Differentiated Learning Approach

Differentiated Learning has several advantages in the teaching and learning process for both students and teachers.

1. Advantages of Differentiated Learning for Students
 - a) Enhancing Students' Enjoyment in Learning.
 - b) Increasing Students' Learning Motivation.
 - c) Providing Sustainability in Learning.
 - d) Supporting Cooperative Learning.
 - e) Increasing Students' Self-Confidence.

2. Advantages of Differentiated Learning for Teachers

- a) Helping Teachers Identify Students' Talents More Easily.
- b) Increasing Classroom Success Rate.
- c) Enhancing Teachers' Job Satisfaction.¹¹

So, differentiated learning approach provides significant benefits for both students and teachers by accommodating diverse learning needs, increasing students' motivation and engagement, and supporting effective classroom practices. This approach contributes to a more inclusive and successful learning environment.

2. Project-Based Learning Approach

a. The Definitions of Project-Based Learning

Project-based learning is an inquiry-based approach to teaching and learning. In Project-based learning, students focus on hard question or problem, then answer it or solve it collaboratively over time, with the goal of instilling a self-motivated desire to learn.¹² Project-based learning improves the quality of the teaching and learning process while also motivating students to succeed in their studies.¹³ So, encouraging students to solve challenging problems

¹¹Letzel-Alt and Pozas, *Differentiated Instruction Around the World*.

¹²Y. Harun, *ProjectBased Learning Handbook* (Kuala Lumpur: Educational Technology Division Ministry of Education, 2006), p. 51, <https://doi.org/https://doi.org/10.20935/AcadQuant7627>.

¹³Eka Sustri Harida et al., "Project-Based Learning an Innovation in Teaching RELT : A Study on Students' Needs," *Al-Ta'lim Journal* 30, no. 1 (2023): 288–97, <https://doi.org/10.15548/jt.v30i3.811>.

cooperatively, project-based learning is an inquiry-based teaching tool that helps them to develop a self driven need to learn.

According to Thomas in Stanley that the term project-based learning (PBL) refers to learning through the course of a project that is completed over time. A definition that is more thorough is as follows: complex assignments that involve design, problem-solving, decision-making, or investigative activities and are based on difficult questions or problems are known as projects. They allow students to work comparatively independently for extended periods of time and produce realistic products or presentations.¹⁴ So, project-based learning (PBL) involves learning through complex assignments, allowing students to work independently for extended periods and produce realistic products or presentations.

Project-based learning is a teaching paradigm that focuses on providing tasks, notably in the form of projects that allow students to engage in an inquiry process. As a result, students are expected to gain knowledge, abilities, and attitudes that will serve as the basis for teacher evaluation.¹⁵ According to Larmer et al., project-based learning is an instructional approach that encourages both students and teachers to delve deeply into a subject, moving beyond rote learning to grapple with the underlying concepts and understandings of the subject and

¹⁴Todd Stanley, *Project-Based Learning for Gifted Students*, 2nd ed. (New York: Routledge Taylor & Francis Group, 2021), <https://doi.org/10.4324/9781003237310>.

¹⁵Hasanatul Hamidah et al., *HOTS-Oriented Module: Project-Based Learning* (Jagakarsa: Seameo Qitep in Language, 2020), p.17, www.qiteplanguage.org.

discipline.¹⁶ Therefore, Project-Based Learning not only emphasizes the completion of a project, but also promotes meaningful learning experiences that develop students' critical thinking, creativity, and collaboration skills.

So, it can be concluded that project-based learning is an instructional approach that engages students in meaningful projects through inquiry, enabling them to gain knowledge, skills, and attitudes. It emphasizes active exploration of real-world problems and concepts rather than rote memorization. This approach also fosters deeper understanding for both students and teachers by connecting learning to authentic contexts.

b. The Principles of Project-Based Learning Approach

There are several principles of project-based learning, namely:

1. More depth, less requirements, in order to solve challenges, formulate and address a central topic, and produce high-caliber goods, well-designed projects have always placed a strong emphasis on critical thinking and in-depth conceptual understanding.
2. A greater focus on reading informative texts across a range of subject areas, many initiatives are multidisciplinary and provide a purposeful framework for reading a wide range of materials to

¹⁶Larmer, Mergendoller, and Boss, *Setting the Standard for Project Based Learning*. p. 35.

gather information, including online pages, expert interviews, reference books, and new media.

3. Increased emphasis on inquiry and evidence-based reasoning, close reading a text in search of meaning is an example of inquiry--an important ability that is frequently included in a project. The requirements also require students to ask questions, do research, assess sources, and generate well-supported answers--processes that are key to PBL.
4. Real-world applications, challenges that arise in everyday life, society, and the workplace are exactly what a good project entails.¹⁷

So, based on Larmer et al. the principles of project-based learning Approach, there are four main pillars that are strongly emphasized: in-depth conceptual understanding and critical thinking to solve challenges; an increased focus on reading informative texts from a variety of sources and subject areas; a greater emphasis on inquiry and evidence-based reasoning, which involves questioning, researching, assessing sources, and constructing well-supported answers; and finally, real-world application through challenges relevant to daily life.

Meanwhile, Hamidah et al. stated that there are seven principles of project-based learning, including the following:

¹⁷ Larmer, Mergendoller, and Boss. p. 11.

1. Challenging question: learning starts with a meaningful problem that guides students to explore and find answers.
2. Sustained inquiry: students investigate continuously, building critical thinking and problem-solving skills.
3. Authenticity: projects relate to real-life situations.
4. Student voice and choice: students make decisions and share ideas during the project.
5. Reflection: students and teachers review the process to improve understanding.
6. Critique and revision: feedback helps students refine their work.
7. Public product: students present their project results to an audience.¹⁸

So, according to Hamidah et al. there are seven principles of project-based learning, namely: the challenging question, sustained inquiry, the authenticity, student voice and choice, reflection, the critique and revision, and public product.

Project-Based Learning (PBL) emphasizes deep understanding, critical thinking, sustained inquiry, and the use of diverse information sources within real-world contexts. According to both theories, effective PBL begins with a meaningful challenge, encourages student voice, promotes reflection and revision, and results in a public product that enhances student motivation and ownership of their learning.

¹⁸ Hamidah et al., *HOTS-Oriented Module: Project-Based Learning*. p. 19-20.

c. The Characteristics of Project-Based Learning Approach

According to Bender, the important characteristics of project-based learning are as follows:

1. Anchor: provides background information to introduce the project and spark student interest.
2. Collaborative cooperation: teamwork is essential, making learning more authentic through collaboration.
3. Driving inquiry: a strong guiding question captures attention and directs student investigation.
4. Feedback and revisions: students receive ongoing support and feedback from peers or teachers to improve their work.
5. Inquiry and inventiveness: students generate additional questions and ideas to explore the project further.
6. Opportunities to reflect: students regularly reflect on their learning and project progress.
7. The investigative process: clear guidelines, timelines, and goals help structure the project work.
8. Public product: students present their final product publicly to showcase real-world learning.
9. Student input and decision: students help make choices about how the project is carried out.¹⁹

¹⁹William N. Bender, *Project-Based Learning Differentiating Instruction for the 21st Century* (Thousand Oaks: Corwin, 2012).

Based on description above, PjBL is a learning approach that emphasizes anchor, collaborative cooperation, driving inquiry, feedback, inventiveness, opportunities for reflection, investigative process, public display of project findings, and student input and decision. It aims to make learning experiences more authentic, capturing students' attention and directing their efforts. PBL also encourages students to reflect on diverse projects, set timelines, and participate in decision-making processes.

Project-Based Learning (PBL) emphasizes deep understanding, critical thinking, sustained inquiry, and the use of diverse information sources within real-world contexts. According to both theories, effective PBL begins with a meaningful challenge, encourages student voice, promotes reflection and revision, and results in a public product that enhances student motivation and ownership of their learning.

d. Teaching Steps of Project-Based Learning

Project-based learning as a classroom approach will offer sequentially. It is critical to ensure that the method is implemented correctly in the classroom. It will have an impact on pupils who receive the materials and complete the tasks. According to Jalinus et al.,²⁰ the three levels of teaching project-based learning in the classroom are:

²⁰Nizwardi Jalinus, Rahmat Azis Nabawi, and Aznil Mardin, "The Seven Steps of Project Based Learning Model to Enhance Productive Competences of Vocational Students," *Advances in*

- 1) Formulation of expected learning outcomes: The first step in this process is to provide students with a grasp of the concept of teaching material, the aim, and a strong incentive to comprehend the expected learning results. Understanding how the projects assigned to students will tackle real-world problems. At this stage, a contextual teaching technique may be used. It enables teachers to tie the subject to real-world situations.
- 2) Project work: Project work in project-based learning is based on real-life situations and learning outcomes.
- 3) Evaluation: to reveal the outcome of the learning process and students' achievements. It is critical to evaluate students' projects in order to determine how well they understand the topic and how they solve the tasks or difficulties assigned.

According to Harun²¹ there are six steps of teaching project-based learning approach:

- 1) Essential question: project-based learning should focus on questions that are interesting, authentic, and relevant to students' lives.
- 2) Plan: planning a project requires choosing appropriate content standards, involving students in decision-making, and selecting activities that support the Essential Question.

- 3) Schedule: creating a project schedule requires setting a timeline while staying flexible. Teachers should guide students to stay focused, allow exploration in new directions, and ensure they complete their ideas and findings on time without restricting their creativity.
- 4) Monitor: teacher should monitor both student work and project progress by guiding collaboration, giving flexible group roles, and ensuring students take full responsibility.
- 5) Assess: Assessment is essential for giving feedback, measuring progress, and improving instruction.
- 6) Evaluate: Reflection is an important element of learning since it allows students to analyze what worked, what needs to be improved, and produce new ideas that may be used in future tasks.

The teaching steps of Project-Based Learning emphasize clear learning outcomes, real-world project work, and evaluation to measure students' understanding. The approach also includes essential components such as meaningful questions, careful planning, flexible scheduling, continuous monitoring, and both assessment and reflection. Overall, PBL guides students through authentic problem-solving processes while encouraging independence, creativity, collaboration, and critical thinking. So, the researcher chooses the second theories from Harun for procedures in teaching by project-based learning approach.

e. The Advantages of Project-Based Learning Approach

Project-Based Learning offers various benefits that support effective teaching and learning.

1. Encouraging students to become more motivated and actively involved in learning.
2. Equipping students with essential skills for higher education, future careers, and active citizenship.
3. Supporting students in achieving learning standards and performing well on assessments that require higher-order thinking.
4. Enhancing students' deep understanding of academic content and its application in real-life contexts.
5. Enabling teachers to experience greater satisfaction in delivering instruction.
6. Creating opportunities for schools to strengthen communication and collaboration with parents, communities, and the broader society.²²

So, project-based learning contributes positively to the learning process by fostering student motivation, improving academic achievement, and supporting meaningful educational practices.

²²Larmer, Mergendoller, and Boss, *Setting the Standard for Project Based Learning*.

3. Students' English Learning Motivation

a. The Definitions of English Learning Motivation

Learning motivation consists of two words, namely “learning” and “motivation.” Learning is a long-lasting modification of behavior, or the ability to behave in a particular way, brought about by experience or practice.²³ Learning is commonly characterized as a change in an individual resulting from experience.²⁴ Learning is the process by which humans gain competences such as skills, attitudes, knowledge, and behavior.²⁵ Thus, learning serves as a foundation for personal growth and development, providing individuals with the necessary tools to face and respond to a variety of life challenges an element that is directly tied to the role of motivation in driving and maintaining the learning process.

Motivation is a drive that makes people do something. Motivation is like how hard someone strives to meet internal needs, potential outcomes, and personal estimates.²⁶ Motivation is a strong desire of someone to achieve a specific goal.

²³Dale H Schunk, *Learning Theories: An Educational Perspective*, 8th ed. (New York: Pearson Education, 2020), <https://www.neliti.com/publications/322375/>. p. 3.

²⁴Robert E Slavin, *Educational Psychology: Theory and Practice*, 8th ed. (New York: Pearson Education, 2006), <https://doi.org/http://dx.doi.org/10.18844/ijlt.v14i3.7888>. p. 134.

²⁵Ayanniyi Alhassan, *Psychology of Learning*, (Lagos: National Open University of Nigeria, 2022). p. 2.

²⁶Susan Bentham, *Psychology and Education* (New York: Taylor & Francis e-library, 2002), <https://doi.org/https://www.taylorfrancis.com/books/mono/10.4324/9780203465714/psychology-education-susan-bentham>. p. 120.

Motivation is an energy shift triggered by feelings and reactions to achieve goals, originating from an impulse. It drives an effort, affecting behavior and driving individuals to act towards specific results or purposes.²⁷ Motivation is an important component that determines success or failure in achieving a goal.

Motivation is a theoretical concept that helps to explain the commencement, direction, intensity, persistence, and quality of conduct, particularly goal-directed behavior.²⁸ Anything that inspires someone to take action is called motivation. Motivation in education refers to the encouragement of people to complete a learning process. Both internal and external sources can provide this stimulation.²⁹ Thus, motivation plays a crucial role in driving and sustaining students' efforts throughout the learning process.

Based on the explanations provided above, it is possible to conclude that learning motivation is the process or driving force or effort of a student to acquire knowledge and modify students' behavior or attitude during the learning process. Meanwhile, English learning motivation refers to students' internal and external drives to learn English, whether for academic, social, or personal reasons, so that they

²⁷Agus Rahardjo and Supartmi Pertiwi, "Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation," *Journal of English Language Teaching and Literature* 1, no. 2 (2020), p. 57.

²⁸Brophy, *Motivating Students to Learn*. p. 3.

²⁹Aulia Fatimannisa and Jamilah, "Improving Students' Motivation in English Learning Through Positive Reinforcement," *International Journal of Contemporary Studies in Education* 01 (2024): 50–60, <https://doi.org/https://doi.org/10.56855/ijcse.v3i1.945>.

are inspired to actively participate in English learning activities. Students who are highly motivated are more likely to participate, be enthusiastic, and achieve better learning outcomes when learning English.

b. The Purpose of English Learning Motivation

Motivation is the reason or what drives someone to do anything. Teachers must be constantly aware of motivation and encouragement as keys to student active learning. In general, the goal of learning motivation is to encourage students to enhance their learning outcomes and to become more involved in the learning process.

These are some specific purposes of motivation in English learning, such as:

1. Competence: the student feels confident that they have the ability to accomplish the learning task.
2. Control/autonomy: the learner experiences a sense of control when they notice that their actions influence the results, and autonomy is supported when they can choose whether or how to complete the work.
3. Interest/value: the learner is engaged with the activity or understands the usefulness of doing it.

4. Relatedness: finishing the task gives the student social rewards, such as feeling included in the class community or gaining approval from significant people around them.³⁰

From the above explanation, the purpose of motivation is to improve learning outcomes and encourage students to be more engaged. Students believe and are interested in completing the task. Therefore, motivation is the driving force behind learning, and teachers must be vigilant in encouraging active learning.

c. **The Functions of English Learning Motivation**

There are numerous functions of motivation such as: pushes students accomplishing learning goals. Students that are motivated can improve. Students can be motivated to take action as well. Students that are motivated continue to act in ways that move them closer to their objectives.

The function of motivation according to Hamalik in Syahrul³¹, the action does not occur without purpose, but rather rises to receive the people motif. In general, the roles of motivation are as follows:

- 1) To stimulate to do something. Without motivation the study will not raise.
- 2) Motivation as a director. It aims to get the behavior that we want.

³⁰Jacob Filgona et al., "Motivation in Learning," *Asian Journal of Education and Social Studies* 10, no. 4 (2020), p. 25, <https://doi.org/10.9734/AJESS/2020/v10i430273>.

³¹Syahrul, "Students' Motivation in Learning English by Giving Warm Up Activities in Beginning of Class," *Jurnal Pendidikan Bahasa Inggris* 11 (2022): 214–36, <https://doi.org/https://doi.org/10.26618/exposure.v11i2.8172>.

- 3) Motivation as an activator. Its function as a machine to a car. To measure the motivation, we can see how fast or slow in doing something.

Based on Wardani et al., there are three functions of motivation:

- 1) Motivating people to take action, which is motivation as a motor that releases energy; therefore, motivation is the driving force behind any activity that the teacher must carry out.
- 2) Determining the direction of the action, which is toward the goals to be achieved; therefore, motivation to provide direction and teaching and learning activities must be carried out in accordance with the formulation of learning objectives.
- 3) Selecting actions, which is deciding which actions must be carried out in harmony in order to achieve that goal, by putting aside actions that are not helpful for that purpose.³²

Based on some of these explanations, the function of motivation is to encourage students to act towards their goals and determine the direction of action, aligned with learning objectives.

d. The Types of English Learning Motivation

Generally there are two types of motivation such as:

³²Adetya Dewi Wardani et al., "Student Learning Motivation: A Conceptual Paper," *Atlantis Press* 487 (2020), p. 276.

- 1) Intrinsic motivation is described as motivation that comes from within a person rather than from outside sources such as money or grades. Motivation is obtained from the pleasure of the action itself, or from the sense of success gained from completing or even working on a task. It was proposed that interest and enjoyment are the primary causes of intrinsically driven conduct.
- 2) Based on Sennett in kum extrinsic motivation is described as a situation in which an individual completes a task or shows a behavior due to external circumstances such as avoiding punishment or receiving a reward. Motivational factors include external or external benefits such as money or grades. These incentives provide fulfillment and pleasure that employment would not provide.³³

According to Azid et al., there are two types of motivation are:

- 1) Intrinsic motivation is described as an inner drive that motivates a person to pursue an activity and is not influenced by external stimuli because it is an individual's own desire to achieve something. This sort of motivation focuses on the quality of emotions, processes, and experiences. In addition, intrinsic motivation may be observed when a person engages in an activity for personal gratification.

³³Boris Achou Kum, "The Effects of Intrinsic and Extrinsic Motivation on Student Learning Effectiveness (Case Study: International Students of Estonian Entrepreneurship University of Applied Sciences)," *Estonian Entrepreneurship University of Applied Sciences*, 2022, p. 12–14.

- 2) Extrinsic motivation is defined as a proclivity to engage in activities or tasks in the natural environment in order to obtain rewards in the form of physical or psychological benefits. The goal of these external stimuli is to inspire people to do things that are beneficial and excellent for themselves. In short, this eccentric motivation stems from external forces that drive the individual to complete the work to its full potential.³⁴

The indicators of learning outcome motivation according to Ekawarna³⁵ are as follows:

- 1) Intrinsic motivation
 - a) High learning activity
 - (1) Work independently
 - (2) Study outside school hours
 - (3) Preparation of study schedule
 - (4) Reviewing lessons at home
 - b) Diligent in doing assignment
 - (1) Search for reading materials or sources
 - (2) Checking the completeness of the task
 - (3) Doing assignment on time
 - (4) Not easily bored

³⁴Mohamad Bakhtiar Bin Abdul Azid et al., "Intrinsic and Extrinsic Motivation in Sports," *International Journal of Academic Research in Progressive Education and Development* 12, no. 3 (2023), p. 262, <https://doi.org/10.6007/IJARPED/v12-i3/18460>.

