

# JEPAL

## Journal of English Pedagogy and Applied Linguistics

<https://www.jurnal.masoemiversity.ac.id/index.php/englishpedagogy>

Submitted: 21 February 2025 Revised: 5 July 2025 Accepted: 20 July 2025 Available Online: 31 July 2025

### FROM MONOTONY TO MOTIVATION: UTILIZING DIFFERENTIATED LEARNING MATERIALS IN TEACHING ENGLISH TO 11TH GRADE

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**Abstract:** This Classroom Action Research study addressed the issue of low student motivation and limited oral communication skills in 11th-grade English language learning, stemming from the use of limited and monotonous learning materials and a rigid, textbook-driven pedagogical approach. Recognizing the crucial role of differentiated learning materials and effective pedagogical practices in fostering engagement and comprehension, this study implemented a series of interventions within two cycles. The action research process involved the introduction of differentiated learning resources, including educational videos, interactive learning apps, and online collaborative tools, integrated into the existing teaching modules, alongside explicit instruction on speaking strategies. Data were collected through classroom observations, student reflections, pre- and post-intervention speaking assessments, and an analysis of teaching module documents. The findings revealed a significant increase in student engagement, motivation, and oral communication skills following the implementation of diverse materials and targeted instruction. Students reported reduced boredom and a renewed interest in learning English. Furthermore, the speaking assessments demonstrated measurable improvements in both fluency and accuracy. Critically, the study also revealed a discrepancy between the intended Genre-Based Approach and the actual implementation in the teaching modules, highlighting the importance of teacher pedagogical understanding and the transformative potential of CAR for teacher development. This study underscores the effectiveness of incorporating differentiated learning materials, collaborative activities, and explicit instruction to enhance student motivation and improve learning outcomes within the context of 11th-grade English language education while also emphasizing the necessity of ongoing reflection and adaptation in pedagogical practices.

**Keywords:** classroom action research, differentiated learning materials, English language learning, intervention, student motivation

## INTRODUCTION

Education stands as a cornerstone for building robust human capital, and within this framework, the efficacy of the learning process is paramount. As noted in the abstract, the Classroom Action Research (CAR) study addressed the issue of low student motivation in 11th-grade English language learning, stemming from the use of limited and monotonous learning materials. The importance of diverse and engaging materials in fostering student motivation and comprehension cannot be overstated. In the Indonesian EFL context, where students often lack consistent exposure to English outside the classroom, the quality and variety of learning materials become even more critical (Lie, 2017). Indeed, research consistently indicates that student engagement is significantly influenced by the variety and relevance of learning materials (Bond & Bedenlier, 2019). However, many classrooms, including the one examined in this study, grapple with the challenge of students experiencing "reduced boredom and a renewed interest in learning English" only after the implementation of differentiated teaching aids, as was observed during the interventions. This suggests a potential gap between traditional teaching practices and the evolving needs of contemporary Indonesian learners, particularly those in suburban settings where access to resources may be limited.

The initial observation of low student engagement in 11th-grade English language learning prompted a deeper investigation into the factors contributing to this challenge. It became evident that the reliance on "limited and monotonous learning materials" was a significant factor contributing to student disinterest and diminished motivation. This observation aligned with the study's recognition of "the crucial role of diverse materials in fostering engagement and comprehension." As scholars have argued, a lack of variety in instructional resources can lead to cognitive overload and decreased attention, ultimately hindering learning (Mayer, 2020). Furthermore, in Indonesia, where students often rely heavily on textbooks due to limited access to authentic English materials, the lack of variety can exacerbate feelings of disengagement (Sa'diyah, 2022). The need for diverse resources aligns with calls for personalized learning approaches, where materials are tailored to meet individual student needs and preferences, a crucial consideration in Indonesia's diverse educational landscape.

To address this issue, a Classroom Action Research (CAR) approach was adopted, allowing for a systematic and reflective process of intervention and evaluation. Since the action research process involved the introduction of differentiated learning resources, including educational videos, interactive learning apps, and online tools, integrated into the existing teaching modules, this intervention was designed to transform the learning environment and stimulate student interest. The adoption of CAR reflects a growing trend in educational research in Indonesia, where teachers are empowered to investigate and improve their practice through iterative cycles of action and reflection (Stringer, 2014). This approach is particularly valuable in the Indonesian context, where teachers often face unique challenges related to resource availability and student diversity.

