

Google Sites in Differentiated Instruction to Improve Motivation and Narrative Texts Comprehension

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Abstract:

This study explores the impact of utilizing Google Sites for Differentiated Instruction on the learning motivation and reading comprehension of Grade XI students at SMK Negeri 4 Banjarmasin. The study aims to enhance literacy by integrating digital media into English narrative text instruction. A quasi-experimental design was employed, with an experimental group using Google Sites and a control group using conventional methods. Measuring reading comprehension and questionnaire to describe learning motivation, data were collected through pre-tests and post-tests. The Independent Sample T-Test, Mann Whitney Test and N-Gain, and Multivariate Analysis of Variance (MANOVA) were used for statistical analysis. The results indicated that the participants in the experiment had shown substantial improvements in learning motivation and reading comprehension contrasting with the control group. The use of Google Sites provided a personalized and engaging learning experience, contributing to these positive outcomes. In conclusion, integrating Google Sites into Differentiated Instruction effectively enhances students' motivation and reading comprehension. This approach addresses individual learning needs and leverages technology to create a more interactive educational environment. The study suggests broader implementation of digital tools in education to improve literacy skills and student engagement.

Keywords: *Google Sites, Learning Motivation, Narrative Texts Comprehension*

1. INTRODUCTION

Reading and comprehension are inextricably linked since the goal of any reading activity is to understand what has been read. It is a complicated process that requires various abilities, like recognizing words, remembering information, making connections, and using existing knowledge. Good reading comprehension allows students not only to grasp information but also to analyze it, solve problems, and express themselves clearly. According to Grabe and Stoller (2011), general reading comprehension serves as the fundamental objective of reading, forming the foundation for and bolstering various other reasons for reading. Axelina and Setiawan (2023) argued that reading comprehension as the ability to determine how much the reader understands about the material read. In addition, Saputra (2020) described reading comprehension as a process where students understand the content or meaning of a text. As the most complex human activity, Elleman and Oslund (2019) and Kendeou et al. (2016) agreed that reading comprehension combines a wide range of linguistic and cognitive processes, including word reading abilities, memory work, inference, comprehension observing, vocabulary, and previous knowledge. It refers to someone's ability to read, comprehend, and understand material. This understanding, according to Aziz (2023) originates from the interplay of written words and how they are influenced by multiple variables or activate information outside of the text or message. Proficient reading comprehension not only allows students to

understand and interpret textual information effectively, but also empowers them to think critically, solve problems, and coherently communicate ideas. Axelina and Setiawan (2023) added that good comprehension makes them understand that they have control over the reading process.

Narrative text, on the other hand, is one of the text types that can be encountered in reading comprehension. Narrative text, according to Dhillon et al. (2020), is a writing that conveys a story while entertaining or informing the reader or listener, be it fiction or non-fiction. Thus, the narrative talked about the events that happened in the past. Narratives are valuable because they reflect societal beliefs, attitudes, and aspirations. Narrative is viewed as the means of preserving culture in this sense. As a result, they are dominant, persist, and uphold in society. The most crucial thing to remember is that several elements must be understood in order to fully comprehend the narrative text. Thus, narrative text is one type of text that requires reading comprehension skills to understand it well. The process of reading and understanding narrative text helps develop overall reading comprehension skills. When someone reads narrative text as part of reading comprehension, they have to apply various strategies to understand the story.

Devega (2017) through The Indonesian Ministry of Communication and Informatics referred to research titled *World's Most Literate Nations Ranked*, according to statistics, Indonesia ranked sixth out of sixty-one countries according to levels of reading interest. Meanwhile, Alisty (2022), according to a 2019 PISA survey performed by the Organization for Economic Cooperation and Development, Indonesia's literacy level ranked 72nd out of 78 different countries. While Mustafa and Bakri (2020) indicated that the students found reading comprehension to be a very difficult subject. In addition, conducting research on the fourth-semester students at the English Education Department, Faculty of Education and Teachers Training, Lancang Kuning University, Herdi and Septianingrum (2020); Kasriyati (2019); Chairunisa & Kasriyati, (2021) found that students' ability to understand narrative texts were included in the medium category and needed to be improved to a higher category. Given the relevance of reading comprehension to academic achievement and lifelong success, particularly in bridging achievement disparities, Kendeou et al. (2016) advocated for continued efforts to avoid and improve reading comprehension difficulties. Anggadewa and Tarigan (2022) found the specific areas where students faced challenges in reading narrative texts. The problems identified were a limited range of vocabulary, unfamiliarity of text or words, lack of motivation and interest in reading, difficulty of the text and lack of suitable reading methods applied by teachers during instruction. In relation to these challenges, understanding narrative text reading requires an effort so that there needs to be a solution in increasing learners' reading comprehension on Narrative Text.