³⁵Ekawarna, *Penelitian Tidakan Kelas* (Jakarta Selatan: Referensi, 2013), https://www.researchgate.net/publication/332265329_Penelitian_Tidakan_Kelas.

- (5) Improving on assignment
- (6) Continue to work
- c) Tenacious in facing difficulties
 - (1) Asking questions to the teachers
 - (2) Asking questions to the friends
 - (3) Studying together
 - (4) Discussion
- 2) Extrinsic motivation
 - a) Presence of information from the teacher
 - (1) Giving learning objectives
 - (2) Explaining through examples
 - (3) Writing down what is important
 - (4) Telling how to do the assignment or homework
 - (5) Showing related books
 - b) Feedback
 - (1) Provide information on test results
 - (2) Commenting on practice assignment or homework
 - (3) Giving the opportunity to ask questions
 - c) Reinforcement
 - (1) Giving praise
 - (2) Giving solution suggestions
 - (3) Showing how to learn
 - (4) Finding ways to draw conclusions

In conclusion, English learning motivation consists of two main types: intrinsic and extrinsic motivation. Intrinsic motivation comes from within the learner, such as independent study, diligence, and persistence, while extrinsic motivation is influenced by external factors like teacher guidance, feedback, and rewards. Both are essential in encouraging students' active participation and achievement in learning.

e. The Roles of English Learning Motivation

One of the factors influencing the learning process is motivation, which also influences how actively kids learn. Students' behavior in class will be determined by their motivation to learn. A teacher's role is crucial in building trusting relationships, inspiring students to build their knowledge and learning, guiding them through systematic didactic processes, and revealing their potential for growth.³⁶ So, students' learning behavior is significantly influenced by motivation, teachers are therefore very important in developing trust, motivation information, directing students through methodical processes, and exposing possible development.

In essence, motivation can assist in comprehending and elucidating individual behavior, including learning, according to Uno in Axelina. In learning, there are a number of roles and motives, including:

³⁶Carmen Magdalena Mero Alcivar, Tatiana Lizeth Ibarra Quimi, and Maria Fernanda Zambrano Barberan, "The Motivation and Its Importance in the Teaching-Learning Process," *International Research Journal of Management, IT, and Social Sciences* 7, no. 1 (2020), p.142.

- 1) How Motivation Affects Learning Reinforcement.
- 2) How Motivation Helps Define Learning Objectives.
- 3) Learning Persistence Is Determined by Motivation.³⁷

A dynamic classroom atmosphere is facilitated by motivation. It makes students more eager to learn. According to educational psychologists, motivation improves learning outcomes. In addition to creating an interesting learning environment for themselves, these motivated students also help students build a positive attitude toward teachers who give their all when they teach.³⁸ Motivation in the classroom fosters a dynamic environment, enhancing learning outcomes and fostering a positive attitude towards teachers who put in their best effort.

From explanation above, it can be concluded, motivation significantly impacts the learning process, influencing students' behavior and teacher's role in building trust, inspiring knowledge, and guiding growth. It affects learning reinforcement, defines objectives, and determines persistence. Motivation fosters a dynamic classroom atmosphere, improving learning outcomes and building a positive attitude towards teachers. Educational psychologists emphasize the importance of motivation in fostering a positive learning environment.

³⁷Mersi Axelina, "Analysis Students' Motivation In Learning English During Pandemic Covid-19 At Students of SMP Negeri 9 Raja Ampat Regency," *Jurnal Pendidikan Bahasa* 8, no. 2 (2021), p. 399–400.

³⁸Gopal Shrestha, "Importance of Motivation in Education," *International Journal of Science and Research* 9, no. 3 (2020), p. 91, <https://doi.org/10.21275/SR20220104025>.

f. The Characteristics of Students with English Learning Motivation

The characteristics of motivated students are as follows:

- 1) Interested in learning
- 2) Recognize the value of academic tasks
- 3) Feel in control of their learning.
- 4) Learn more and be more persistent.³⁹

According to Munzir in Purw Widodo et al., the following are the characteristics of individuals who have learning motivation:

- 1) Diligent in facing tasks and continue working until completion.
- 2) Have an interest in various issues because they are resilient and do not easily give up when facing difficulties.
- 3) More often do their work alone.
- 4) Routine tasks quickly become boring.
- 5) Can maintain his opinion if he is already sure.
- 6) Will not leave behind something considered important.
- 7) Frequently seeking and solving problems.⁴⁰

So, motivated students feel in control of their education, are engaged in their studies, appreciate the importance of academic assignments, and are interested in learning. They frequently work alone, are tenacious, and hold their beliefs despite obstacles. They

³⁹Suzanne E. Hidi and K. Ann Renninger, *The Cambridge Handbook of Motivation and Learning* (Cambridge: Cambridge University Press, 2019), <https://doi.org/https://doi.org/10.1017/9781316823279>. p. 238.

⁴⁰Agus Purw Widodo, Andi Mariono, and Luk Luk Nur Mufida, *Variabel-Variabel Karakteristik Siswa Berpengaruh Terhadap Proses Dan Hasil Belajar Dan Pembelajaran*, ed. M. Faturrohman (Yogyakarta: Penebar Media Pustaka, 2020). p. 186.

show their dedication to their studies by seeking out and solving problems often and being persistent.

B. The Related Findings

Although no previous research has directly compared the effect of Differentiated Learning and Project-Based Learning on students' English learning motivation, some studies have been undertaken individually to investigate each technique and its impact on learning motivation.

The first research is made by Rohyanti et al.⁴¹, they concluded that there was a significant effect of differentiated learning on learning motivation and student learning outcomes at the eleventh grade of SMA Negeri 1 Poto Tano. The significance value obtained is 0.000, which is smaller than 0.05. This indicates that differentiated learning can effectively improve students' motivation and learning outcomes compared to conventional learning methods.

The second one is from Pada et al.⁴², the research shows that there was a significant effect of differentiated learning on increasing students' learning motivation. The average increase in motivation of students who received differentiated learning was higher than those who received conventional learning, with an increase difference of 14.143. The analysis showed that the

⁴¹Sari Dewi Rohyanti, Suparman, and Mietra Anggara, "The Effect of Differentiated Learning Implementation on Learning Motivation and Student Learning Outcomes of SMA Negeri 1 Poto Tano," *Jurnal Pendidikan Mandala* 8, no. 4 (2023): 1301–6, <http://ejournal.mandalanursa.org/index.php/JJUPE/index%0AVol>.

⁴²Amir Pada, Nasaruddin, and Lutfi B, "The Effect of Differentiation Learning to Increase Learning Motivation of Students in Elementary Schools," *International Journal of Engineering Business and Social Science* 1, no. 3 (2023): 192–96, <https://ijebss.ph/index.php/ijebss>.

data from both classes were normally distributed and homogeneous. An independent t-test was conducted to compare the pre-test and post-test scores, which showed that differentiated learning significantly increased students' learning motivation.

The third research is made by Sapan and Mede⁴³, this research attempted to explore how students and their teachers view the use of differentiated instruction in English classes. The findings showed that the implementation of differentiated instruction improves participants' overall Foreign Language Achievement (FLA), Foreign Language Motivation (FLM), and Learner Autonomy (LA). Both students and their teachers consider differentiated instruction effective and useful when learning and teaching English. In the effects of differentiated instruction on student FLM, based on the average scores of both participant groups, the experimental group was more motivated (M: 3.58, SD: 0.87) compared to the control group (M: 3.43, SD: 0.85), which only showed a slight increase in their motivation. It showed that differentiated instruction increased students' learning motivation in English classes.

The fourth research was made by Salsabila and Fatayan,⁴⁴ this study shows that the use of project-based learning models has a significant effect on

⁴³Melek Sapan and Enisa Mede, "The Effects of Differentiated Instruction (DI) on Achievement , Motivation , and Autonomy among English Learners," *Iranian Journal of Language Teaching Research* 10, no. July 2021 (2022): 127–44, <https://doi.org/10.30466/ijltr.2022.121125>.

⁴⁴Aina Isma Salsabila and Arum Fatayan, "The Effect of Project-Based Learning Model on the Learning Motivation of 4th Grade Students," *Asosiasi Dosen Peneliti Ilmu Keislaman Dan Sosial* 15, no. 2 (2024): 264–73, <https://doi.org/10.24952/paedagogik.v15i2.12421>.

student learning motivation. This can be seen from the results of the calculation of the final hypothesis test, namely Asymp. Sig <0.05 (0.003 <0.05) which means there is a significant difference, and the average value of learning motivation in students, the experimental class gets an average of 85% while the control class average value is 79%.

The last research was made by Hasan et al.⁴⁵, they concluded that the use of project-based learning has a significant impact on overcoming student motivation. The mean pretest motivation score for the experimental group was 3.50, with input scores varying from 3.00-3.97 and a standard deviation of 0.58. The average posttest motivation score for the experimental group was 3.83, with scores ranging from 3.03-4.00 and a standard deviation of 0.61.

These findings indicated that both teaching approaches have the potential to enhance students' motivation in learning English. Therefore, this study aims to compare them and find out which approach gives a more significant effect on students' English learning motivation in the eighth grade at SMP Negeri 2 Padangsidempuan.

C. The Conceptual Framework

In today's English learning environment, many junior high school students, including those at SMP Negeri 2 Padangsidempuan, often show low motivation during English lessons, as seen from their passive participation and limited interest in completing tasks. Since motivation strongly influences

⁴⁵Hanapi Hasan et al., "The Impact of the Project-Based Learning (PBL) on the Motivation of First-Year Students at Universitas Negeri Medan," *Journal of Computer Science, Information Technology and Telecommunication Engineering* 5, no. 1 (2024): 498–503, <https://doi.org/10.30596/jcositte.v5i1.17973>.

students' effort and engagement, it is essential to use teaching approaches that can help improve their motivation.

One approach is differentiated learning, a strategy in which teachers adjust the content, process, and product based on students' readiness, learning styles, and interests. By presenting materials in varied formats and offering different task options, this approach supports diverse student needs and increases engagement.

Another approach is project-based learning, a student-centered method that involves solving real-world problems through projects. It promotes critical thinking, collaboration, and creativity. In English learning, it boosts motivation by allowing students to use language meaningfully while completing projects and seeing its relevance in daily life.

This study compares the effectiveness of differentiated learning and project-based learning in improving the English learning motivation of eighth-grade students at SMP Negeri 2 Padangsidempuan. Using a quantitative method, it measures students' motivation after each approach. The results are expected to reveal which method is more effective and provide useful guidance for English teachers in selecting appropriate instructional strategies.

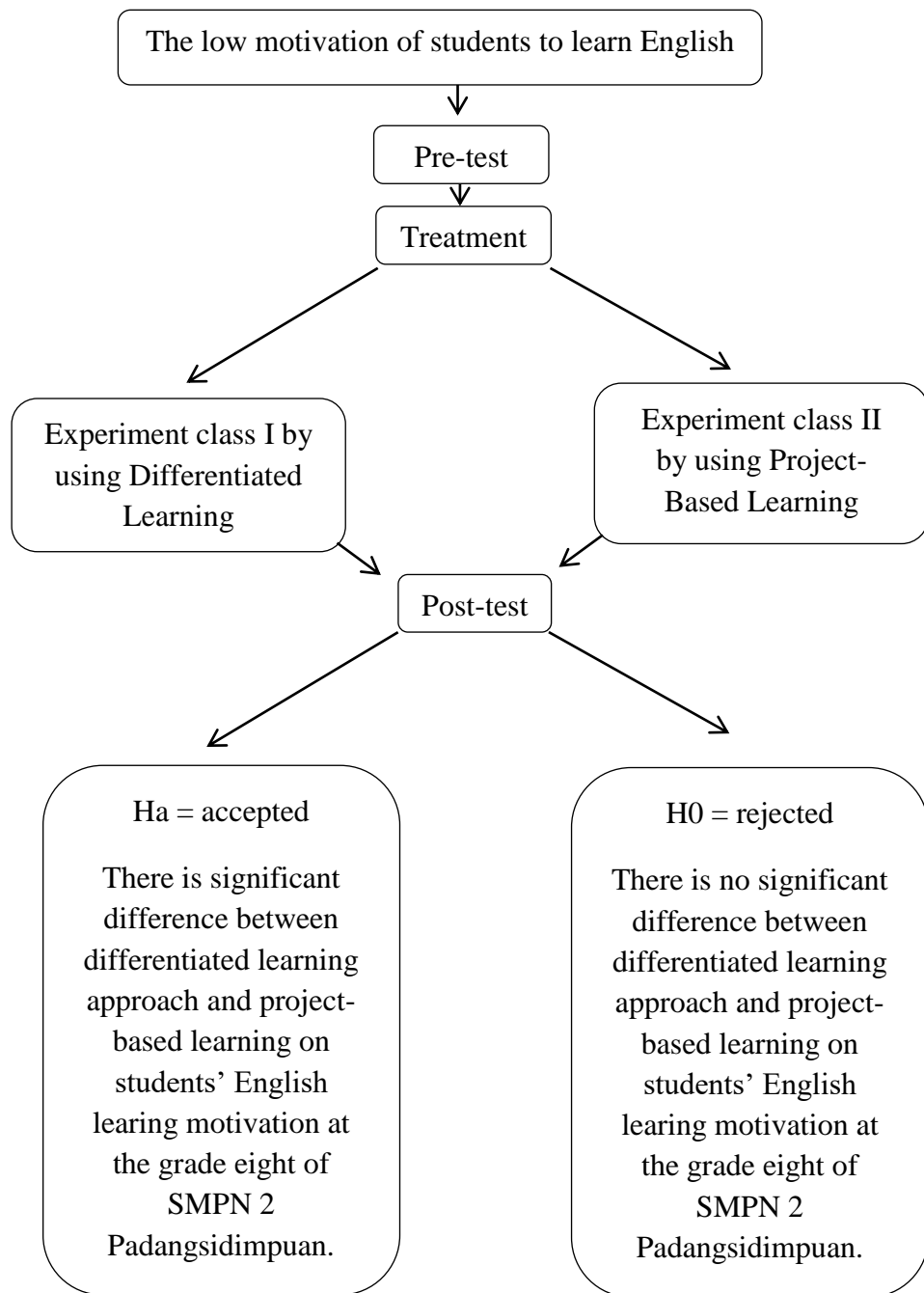


Figure I.1 Conceptual Framework

D. The Hypothesis

Hypothesis is needed to show the researchers' thinking and expectation about what outcomes of the research is be related to this study.

The hypotheses of this research are:

- a. Alternative hypothesis (H_a): There is a significant difference between differentiated learning approach and project-based learning approach on students' English learning motivation at grade students VIII SMP Negeri 2 Padangsidimpuan.
- b. Null hypothesis (H_0): There is no significant difference between differentiated learning approach and project-based learning approach on students' English learning motivation at grade students VIII SMP Negeri 2 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and the Location of the Research

The location of the research is SMP Negeri 2 Padangsidimpuan. It is located at Jln. Ade Irma Suryani Nasution No. 1 Padangsidimpuan. The time of this research starts from December 2024 up to November 2025.

B. The Research Design

This research used a quantitative research method with a quasi-experimental design with pre-test and post-test control group design. The researcher used two classes, namely the experiment class I and experiment class II. In this case, both of classes are given different treatment, experiment class I was given by differentiated learning approach and experiment class II was given by Project-based learning approach.

Tabel III. 1 Table of Research

Class	Pre-test	Treatment	Post-test
Experiment class I	√	Differentiated learning approach	√
Experiment class II	√	Project-based learning approach	√

C. The Population and the Sample

1. Population

This research was conducted on class VIII students of SMP N 2 Padangsidimpuan. The population of this study can be seen in the following table:

Tabel III. 2 The Population of the Research

No	Class	Number Students
1	VIII-1	30
2	VIII-2	30
3	VIII-3	30
4	VIII-4	30
5	VIII-5	30
6	VIII-6	30
7	VIII-7	30
8	VIII-8	30
9	VIII-9	30
10	VIII-10	30
11	VIII-11	30
Total		330

From the table above, it can be seen that the population of the research is 330 students.

2. Sample

The sampling technique used in this research is purposive sampling, which is deliberate sampling technique based on specific considerations relevant to the research objectives.¹ The criteria for sample selection in this research are as follows:

- a. Students have relatively the same English scores based on the previous semester's grades.
- b. Students have equal learning abilities based on teachers's observations.
- c. Students have never been taught using the differentiated learning or project-based learning approaches.

¹Mark N. K. Saunders, Philip Lewis, and Adrian Thornhill, *Research Methods for Business Students Eighth Edition*, 8th ed. (New York: Pearson, 2019), p. 321-323, https://urldefense.proofpoint.com/v2/url?u=https3A__lccn.loc.gov_2018058370&d=DwIFAg&c=0YLnzTkWOdJlub_y7qAx8Q&r=zKTI3XCTUJM0AsOJA2Iy8zK9anF7moqCccCkWx1Ygs&m.

- d. The classes used as samples have the same number of meetings or English lesson schedules, so that the duration of treatment for each group is balanced.

The sample of this research was taken at eighth grade students of SMP Negeri 2 Padangsidimpuan. Experiment class I consisted of 30 student. Experiment class II consisted of 30 students. Total of the samples were 60 students.

Tabel III. 3 Sample of the Research

No	Class	Total of Students
1	Experiment class I	30
2	Experiment class II	30
Total		60

D. The Instrument of the Research

Instrument is one of the important things of research, because instrument is a tool used to collect data obtained in research. The instrument used in this research is a learning motivation questionnaire with a Likert measurement scale² to determine student learning motivation at the beginning of learning. Then at the end of learning, the same thing was be done to compare student learning motivation after and before learning. The following is a table of the Likert scale.

²Purwanto, *Teknik Penyusunan Instrumen Uji Validitas Dan Reliabilitas Penelitian Ekonomi Syariah*, ed. Ahmad Saifudin (Tempuran Magelang: StaiaPress, 2018), <https://doi.org/https://doi.org/10.26618/exposure.v1i1i2.8172>.

Tabel III. 4 The Likert Scale Rating

Optimal	Score	
	Favorable	Unfavorable
Always	5	1
Very Often	4	2
Often	3	3
Seldom	2	4
Never	1	5

The research created the questionnaires based on indicators of English learning motivation, compenents of differentiated learning approach and characteristics of project-based learning approach. The points of intrinsic motivation is about diligent in doing assigment and tenacious in facing difficulties. However, the points of extrinsic motivation , it is about presence information from the teacher, feedback and reinforcement. The complete items of indicators are provided and can been seen in the following table.

Tabel III. 5 The Indicators of Questionnaires

Aspects	Indicators	Sub-indicators	No items
Intrinsic motivation	1. Diligent in doing assignment	(a) Complete assignments/projects on time	1,2
		(b) Strive to perfect tasks/projects	3,4
		(c) Doing tasks according to learning style	5
		(d) Working on tasks based on responsibilities in the project	6
	2. Tenacious in facing difficulties	(e) Asking questions to the teachers	7,8
		(f) Asking questions to the friends	9,10
Extrinsic motivation	3. Presence of information from the teacher	(g) Deliver information in a variety of formats according to students' learning styles	11
		(h) Provide a general explanation of the project and then guide students as needed during the project process	12
		(i) Provide examples of assignments in a variety of forms to suit students' learning preferences	13
		(j) Show an example of a project or process	14
	4. Feedback	(k) Commenting on practice assignment	15,16
	5. Reinforcement	(l) Giving praise	17,18
		(m) Finding ways to draw conclusions	19, 20

This study used questionnaire indicators to measure students' motivation in differentiated learning and project-based learning. both approaches encourage active involvement, with intrinsic indicators focusing on diligence and resilience. Extrinsic aspects include teacher guidance and reinforcement. The questionnaire reflects both approaches, with odd numbered items representing differentiated learning and even numbered items

representing project-based learning, capturing their influence on students' English learning motivation.