This research, conducted over two cycles, aimed to explore the impact of diverse learning materials on student motivation and oral communication skills. Data collection, including "classroom observations, student reflections, and pre- and post-intervention speaking assessments," provided a comprehensive understanding of the changes observed. The findings, which demonstrated "a significant increase in student engagement and motivation" and "measurable improvements in students' oral

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communication skills," underscore the potential of CAR to enhance the educational experience for students. Specifically, the improvement in oral communication aligns with the emphasis on communicative language teaching, which is a key goal in Indonesia's national curriculum (Anggraena et al., 2022). The use of authentic and engaging materials is crucial for fostering fluency and confidence in Indonesian EFL learners.

Ultimately, this study seeks to contribute to the ongoing discourse on effective English language teaching practices in Indonesia by demonstrating the practical benefits of implementing differentiated learning materials. It highlights the importance of addressing student motivation and fostering a dynamic learning environment, ultimately aiming to "improve learning outcomes within the context of 11th-grade English language education." By showcasing the successful implementation of diverse resources, this research adds to the growing body of literature advocating for student-centered and technology-enhanced learning environments in Indonesian EFL contexts (Means et al., 2010).

## LITERATURE REVIEW

Student motivation, broadly defined as the internal drive and desire that propels an individual to initiate, persist in, and attain a goal, is undeniably a cornerstone for successful English as a Foreign Language (EFL) learning, particularly at the senior high school level. At this stage, students are grappling with increasingly complex grammatical structures, expanding vocabulary, and developing higher-order communication skills. When motivated, they are more likely to actively engage in classroom activities, seek out additional learning opportunities, and persevere through challenges like difficult grammar concepts or pronunciation hurdles. Conversely, a lack of motivation can lead to disengagement, passive learning, and ultimately, limited language acquisition. In the Indonesian EFL context, this impact is amplified due to a significant challenge: students often experience limited exposure to English outside the classroom, unlike in English as a Second Language (ESL) environments (Lie, 2017). This scarcity of real-world English interaction means that classroom motivation becomes even more critical as it is often the primary, if not sole, source of English language input and practice for many students. Studies consistently confirm that when students perceive a lack of relevance or engagement in their learning, their motivation declines, leading to reduced effort, lower participation, and consequently, poorer language proficiency in areas like speaking, listening, reading, and writing.

To effectively foster this crucial motivation, understanding theoretical frameworks like Self-Determination Theory (SDT) is essential. SDT, primarily developed by Deci & Ryan, (2013) posits that intrinsic motivation, the most desirable form for sustained learning, is nurtured when three basic psychological needs are satisfied: autonomy, competence, and relatedness. Autonomy refers to the feeling of having choice and control over one's learning. For instance, in an EFL classroom, this could involve allowing senior high school students to choose topics for presentations, select reading materials based on their interests, or decide on the format of a project. Competence is the feeling of being effective and capable, a sense of mastery. Teachers can foster this by providing clear learning objectives, offering timely and constructive feedback, breaking down complex tasks into manageable steps, and celebrating small successes. For example, guiding students through a challenging

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writing task step-by-step and highlighting their improvements can boost their sense of competence. Finally, relatedness is the feeling of connection and belonging to a social group. This can be cultivated through collaborative group activities, pair work, and creating a supportive and inclusive classroom environment where students feel comfortable taking risks and making mistakes without fear of judgment. An example could be facilitating group discussions on current events in English, encouraging peer feedback, and fostering a sense of community among learners. By deliberately designing instruction that addresses these fundamental psychological needs, educators can cultivate a learning environment that not only supports but actively enhances student motivation, leading to more profound and lasting English language acquisition at the senior high school level.

Differentiated learning materials play a significant role in enhancing student engagement and motivation. Constructivist learning theory emphasizes the importance of active learning and knowledge construction, which can be facilitated through diverse resources (Michael Spector, 2019). Incorporating multimedia, authentic materials, and technology-enhanced tools can cater to different learning styles and preferences, making learning more relevant and engaging. Research indicates that using differentiated materials, such as educational videos, interactive apps, and online tools, can significantly improve student interest and participation in EFL classrooms (Chang and Hung, 2019).

In Indonesia, the challenge of maintaining student motivation is compounded by factors such as limited access to authentic English materials and traditional teaching methods (Sa'diyah, 2022). Students often rely heavily on textbooks, leading to monotony and disengagement. To address this, educators need to adopt more dynamic and interactive approaches. Implementing differentiated learning materials, tailored to the specific needs and interests of Indonesian students, can help bridge the gap between traditional practices and effective engagement. Studies have shown that integrating technology and culturally relevant materials can significantly enhance student motivation and learning outcomes in Indonesian EFL settings.

