

ABSTRACT

Faisal Anwar Husain, Implementing Microlearning Based on Differentiated Instruction in Enhancing Students' Grammar: An Experimental Study at MA Al-Ikhlash in Bandung.

Mastery of grammar is essential in English as a Foreign Language (EFL) education; nevertheless, conventional approaches, particularly the Grammar Translation Method (GTM), often fail to address diverse cognitive needs. This research examines the efficacy of Microlearning Based on Differentiated Instruction (MBDI) in improving students' command of grammar. Utilizing a quantitative quasi-experimental framework, the study encompassed 64 tenth-grade EFL learners chosen via intact group sampling. The subjects were equally allocated to an experimental group ($n=32$) that used MBDI and a control group ($n=32$) that was instructed using GTM. The MBDI intervention employed instructional infographics designed at three distinct levels of complexity for each session to cater to varying levels of cognitive preparedness, emphasizing the simple present, past, and future tenses (including active and passive voices). Data were gathered via pre- and post-assessments and examined using t-tests, along with a 5-point Likert-scale survey to evaluate students' perceptions across six dimensions: content design, instructional flow, ability grouping, differentiation by profile, learning autonomy, and perceived support of grammar achievement. The Paired Sample t-test revealed notable enhancements in grammar for both the experimental ($p < .001$) and control ($p = .002$) groups. Furthermore, the Independent Sample t-test confirmed that the experimental group significantly outperformed the control group ($t = 3.984$, $p < .001$), indicating a clear advantage of the MBDI approach over conventional methods. This superiority is further evidenced by a moderate gain in students' grammar mastery ($N\text{-gain} = 0.5141$) and a substantial overall treatment impact, as demonstrated by a large effect size (Cohen's $d = 0.996$). Additionally, the analysis of the 5-point Likert-scale survey showed that students held highly favorable perceptions toward MBDI across all six evaluated dimensions, attaining a high overall mean score of 3.60. This research determines that MBDI is a potent, student-focused teaching approach that markedly improves learners' grammatical skills while fostering favorable educational experiences, providing empirical support for novel EFL grammar teaching.

Keywords: Microlearning, Differentiated Instruction, Grammar Mastery, Instructional Infographics, EFL.