E. The Validity and Reliability of Instrument

1. Validity

This research used content validity to determine the instrument's validity. Content validity is established by verifying the feasibility of the questionnaire's contents using rational analysis or expert judgment. So, in this research the questionnaire is validated by reviewing it with an expert. The validator checks and rechecks whether the questionnaire topic questions are appropriate. The expert for students' English learning motivation in this study is Mrs. Fithri Choirunnisa Siregar, M.Psi.

The researcher initially developed 30 questionnaire items, all of which were approved by the expert as valid and appropriate. However, for the purpose of scoring consistency and to achieve a maximum score of 100, the research selected 20 items to be used as the final questionnaire.

2. Reliability

The degree of reliability of research data must be examined since it is the measure of trustworthy or dependable data.³ The reliability test of this research uses the Cronbach Alpha formula, which is:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{ab^2}{at^2} \right]$$

³Purwanto. p. 74.

Description:

r_{11} = instrument reliability coefficient

k = number of question items

Σab^2 = number of variant items

at^2 = total variance.

Furthermore, the instrument is stated to be dependable if it has a reliability coefficient of at least high/strong with a Cronbach alpha value of 0.6 or with a benchmark degree of reliability,⁴ as shown in the following:

Tabel III. 6 Classification Coefficient of Reliability

r score	Trust level
0.00 - 0.199	Very low
0.20 - 0.399	Low
0.40 - 0.599	Currently
0.60 - 0.799	High
0.80 - 1.00	Very high

F. The Research Procedure

Tests are employed in this study to gather data. Pre-test and post-test are the two tests that are conducted for this study. Following the completion of the pre-test, this study administers treatment prior to administering the post-test.

⁴Arikunto Suharsimi, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2015), <https://books.google.co.id/books?id=RwmEAAQBAJ&printsec=copyright&hl=id#v=onepage&q&f=false>

1. Pre-Test

The pre-test is a test conducted before the learning begins. Its purpose is to determine the students' motivation to learn English, so this research is conducted before the treatment is given. The pre-test consists of an English learning motivation questionnaire. The pre-test is carried out in both the experiment class I and experiment class II. There are several steps taken in this pre-test, namely:

- a. The researcher distributed the prepared questionnaires.
- b. The researcher explained the instructions for filling out the questionnaires.
- c. Students filled out the questionnaires independently without asking each other.
- d. Students had 20 minutes to complete the questionnaires.
- e. The researcher collected the questionnaires after the students finish.
- f. The researcher checked the results and found the average scores of both classes.

2. Treatment

After administering the pre-test and observing the results, the researcher then provides them with the treatment. The treatment given was different in both classes. The experiment class I received differentiated learning treatment, while the experiment class II was taught using project-based learning. Each experiment class was given treatment three times each meeting with different teaching materials. There were several steps

taken in this treatment. There was 3 (three) meetings in every treatment given to the experiment classes. In the first experiment class, it was taught by differentiated learning approach, the procedures will be:

a. First meeting

1) The teacher divided the students into groups based on their learning styles: visual, auditory, and kinesthetic.

(a) Visual learners: The teacher distributed posters, names, and functions of objects in the classroom. The teacher asked the students to match the pictures with the names and functions of the objects that have been distributed.

(b) Auditory learners: The teacher shared a video describing objects in the classroom. The teacher asked the students to choose the appropriate name for the objects.

(c) Kinesthetic learners: The teacher mentions an object, then the students search for that object in the classroom and show it.

2) The teacher asked the students to choose one of the tasks.

(a) Mini poster, students drew the classroom and label objects in English.

(b) Vocabulary table, students created a table that contains pictures, names of objects, and a brief function of the objects.

(c) Simple dialogue card, students wrote a short conversation of 4–6 lines about objects in the classroom.

b. Second meeting

- 1) The teacher divided the students into groups based on their learning styles: visual, auditory, and kinesthetic.
 - (a) Visual learners: The teacher distributed posters containing material on prepositions of place.
 - (b) Auditory learners: The teacher shared an animated video describing the position of objects.
 - (c) Kinesthetic learners: the teacher mentioned the position, the students practice with real objects.
- 2) The teacher provided a mini challenge worksheet: Find the Hidden Object specifically for each group.
- 3) All students received a map/picture of the room and instructions using prepositions to find certain objects (in the picture or real in the classroom).
- 4) The teacher and students checked the worksheet together.

c. Third meeting

- 1) The teacher briefly explained the function and example of 6 questions.
- 2) The teacher gave examples of short question and answer sentences.
- 3) The teacher divided the students into groups based on their learning styles: visual, auditory, and kinesthetic.

- (a) Visual: Studying flashcard question words and illustration images. Create a mind map of question words and their example sentences. Completing the multiple-choice worksheet.
 - (b) Auditory: Watching a Q&A dialogue that contains question words. Conducting a question-and-answer session with a partner or friend. Repeating questions and answers orally (listen & repeat).
 - (c) Kinesthetic: Role play using question words in class. Create a poster or question-and-answer cards about question words in groups. Moving the body while stating questions and answers (interactive game)
- 4) The teacher provided directions and guidance to students who do not fully understand the teacher's instructions.
 - 5) Students present their group work in front of the class, and other groups have the right to ask questions..

In addition, in the second experiment class, it is taught by project-based learning, the procedures were below:

- a. First meeting
 - 1) The teacher started with fundamental question.
 - 2) Students were divided into individuals or small pairs. They choose the project medium: mini poster, image and label, illustration table, vocabulary card.
 - 3) The teacher showed an example of a simple project.

- 4) Students watched a short video/listen & repeat vocabulary items in class.
- 5) Students note and select items from their classroom. Vocabulary examples: Chair, Table, Whiteboard, Pencil, Eraser, Ruler, Bag, Scissors, Book, Trash bin.
- 6) Students created mini project products of their choice, containing: image/table/card, name of the object in English, optional short sentence (example: "This is a ruler. I use it to draw lines.")
- 7) Students stick their projects on the classroom wall or share them with friends in small groups.

b. Second meeting

- 1) The teacher started with fundamental question.
- 2) The teacher explained the project assignment: to create a room layout and describe the placement of objects (orally or in writing).
- 3) Students made a sketch of the room and determine the objects that will be depicted.
- 4) The teacher accompanied the students, provides example sentences, and guides them in writing/saying the sentences.
- 5) Students present their projects (posters/videos) in front of the class or in groups.

c. Third meeting

- 1) The teacher started with fundamental question.
- 2) Students work in pairs, they made 6 questions using question words to interview a friend.
- 3) The teacher provided a question template and brief answer examples.
- 4) Students learned about the functions of what, where, when, who, why, how through examples.
- 5) The teacher showed a short conversation video.
- 6) The students wrote 6 questions and asked their friends for answers.
- 7) Students compile the interview results into a project in the form of:
 - (a) Mini Booklet “About My Friend”. The pages contain simple illustrations and the content of the interview, or
 - (b) Poster "My Friend’s Facts". Presenting interview results visually and concisely.
- 8) Each pair sticks their project on the wall.
- 9) A gallery walk session was held to read friends' works.

3. Post-test

After providing the treatment, the next step is the post-test. The purpose of this test is to determine and measure the extent of the influence of differentiated learning on students' motivation in learning English. There are several steps in conducting the post-test:

- 1) The researcher distributed the prepared questionnaires.
- 2) The researcher explained the instructions for filling out the questionnaires.
- 3) Students filled out the questionnaires independently without asking each other.
- 4) Students had 20 minutes to complete the questionnaires.
- 5) The researcher collected the questionnaires.
- 6) The researcher checked the results and finds the average scores of both classes.

G. The Technique of Data Analysis

The students' answers on the English learning motivation questionnaire are graded on a Likert scale ranging from 1 (Never) to 5 (Always). After getting the answers, the research give the score to each answer. After completing the data collection process, the research analyzed the data using IBM SPSS 21.

1. Identify the answer of the instruments given

The English learning motivation questionnaire result utilized by using IBM SPSS 21 to identify the mean, median, and mode organizing and categorizing the scores.

2. Normality Test

The normality test is used to determine whether the data distribution is normal or not. The normality test of this research was conducted using the Kolmogorov-Smirnov test. This test is supported by

IBM SPSS 21. If the p-value > 0.05 , then the data is normally distributed, and conversely, if the p-value ≤ 0.05 , then the data is not normally distributed.

3. Homogeneity Test

The homogeneity test is used to determine whether the variances of several populations are the same or not. The homogeneity test is conducted using Levene's Test with a significance level of 5% or 0.05. The homogeneity test in this study is supported by IBM SPSS 21. If the p-value > 0.05 , then the data has homogeneous variance, and if $p \leq 0.05$, then the data is not homogeneous.

4. Hypothesis Test

To analyze the data, the researcher used the t-test formula as shown below, to find out which approach is better in increasing students' English learning motivation. The formula:

$$t_0 = \frac{M_1 - M_2}{SE M_1 - M_2}$$

Where:

t_0 : Calculated t-value

M_1 : Mean variable I

M_2 : Mean variable II

SE_{M_1} : Standard error, the different of mean variable I and variable II

The data obtained were then grouped into categories based on score intervals⁵, as follows:

Tabel III.7 Interpretation of Mean Score

No	Score Interval	Predicate
1	90-100	Very Good
2	70-89	Good
3	50-69	Enough
4	30-49	Low
5	10-29	Very low

The researcher used T-test to examine hypothesis. The researcher used independent sample T-test by using IBM SPSS 21. The result can be seen from the mean score. The mean Score showed weather was the difference between mean score of experimental class I and experimental class II. The researcher made the hypotheses from the data that have been analyze by looking at the t_{count} and compare it to t_{table} . Hypothesis is accepted when $t_{\text{count}} > t_{\text{table}}$. However, if $t_{\text{count}} < t_{\text{table}}$ hypohthesis is rejected.

⁵L. R. Gay, Geoffrey E. Mills, and Peter Airasian, *Educational Research Competencies for Analysis and Applications*, 10th ed. (Inc: Pearson Education, 2012), <https://share.google2iind5p55v0j55konje>.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter discussed a comparative study between Differentiated Learning Approach (DLA) and Project-based Learning Approach (PjBL) on students' English learning motivation. The researcher has calculated the data using pre test and post test. Applying quantitative research, the researcher used the formulation of T-test. Next, researcher describes the result based on the data that has been researched as follow:

A. Description of Data

1. Students' Motivation Learned by Differentiated Learning Approach

a. The Result of Students' Motivation before Using Differentiated Learning Approach

In pre-test the first experimental class by using differentiated learning approach, the researcher gave 20 questionnaire items as pre-test to the students. Each answer is calculated using a Likert measurement scale where always was given score 5, very often was given score 4, often was given score 3, seldom was given score 2, and never was given score 1. After collecting and checking the students' answer, the researcher calculated the result of students' answering in the questionnaire. The calculation pre-test of the first experimental class by using differentiated learning approach can be seen in the appendix 4.

Tabel IV.1 The Calculation Students' English learning Motivation before Learned with DLA

Total	1661
Highest score	67
Lowest score	40
Mean	55.37
Median	55
Modus	66
Range	27
Interval	6
Standard deviation	7.10
Varians	50.38

Based on the results of the English learning motivation questionnaire in the Differentiated Learning Approach class, the total score obtained from 30 respondents was 1661, with a mean score of 55.37. Based on the interpretation of mean score table (score interval 50-69), this mean score falls into the enough category. The lowest individual score obtained by students was 40, while the highest score reached 67, indicating variation among students in terms of their initial motivation levels.

Overall, these results show that students' English learning motivation before treatment was still relatively low, which became the main reason for applying the Differentiated Learning Approach to help improve their motivation. Then, the computed of the frequency distribution of the students' score of experimental class could be applied into table frequency distribution as follow:

Tabel IV.2 Frequency Distribution of Students' Score

No	Interval Class	Frequency	Mid Point	Percentages
1	40-44	2	42	7%
2	45-49	5	47	17%
3	50-54	6	52	20%
4	55-59	8	57	27%
5	60-64	5	62	17%
6	65-69	4	67	13%
	$i = 5$	30		100%

From the table above, the students' score in class interval between 40-44 was 2 students (7%), class interval between 45-49 was 5 students (17 %), class interval between 50-54 was 6 students (20%), class interval between 55-59 was 8 students (27%), class interval between 60-64 was 5 students (17%), and class interval between 65-69 was 4 students (13%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

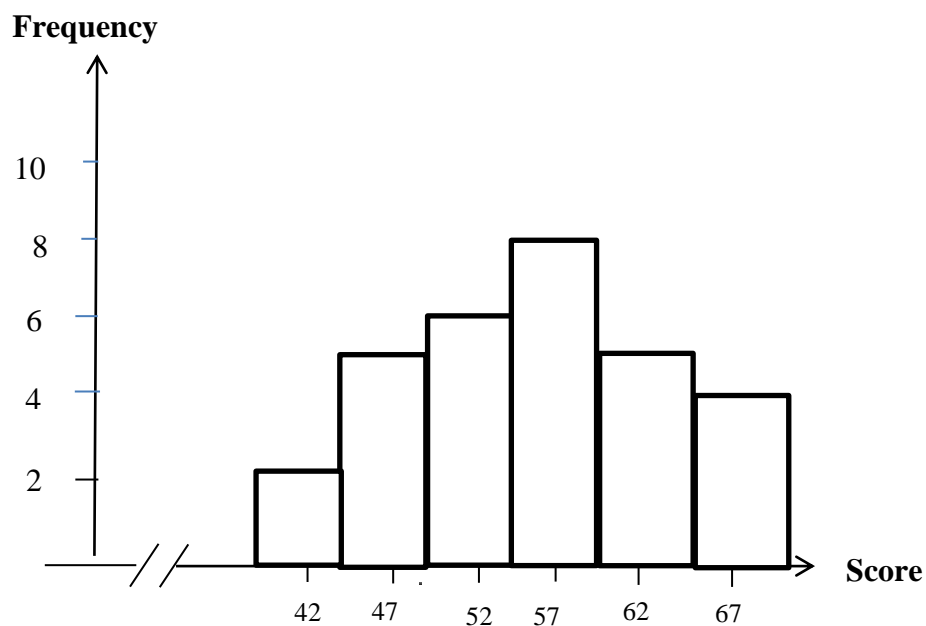


Figure IV. 1 Frequency Distribution of Students' Score

From the histogram above, it can be seen score 42 (2 students), score 47 (5 students), score 52 (6 students), score 57 (8 students), score 62 (5 students) and score 67 (4 students). From the histogram, it can be seen that most of students stayed in mid point 57. It is also seen from mean score, it is 55.37, and the category is in enough category (see table III.7).

b. The Result of Students' Motivation after Using Differentiated Learning Approach

In post-test the first experimental class, the researcher calculated the result of students' answering in the questionnaire. The calculation post-test of the first experimental class could be seen in appendix 6.

Tabel IV. 3 The Calculation Students' English learning Motivation after Learned with DLA

Total	2370
Highest score	95
Lowest score	70
Mean	79
Median	78
Modus	75
Range	26
Interval	5.87
Standard deviation	6.49
Varians	42.07

Based on the results of the English learning motivation questionnaire in the Differentiated Learning Approach class after being given treatment, a total score of 2370 was obtained from 30 respondents, with a mean score of 79. The lowest score was 70, while the highest score reached 95. According to the mean score interpretation table (score interval 70-89), this mean score falls into the good category. Compared to the pre-test result, where the mean score was 55.37 (enough category), the post-test findings demonstrate a substantial improvement in students' English learning motivation.

Thus, it can be concluded that the implementation of the Differentiated Learning Approach had a positive and significant impact on increasing students' English learning motivation. Thus, it can be concluded that the implementation of the Differentiated Learning Approach had a positive impact on increasing students' English learning motivation. Then, the computed of the frequency

distribution of the students' score of the first experimental class could be applied into table frequency distribution as follow:

Tabel IV.4 Frequency Distribution of Students' Score

No	Interval Class	Frequency	Mid Point	Percentages
1	68-71	4	69.5	13%
2	72-75	8	73.5	27%
3	76-79	6	77.5	20%
4	80-83	5	81.5	17%
5	84-87	3	85.5	10%
6	88-91	3	89.5	10%
7	92-95	1	93.5	3%
i = 4		30		100%

From the table above, the students score in class interval between 68-71 was 4 students (13%), class interval between 72-75 was 7 students (27%), class interval between 76-79 was 6 students (20%), class interval between 80-83 was 5 students (17%), class interval between 84-87 was 3 students (10%), class interval 88-91 was 3 students (10%) and the last class interval between 92-95 was 1 student (3%). In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

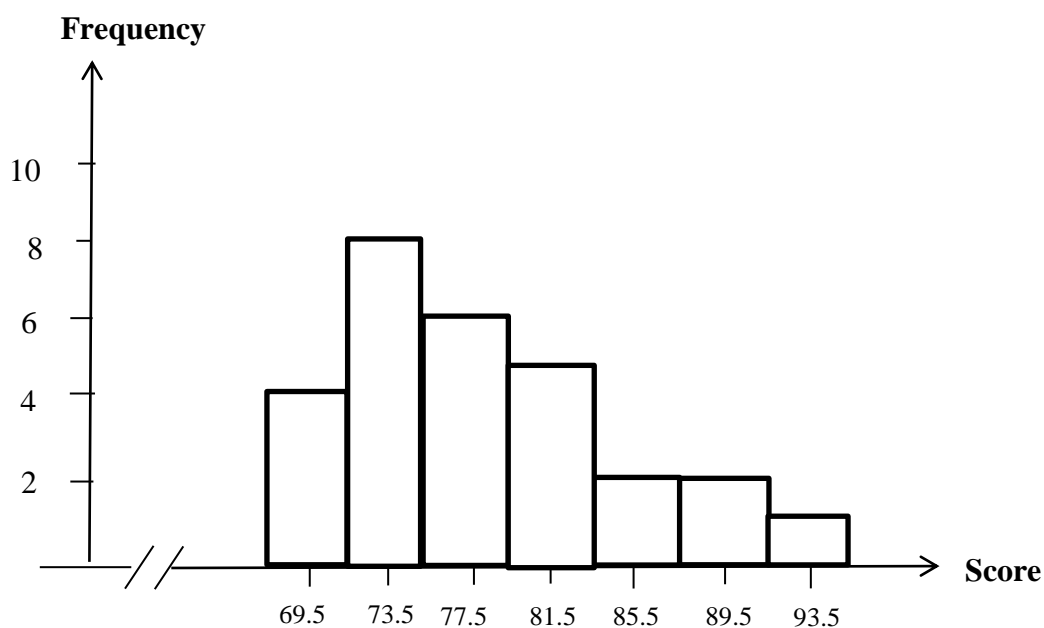


Figure IV. 2 Score Post-Test of Experimental Class I

From the histogram above, it can be seen score 69.5 (4 students), score 73.5 (8 students), score 77.5 (6 students), score 81.5 (5 students), score 85.5 (3 students), score 89.5 (3 students), and score 93.5 (2 students). From the histogram, it can be seen that most of students stayed in mid point 73.5. It is also seen from mean score, it is 79, and the category is in good category (see table III.7).