Classroom Action Research (CAR) provides a robust, systematic, and inherently reflective approach for educators to proactively identify and address pedagogical challenges, ultimately leading to significant improvements in teaching practices. This methodology empowers teachers to become active researchers within their own classrooms, allowing them to investigate specific issues, design and implement targeted interventions, and critically evaluate their effectiveness through a series of iterative cycles (Stringer, 2014). This cyclical process, typically involving phases of planning, action, observation, and reflection, ensures that findings from each phase directly inform and refine subsequent interventions, leading to continuous improvement and adaptation of teaching strategies (Burns, 2010).

In English as a Foreign Language (EFL) context, CAR has been widely utilized to explore and enhance critical aspects such as student motivation and engagement. For instance, a study by Bozkurt & Aydin, (2023) used CAR to investigate the impact of collaborative learning on EFL students' speaking apprehension and motivation in Oman, finding that carefully structured group work significantly reduced anxiety and increased students' willingness to communicate. Similarly, research in Indonesia has shown that implementing specific interactive activities through a CAR framework can lead to notable improvements in students' speaking ability and active participation. Click or tap here to enter text.. By systematically adopting a CAR approach, teachers

can gain valuable, data-driven insights into the effectiveness of various tools and methods, particularly differentiated learning materials. This is crucial in EFL settings where students often come with diverse proficiency levels, learning styles, and motivational factors. A CAR study focusing on differentiated instruction in an EFL context, for example, might examine how providing varied reading materials or activity choices impacts student engagement and comprehension, enabling teachers to tailor their instruction more effectively. Tomlinson & Imbeau (2023) emphasize the importance of differentiation). This allows educators to make evidence-based decisions, tailor instruction to meet the diverse needs of their students, and ultimately foster a more motivating and effective learning experience in the EFL classroom.

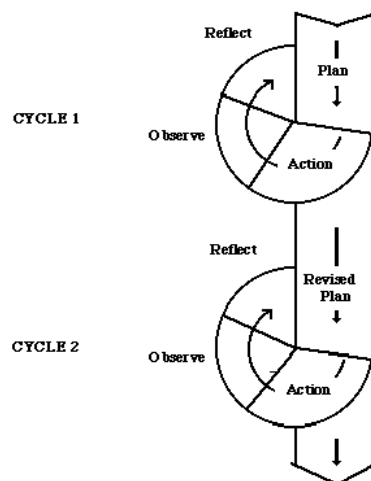
The literature highlights the critical role of student motivation and the potential of differentiated learning materials to enhance engagement in EFL classrooms, particularly in Indonesia. However, there remains a need for more research that specifically examines the implementation of differentiated materials within the context of CAR in 11th-grade Indonesian EFL settings. This study aims to address this gap by exploring the impact of diverse learning resources on student motivation and oral communication skills through a CAR approach. By implementing and evaluating the use of educational videos, interactive apps, and online tools, this research will contribute to the understanding of effective strategies for enhancing student motivation and improving learning outcomes in Indonesian EFL classrooms.

## **METHOD**

To measure student engagement and motivation, this study employed a set of self-developed qualitative instruments aligned with the principles of Classroom Action Research (CAR). Data were collected through classroom observations, student reflection journals, and semi-structured interviews. These instruments focused on indicators such as student participation, attentiveness, expressed interest, and willingness to engage in classroom activities, particularly speaking tasks.

The validity and reliability of the data were ensured through data triangulation, combining insights from observations, pre- and post-intervention assessments. Thematic analysis was conducted to identify recurring patterns related to motivation and engagement, while descriptive statistics supported the interpretation of qualitative findings.

This Classroom Action Research (CAR) study employed a cyclical approach, consisting of two distinct cycles, to investigate the impact of differentiated learning materials and targeted pedagogical adjustments on the motivation and oral communication skills of 11th-grade EFL students. The research was conducted in a public senior high school situated in a suburban area of Indonesia, where students exhibited low engagement and limited oral proficiency during English language lessons. The participants were a class of 30 students. The CAR design followed the standard phases of planning, action, observation, and reflection, with each cycle building upon the insights gained from the previous one focusing on adaptive expertise (Hammerness & Berliner, 2005) where educators continuously refine their practices in response to evolving student needs and learning contexts.