2. Students' Motivation Learned by Project-Based Learning Approach

a. The Result of Students' Motivation before Using Project-Based Learning Approach

In pre-test of the second experimental class by using project-based learning, the researcher calculated the result that got by the students in answering the questionnaire. The calculation pre test in the

second experimental class by project-based learning could be seen in appendix 5.

Tabel IV. 5 The Pre-Test Calculation of the Class Project-Based Learning Approach

Total	1832
Highest score	70
Lowest score	43
Mean	57.77
Median	59
Modus	62
Range	27
Interval	6
Standard deviation	7.41
Varians	54.87

Based on the results of the English learning motivation questionnaire in the Project-Based Learning Approach class, a total score of 1832 was obtained from 30 respondents with a mean score of 57.77. The lowest score was 43, while the highest score reached 70. Based on the mean score interpretation table (score interval 56-65), this mean score falls into the enough category. Then, the computed of the frequency distribution of the students' score of the second experimental class by project-based learning could be applied into table frequency distribution as follow:

Tabel IV.6 Frequency Distribution of Students' Score

No	Interval Class	Frequency	Mid Point	Percentages
1	43-47	3	45	10%
2	48-52	6	50	20%
3	53-57	5	55	17%
4	58-62	8	60	27%
5	63-67	6	65	20%
6	68-72	2	70	7%
i = 5		30		100%

From the table above, the students score in class interval between 43-47 was 3 students (10%), class interval between 48-52 was 6 students (20%), class interval between 53-57 was 5 students (17%), class interval between 58-62 was 8 students (27%), class interval between 63-67 was 6 students (20%) and the last class interval between 68-72 was 2 students (7%). In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

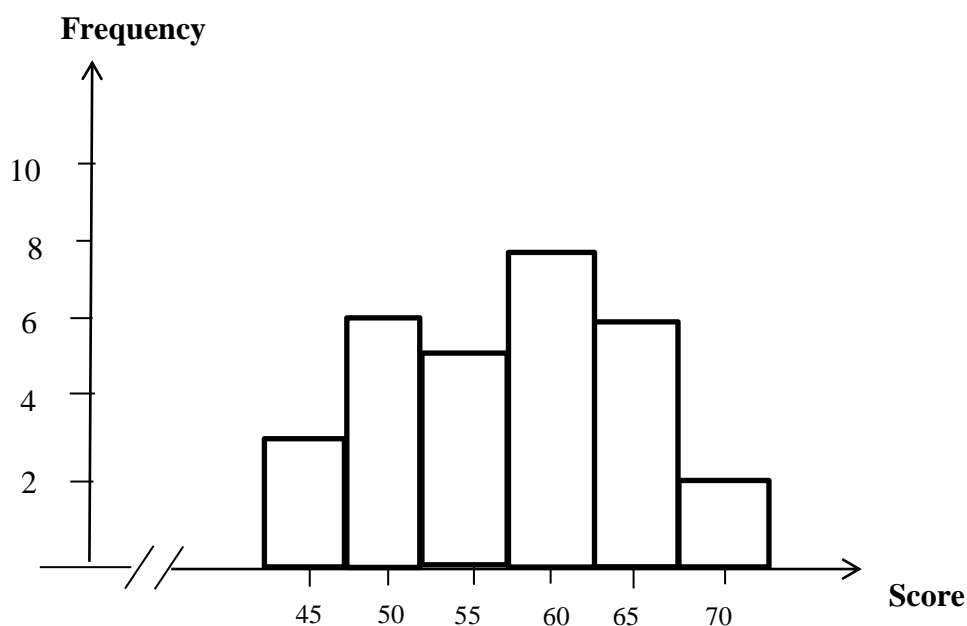


Figure IV.3 Pre-Test of Experimental Class 2

From the histogram above, it can be seen score 45 (3 students), score 50 (6 students), score 55 (5 students), score 60 (8 students), score 65 (6 students), and score 70 (2 students). From the histogram, it can be seen that most of students stayed in mid point 60. It is also seen from mean score, it is 57.77, and the category is in enough category (see table III.7).

b. The Result of Students' Motivation after Using Project-Based Learning Approach

In post-test the second experimental class, the researcher calculated the result of students' answering in the questionnaire. The calculation post-test of the second experimental class could be seen in appendix 7.

Tabel IV.7 The Post-Test Calculation of the Class Project-Based Learning Approach

Total	2266
Highest score	85
Lowest score	67
Mean	75.53
Median	76
Modus	79
Range	19
Interval	7
Standard deviation	4.93
Varians	24.26

After being given treatment using the Project-Based Learning approach, the results of the English learning motivation questionnaire in experimental class II showed a noticeable improvement. The total score obtained was 2266 with a mean score of 75.53. The lowest score recorded was 67, while the highest score reached 85. Based on the mean score interpretation table (score interval 66–79), this mean score falls into the good category. This indicates that students' English learning motivation increased significantly after the implementation of Project-Based Learning. Although the level of motivation was previously categorized as enough in the pre-test, the post-test results show that students experienced meaningful progress in their motivation after receiving learning through the PjBL approach. Thus, it can be concluded that while Project-Based Learning was effective in enhancing students' motivation, its impact was not as significant as the Differentiated Learning Approach.

Tabel IV.8 Frequency Distribution of Students' Score

No	Interval Class	Frequency	Mid Point	Percentages
1	67-69	4	68	13%
2	70-72	5	71	17%
3	73-75	5	74	17%
4	76-78	5	77	17%
5	79-81	7	80	23%
6	82-84	3	83	10%
7	85-87	1	86	3%
	$i = 3$	30		100%

From the table above, the students score in class interval between 67-69 was 4 students (13%), class interval between 70-72 was 5 students (17%), class interval between 73-75 was 5 students (17%), class interval between 76-78 was 5 students (17%), class interval between 79-81 was 7 students (23%), class interval 82-84 was 3 (10%) students and the last class interval between 85-87 was 1 student (3%). In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

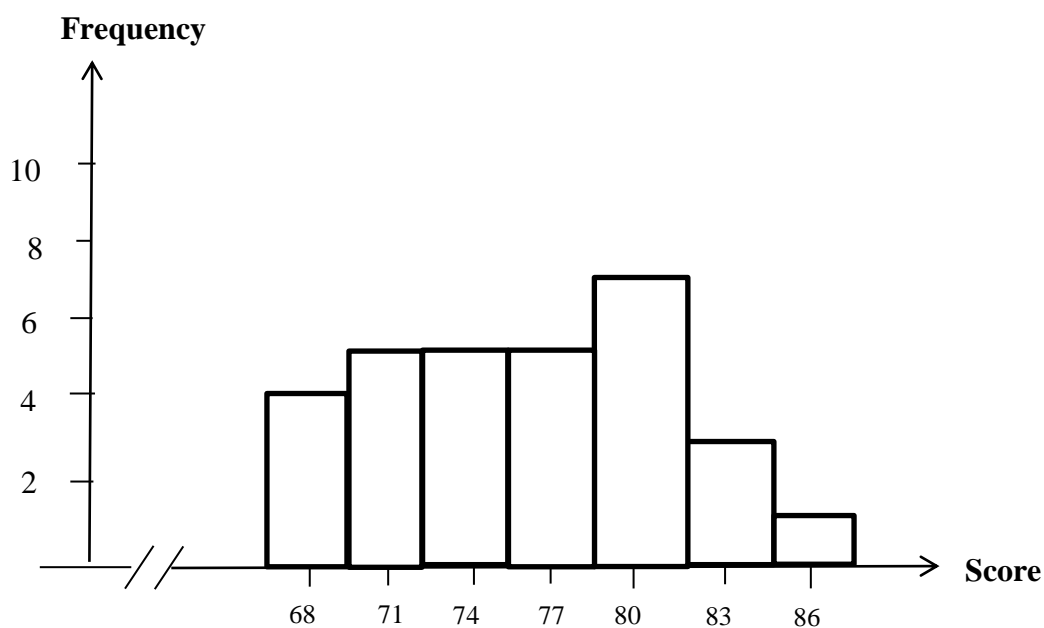


Figure IV. 4 Score Post-Test of Experimental Class II

From the histogram above, it can be seen score 101.5 (4 students), score 106 (5 students), score 110.5 (5 students), score 115 (5 students), score 119.5 (7 students), score 124 (3 students) and score 128 (1 student). From the histogram, it can be seen that most of students stayed in mid point 80. It is also seen from mean score, it is 75.53, and the category is in good category (see table III.7).

3. The Comparative Result of Students' English Learning Motivation

Based on the comparative results between the two experimental classes, it was found that both the Differentiated Learning Approach (DLA) and the Project-Based Learning Approach (PjBL) were effective in improving students' English learning motivation. However, the improvement in the DLA class was higher than that in the PjBL class.

Tabel IV.9 The Comparative Result of Students' English Learning Motivation

Experimental class	Test type	Total score	Mean score	Category (Mean Score)
DLA	Pre-Test	1661	55.37	Enough
DLA	Post-Test	2370	79	Good
PjBL	Pre-Test	1832	57.77	Enough
PjBL	Post-test	2266	75.53	Good

In the Differentiated Learning Approach (DLA) class, the total score increased from 1661 in the pre-test to 2370 in the post-test, with the mean score rising from 55.37 to 79. Based on the interpretation of mean score, students' motivation level shifted from the enough categories to the good categories after treatment. This indicates a significant increase in students' learning motivation after being taught through DLA.

Meanwhile, in the Project-Based Learning (PjBL) class, the total score increased from 1832 in the pre-test to 2266 in the post-test, and the mean score rose from 57.77 to 75.53. According to the interpretation of mean score, students' motivation level improved from the enough categories to the good categories after treatment. This also shows a positive impact, but the improvement was smaller compared to the DLA class.

Therefore, it can be concluded that both Differentiated Learning and Project-Based Learning approaches successfully

increased students' English learning motivation. However, the Differentiated Learning Approach produced a greater effect because it allowed learning to be tailored to students' individual needs, interests, and learning styles, making students more engaged and motivated throughout the learning process.

B. Data Analysis

1. Requirement Test

Requirement test is the test to find out mean score of the data and also prove whether the data is normality and homogeneity or not.

a. Pre-Test

1) Normality Test of Pre - Test

Data normality of the two groups was calculated using IBM SPSS 21 using Kolmogorov-Smirnov test because the number of samples in the study was 60 students, the significance level of test was 5% or 0.05. The hypothesis that was tested in normality test as follows:

H_0 : The students scores are not distributed normally. H_0 is accepted when the Kolmogorov-Smirnov < 0.05 .

H_a : The students scores are distributed normally. H_a is accepted when the Kolmogorov-Smirnov > 0.05 .

Based on the analysis of normality of the pre-test data with Kolmogorov-Smirnov test using SPSS v.21 it was obtained that the pre-test experimental class I was 0.200 and the pre-test

experimental class II was 0.200. In other word, $0.200 > 0.05$ in experimental class I and $0.200 > 0.05$ in experimental class II.

Tabel IV.10 Normality in Pre-Test

	Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Result	Pre-Test (Teaching by DLA)	.098	30	.200*	.971	30	.569
	Pre-Test (Teaching by PjBL)	.116	30	.200*	.968	30	.491

The calculation found that Kolmogorov-Smirnov > 0.05 . So, it can be concluded that pre-test data in experimental class I and experimental class II were normally distributed.

2) Homogeneity Test of Pre-Test

The homogeneity of variance test aims to determine whether the iniatial value (pre-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_2^2 \neq \sigma_2^2 \text{ (Homogeneous variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using IBM SPSS 21 calculation obtained a sinificance value (sig) was 0.540. Based on criteria for testing data homogeneity using IBM SPSS 21 obtained a value significance (sig) based on $\text{mean} > 0.05$ or $0.540 > 0.05$ it means the pre-test value of the sample has a homogeneous variance.

Tabel IV.11 Homogeneity in Pre-Test

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.380	1	58	.540

b. Post-Test**1) Normality Test of Post Test**

Data normality of the two groups was calculated using IBM SPSS 21 using Kolmogorov-Smirnov test because the number of samples in the study was 60 students, the significance level of test was 5% or 0.05. The hypothesis that was tested in normality test as follows:

H_0 : The students scores are not distributed normally. H_0 is accepted when the Kolmogorov-Smirnov < 0.05.

H_a : The students scores are distributed normally. H_a is accepted when the Kolmogorov-Smirnov > 0.05.

Based on the analysis of normality of the post-test data with Kolmogorov-Smirnov test using IBM SPSS 21 it was obtained that the experimental class I was 0.198 and the experimental class II was 0.200. In other word, $0.200 > 0.05$ in experimental class 1 and $0.200 > 0.05$ in experimental class.

Tabel IV.12 Normality in Post-Tes

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Result	Post-Test (Teaching by DLA)	.131	30	.198	.945	30	.122
	Post-Test (Teaching by PjBL)	.126	30	.200 [*]	.962	30	.357

On the test criteria obtained a significant value (sig) Kolmogorov-Smirnov > 0.05 so it can be concluded that post-test in experimental class I and experimental class II were normally distributed.

2) Homogeneity Test of Post Test

The homogeneity of variance test aims to determine whether the initial value (post-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Homogeneous variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using IBM SPSS 21 calculation obtained a significance value (sig) was 0.179. Based on criteria for testing data homogeneity using IBM SPSS 21 obtained a value significance (sig) based on mean > 0.05 or $0.179 > 0.05$ it means the post-test value of the sample has a homogeneous variance.

Tabel IV.13 Homogeneity of Post Test

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.851	1	58	.179

2. Hypothesis Test

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hypothesis using Independent Sample T-test using IBM SPSS 21. The hypothesis that was tested as follows:

If $H_0 : \mu_1 = \mu_2$ means there is no significant difference between differentiated learning approach and project-based learning approach on English learning motivation at the eighth grade students of SMP Negeri 2 Padangsidempuan.

If $H_a : \mu_1 \neq \mu_2$ means there is a significant difference between differentiated learning approach and project-based learning approach on English learning motivation at the eighth grade students of SMP Negeri 2 Padangsidempuan.

Based on the results of calculations using Independent Sample T-test, it was found that $t_{count} > t_{table}$ or $13.463 > 2.001$ and $5.771 > 2.001$. Based on the test criteria, H_0 is rejected and H_a is accepted. The result of hypothesis by using Independent T-test could be seen as below:

Tabel IV.14 Independent T-test by DLA

		F	Sig.	T
Result	Equal variances assumed	.062	.804	13.463
	Equal variances not assumed			13.463

Tabel IV. 15 Independent T-test by PjBL

		F	Sig.	T
Result	Equal variances assumed	1.748	.191	5.771
	Equal variances not assumed			5.771

Based on researcher calculation, the researcher concluded the students' English learning motivation using differentiated learning approach and project-based learning approach in showed the result of mean score experimental class I and Experimental class II in pre-test ($55.37 < 57.77$) the result of mean score experimental class I and Experimental class II in post-test ($79 > 75.53$) and $t_{\text{count}} > t_{\text{table}}$ ($13.463 > 2.001$ and $5.771 > 2.001$) so the hypothesis was accepted. It means the result and hypothesis testing showed that differentiated learning approach and project-based learning approach had the effect, and hypothesis alternative (H_a) was accepted and hypothesis zero (H_0) was rejected. It was indicated that the score of questionnaire of differentiated learning approach was bigger than project-based learning approach.

Based on the explanation above, the researcher concluded that hypotheses alternative H_a was accepted and H_0 was rejected; there is a significant difference between differentiated learning approach and project-based learning approach on students' English learning motivation. From the description above it means $H_a : \mu_1 \neq \mu_2$ it was found that differentiated learning approach significantly affect on students' English learning motivation at the grade eight of students of SMPN 2 Padangsidimpuan.

C. Discussion

This research found that there was a significant difference between differentiated learning approach and project-based learning approach on students' English learning motivation at grade eight of SMPN 2 Padangsidimpuan. In fact students' English learning motivation using differentiated learning approach is higher than using project-based learning approach. It can be seen from the research hypothesis that there is a significant difference between differentiated learning approach and project-based learning approach on students' English learning motivation at grade eight of SMPN 2 Padangsidimpuan.

The researcher also provided the similar cases with this research. The researcher is Rohyanti et al. The result of this research is differentiated learning is better than conventional learning at SMAN 1 Poto Tano. After calculating the data the researcher had found thatt value $< t$, namely $(0.000 < 0.05)$. It means that there is a significant effect in motivation and learning

outcomes of students. The similarity of this study with the present research lies in examining the influence of differentiated learning on students' motivation, however, the difference is that the previous study only focused on differentiated learning as a single approach, while the present study compared it directly with project-based learning.

The result is in line with the study conducted by Pada et al. which concluded that differentiated learning had a significant positive effect on students' motivation, even higher than conventional learning. The similarity with this study is that both emphasize the effect of differentiated learning on learning motivation, while the difference is that the previous study compared it with conventional learning, while this study compares it directly with project-based learning.

The next researcher is Salsabila and Fatayan. This research proves that project-based learning approach can significantly increase learning motivation, indicated by the average value of experimental class reaching 85% compared to 79% in control class. The similarity of Hasan's et al. research, this study concluded that the application of project-based learning has a significant effect on increasing the learning motivation of the first-year students. This can be seen from the difference in average scores before and after treatment, where the experimental class using project-based learning experienced an increase in motivation from 3.50 to 3.83, while the control class did not show a significant increase.

The advantages of DLA compared to PjBL can be explained through the learning characteristics described by Tomlinson. The Differentiated Learning Approach provides students with the opportunity to learn according to their individual learning styles, interests, and ability levels, making them feel more valued, confident, and motivated to actively participate in the learning process. Even students who are usually passive can still participate to the best of their ability.

Conversely, while Project-Based Learning is effective in training cooperation and problem-solving skills, this approach requires more time, self-management skills, and a relatively high level of independence. In this study, the effectiveness of PjBL was also influenced by the limited time for implementation, so the projects assigned could not be developed to their full potential. This condition means that some students have not yet been able to fully benefit from this approach. Therefore, in the context of this research, the Differentiated Learning Approach is more effective in increasing students' learning motivation compared to the Project-Based Learning Approach.

D. Threats of the Research

In conducting this research, the researcher realized that there were many threats in this research, starting from the title until the technique of analyzing the data, and from arranging the proposal until finishing the thesis, so the researcher knew that it was far from the excellent thesis.

The researcher found the threats of this research as follow:

1. The English teachers at school rarely used the Differentiated Learning or Project-Based Learning approaches so students were not familiar with them.
2. Learning time was limited so the application of both approaches was less than optimal.
3. The students had different learning styles and varying levels of motivation.
4. Some students were less focused or noisy when learning takes place so that it disturbed the concentration of other students.
5. There were factors beyond the researcher's control, such as family support and environment, that can affect students' learning motivation.

E. Limitation of the research

This study has several limitations that need to be considered in interpreting the results. The focus of the research is only on the comparison of students' English learning motivation between differentiated learning approach and project-based learning approach, so it does not include other learning approaches that may also have an effect. The limited implementation time meant that the implementation of both approaches could not be conducted in depth and repeatedly to see the consistency of the results. In addition, the measurement of students' English learning motivation is based entirely on questionnaires that rely on individual perceptions, potentially influenced by subjective factors. External factors such as the condition of the school environment, family support, and classroom dynamics are also beyond the

researcher's control, but may influence students' motivation levels during the study.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on quantitative research result with experimental method, the researcher took some points as below:

1. The Students' English learning Motivation Learned by Differentiated Learning Approach

After the implementation of the Differentiated Learning Approach, students' English learning motivation increased significantly. The post-test results showed a mean score of 79, which falls into the good category based on the interpretation of mean score.

2. The Students' English learning Motivation Learned by Project-Based Learning Approach

After being taught using the Project-Based Learning Approach, students' English learning motivation also improved. The post-test results showed a mean score of 75.53, categorized as good based on the interpretation of mean score.

3. By the result of T-test, it is seen that t_{count} 13.463 and 5.771, significance value $(sig)_{\alpha=0.05}$ and $dk = n_1 + n_2 = 58$ with $t_{table} = 2.001$. $t_{count} > t_{table}$, H_a was accepted. So, it can be said that there is significant differences between using differentiated learning approach and project-based learning approach on students' English learning motivation at the grade eight students of SMPN 2 Padangsidempuan.

4. Based on the comparison of post-test results and the mean scores of both experimental classes, it was found that the Differentiated Learning Approach was more effective than the Project-Based Learning Approach in increasing students' English learning motivation. The mean score in the DLA class increased from 55.37 to 79, while in the PjBL class it increased from 57.77 to 75.53. This difference shows that although both approaches improved students' motivation, DLA had a greater impact because it accommodated students' learning styles, interests, and levels of ability, which made learning more engaging and meaningful for each student.

B. Implication

Implication refers to something that is suggested indirectly based on the findings of a research. The result of this study shows that both differentiated learning approach and project-based learning approach have positive implications for improving students' motivation in learning English at Grade VIII SMP Negeri 2 Padangsidempuan.

Based on the findings, the implications of this research are as follows:

1. For English Teachers

English teachers are encouraged to apply Differentiated Learning and Project-Based Learning to increase students' learning motivation and create a more engaging learning atmosphere.

2. For Schools

Schools should support the implementation of these approaches by providing guidance and facilities to improve the quality of English teaching.

3. For Future Researchers

This research can be used as a reference for further studies related to learning motivation and instructional approaches.

C. Suggestions

Based on the research findings, the researcher provides some suggestions that are expected to be useful for various parties.

1. For English teachers, it is recommended to consider the implementation of Differentiated Learning Approach and Project-Based Learning Approach as alternative learning strategies that can increase students' learning motivation.
2. Students are expected to be actively involved in the learning process, take advantage of every learning opportunity, and develop self-learning skills so that their motivation and English language skills will increase.
3. The school, especially the principal, is expected to provide support in the form of facilities, training, and policies that encourage teachers to implement varied and innovative learning approaches.
4. For future researchers, it is suggested to further examine the application of these two approaches at other levels, subjects, or variables, as well as consider combinations with other innovative learning methods to broaden the research horizons in the field of English language education.

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CURRICULUM VITAE



A. IDENTIFY

Name : Rizki Fatmah Nasution
Nim : 2120300052
Place and Birthday : Padangsidimpuan, 16 Januari 2002
Gender : Female
Religion : Islam
Address : Padangsidimpan

B. Parent

1. Father's name : Khairul Amri Nasution
2. Mother's name: Samnilam Wati

C. Educational Background

1. Elementary School : SD Negeri 200201/4 Padangsidimpuan
2. Junior High School : SMP Negeri 2 Padangsidimpuan
3. Senior High School : SMA Negeri 2 Padangsidimpuan
4. Collage : UIN SYAHADA Padangsidimpuan

APPENDIX 1

LESSON PLAN IN EXPERIMENT CLASS I FIRST MEETING

INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Penyusun	Rizki Fatmah Nasution
Instansi	SMP Negeri 2 Padangsidempuan
Tahun pelajaran	2025
Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
Kompetensi Keahlian	Bahasa Inggris
Kelas/Fase	VIII (Delapan) – D
Topik	Things in the Classroom
Capaian Pembelajaran	Peserta didik mampu mengidentifikasi dan menggunakan kosakata bahasa Inggris yang berkaitan dengan benda-benda di ruang kelas melalui aktivitas yang disesuaikan dengan gaya belajar mereka (visual, auditori, atau kinestetik), serta menyusun produk belajar sederhana sesuai dengan pilihan mereka.
Alokasi Waktu	2 x 45 menit
B. KOMPETENSI AWAL	
<ol style="list-style-type: none">1. Siswa sudah mengenal kosakata benda-benda umum dalam kehidupan sehari-hari.2. Siswa mampu merespons pertanyaan sederhana seperti “what is this?” atau “where is the book?”	
C. PROFIL PELAJAR PANCASILA	
Beriman, bertakwa kepada Tuhan yag maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global	
D. SARANA DAN PRASARANA	
Gawai, buku teks, handout materi, laptop/komputer PC, papan tulis/white board, infokus, akses internet, referensi yang mendukung.	
E. TARGET PESERTA DIDIK	
Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.	
F. MODEL PEMBELAJARAN	
Pendekatan <i>Differentiated Learning</i> dengan diferensiasi konten, proses, dan produk, sehingga siswa dapat belajar sesuai dengan gaya belajar, kesiapan atau minat mereka.	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	

<p>Siswa dapat:</p> <ol style="list-style-type: none"> 1. Menyebutkan nama-nama benda di kelas dalam bahasa Inggris dengan benar. 2. Membedakan benda-benda di kelas berdasarkan gambar dan nama. 3. Menghasilkan produk sederhana (gambar, tabel, atau dialog pendek) yang mencerminkan pemahaman kosakata benda-benda di kelas. 	
<p>B. PEMAHAMAN BERMAKNA</p>	
<p>Siswa memahami bahwa menyebut dan mengenali benda-benda di kelas dalam Bahasa Inggris membantu mereka berkomunikasi dan belajar dengan lebih baik</p>	
<p>C. PERTANYAAN PEMANTIK</p>	
<ol style="list-style-type: none"> 1. Apa saja benda yang kamu lihat di dalam kelas? 2. Bisakah kamu menyebutkannya dalam bahasa Inggris? 	
<p>D. PERSIAPAN PEMBELAJARAN</p>	
<ol style="list-style-type: none"> 1. Guru menyiapkan materi 2. Guru menyiapkan alat dan media pembelajaran 3. Guru menyiapkan perlengkapan assessment 	
<p>E. KEGIATAN PEMBELAJARAN</p>	
<p>Pendahuluan</p>	<ol style="list-style-type: none"> 1. Guru membuka pembelajaran dengan salam dan mengajak peserta didik berdoa 2. Guru memeriksa kehadiran peserta didik 3. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 4. Guru menyampaikan tujuan yang ingin di capai dalam proses pembelajaran 5. Guru menyampaikan garis besar cakupan materi yang dipelajari 6. Guru mempersiapkan peralatan atau media yang akan digunakan dalam proses pembelajaran 7. Guru memutar video pengantar bertema classroom objects vocabulary
<p>Inti</p>	<p>Fase 1: Aktivitas Berdasarkan Gaya Belajar</p> <p>Guru membagi peserta didik kedalam kelompok berdasarkan gaya belajar masing-masing, visual, auditori, dan kinestetik</p> <p>Visual learners:</p> <ol style="list-style-type: none"> a) Guru membagikan poster, nama dan fungsi benda-benda di ruang kelas. b) Guru meminta peserta didik mencocokkan gambar dengan nama dan fungsi benda yang telah dibagikan. <p>Auditory learners:</p> <ol style="list-style-type: none"> a) Guru membagikan video mendeskripsikan benda-benda di ruang kelas. b) Guru meminta peserta didik untuk memilih nama benda yang cocok. <p>Kinesthetic learners:</p>

	<p>a) Guru menyebutkan benda kemudian siswa mencari benda tersebut di kelas dan menunjukkannya</p> <p>Fase 2: Tugas Produk Berdiferensiasi Guru meminta siswa memilih salah satu tugas</p> <p>1. Poster Mini Siswa menggambar ruang kelas dan memberi label benda dalam bahasa Inggris.</p> <p>2. Vocabulary Table Siswa membuat tabel yang berisi gambar, nama benda dan fungsi singkat benda.</p> <p>3. Simple Dialogue Card Siswa menulis percakapan pendek 4–6 baris tentang benda di kelas. Misal: A: “Do you have a ruler?” B: “Yes, it’s in my pencil case.”</p>
Penutup	<ol style="list-style-type: none"> 1. Siswa menempelkan hasil tugas di dinding atau bertukar dengan teman. 2. Guru dan siswa bersama-sama mengulas kosakata yang baru dipelajari. 3. Guru dan peserta didik mengakhiri pembelajaran dengan berdo’a 4. Guru mengucapkan salam pada peserta didik
F. ASESMEN	
Target penilaian	Individu dan kelompok
Jenis assesmen	Performa
G. PENGAYAAN DAN REMEDIAL	
<ol style="list-style-type: none"> 1. Pengayaan diberikan untuk menambah pengetahuan dan wawasan peserta didik yang telah mampu memahami materi dengan baik. 2. Remedial dapat diberikan pada peserta didik yang capaian pembelajarannya belum mampu tuntas dengan memberikan tugas dalam bentuk pembelajaran ulang, bimbingan perorangan maupun belajar kelompok 	
3. REFLEKSI PESERTA DIDIK DAN GURU	
<p>Refleksi untuk guru</p> <ol style="list-style-type: none"> 1. Kendala apakah yang ditemukan guru selama melaksanakan pembelajaran ini? 2. Solusi apakah yang diambil guru untuk mengatasi kendala-kendala yang ada? 3. Langkah apa yang dapat dilakukan guru jika tujuan pembelajaran belum tercapai? 	

4. Apakah perubahan-perubahan yang akan dilakukan guru pada pertemuan berikutnya untuk mencapai tujuan pembelajaran?

Refleksi untuk peserta didik:

1. Kendala apakah yang kamu temui selama melaksanakan pembelajaran ini?
2. Bagaimana perasaanmu selama mengikuti pembelajaran ini?
3. Cara belajar yang bagaimana yang paling membantumu dalam mempraktekkan pembelajaran?
4. Kesulitan apa saja yang kamu temui saat mengikuti pembelajaran ini?
5. Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah?
6. Langkah apakah yang dapat kalian lakukan untuk mengatasi yang kamu temukan?

**LESSON PLAN IN EXPERIMENT CLASS I
SECOND MEETING**

INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Penyusun	Rizki Fatmah Nasution
Instansi	SMP Negeri 2 Padangsidempuan
Tahun pelajaran	2025
Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
Kompetensi Keahlian	Bahasa Inggris
Kelas/Fase	VIII (Delapan) – D
Topik	Prepositions of Place (in, on, under, behind, in front of, between, next to)
Capaian Pembelajaran	Peserta didik mampu memahami dan menggunakan kosakata dan ungkapan yang berkaitan dengan prepositions of place (in, on, under, behind, etc.) dalam kalimat sederhana lisan dan tulisan yang sesuai dengan konteks, serta mampu menunjukkan pemahamannya melalui berbagai aktivitas yang disesuaikan dengan minat dan gaya belajarnya.
Alokasi Waktu	2 x 45 menit
B. KOMPETENSI AWAL	
1. Siswa pernah mengenal kosakata benda di sekitar dan menyusun kalimat sederhana	
C. PROFIL PELAJAR PANCASILA	
Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global	
D. SARANA DAN PRASARANA	
Gawai, buku teks, handout materi, laptop/komputer PC, papan tulis/white board, infokus, akses internet, referensi yang mendukung.	
E. TARGET PESERTA DIDIK	
Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.	
F. MODEL PEMBELAJARAN	
Pendekatan <i>Differentiated Learning</i> dengan diferensiasi konten, proses, dan produk, sehingga siswa dapat belajar sesuai dengan gaya belajar, kesiapan atau minat mereka.	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Menyebutkan dan memahami makna prepositions of place. 2. Menggunakan prepositions dalam kalimat sederhana. 3. Menunjukkan pemahaman melalui tugas yang dipilih sesuai minat dan 	

kemampuannya	
B. PEMAHAMAN BERMAKNA	
Siswa memahami bahwa prepositions membantu mereka menjelaskan posisi benda dengan tepat dalam bahasa Inggris	
C. PERTANYAAN PEMANTIK	
<ol style="list-style-type: none"> 1. Dimana tasmu berada sekarang? 2. Dapatkah kamu memberitahu dimana bukumu menggunakan bahasa Inggris? 	
D. PERSIAPAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Guru menyiapkan materi 2. Guru menyiapkan alat dan media pembelajaran 3. Guru menyiapkan perlengkapan assessment 	
E. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Guru membuka pembelajaran dengan salam dan mengajak peserta didik berdo'a 2. Guru memeriksa kehadiran peserta didik 3. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 4. Guru menyampaikan tujuan yang ingin di capai dalam proses pembelajaran 5. Guru menyampaikan garis besar cakupan materi yang dipelajari 6. Guru mempersiapkan peralatan atau media yang akan digunakan dalam proses pembelajaran
Inti	<ol style="list-style-type: none"> 1. Guru membagi peserta didik kedalam kelompok berdasarkan gaya belajar masing-masing, visual, auditori, dan kinestetik <ol style="list-style-type: none"> a) Visual learners: Guru membagikan poster yang berisi materi prepositions of place. b) Auditory learners: Guru membagikan video animasi deskripsi posisi benda c) Kinesthetic learners: guru menyebutkan posisi, siswa mempraktikkan dengan benda nyata. 2. Guru menyediakan worksheet mini challenge: Find the Hidden Object khusus per kelompok. 3. Semua siswa menerima peta/gambar ruangan dan petunjuk menggunakan prepositions untuk mencari benda tertentu (di gambar atau nyata di kelas). 4. Guru dan siswa memeriksa worksheet bersama-sama.

Penutup	<ol style="list-style-type: none"> 1. Guru membuat kesimpulan dan rangkuman dari materi yang disampaikan 2. Guru memberikan waktu untuk tanya jawab tentang materi yang disampaikan untuk mengetahui hasil yang dicapai selama proses Pembelajaran 3. Guru dan peserta didik mengakhiri pembelajaran dengan berdoa 4. Guru mengucapkan salam pada peserta didik 	
F. ASESMEN		
Target penilaian	Individu dan kelompok	
Jenis assesmen	Performa	
G. PENGAYAAN DAN REMEDIAL		
<ol style="list-style-type: none"> 1. Pengayaan diberikan untuk menambah pengetahuan dan wawasan peserta didik yang telah mampu memahami materi dengan baik. 2. Remedial dapat diberikan pada peserta didik yang capaian pembelajarannya belum mampu tuntas dengan memberikan tugas dalam bentuk pembelajaran ulang, bimbingan perorangan maupun belajar kelompok 		
H. REFLEKSI PESERTA DIDIK DAN GURU		
<p>Refleksi untuk guru</p> <ol style="list-style-type: none"> 1. Kendala apakah yang ditemukan guru selama melaksanakan pembelajaran ini? 2. Solusi apakah yang diambil guru untuk mengatasi kendala-kendala yang ada? 3. Langkah apa yang dapat dilakukan guru jika tujuan pembelajaran belum tercapai? 4. Apakah perubahan-perubahan yang akan dilakukan guru pada pertemuan berikutnya untuk mencapai tujuan pembelajaran? 		
<p>Refleksi untuk peserta didik:</p> <ol style="list-style-type: none"> 1. Kendala apakah yang kamu temui selama melaksanakan pembelajaran ini? 2. Bagaimana perasaanmu selama mengikuti pembelajaran ini? 3. Cara belajar yang bagaimana yang paling membantumu dalam mempraktekkan pembelajaran? 4. Kesulitan apa saja yang kamu temui saat mengikuti pembelajaran ini? 5. Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah? 6. Langkah apakah yang dapat kalian lakukan untuk mengatasi yang kamu temukan? 		

**LESSON PLAN IN EXPERIMENT CLASS I
THIRD MEETING**

INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Penyusun	Rizki Fatmah Nasution
Instansi	SMP Negeri 2 Padangsidempuan
Tahun pelajaran	2025
Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
Kompetensi Keahlian	Bahasa Inggris
Kelas/Fase	VIII (Delapan) – D
Topik	Question Words
Capaian Pembelajaran	Peserta didik mampu memahami dan menggunakan kosakata question words untuk membangun pertanyaan sederhana secara lisan dan tulisan, dengan mempertimbangkan keragaman gaya belajar, minat, dan tingkat kesiapan siswa, dalam suasana belajar yang inklusif dan bermakna.
Alokasi Waktu	2 x 45 menit
B. KOMPETENSI AWAL	
1. Siswa pernah mendengar dan menggunakan kalimat tanya sederhana dalam kehidupan sehari-hari	
C. PROFIL PELAJAR PANCASILA	
Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global	
D. SARANA DAN PRASARANA	
Gawai, buku teks, handout materi, laptop/komputer PC, papan tulis/white board, infokus, akses internet, referensi yang mendukung.	
E. TARGET PESERTA DIDIK	
Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.	
F. MODEL PEMBELAJARAN	
Pendekatan <i>Differentiated Learning</i> dengan diferensiasi konten, proses, dan produk, sehingga siswa dapat belajar sesuai dengan gaya belajar, kesiapan atau minat mereka.	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
Siswa dapat: <ol style="list-style-type: none"> 1. Mengidentifikasi dan memahami fungsi enam question words dalam kalimat tanya sederhana. 2. Membuat dan menjawab pertanyaan menggunakan question words sesuai gaya belajar masing-masing. 3. Menggunakan question words secara tepat dalam konteks sehari-hari. 	
B. PEMAHAMAN BERMAKNA	

Siswa memahami bahwa question words digunakan untuk menanyakan informasi tertentu, seperti waktu, tempat, alasan, orang, dan cara.