**Picture 1. Classroom action research cycles**

In Cycle 1, the planning phase involved identifying the problem of limited and monotonous learning materials, as well as analysing the existing teaching module documents, which revealed a rigid, textbook-driven approach. The action phase introduced differentiated learning resources, including educational videos and interactive learning apps, into the existing teaching modules. However, observations and student reflections revealed that simply adding these resources was insufficient. Consequently, in Cycle 2, the planning phase incorporated insights from Cycle 1, leading to a refined intervention. The action phase in Cycle 2 involved not only integrating online collaborative tools but also providing explicit instruction on speaking strategies, aiming to address the limitations observed in the first cycle. This iterative process allowed for a more comprehensive and effective intervention, directly addressing the pedagogical shortcomings identified in the initial analysis.

Qualitative data were collected through classroom observations, student reflection journals, and semi-structured interviews. Classroom observations focused on documenting student engagement and participation during lessons. Student reflection journals provided insights into their perceptions and experiences with the differentiated learning materials. Semi-structured interviews allowed for in-depth exploration of students' attitudes and motivations. The collected data were analysed using both descriptive statistics for the quantitative data and thematic analysis for the qualitative data. Thematic analysis involved identifying recurring patterns and themes from the observation notes, reflection journals, and interview transcripts. The findings from both quantitative and qualitative data were then triangulated to ensure the validity and reliability of the research outcomes.

## **FINDINGS AND DISCUSSION**

The following sections present the results and discussion of the two cycles of Classroom Action Research (CAR) conducted to investigate the impact of differentiated learning materials on the motivation and oral communication skills of 11th-grade EFL students.

### **Cycle 1**

As the findings, Cycle 1 revealed a low level of student engagement and limited

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speaking skills during textbook-based lessons. Students found the activities repetitive and un motivating, often becoming distracted. While digital tools briefly increased interest, they had little impact on speaking accuracy due to a lack of guidance. In contrast, structured role-playing activities in small groups improved fluency and reduced anxiety, leading to more active participation and greater speaking confidence.

The initial phase of Cycle 1 revealed low student engagement during traditional textbook-based lessons, a concern directly reflected in student interviews and classroom observations. For instance, students reported feeling "bored with the teaching modules provided," citing repetitive tasks like "solely focused on completing tasks in the book." Classroom observations corroborated this, noting a "monotonous classroom atmosphere" where students were "inattentive during lessons" and engaged in off-task behaviours like chatting or drawing. These observations are consistent with Sa'diyah (2022), who found that heavy reliance on textbooks in Indonesian EFL classrooms often led to reduced student motivation and interaction.

Pre-intervention speaking assessments also showed limited oral proficiency, as students struggled to construct coherent sentences and lacked sufficient vocabulary. This aligns with recent findings by Sa'diyah (2022) who emphasized that meaningful engagement and skill development are hindered in environments lacking interactive, student-centred learning activities, particularly in online or tech-integrated contexts.

To address this, the intervention introduced differentiated digital learning materials such as educational videos and interactive applications. These innovations initially increased student interest, as learners actively participated, asked questions, and engaged in follow-up discussions. However, post-intervention assessments revealed little progress in grammatical accuracy or vocabulary usage. This suggests that without structured pedagogical strategies, digital tools alone do not guarantee learning improvement.

Moreover, student reflections revealed confusion about how to use the digital tools effectively, particularly in relation to speaking tasks. This gap highlights the importance of instructional scaffolding when using technology, a need reinforced by Bond and Bedenlier (2019), who propose that student engagement with educational technology depends heavily on clear guidance, structure, and relevance to the learning goals. Therefore, the modest outcomes of Cycle 1 underscored the necessity for a more targeted approach in Cycle 2, pairing differentiated tools with structured communicative tasks and explicit skill instruction.

The main speaking intervention in Cycle 1 was role-playing, designed to improve fluency and reduce students' speaking anxiety. Initial observations showed frequent hesitation, unnatural pauses, and reluctance to speak in front of peers. To mitigate this, students engaged in structured, scenario-based role-playing (e.g., ordering food, greetings) to foster spontaneous speech in low-pressure contexts. This method corresponds with recent findings by Deci and Ryan (2013) who assert that student motivation and participation increase when tasks are meaningful and autonomy-supportive.

Furthermore, conducting these activities in small groups addressed performance anxiety, an issue particularly pronounced in EFL learners. Research by Woodrow (2006) confirms that creating psychologically safe environments for communication, such as through small-group interactions, promotes both fluency and confidence. Based on student feedback and observational data, these role-playing activities were effective in reducing anxiety and encouraging greater participation, informing refinements for

Cycle 2 with more emphasis on structured feedback and targeted accuracy development.