C. PERTANYAAN PEMANTIK

1. What do you ask when you want to know someone's name?
2. How do you ask about time or place in English?

D. PERSIAPAN PEMBELAJARAN

1. Guru menyiapkan materi
2. Guru menyiapkan alat dan media pembelajaran
3. Guru menyiapkan perlengkapan assessment

E. KEGIATAN PEMBELAJARAN

Pendahuluan	<ol style="list-style-type: none"> 1. Guru membuka pembelajaran dengan salam dan mengajak peserta didik berdo'a 2. Guru memeriksa kehadiran peserta didik 3. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 4. Guru menyampaikan tujuan yang ingin di capai dalam proses pembelajaran 5. Guru menyampaikan garis besar cakupan materi yang dipelajari 6. Guru mempersiapkan peralatan atau media yang akan digunakan dalam proses pembelajaran
Inti	<ol style="list-style-type: none"> 1. Guru menjelaskan secara singkat fungsi dan contoh 6 question 2. Guru memberi contoh kalimat tanya dan jawab singkat. 3. Guru membagi peserta didik kedalam kelompok berdasarkan gaya belajar masing-masing, visual, auditori, dan kinestetik <p>Visual:</p> <ol style="list-style-type: none"> a) Mempelajari kartu flashcard question words dan gambar ilustrasi b) Membuat mind map question words dan contoh kalimatnya. c) Menyelesaikan worksheet soal pilihan. <p>Auditori</p> <ol style="list-style-type: none"> a) Menonton dialog tanya jawab yang mengandung question words b) Melakukan tanya jawab berpasangan atau teman. c) Mengulang kalimat tanya dan jawaban secara lisan (listen & repeat). <p>Kinestetik</p> <ol style="list-style-type: none"> a) Bermain peran (role play) menggunakan question words di kelas. b) Membuat poster atau kartu tanya jawab question words secara kelompok c) Menggerakkan badan sambil menyebutkan pertanyaan dan jawaban (game interaktif)

	<ol style="list-style-type: none"> 4. Guru memberikan arahan dan bimbingan kepada siswa yang kurang memahami instruksi guru 5. Siswa mempresentasikan hasil kerja kelompok mereka di depan kelas, dan kelompok lain berhak mengajukan pertanyaan.
Penutup	<ol style="list-style-type: none"> 1. Guru membuat kesimpulan dan rangkuman dari materi yang disampaikan 2. Guru memberikan waktu untuk tanya jawab tentang materi yang disampaikan untuk mengetahui hasil yang dicapai selama proses Pembelajaran 3. Guru dan peserta didik mengakhiri pembelajaran dengan berdo'a 4. Guru mengucapkan salam pada peserta didik
F. ASESMEN	
Target penilaian	Individu dan kelompok
Jenis assesmen	Performa
G. PENGAYAAN DAN REMEDIAL	
<ol style="list-style-type: none"> 1. Pengayaan diberikan untuk menambah pengetahuan dan wawasan peserta didik yang telah mampu memahami materi dengan baik. 2. Remedial dapat diberikan pada peserta didik yang capaian pembelajarannya belum mampu tuntas dengan memberikan tugas dalam bentuk pembelajaran ulang, bimbingan perorangan maupun belajar kelompok 	
H. REFLEKSI PESERTA DIDIK DAN GURU	
<p>Refleksi untuk guru</p> <ol style="list-style-type: none"> 1. Kendala apakah yang ditemukan guru selama melaksanakan pembelajaran ini? 2. Solusi apakah yang diambil guru untuk mengatasi kendala-kendala yang ada? 3. Langkah apa yang dapat dilakukan guru jika tujuan pembelajaran belum tercapai? 4. Apakah perubahan-perubahan yang akan dilakukan guru pada pertemuan berikutnya untuk mencapai tujuan pembelajaran? <p>Refleksi untuk peserta didik:</p> <ol style="list-style-type: none"> 1. Kendala apakah yang kamu temui selama melaksanakan pembelajaran ini? 2. Bagaimana perasaanmu selama mengikuti pembelajaran ini? 3. Cara belajar yang bagaimana yang paling membantumu dalam mempraktekkan pembelajaran? 4. Kesulitan apa saja yang kamu temui saat mengikuti pembelajaran ini? 5. Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah? 6. Langkah apakah yang dapat kalian lakukan untuk mengatasi yang kamu temukan? 	

APPENDIX 2

LESSON PLAN IN EXPERIMENT CLASS II FIRST MEETING

INFORMASI UMUM	
G. IDENTITAS MODUL	
Nama Penyusun	Rizki Fatmah Nasution
Instansi	SMP Negeri 2 Padangsidempuan
Tahun pelajaran	2025
Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
Kompetensi Keahlian	Bahasa Inggris
Kelas/Fase	VIII (Delapan) – D
Topik	Things in the Classroom
Capaian Pembelajaran	Peserta didik mampu mengenali, memahami, dan menggunakan kosakata dasar dalam berbagai topik kontekstual, termasuk benda-benda di lingkungan sekolah seperti benda-benda di kelas (things in the classroom), melalui teks lisan dan tulis sederhana, serta mampu menyajikan hasil pemahamannya dalam bentuk proyek sederhana yang sesuai dengan konteks dan tujuannya..
Alokasi Waktu	2 x 45 menit
H. KOMPETENSI AWAL	
1. Siswa sudah mengenal kosakata benda-benda umum dalam kehidupan sehari-hari. 2. Siswa mampu merespons pertanyaan sederhana seperti “what is this?” atau “where is the book?”	
I. PROFIL PELAJAR PANCASILA	
Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global	
J. SARANA DAN PRASARANA	
Gawai, buku teks, handout materi, laptop/komputer PC, papan tulis/white board, infokus, akses internet, referensi yang mendukung.	
K. TARGET PESERTA DIDIK	
Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.	
L. MODEL PEMBELAJARAN	
Project-Based Learning	
KOMPONEN INTI	
H. TUJUAN PEMBELAJARAN	
(1) Siswa dapat: (2) Mengidentifikasi dan menyebutkan nama-nama benda di kelas dalam bahasa Inggris dengan benar.	

<p>(3) Menghasilkan proyek mini bertema “My Classroom Objects” (4) Memahami fungsi atau kegunaan benda tersebut dalam kalimat sederhana.</p>	
I. PEMAHAMAN BERMAKNA	
<p>Siswa memahami bahwa menyebut dan mengenali benda-benda di kelas dalam Bahasa Inggris membantu mereka berkomunikasi dan belajar dengan lebih baik</p>	
J. PERTANYAAN PEMANTIK	
<ol style="list-style-type: none"> 1. Apa saja benda yang kamu lihat di dalam kelas? 2. Bisakah kamu menyebutkannya dalam bahasa inggris? 	
K. PERSIAPAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Guru menyiapkan materi 2. Guru menyiapkan alat dan media pembelajaran 3. Guru menyiapkan perlengkapan assessment 	
L. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Guru membuka pembelajaran dengan salam dan mengajak peserta didik berdo'a 2. Guru memeriksa kehadiran peserta didik 3. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 4. Guru menyampaikan tujuan yang ingin di capai dalam proses pembelajaran 5. Guru menyampaikan garis besar cakupan materi yang dipelajari 6. Guru mempersiapkan peralatan atau media yang akan digunakan dalam proses pembelajaran 7. Guru memutar video pengantar bertema classroom objects vocabulary
Inti	<ol style="list-style-type: none"> 1. Pertanyaan Mendasar (Driving Question) <ol style="list-style-type: none"> a) Guru memulai dengan pertanyaan: <ol style="list-style-type: none"> 1) “Can you create a classroom project that shows what objects you know in English?” 2) “Imagine your own perfect classroom. What objects must be there? Can you make a project to describe them in English?” 2. Perencanaan Proyek (Planning the Project) <ol style="list-style-type: none"> a) Siswa dibagi menjadi individu atau pasangan kecil. Mereka memilih media proyek: <ol style="list-style-type: none"> 1) Mini Poster 2) Gambar dan Label 3) Tabel ilustrasi 4) Kartu kosakata b) Guru menunjukkan contoh proyek sederhana. 3. Penyelidikan dan Pengumpulan Informasi <ol style="list-style-type: none"> a) Siswa menonton video pendek/listen & repeat kosakata benda di kelas.

	<p>b) Siswa mencatat dan memilih benda-benda dari kelas mereka. Contoh kosakata: Chair, Table, Whiteboard, Pencil, Eraser, Ruler, Bag, Scissors, Book, Trash bin.</p> <p>4. Pembuatan Produk (Creating the Product)</p> <p>a) Siswa membuat produk proyek mini sesuai pilihan mereka, berisi:</p> <p>(1) Gambar/tabel/kartu</p> <p>(2) Nama benda dalam bahasa Inggris</p> <p>(3) Kalimat pendek opsional (contoh: "This is a ruler. I use it to draw lines.")</p> <p>5. Presentasi Hasil (Presenting the Product)</p> <p>a) Siswa menempel proyek mereka di dinding kelas atau berbagi ke teman dalam kelompok kecil.</p>
Penutup	<p>5. Guru dan siswa bersama-sama mengulas kosakata yang baru dipelajari.</p> <p>6. Guru dan peserta didik mengakhiri pembelajaran dengan berdoa</p> <p>7. Guru mengucapkan salam pada peserta didik</p>
M. ASESMEN	
Target penilaian	Individu dan kelompok
Jenis assesmen	Performa
N. PENGAYAAN DAN REMEDIAL	
<p>1. Pengayaan diberikan untuk menambah pengetahuan dan wawasan peserta didik yang telah mampu memahami materi dengan baik.</p> <p>2. Remedial dapat diberikan pada peserta didik yang capaian pembelajarannya belum mampu tuntas dengan memberikan tugas dalam bentuk pembelajaran ulang, bimbingan perorangan maupun belajar kelompok</p>	
O. REFLEKSI PESERTA DIDIK DAN GURU	
<p>Refleksi untuk guru</p> <p>1. Kendala apakah yang ditemukan guru selama melaksanakan pembelajaran ini?</p> <p>2. Solusi apakah yang diambil guru untuk mengatasi kendala-kendala yang ada?</p> <p>3. Langkah apa yang dapat dilakukan guru jika tujuan pembelajaran belum tercapai?</p> <p>4. Apakah perubahan-perubahan yang akan dilakukan guru pada pertemuan berikutnya untuk mencapai tujuan pembelajaran?</p> <p>Refleksi untuk peserta didik:</p> <p>1. Kendala apakah yang kamu temui selama melaksanakan pembelajaran ini?</p> <p>2. Bagaimana perasaanmu selama mengikuti pembelajaran ini?</p> <p>3. Cara belajar yang bagaimana yang paling membantumu dalam mempraktekkan pembelajaran?</p> <p>4. Kesulitan apa saja yang kamu temui saat mengikuti pembelajaran ini?</p> <p>5. Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah?</p>	

6. Langkah apakah yang dapat kalian lakukan untuk mengatasi yang kamu temukan?

**LESSON PLAN IN EXPERIMENT CLASS II
SECOND MEETING**

INFORMASI UMUM	
G. IDENTITAS MODUL	
Nama Penyusun	Rizki Fatmah Nasution
Instansi	SMP Negeri 2 Padangsidempuan
Tahun pelajaran	2025
Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
Kompetensi Keahlian	Bahasa Inggris
Kelas/Fase	VIII (Delapan) – D
Topik	Prepositions of Place (in, on, under, behind, in front of, between, next to)
Capaian Pembelajaran	Peserta didik mampu memahami dan menggunakan prepositions of place dalam kalimat sederhana secara lisan dan tulisan untuk mendeskripsikan posisi benda di sekitar mereka.
Alokasi Waktu	2 x 45 menit
H. KOMPETENSI AWAL	
1. Siswa pernah mengenal kosakata benda di sekitar dan menyusun kalimat sederhana	
I. PROFIL PELAJAR PANCASILA	
Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global	
J. SARANA DAN PRASARANA	
Gawai, buku teks, handout materi, laptop/komputer PC, papan tulis/white board, infokus, akses internet, referensi yang mendukung.	
K. TARGET PESERTA DIDIK	
Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.	
L. MODEL PEMBELAJARAN	
Project-Based Learning	
KOMPONEN INTI	
I. TUJUAN PEMBELAJARAN	
1. Menyebutkan dan memahami makna prepositions of place. 2. Menggunakan prepositions dalam kalimat sederhana. 3. Menunjukkan pemahaman melalui tugas yang dipilih sesuai minat dan kemampuannya	
J. PEMAHAMAN BERMAKNA	
Siswa memahami bahwa prepositions membantu mereka menjelaskan posisi benda dengan tepat dalam bahasa Inggris	
K. PERTANYAAN PEMANTIK	

	<ol style="list-style-type: none"> 1. Dimana tasmu berada sekarang? 2. Dapatkah kamu memberitahu dimana bukumu menggunakan bahasa Inggris?
L. PERSIAPAN PEMBELAJARAN	
	3. Guru menyiapkan materi
	4. Guru menyiapkan alat dan media pembelajaran
	5. Guru menyiapkan perlengkapan assessment
M. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Guru membuka pembelajaran dengan salam dan mengajak peserta didik berdo'a 2. Guru memeriksa kehadiran peserta didik 3. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 4. Guru menyampaikan tujuan yang ingin di capai dalam proses pembelajaran 5. Guru menyampaikan garis besar cakupan materi yang dipelajari 6. Guru mempersiapkan peralatan atau media yang akan digunakan dalam proses pembelajaran
Inti	<ol style="list-style-type: none"> 1. Start with Essential Question Guru memancing dengan pertanyaan: "Where are your things? Can you describe your room or classroom in English 2. Design the Project Guru menjelaskan tugas proyek: membuat gambar ruangan dan menjelaskan letak benda (secara lisan atau tertulis) 3. Create a Plan Siswa membuat sketsa ruangan dan menentukan benda-benda yang akan digambarkan. 4. Monitor the Process Guru mendampingi siswa, memberikan contoh kalimat, membimbing mereka menulis/mengucapkan kalimatnya. 5. Presentation Siswa mempresentasikan proyek mereka (poster/video) di depan kelas atau dalam kelompok.
Penutup	<ol style="list-style-type: none"> 1. Guru membuat kesimpulan dan rangkuman dari materi yang disampaikan 2. Guru memberikan waktu untuk tanya jawab tentang materi yang disampaikan untuk mengetahui hasil yang dicapai selama proses pembelajaran 3. Guru dan peserta didik mengakhiri pembelajaran dengan berdo'a 4. Guru mengucapkan salam pada peserta didik
N. ASESMEN	

Target penilaian	Individu dan kelompok
Jenis assesmen	Performa
O. PENGAYAAN DAN REMEDIAL	
<ol style="list-style-type: none"> 1. Pengayaan diberikan untuk menambah pengetahuan dan wawasan peserta didik yang telah mampu memahami materi dengan baik. 2. Remedial dapat diberikan pada peserta didik yang capaian pembelajarannya belum mampu tuntas dengan memberikan tugas dalam bentuk pembelajaran ulang, bimbingan perorangan maupun belajar kelompok 	
P. REFLEKSI PESERTA DIDIK DAN GURU	
<p>Refleksi untuk guru</p> <ol style="list-style-type: none"> 1. Kendala apakah yang ditemukan guru selama melaksanakan pembelajaran ini? 2. Solusi apakah yang diambil guru untuk mengatasi kendala-kendala yang ada? 3. Langkah apa yang dapat dilakukan guru jika tujuan pembelajaran belum tercapai? 4. Apakah perubahan-perubahan yang akan dilakukan guru pada pertemuan berikutnya untuk mencapai tujuan pembelajaran? <p>Refleksi untuk peserta didik:</p> <ol style="list-style-type: none"> 1. Kendala apakah yang kamu temui selama melaksanakan pembelajaran ini? 2. Bagaimana perasaanmu selama mengikuti pembelajaran ini? 3. Cara belajar yang bagaimana yang paling membantumu dalam mempraktekkan pembelajaran? 4. Kesulitan apa saja yang kamu temui saat mengikuti pembelajaran ini? 5. Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah? 6. Langkah apakah yang dapat kalian lakukan untuk mengatasi yang kamu temukan? 	

**LESSON PLAN IN EXPERIMENT CLASS II
THIRD MEETING**

INFORMASI UMUM	
G. IDENTITAS MODUL	
Nama Penyusun	Rizki Fatmah Nasution
Instansi	SMP Negeri 2 Padangsidempuan
Tahun pelajaran	2025
Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
Kompetensi Keahlian	Bahasa Inggris
Kelas/Fase	VIII (Delapan) – D
Topik	Question Words
Capaian Pembelajaran	Peserta didik mampu memahami, menggunakan, dan menanggapi teks lisan dan tulis interpersonal, transaksional, dan fungsional pendek, sederhana, dan kontekstual yang melibatkan berbagai topik kehidupan sehari-hari, termasuk penggunaan question words, dengan menunjukkan perkembangan keterampilan komunikasi, berpikir kritis, dan kolaboratif melalui proyek pembelajaran bermakna.
Alokasi Waktu	2 x 45 menit
H. KOMPETENSI AWAL	
Siswa pernah mendengar dan menggunakan kalimat tanya sederhana dalam kehidupan sehari-hari	
I. PROFIL PELAJAR PANCASILA	
Beriman, bertakwa kepada Tuhan yag maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global	
J. SARANA DAN PRASARANA	
Gawai, buku teks, handout materi, laptop/komputer PC, papan tulis/white board, infokus, akses internet, referensi yang mendukung.	
K. TARGET PESERTA DIDIK	
Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.	
L. MODEL PEMBELAJARAN	
Project-Based Learning	
KOMPONEN INTI	
I. TUJUAN PEMBELAJARAN	
Siswa dapat: <ol style="list-style-type: none"> 1. Mengidentifikasi dan memahami fungsi enam question words dalam kalimat tanya sederhana. 2. Membuat dan menjawab pertanyaan menggunakan question words sesuai gaya belajar masing-masing. 3. Menggunakan question words secara tepat dalam konteks sehari-hari. 	
J. PEMAHAMAN BERMAKNA	

<p>Siswa memahami bahwa question words digunakan untuk menanyakan informasi tertentu, seperti waktu, tempat, alasan, orang, dan cara.</p>	
<p>K. PERTANYAAN PEMANTIK</p>	
<ol style="list-style-type: none"> 1. What do you ask when you want to know someone's name? 2. How do you ask about time or place in English? 	
<p>L. PERSIAPAN PEMBELAJARAN</p>	
<ol style="list-style-type: none"> 1. Guru menyiapkan materi 2. Guru menyiapkan alat dan media pembelajaran 3. Guru menyiapkan perlengkapan assessment 	
<p>M. KEGIATAN PEMBELAJARAN</p>	
<p>Pendahuluan</p>	<ol style="list-style-type: none"> 1. Guru membuka pembelajaran dengan salam dan mengajak peserta didik berdo'a 2. Guru memeriksa kehadiran peserta didik 3. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan 4. Guru menyampaikan tujuan yang ingin di capai dalam proses pembelajaran 5. Guru menyampaikan garis besar cakupan materi yang dipelajari 6. Guru mempersiapkan peralatan atau media yang akan digunakan dalam proses pembelajaran
<p>Inti</p>	<ol style="list-style-type: none"> 1. Pertanyaan Mendasar (Driving Question) Can you create a simple interview project using question words?" Guru membuka dengan pertanyaan: "If you were a journalist, how would you interview a classmate using the right questions in English?" 2. Perencanaan Proyek (Planning the Project) <ol style="list-style-type: none"> a) Siswa bekerja secara berpasangan b) Mereka membuat 6 pertanyaan menggunakan question words untuk mewawancarai teman. c) Guru memberikan template pertanyaan dan contoh jawaban singkat. 3. Penyelidikan dan Pengumpulan Informasi <ol style="list-style-type: none"> a) Siswa belajar tentang fungsi What, Where, When, Who, Why, How melalui contoh. b) Guru menunjukkan video percakapan pendek. c) Siswa menuliskan 6 pertanyaan dan meminta jawaban dari teman mereka. Contoh: What is your favorite hobby? Where do you live? When is your birthday? Who is your best friend? Why do you like English?

	<p>How do you go to school?</p> <p>4. Pembuatan Produk (Creating the Product)</p> <p>a) Siswa menyusun hasil wawancara menjadi proyek berupa:</p> <ol style="list-style-type: none"> 1) Mini Booklet “About My Friend”. Halaman-halaman berisi ilustrasi sederhana dan isi wawancara, atau 2) Poster “My Friend’s Facts”. Menyajikan informasi hasil wawancara secara visual dan ringkas. <p>5. Presentasi Hasil (Presenting the Product)</p> <p>b) Tiap pasangan menempelkan proyek mereka di dinding.</p> <p>c) Dilakukan sesi gallery walk untuk membaca karya teman-teman.</p>	
Penutup	<ol style="list-style-type: none"> 1. Guru membuat kesimpulan dan rangkuman dari materi yang disampaikan 2. Guru memberikan waktu untuk tanya jawab tentang materi yang disampaikan untuk mengetahui hasil yang dicapai selama proses pembelajaran 3. Guru dan peserta didik mengakhiri pembelajaran dengan berdoa 4. Guru mengucapkan salam pada peserta didik 	
N. ASESMEN		
	Target penilaian	Individu dan kelompok
	Jenis assesmen	Performa
O. PENGAYAAN DAN REMEDIAL		
	<ol style="list-style-type: none"> 1. Pengayaan diberikan untuk menambah pengetahuan dan wawasan peserta didik yang telah mampu memahami materi dengan baik. 2. Remedial dapat diberikan pada peserta didik yang capaian pembelajarannya belum mampu tuntas dengan memberikan tugas dalam bentuk pembelajaran ulang, bimbingan perorangan maupun belajar kelompok 	
P. REFLEKSI PESERTA DIDIK DAN GURU		
	<p>Refleksi untuk guru</p> <ol style="list-style-type: none"> 1. Kendala apakah yang ditemukan guru selama melaksanakan pembelajaran ini? 2. Solusi apakah yang diambil guru untuk mengatasi kendala-kendala yang ada? 3. Langkah apa yang dapat dilakukan guru jika tujuan pembelajaran belum tercapai? 4. Apakah perubahan-perubahan yang akan dilakukan guru pada pertemuan berikutnya untuk mencapai tujuan pembelajaran? <p>Refleksi untuk peserta didik:</p> <ol style="list-style-type: none"> 1. Kendala apakah yang kamu temui selama melaksanakan pembelajaran ini? 2. Bagaimana perasaanmu selama mengikuti pembelajaran ini? 	

3. Cara belajar yang bagaimana yang paling membantumu dalam mempraktekkan pembelajaran?
4. Kesulitan apa saja yang kamu temui saat mengikuti pembelajaran ini?
5. Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah?
6. Langkah apakah yang dapat kalian lakukan untuk mengatasi yang kamu temukan?

APPENDIX 3

Validity Test Questionnaire for English Learning Motivation Instruments

Nama :

Kelas :

Petunjuk pengisian

Isilah dengan tanda ceklist pada kolom dari setiap nomor pernyataan yang paling sesuai dengan apa yang anada alami. Pengertian yang ada pada kolom tersebut adalah sebagai berikut:

SL : Selalu (selalu dilakukan)

SR : Sering (lebih banyak dilakukan daripada tidak dilakukan)

KK : Kadang-kadang (sama banyaknya anatar dilakukan dengan tidak dilakukan)

JR : Jarang (lebih banyak tidak dilakukan daripada tidak dilakukan)

TP : tidak pernah (sama sekali tidak dilakukan)

No	Pernyataan	SL	SR	KK	JR	TP
1	Saya lebih mudah menyelesaikan tugas tepat waktu karena guru memberikan materi dan instruksi sesuai dengan gaya belajar saya					
2	Saya menyelesaikan proyek tepat waktu karena merasa bertanggung jawab terhadap hasil kerja kelompok					
3	Saya terus mencoba menyempurnakan tugas jika diberi materi yang sesuai dengan minat saya					
4	Saya terdorong untuk menyempurnakan proyek karena ingin menampilkan hasil terbaik di depan teman-teman					
5	Saya merasa lebih senang mengerjakan tugas ketika disesuaikan dengan gaya belajar saya (visual, auditori, atau kinestetik)					
6	Saya tidak mudah menyerah saat mengerjakan bagian tugas saya dalam proyek bersama teman-teman					
7	Saat kesulitan memahami materi, saya bertanya pada guru untuk mendapatkan penjelasan sesuai kebutuhan saya					
8	Saya tidak ragu bertanya kepada guru saat mengalami kesulitan dalam menyelesaikan proyek					

9	Saya merasa terbantu ketika teman saya menjelaskan materi sesuai dengan gaya belajar saya					
10	Saya dan teman saya saling bertukar ide saat menghadapi hambatan dalam proyek					
11	Guru saya menyampaikan materi melalui berbagai cara (gambar, video, penjelasan lisan) sesuai gaya belajar saya					
12	Guru tidak hanya memberikan tugas proyek, tapi juga membimbing dan mengingatkan selama proses berlangsung					
13	Guru memberikan contoh tugas dalam berbagai bentuk (teks, gambar, audio) agar sesuai dengan gaya belajar siswa					
14	Guru menunjukkan contoh proyek atau proses sebelum saya mengerjakan proyek sendiri					
15	Guru memberikan komentar yang membangun pada tugas latihan saya					
16	Saya memperbaiki tugas proyek berdasarkan umpan balik yang diberikan oleh guru					
17	Guru memberikan pujian ketika saya berhasil menggunakan strategi belajar sesuai gaya saya					
18	Saya merasa dihargai ketika guru memberikan apresiasi atas hasil proyek kelompok saya					
19	Guru membantu saya menyimpulkan materi dengan cara yang sesuai gaya belajar saya (visual, auditori, kinestetik)					
20	Setelah proyek selesai, guru membimbing kami untuk menarik kesimpulan dari proses pengerjaan					

Padangsidempuan, Juli 2025

Fithri Choirunnisa Siregar, M.Psi
NIP. 198101202015032003

APPENDIX 4

SCORE OF EXPERIMENTAL CLASS I IN PRE TEST

Nama Respon	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20	Total
AA	2	3	2	4	2	4	3	4	4	3	1	3	3	3	4	4	4	5	2	4	64
AF	3	3	2	5	2	3	3	4	5	5	1	3	1	4	5	4	4	5	1	3	66
DFL	4	4	4	5	3	4	2	2	3	3	1	3	2	3	3	2	1	3	1	2	55
DTZ	3	4	4	4	2	5	3	4	2	4	1	3	1	3	3	4	4	4	1	3	62
A	1	4	3	3	3	2	1	2	2	3	1	2	1	2	2	3	2	3	1	2	43
ASB	1	2	3	1	2	3	3	2	1	3	1	4	3	5	3	2	3	5	2	2	51
IAB	1	5	5	5	1	5	1	1	1	3	2	1	5	4	5	4	5	5	5	2	66
AL	4	2	3	3	1	1	3	4	4	4	3	5	5	4	3	3	4	2	5	4	67
FASM	2	3	2	4	2	4	3	4	4	3	1	2	3	1	5	2	1	5	2	3	56
KZW	1	4	3	4	2	3	3	2	4	2	1	3	3	2	3	3	2	4	2	3	54
RAH	4	3	5	3	2	5	4	3	2	5	3	3	2	3	1	1	4	3	3	2	61
NN	3	4	4	5	2	3	2	3	2	3	2	3	1	3	3	2	3	2	1	3	54
ANA	2	5	4	3	1	3	2	2	2	3	3	3	2	4	2	4	2	3	2	4	56
SRS	2	2	5	3	1	3	3	2	2	3	1	3	3	2	3	4	3	3	2	2	52
RNH	5	5	5	5	2	4	3	2	2	3	2	4	3	2	3	2	3	5	3	3	66
PSP	2	2	5	3	1	3	3	4	3	2	1	3	1	1	2	3	2	3	2	3	49
AB	3	4	1	2	2	5	3	3	3	4	4	2	3	2	3	1	3	3	4	2	57
IS	3	2	5	4	1	3	4	2	4	3	3	5	2	4	1	3	2	3	5	1	60
BGS	1	3	3	2	3	2	1	1	1	3	2	3	2	1	2	1	2	2	3	2	40
AP	3	4	4	3	3	2	2	4	2	5	1	5	3	2	3	1	2	1	2	3	55
MNR	3	4	4	1	3	5	3	3	3	2	2	3	1	3	3	1	2	4	1	1	52
RMF	4	3	4	3	2	3	3	4	3	3	2	3	2	3	2	3	1	3	1	2	54
AS	3	2	2	2	3	2	2	3	2	3	5	5	2	5	3	3	2	2	2	3	56

CPR	2	3	3	4	3	2	3	2	4	4	2	3	1	4	3	3	2	1	3	3	55
NFAF	2	1	3	3	2	2	3	3	2	2	3	1	3	3	2	2	2	3	2	2	46
YFH	3	2	3	2	3	3	3	3	1	1	3	2	3	3	2	3	2	2	3	2	49
GA	2	3	1	2	3	2	3	1	2	3	3	3	3	1	2	3	3	1	2	2	45
NKP	2	4	3	4	3	4	2	4	3	2	2	5	3	2	3	3	2	2	3	3	59
MAST	3	4	3	3	1	2	3	2	4	2	2	3	3	2	3	1	2	2	2	2	49
HZN	4	3	4	3	5	3	2	2	4	2	1	2	3	3	3	4	3	2	5	4	62

APPENDIX 5

SCORE OF EXPERIMENTAL CLASS II IN PRE TEST

Nama Respon	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20	Total
MRB	3	2	1	3	2	1	3	1	2	5	2	1	3	3	3	1	2	4	2	2	46
AS	3	5	3	5	5	3	4	2	5	1	5	4	4	2	4	2	5	2	3	2	69
FAA	4	3	3	3	3	2	3	4	4	4	3	2	3	4	3	3	4	4	3	4	66
B	3	3	2	3	3	4	3	3	2	3	3	3	2	3	3	4	3	3	3	3	59
FHB	5	3	4	5	5	4	5	2	4	4	2	2	1	2	2	2	3	2	3	2	62
RR	3	4	3	2	4	4	3	2	3	3	3	4	3	4	3	3	1	2	3	2	59
SAH	4	3	5	4	3	3	5	2	4	4	3	3	1	3	2	1	3	4	3	2	62
P	4	3	1	2	3	3	2	4	4	2	3	4	5	1	4	4	2	3	5	3	62
DAT	3	2	3	3	2	2	3	2	3	3	3	3	2	3	3	2	3	1	2	3	51
NF	3	3	3	4	3	3	4	3	4	2	2	4	3	3	2	3	3	2	3	2	59
PNA	4	3	1	2	4	3	1	2	3	3	5	1	3	3	1	2	3	2	3	3	52
FANS	3	3	4	2	4	3	4	2	4	1	4	2	3	5	3	4	3	3	2	3	62
MRFP	3	2	2	2	3	3	2	4	2	2	3	3	3	1	4	3	1	2	5	3	53
AHN	1	3	2	3	1	2	3	3	2	1	1	2	3	3	3	1	4	1	2	2	43
RF	3	4	3	3	3	3	3	2	1	2	3	1	2	3	3	3	3	2	2	3	52
DI	2	2	3	3	3	2	4	2	3	3	3	3	2	2	3	3	3	4	3	4	57
SNA	3	3	4	4	4	2	3	3	2	2	3	1	3	2	3	1	3	3	3	3	55
H	4	4	3	1	3	3	4	3	3	4	3	3	2	3	4	5	3	3	4	5	67
AP	4	2	5	4	4	4	4	3	3	4	1	2	3	2	3	1	2	2	4	4	61
NA	2	2	5	3	1	3	4	4	3	2	2	3	3	1	3	2	2	4	5	2	56
AO	2	3	3	3	4	3	3	2	2	2	4	2	3	3	4	2	2	1	1	3	52

IDD	2	2	3	3	3	3	3	3	3	2	1	1	4	3	1	2	2	3	3	2	49
UHS	5	2	5	4	3	2	3	4	2	4	4	4	3	3	3	3	4	2	4	3	67
AEN	5	1	5	3	5	3	4	3	3	2	5	4	5	1	4	2	5	3	4	3	70
AFN	5	3	5	2	5	3	4	3	4	4	1	2	4	2	1	3	5	3	2	2	63
SNP	5	3	5	2	4	5	3	1	4	2	3	3	4	1	4	3	5	3	2	2	64
MHH	3	3	2	2	3	3	1	2	1	3	3	4	3	2	3	4	1	1	2	2	48
MS	4	3	4	2	5	5	3	1	4	3	5	3	2	2	2	4	5	3	3	2	65
ARS	3	3	2	3	2	2	4	2	2	2	4	3	3	4	5	2	3	3	3	2	57
ARP	3	3	2	1	2	2	2	3	3	1	2	2	3	3	2	3	1	2	2	3	45

APPENDIX 6

SCORE OF EXPERIMENTAL CLASS I IN POST TEST

Nama Responden	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20	Total
AA	3	2	3	4	3	4	3	4	2	4	2	5	3	4	3	5	5	4	2	5	70
AF	3	2	3	3	5	3	4	5	5	5	5	3	4	3	4	3	5	5	3	5	78
DFL	4	4	3	3	3	4	3	4	4	3	3	5	3	3	3	3	4	5	3	4	71
DTZ	4	4	5	4	3	4	3	2	2	4	4	4	4	3	3	5	3	4	3	3	71
A	5	5	4	3	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	5	95
ASB	3	5	3	2	4	4	3	5	3	4	3	4	3	4	3	4	4	5	4	5	75
IAB	4	4	5	5	3	4	5	5	4	3	5	5	5	3	5	5	3	5	3	5	86
AL	4	4	4	5	3	5	3	3	4	3	5	3	5	3	4	3	5	2	5	3	76
FASM	5	5	5	5	4	2	3	1	5	3	3	5	5	1	3	4	3	5	3	5	75
KZW	5	5	3	5	3	5	4	4	4	3	2	4	3	3	5	4	3	5	3	5	78
RAH	4	3	5	4	4	4	5	3	5	3	5	3	5	3	5	3	3	3	4	4	78
NN	3	4	4	1	4	1	4	4	4	3	4	5	4	3	3	4	3	4	4	5	71
ANA	4	5	5	4	3	4	4	3	2	4	3	5	3	5	4	3	1	2	5	4	73
SRS	5	4	5	3	2	5	4	3	4	4	3	5	3	4	3	3	4	3	3	5	75
RNH	5	4	5	5	3	4	3	4	5	5	3	5	5	4	3	5	5	4	3	4	84
PSP	5	5	4	5	4	5	4	5	5	4	3	4	4	5	5	4	5	5	4	5	90
AB	3	2	4	3	1	3	5	2	5	4	5	5	5	4	5	4	5	4	5	4	78
IS	4	2	3	4	3	5	5	5	3	5	3	5	4	3	5	5	5	4	5	4	82
BGS	4	5	5	4	4	5	4	4	3	5	4	2	4	5	3	2	2	5	4	5	79
AP	5	4	5	4	4	5	4	5	3	5	4	4	3	5	4	3	2	5	5	3	82
MNR	5	4	3	5	4	2	5	3	2	4	4	5	3	5	4	3	2	4	4	4	75
RMF	4	4	3	3	3	3	4	4	3	3	5	4	4	3	4	4	4	3	3	5	73
AS	5	3	5	2	3	5	5	4	5	5	5	5	5	5	3	5	5	3	5	2	85
CPR	5	5	5	3	5	4	4	5	3	5	5	5	5	5	4	4	5	5	4	4	90
NFAF	5	5	5	3	5	2	4	4	4	3	5	4	4	3	2	2	5	4	4	2	75

YFH	5	5	5	5	4	4	3	3	4	5	3	4	4	3	4	4	5	5	2	5	82
GA	3	4	4	4	3	4	4	3	5	3	3	5	3	4	3	4	4	2	3	4	72
NKP	4	4	4	3	5	3	3	3	4	4	5	3	5	3	5	5	5	4	5	3	80
MAST	4	4	5	4	4	3	4	5	3	3	5	4	4	4	5	4	5	4	4	5	83
HZN	5	4	5	3	4	4	5	5	5	5	4	3	5	5	4	5	5	5	4	3	88

APPENDIX 7

SCORE OF EXPERIMENTAL CLASS II IN POST TEST

Nama Respon	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20	Total
MRB	3	3	3	3	3	2	5	2	4	3	5	3	4	4	5	5	5	5	2	3	72
AS	3	3	4	5	4	5	5	5	4	4	5	5	5	3	2	1	5	4	3	2	77
FAA	4	3	4	3	3	4	3	3	4	3	3	3	4	2	4	4	5	2	3	4	68
B	4	5	3	3	3	2	4	4	4	4	5	3	3	4	3	3	4	3	4	5	73
FHB	5	4	5	5	5	4	5	5	5	4	3	5	3	4	4	4	2	2	4	2	80
RR	3	3	3	4	3	3	2	3	3	3	4	2	5	4	4	5	2	4	3	4	67
SAH	4	5	5	3	5	4	5	5	5	5	3	4	2	3	5	4	2	3	4	3	79
P	4	4	4	3	3	4	3	5	5	5	3	2	3	3	4	4	5	4	5	1	74
DAT	5	5	4	4	3	5	1	3	4	5	2	4	4	4	5	3	1	5	3	3	73
NF	5	3	3	3	4	4	5	2	4	3	3	4	4	3	3	5	4	4	3	4	73
PNA	4	5	4	4	5	5	5	5	5	5	3	2	2	3	2	5	4	4	3	3	78
FANS	3	4	5	4	4	4	3	4	5	4	3	5	2	3	5	1	5	5	5	5	79
MRFP	4	5	3	3	4	2	3	3	4	3	4	5	4	3	4	5	4	5	4	4	76
AHN	5	5	5	5	3	4	3	4	5	3	4	3	4	5	3	5	5	5	4	3	83
RF	5	5	4	3	3	5	3	3	4	5	4	5	2	5	2	2	5	5	4	5	79
DI	5	4	4	4	4	5	5	3	5	4	5	3	5	5	5	4	4	3	4	2	83
SNA	3	4	2	4	5	5	5	3	4	3	5	4	4	5	3	5	5	1	5	4	79
H	4	3	5	3	5	3	5	3	3	4	4	1	3	3	3	4	5	4	3	3	71
AP	4	5	4	4	4	3	5	4	1	4	2	4	3	4	3	4	5	4	3	4	74
NA	5	5	5	4	4	3	4	4	5	3	5	5	4	5	4	5	5	5	4	1	85
AO	5	3	3	4	5	2	5	4	4	3	5	3	5	3	2	4	3	2	3	4	72
IDD	4	3	4	3	4	3	3	5	5	4	4	3	5	5	5	3	5	5	5	5	83
UHS	5	5	5	3	3	2	4	4	4	3	2	4	2	2	4	4	3	4	4	3	70
AEN	5	5	4	5	4	3	4	5	4	5	1	3	4	3	3	2	3	4	1	1	69
AFN	5	5	4	5	4	4	4	5	4	4	3	2	3	3	3	4	4	5	5	3	79
SNP	5	5	5	4	3	4	4	3	5	4	3	2	3	5	1	2	5	3	5	5	76
MHH	3	4	3	3	4	5	3	3	4	3	3	2	2	3	5	3	3	4	5	4	69
MS	4	4	4	5	3	4	5	5	4	5	3	2	3	5	1	3	2	3	3	2	70
ARS	4	5	4	4	4	3	4	5	5	4	4	3	4	3	1	4	4	4	3	4	76
ARP	5	5	3	4	5	5	4	4	4	5	3	3	3	5	3	3	5	3	3	4	79