## Cycle 2

Cycle 2 showed significant improvements in students' speaking skills, motivation, and classroom engagement. The integration of structured activities, collaborative digital tools, and explicit instruction on speaking strategies led to more confident and accurate oral communication. Students responded positively to varied learning resources and interactive tasks, showing increased participation and reduced anxiety. Role-playing activities, now refined to include grammar and pronunciation focus, supported both fluency and accuracy. Analysis of teaching documents also revealed a shift in instructional practice, from rigid, textbook-based methods to more adaptive, student-centred approaches. This transition not only enhanced student outcomes but also contributed to the teachers' professional growth, highlighting the importance of pedagogical flexibility in supporting effective learning.

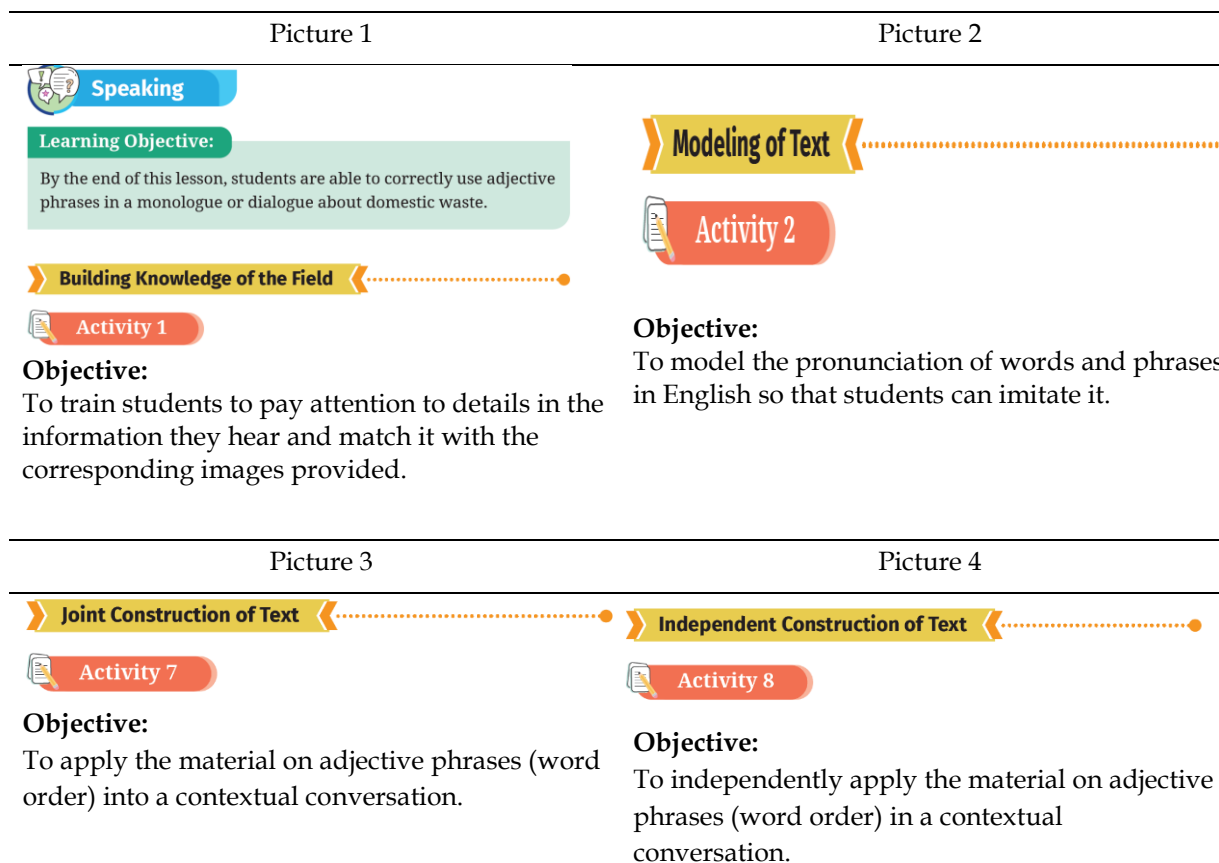
Building upon the insights from Cycle 1, the intervention for Cycle 2 was refined, incorporating structured activities, collaborative online tools, and explicit instruction on speaking strategies. The significant improvement in speaking skills observed in Cycle 2 aligns with Deci & Ryan (2013). Self-Determination Theory (SDT), suggesting that the enhanced autonomy, competence, and relatedness fostered by the refined intervention positively impacted student motivation. The use of collaborative online tools facilitated peer learning, reflecting the collaborative learning principles advocated by Johnson (2009). The positive feedback from students regarding the explicit instruction on speaking strategies supports the effectiveness of targeted skill development, as emphasized by Richards (2006) in communicative language teaching. The consistently high engagement levels and measurable improvements in speaking skills demonstrate the effectiveness of combining differentiated learning materials with targeted instruction, reinforcing the findings of Bond & Bedenlier (2019) regarding the use of technology to facilitate student engagement. The successful implementation of the refined intervention highlights the value of iterative cycles in CAR, as discussed by Stringer, (2014) allowing for continuous improvement and adaptation. The triangulation of data from assessments, observations, reflections, and interviews provides a robust understanding of the intervention's impact, aligning with the mixed-methods approach advocated by (Creswell and Clark, 2018). However, this refined intervention also revealed a crucial underlying factor: the teacher's initial understanding and implementation of teaching methodologies, particularly concerning the Genre-Based Approach (GBA).

Specifically, an analysis of the teaching module documents revealed a discrepancy between the intended pedagogical approach and the actual implementation. As illustrated in the images above, the intended stages of the teaching method were to follow the GBA, encompassing Building Knowledge of the Field (BKoF) through to Independent Construction of Text, complete with clear objectives and activities for each step. However, the teaching module created by the teacher utilized a teaching method with a different approach, deviating significantly from the GBA framework. This deviation was evident in the following data.

**Table 1. Lesson plan**

Main Activity	
<i>Stimulus</i>	Students are given motivation or a stimulus to focus their attention on the topic of adjective phrases. This could be done by showing them engaging visuals or videos related to the environment and asking questions that encourage descriptive responses.
Problem Identification	The teacher provides an opportunity for students to review the five senses and adjective clauses through an inside–outside circle activity. The theme of the discussion is <i>preserving our environment</i> , which allows students to describe natural settings or environmental issues using descriptive language.
Data Collection	<ul style="list-style-type: none"> <li>• Students <b>listen to a dialogue</b> that matches an image related to the environment.</li> <li>• They <b>repeat the words or phrases</b> identified as adjective phrases.</li> <li>• Students <b>identify the meanings</b> of unfamiliar words and phrases, especially those used as adjective phrases.</li> </ul>
Verification	<ul style="list-style-type: none"> <li>• In pairs, students complete a dialogue that contains adjective phrases.</li> <li>• Students read a provided dialogue in pairs and watch a short video to observe how adjective phrases are used in real-life contexts.</li> <li>• Students rearrange given words to form adjective clauses as part of a grammar activity.</li> <li>• In groups of four, students create and perform a dialogue on the theme of <i>environmental awareness</i>, incorporating at least three adjective phrases. Their peers provide constructive feedback based on prepared guidelines (e.g., use of language, clarity, relevance).</li> </ul>
Drawing Conclusion	<ul style="list-style-type: none"> <li>• Students present the results of their discussion about adjective phrases, sharing conclusions based on analysis either orally, in writing, or using other media. This activity helps to build students' character traits such as honesty, accuracy, tolerance, systematic thinking, and respectful expression of opinions.</li> <li>• The teacher gives final feedback and reinforcement, highlighting both language use and the collaborative process.</li> </ul>

This discrepancy suggests that the successful integration of differentiated learning materials and collaborative strategies was not only dependent on the resources themselves but also on the teacher's evolving pedagogical understanding and application, particularly in relation to the GBA (Nurjamin & Nurjamin, 2017) The iterative nature of CAR facilitated not only student growth but also the teacher's professional development, highlighting the interconnectedness of effective resource implementation and pedagogical expertise in the context of genre-based instruction.



## Picture 2. Genre-based approach stages

The analysis of the teaching module documents revealed significant pedagogical limitations that directly contrasted with the positive outcomes observed in Cycle 2. The documents showed learning objectives directly copied from the textbook, restricting teacher adaptability, and a repetitive use of the same teaching modules across academic terms, leading to a monotonous learning experience. This rigid approach stood in stark contrast to the dynamic and engaging learning environment fostered in Cycle 2. This finding aligns with recent research by Darling-Hammond & Hyler (2020) who emphasize the importance of adaptive teaching and the need for teachers to personalize learning experiences to meet diverse student needs, moving away from standardized curriculum delivery. For instance, while the documents emphasized the rote learning of adjective phrases in a fixed context, Cycle 2 incorporated collaborative online tools and differentiated learning materials that allowed students to actively construct their own understanding and apply language in meaningful ways. This shift reflects the principles of constructivist learning, as further supported by Kirschner et al., (2006) who advocate for guided discovery and active learning strategies to facilitate meaningful knowledge acquisition in digital environments. Specifically, the shift from pre-determined learning objectives to student-centred activities in Cycle 2 empowered students to take ownership of their learning, directly addressing the limitations imposed by the textbook-driven objectives, a factor also highlighted by Benson (2021) in the context of self-directed language learning and learner agency.