APPENDIX 8

THE SCORE OF PRE TEST AND POST TEST IN EXPERIMENTAL

CLASS I

No	Name of Students	Score Pre Test	Score Post Test
1	AA	64	70
2	AF	66	78
3	DFL	55	71
4	DTZ	62	71
5	A	43	95
6	ASB	51	75
7	IAB	66	86
8	AL	67	76
9	FASM	56	75
10	KZW	54	78
11	RAH	61	78
12	NN	54	71
13	ANA	56	73
14	SRS	52	75
15	RNH	66	84
16	PSP	49	90
17	AB	57	78
18	IS	60	82
19	BGS	40	79
20	AP	55	82
21	MNR	52	75
22	RMF	54	73
23	AS	56	85
24	CPR	55	90
25	NFAF	46	75
26	YFH	49	82
27	GA	45	72
28	NKP	59	80
29	MAST	49	83
30	HZN	62	88
	Total	1661	2370

APPENDIX 9

THE SCORE OF PRE TEST AND POST TEST IN EXPERIMENTAL CLASS II

No	Name of Students	Score Pre Test	Score Post Test
1	AA	46	72
2	AF	69	77
3	DFL	66	68
4	DTZ	59	73
5	A	62	80
6	ASB	59	67
7	IAB	62	79
8	AL	62	74
9	FASM	51	73
10	KZW	59	73
11	RAH	52	78
12	NN	62	79
13	ANA	53	76
14	SRS	43	83
15	RNH	52	79
16	PSP	57	83
17	AB	55	79
18	IS	67	71
19	BGS	61	74
20	AP	56	85
21	MNR	52	72
22	RMF	49	83
23	AS	67	70
24	CPR	70	69
25	NFAF	63	79
26	YFH	64	76
27	GA	48	69
28	NKP	65	70
29	MAST	57	76
30	HZN	45	79
	Total	1733	2266

APPENDIX 10

RESULT OF NORMALITY TEST IN PRE TEST

A. Result of Normality Test of Experimental Class I

$$\text{High} = 67$$

$$\text{Low} = 40$$

$$\text{Range (R)} = \text{high score} - \text{low score}$$

$$= 67 - 40$$

$$= 27$$

$$\text{Total of Class (K)} = 1 + 3.3 \log 30$$

$$= 1 + 3.3 (1.47)$$

$$= 1 + 4.85$$

$$= 5.85 \sim 6$$

$$\text{Length of Class} = 27 : 6$$

$$= 4.5 \sim 5$$

No	Interval Class	Frequency	Percentages
1	40-44	2	62
2	45-49	5	69,5
3	50-54	6	77
4	55-59	8	84,5
5	60-64	5	92
6	65-69	4	99,5

B. Result of Normality Test of Experimental Class II

$$\text{High} = 70$$

$$\text{Low} = 43$$

$$\text{Range (R)} = \text{high score} - \text{low score}$$

$$= 70 - 43$$

$$= 27$$

$$\text{Total of Class (K)} = 1 + 3.3 \log 30$$

$$= 1 + 3.3 (1.47)$$

$$= 1 + 4.85$$

$$= 5.85 \sim 6$$

$$\text{Length of Class} = 27 : 6$$

$$= 4.5 \sim 5$$

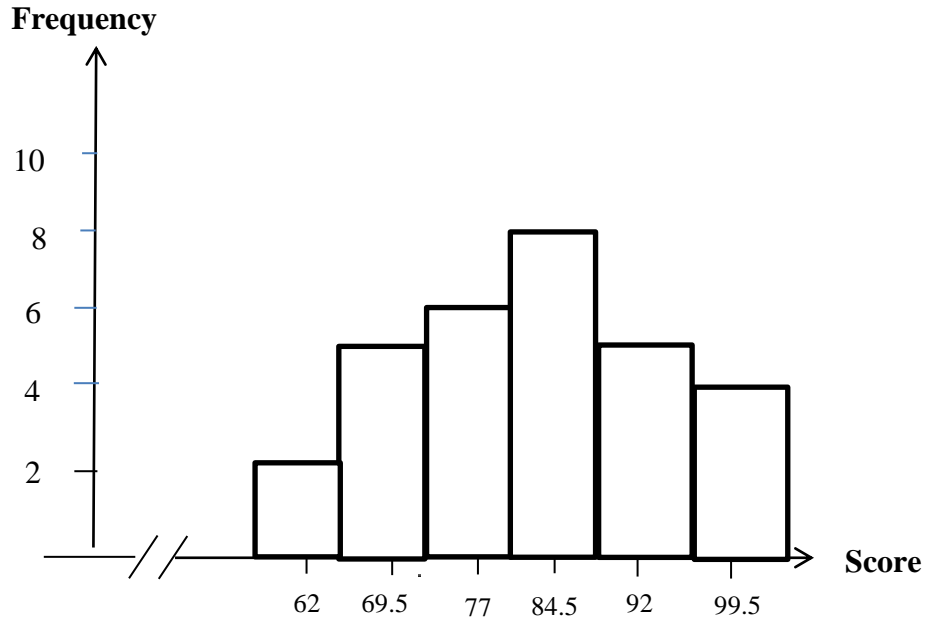
No	Interval Class	Frequency	Percentages
1	43-47	3	10%
2	48-52	6	20%
3	53-57	5	17%
4	58-62	8	27%
5	63-67	6	20%
6	68-72	2	7%

C. Experimental Class I – Experimental Class II Result in Pre Test

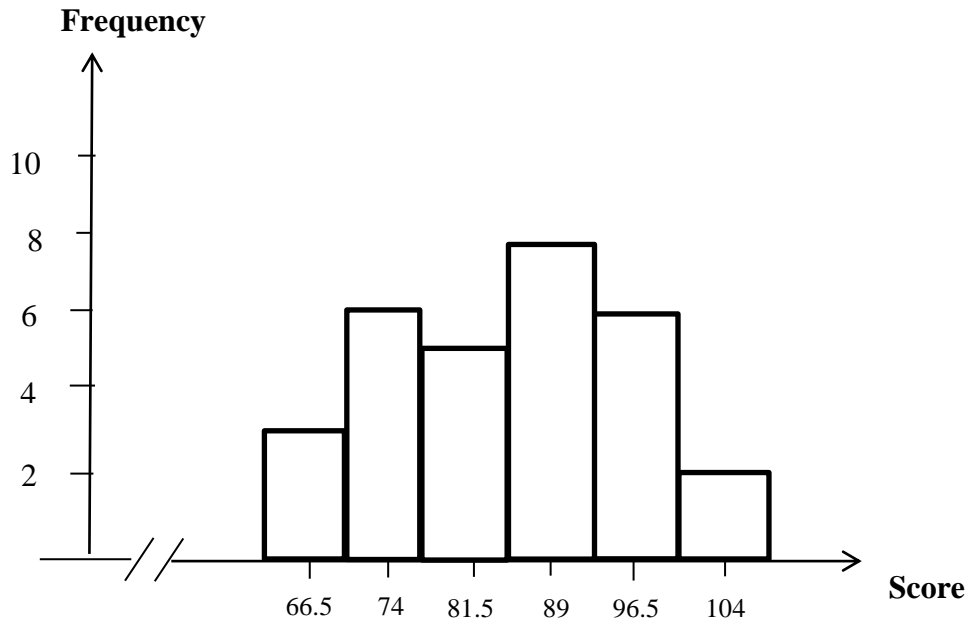
	Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Result	Pre-Test (Teaching by DLA)	.098	30	.200*	.971	30	.569
	Pre-Test (Teaching by PjBL)	.116	30	.200*	.968	30	.491

Descriptives					
	Class			Statistic	Std. Error
Result	Pre-Test (Teaching by DLA)	Mean		55,37	1,296
		95% Confidence Interval for Mean	Lower Bound	52,72	
			Upper Bound	58,02	
		5% Trimmed Mean		55,54	
		Median		55,00	
		Variance		50,378	
		Std. Deviation		7,098	
		Minimum		40	
		Maximum		67	
		Range		27	
		Interquartile Range		11	
		Skewness		-,171	,427
		Kurtosis		-,468	,833
		Pre-Test (Teaching by PjBL)	Mean		57,77
	95% Confidence Interval for Mean		Lower Bound	55,00	
			Upper Bound	60,53	
	5% Trimmed Mean		57,89		
	Median		59,00		
	Variance		54,875		
	Std. Deviation		7,408		
	Minimum		43		
	Maximum		70		
	Range		27		
	Interquartile Range		11		
Skewness		-,279	,427		
Kurtosis		-,828	,833		

Histogram
For Experimental class I in Pre test



Histogram
For Experimental class II in Pre test



APPENDIX 11

RESULT OF HOMOGENEITY IN PRE TEST

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	,380	1	58	,540
	Based on Median	,290	1	58	,592
	Based on Median and with adjusted df	,290	1	57,933	,592
	Based on trimmed mean	,358	1	58	,552

APPENDIX 12

RESULT OF NORMALITY TEST IN POST TEST

A. Result of Normality Test of Experimental Class I

$$\text{High} = 95$$

$$\text{Low} = 70$$

$$\text{Range (R)} = \text{high score} - \text{low score}$$

$$= 95 - 70$$

$$= 25$$

$$\text{Total of Class (K)} = 1 + 3.3 \log 30$$

$$= 1 + 3.3 (1.47)$$

$$= 1 + 4.85$$

$$= 5.85 \sim 6 + 1 = 7$$

$$\text{Length of Class} = 25 : 7$$

$$= 3.57 \sim 4$$

No	Interval Class	Frequency	Percentages
1	68-71	4	13%
2	72-75	8	27%
3	76-79	6	20%
4	80-83	5	17%
5	84-87	3	10%
6	88-91	3	10%
7	92-95	1	3%

B. Result of Normality Test of Experimental Class II

$$\text{High} = 85$$

$$\text{Low} = 67$$

$$\text{Range (R)} = \text{high score} - \text{low score}$$

$$= 85 - 67$$

$$= 18 + 1 = 19$$

$$\text{Total of Class (K)} = 1 + 3.3 \log 30$$

$$= 1 + 3.3 (1.47)$$

$$= 1 + 4.85$$

$$= 5.85 \sim 6 + 1 = 7$$

$$\text{Length of Class} = 19 : 7$$

$$= 2.71 \sim 3$$

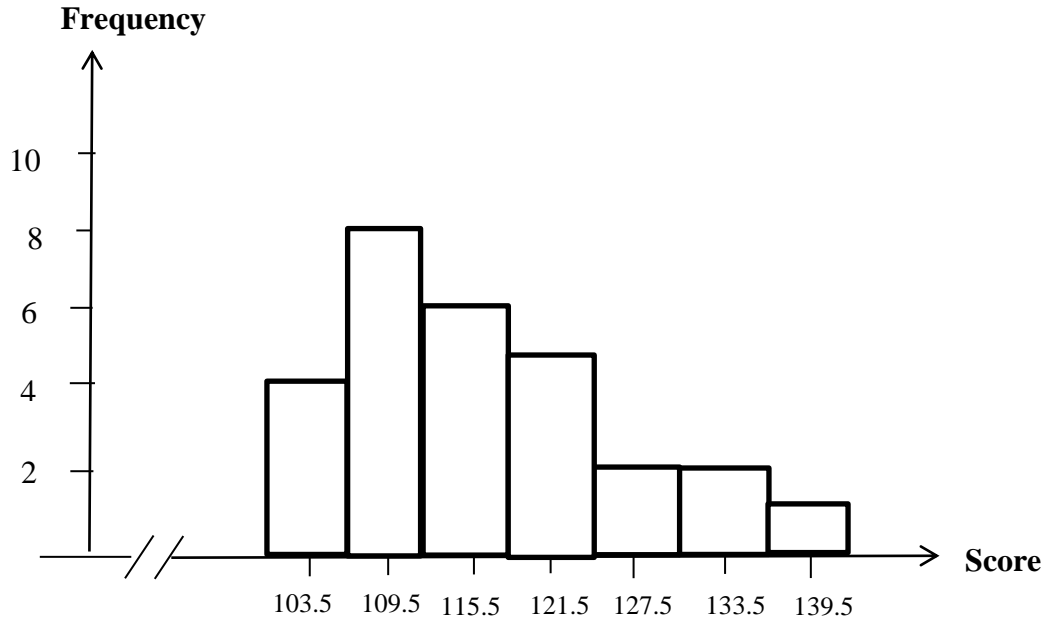
No	Interval Class	Frequency	Percentages
1	67-69	4	13%
2	70-72	5	17%
3	73-75	5	17%
4	76-78	5	17%
5	79-81	7	23%
6	82-84	3	10%
7	85-87	1	3%

C. Experimental Class I – Experimental Class II Result in Post Test

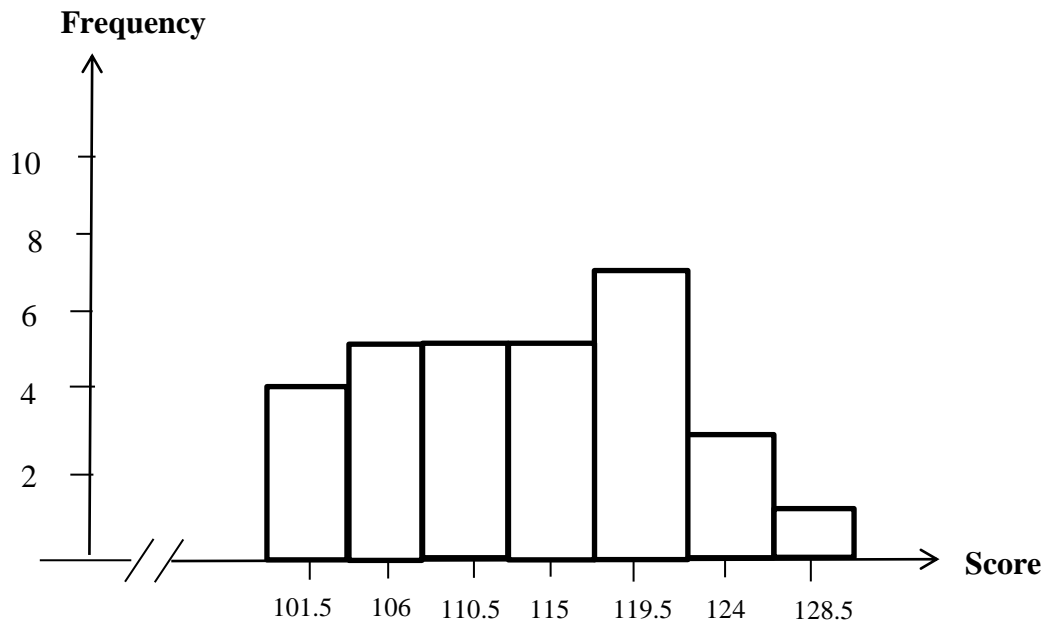
Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Result	Post-Test (Teaching by DLA)	.131	30	.198	.945	30	.122
	Post-Test (Teaching by PjBL)	.126	30	.200*	.962	30	.357

Descriptives					
	Class		Statistic	Std. Error	
Result	Post-Test (Teaching by DLA)	Mean	79,00	1,184	
		95% Confidence Interval for Mean	Lower Bound	76,58	
			Upper Bound	81,42	
		5% Trimmed Mean	78,69		
		Median	78,00		
		Variance	42,069		
		Std. Deviation	6,486		
		Minimum	70		
		Maximum	95		
		Range	25		
		Interquartile Range	9		
		Skewness	,667	,427	
		Kurtosis	-,188	,833	
		Post-Test (Teaching by PjBL)	Mean	75,53	,899
	95% Confidence Interval for Mean		Lower Bound	73,69	
			Upper Bound	77,37	
	5% Trimmed Mean		75,50		
	Median		76,00		
	Variance		24,257		
	Std. Deviation		4,925		
	Minimum		67		
	Maximum		85		
	Range		18		
	Interquartile Range	7			
Skewness	,084	,427			
Kurtosis	-,917	,833			

**Histogram
For Experimental class I in Post test**



**Histogram
For Experimental class II in Post Test**



APPENDIX 13

RESULT OF HOMOGENEITY IN POST TEST

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1,851	1	58	,179
	Based on Median	1,324	1	58	,255
	Based on Median and with adjusted df	1,324	1	50,041	,255
	Based on trimmed mean	1,660	1	58	,203

DOCUMENTATION











KEMENTERIAN AGAMA REPUBLIK INDONESIA
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21 April 2025

Lamp : -

Perihal : **Pengesahan Judul dan Penunjukan**
Pembimbing Skripsi

Yth.

1. Dr. Eka Sustris Harida, M.Pd. (Pembimbing I)
2. Sri Minda, S.Pd., M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Rizki Fatmah Nasution
NIM : 2120300052
Program Studi: Tadris Bahasa Inggris
Judul Skripsi : A Compartive Study Between Differentiated Learning Approach and Project-Based Learning Approach on Students' English Learning Motivation at Grade VIII SMP Negeri 2 Padangsidempuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 112 Tahun 2025 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

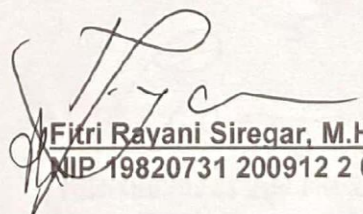
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik
Dan Kelembagaan

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8 Juli 2025

Lampiran : -

Hal : Izin Riset

Penyelesaian Skripsi

Yth. Kepala SMP Negeri 2 Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Rizki Fatmah Nasution
NIM : 2120300052
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Padangsidempuan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"A Comparative Study Between Differentiated Learning Approach And Project-Based Learning Approach on Students'English Learning Motivation at Grade VIII SMP Negeri 2 Padangsidempuan "**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan

Wakil Dekan Bidang akademik dan
Kelembagaan



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SURAT KETERANGAN PELAKSANAAN PENELITIAN

Nomor. 823.4/214/SMP.2/2025

Kepala SMP Negeri 2 Padangsidimpuan di Kecamatan Padangsidimpuan Selatan Kota Padangsidimpuan Provinsi Sumatera Utara dengan ini menerangkan bahwa :

Nama : **RIZKI FATMAH NASUTION**
NIM : 2120300052
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Padangsidimpuan

Adalah benar telah melaksanakan Penelitian sesuai dengan Surat Permohonan Izin Pelaksanaan Penelitian dari Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dengan Nomor: 3323/Un.28/E.1/TL.00.9/07/2025 dalam rangka Penelitian untuk penulisan skripsi yang dilaksanakan pada tanggal 14 s/d 29 Juli 2025 selesai dengan judul:

“A Comparative Study Between Differentiated Learning Approach and Project- Based Learning Approach on Students’ English Learning Motivation at Grade VIII SMP Negeri 2 Padangsidimpuan”.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 29 Juli 2025
Kepala SMP Negeri 2 Padangsidimpuan



JUHARI S.Pd.,M.Si
NIP. 19661212 19903 1 009