Furthermore, the document analysis revealed that the repeated use of the same

teaching modules overlooked diverse learning styles and hindered student engagement. This aligns with contemporary perspectives on differentiated instruction, as seen in the work of Tomlinson et al., (2015) who continue to champion responsive teaching practices that address individual learner needs and preferences. In Cycle 2, however, the introduction of educational videos, interactive apps, and online collaborative projects provided a variety of learning modalities, catering to diverse learning preferences and increasing overall engagement. For example, the inclusion of interactive apps allowed kinaesthetic learners to actively participate, while educational videos provided visual learners with a more engaging way to comprehend the material. This supports contemporary perspectives on multimedia learning, particularly the integration of interactive digital resources, as discussed by Mayer (2020) in the work on generative learning and the design of effective multimedia environments. This move away from the static, textbook-based modules, identified in the document analysis, was crucial for fostering the increased motivation and improved oral communication skills observed in Cycle 2. The successful implementation of differentiated learning materials and collaborative activities in Cycle 2 directly addressed the pedagogical shortcomings identified in the teaching module documents, demonstrating the transformative potential of a more flexible and student-centred approach, as further advocated by Newton & Nation (2020) in their updated perspectives on communicative language teaching and the importance of meaningful interaction.

Building upon the insights from Cycle 1, the second cycle continued the use of role-playing, but with a refined focus on enhancing accuracy in grammar and pronunciation, as well as expanding students' vocabulary. While fluency had shown improvement, the need to refine accuracy within role-playing became apparent. Interventions included more complex role-playing scenarios, such as debating a current issue or conducting a job interview. These scenarios were designed to incorporate targeted grammar structures and thematic vocabulary. For instance, a job interview scenario would require students to use specific verb tenses and professional vocabulary. Pronunciation drills were integrated into the role-playing preparation, focusing on sounds and intonation patterns relevant to the scenarios. Thematic vocabulary lists were provided before each session, encouraging students to use new words within the context of the role-play. This approach aligns with research on task-based language teaching, which emphasizes meaningful tasks that integrate various language skills (Nunan, 2010). Explicit feedback was given during and after the role-playing sessions, focusing on both accuracy and fluency. This aligns with Hattie & Timperley's (2007) research on the power of feedback. The anticipated outcomes were significant improvements in grammatical accuracy, pronunciation, and vocabulary usage within role-playing contexts, enabling students to express more complex ideas. To evaluate the effectiveness of these interventions, pre- and post-intervention speaking assessments, focusing on role-playing performance, would be compared, alongside an analysis of student reflections and feedback. The study would conclude with a summary of the overall impact of role-playing on students' speaking skills and a compilation of best practices for its implementation.

Thus, Cycle 2 demonstrated notable advancements in students' speaking abilities, motivation, and engagement through the integration of structured activities, collaborative digital tools, and focused instruction on speaking strategies. The refined role-playing exercises, emphasizing grammar, pronunciation, and vocabulary,

enhanced both fluency and accuracy. Importantly, the cycle revealed a critical shift from rigid, textbook-based teaching to more adaptive, student-centred pedagogy, which not only improved learning outcomes but also supported teacher professional growth. This evolution highlights the importance of flexible instructional approaches and ongoing reflection in fostering effective language learning and teaching practices.

In inference, this Classroom Action Research (CAR) study, spanning two cycles, effectively demonstrated the transformative impact of differentiated learning materials and refined pedagogical approaches on 11th-grade EFL students' motivation and oral communication skills. Cycle 1 revealed significant limitations in traditional textbook-based instruction, leading to low student engagement, repetitive tasks, and limited speaking proficiency. While digital tools initially sparked interest, their integration lacked the necessary structured guidance to significantly improve accuracy. The initial success of small-group role-playing in reducing anxiety and improving fluency in Cycle 1 highlighted the potential of communicative tasks and the importance of a psychologically safe environment for language practice. These findings underscore the need for instructors to move beyond rigid, content-driven instruction towards more dynamic, student-centred approaches that actively foster engagement and address specific learning needs. Here is a descriptive comparison of student engagement, motivation, and oral communication skills across Cycle 1 and Cycle 2.

**Table 2. Comparison of cycle 1 and cycle 2**

Aspect	Cycle 1	Cycle 2
Student engagement	Low engagement during textbook-based lessons; students were distracted, inattentive, and bored. Engagement increased slightly with the use of digital tools, but not consistently.	High engagement observed; students actively participated in structured tasks and group work. Digital tools and collaborative activities sustained interest throughout the lessons.
Student motivation	Motivation was limited; students reported boredom and lack of enthusiasm. Interest peaked briefly with videos/apps but declined due to lack of instructional support.	Motivation improved significantly; students showed consistent enthusiasm, reduced anxiety, and reported enjoying interactive and varied learning activities.
Oral communication skills	Fluency improved slightly through role-playing, but grammatical accuracy and vocabulary usage remained weak. Students hesitated and struggled to speak in coherent sentences.	Notable improvement in both <b>fluency</b> and <b>accuracy</b> . Students demonstrated better grammar, pronunciation, and vocabulary in speaking tasks. Role-play with structured feedback led to more confident and articulate speech.

Cycle 1 revealed several initial barriers that hindered student development, primarily stemming from rigid, textbook-driven teaching methods and a lack of instructional scaffolding. These limitations resulted in only minimal improvement in student engagement, motivation, and oral communication skills. Although the introduction of digital tools sparked brief interest, the absence of clear guidance and structured support limited their effectiveness. In contrast, Cycle 2, which was informed

by the insights gained from the first cycle, implemented a refined intervention strategy. This included the integration of collaborative online tools, structured learning tasks, and explicit instruction in speaking strategies. As a result, students demonstrated substantial gains across all three areas. Their engagement increased through more interactive and varied activities, motivation was sustained by meaningful and autonomy-supportive tasks, and oral communication skills improved significantly in both fluency and accuracy.

Building on the insights from Cycle 1, Cycle 2 introduced a refined intervention that integrated structured activities, collaborative digital tools, and explicit instruction on speaking strategies. This iterative approach led to significant improvements in students' speaking accuracy, fluency, motivation, and overall classroom engagement. The careful integration of technology with clear pedagogical strategies, along with a renewed focus on grammar, pronunciation, and vocabulary within refined role-playing scenarios, proved crucial for comprehensive skill development. Crucially, the study also revealed a significant shift in the teacher's pedagogical understanding and implementation, moving from a rigid, textbook-bound approach to a more adaptive, student-centred methodology. This evolution in instructional practice, coupled with the effective use of differentiated materials, not only enhanced student learning outcomes but also contributed to the teacher's professional growth. The study's findings strongly advocate for flexible, responsive teaching practices that prioritize student autonomy, competence, and relatedness, ultimately leading to more effective and engaging EFL instruction.

## CONCLUSION

In summation, this Classroom Action Research study effectively demonstrated the transformative potential of integrating varied learning materials within an 11th-grade EFL classroom in Indonesia. The initial phase of the research, informed by student interviews and document analysis, revealed significant challenges stemming from monotonous teaching modules and rigid pedagogical practices. However, through iterative cycles of action and reflection, the study successfully implemented interventions that fostered increased student motivation, engagement, and oral communication skills. The refined interventions in Cycle 2, incorporating collaborative online tools and targeted instruction, proved particularly effective, highlighting the importance of student-centred learning and the need for educators to move beyond traditional, textbook-based approaches. This research underscores the value of CAR as a methodology for addressing specific classroom challenges and driving positive change in EFL education.

The findings of this study have practical implications for EFL educators, particularly in similar contexts where limited resources and traditional teaching methods prevail. Firstly, the study emphasizes the necessity of incorporating diverse learning materials to enhance student engagement and cater to varied learning styles. Secondly, it highlights the importance of providing explicit instruction and scaffolding to support students' adaptation to new resources. Thirdly, the study demonstrates the effectiveness of collaborative learning activities in fostering peer interaction and improving oral communication skills. Furthermore, the analysis of teaching module documents revealed the need for teachers to adopt a more flexible and adaptable pedagogical approach, moving away from rigid textbook-driven instruction. Finally,

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this research advocates for the use of Classroom Action Research as a valuable tool for teacher professional development and continuous improvement, empowering educators to reflect on their practices and make data-driven decisions to enhance student learning outcomes.

In consonance to the conclusion, EFL teachers are recommended to: 1) diversify learning materials (videos, apps, online tools) to boost engagement, 2) offer structured guidance for effective resource use, 3) incorporate collaborative tasks to develop oral fluency, 4) shift from textbook-reliant modules to student-centred approaches, and 5) employ Classroom Action Research for ongoing pedagogical improvement.

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