There are several reasons why students may have challenges learning to read. The most important factor influencing students' reading comprehension performance is teachers' teaching methods. The teacher has a tendency to teach reading conventionally. On the other hand, students expect a variety of teaching or learning methods in reading comprehension classes to help them feel more interested and comfortable with their learning activities Saputra (2020). Based on the findings of an education report on the decline in student reading literacy, Kementerian Riset, Teknologi, dan Pendidikan Tinggi Indonesia issued several recommendations, including innovative learning development methods, interactive media, and increasing students' interest in reading. Given this fact, educators are continuously looking for innovative ways to increase reading comprehension among students, especially in the context of English Narrative Texts. One of them as found by Suryani et al. (2020), using PQRS technique in teaching reading comprehension, that this technique has a significant impact on the improvement on the students' reading comprehension. Gilakjani and Sabouri (2016) emphasized that reading materials and activities should be attractive to students for them to

readily comprehend a text, and they should be relevant to their proficiency levels. As a result, teachers take an important duty to motivate learners to read these resources, being responsive to their students' comprehension challenges. and helping their students change their viewpoints toward reading and developing positive attitudes toward their reading activities so that they can better understand the different texts.

Motivation in language learning is a complex factor. Not only do students have reasons for willingness to learn the language itself (integrative or instrumental), but also their personal characteristics and the learning environment itself also play a significant role in their motivation such as learning methods, strategies, and techniques should be apply in classroom according to students needed. According to Harmer (2014) motivation is something to push someone to do things to get achievement. Motivation is like a fire that burns within everyone, pushing them to reach new heights and accomplish great things. Lightbown and Spada (2013) stated that learners can be said as motivated if they fulfil two factors, namely need and attitude towards the target language. When learners feel that English is necessary to support their professional ambitions, they will be motivated to acquire the proficiency on it. Likewise, if learners have a positive attitude towards the target language, they will have more attention for it. This highlights the importance of motivation in education, as it helps students persevere and reach their learning goals.

In recent years, the necessity for adapted teaching to meet the needs of diverse learners has become more generally acknowledged in the field of education. Differentiated instruction, as suggested by Tomlinson (1999), has come to be a promising method to fulfill the individual needs of students in the English class. Suwastini et al. (2021) defined differentiated instruction as "generally designed instruction with several variations to adapt the teaching-learning process to the various student characteristics." According to Ortega et al. (2018), differentiated instruction can help teachers manage productive classrooms by facilitating students' variations in learning and putting students at the center of the teaching-learning process. By meeting individual needs and delivering appropriate opportunities for learning, differentiated instruction is an efficient method for helping learners in mixed-ability classes (Ziernwald et al., 2022). So, it can be concluded that differentiated instruction is a teaching approach that combines important skills and curriculum requirements with tailoring lessons to each student's specific needs. This helps teachers manage classrooms with students who learn at different paces by putting students at the center of their learning.

Several studies have found that differentiated instruction improves student learning in the classroom (Dalila et al., 2022; Magableh & Abdullah, 2020; Sahril et al., 2021; Ziernwald et al., 2022). In relation to reading comprehension, several previous studies have proven differentiated teaching to be an powerful method in improving students' reading comprehension ability (Haymon & Wilson, 2020; Mergiwati et al., 2024; Ocampo, 2018; Suson et al., 2020). Conducting a research on the effectiveness of differentiated instruction (DI) to the comprehension skills among the grade 9 learners in English at Leyte Agro-Industrial School, Sumile (2023) concluded that integrating differentiated instruction into the lessons being delivered is very significant or important, given that the learners' performance improved before and after the integration. Additionally, Potot et al. (2023), who assessed how differentiated teaching can assist learners enhance their reading comprehension abilities among 7th grade English students, as evidenced by a difference in results between the experimental and control groups. The findings demonstrated how differentiated instruction helped learners learn. Differentiated teaching helped seventh-grade English students enhance their reading comprehension skills. Based on the researches above, it is known that these researches supported differentiated instruction (DI) as a method to boost student learning. Specifically, in reading comprehension, DI has been proven to be a successful method. Other study from Rifqi (2024) found the differences in learning motivation before and after the students experienced differentiated teaching.

Learners become more engaged in learning activities. Teachers reported improved student learning outcomes after utilizing differentiated teaching. According to the study's findings overall, offering learning intelligences-based differentiated instruction activities had little effect on students' motivation and engagement.

With today's technology advancements, teachers must learn to use multiple devices, such as smartphones and tablet computers. Teachers must also use all accessible web tools to keep their content fresh, engaging, and current. Computer-Assisted Language Learning (CALL) can be an option in the process of instruction. In addition, Chen et al. (2021) proposed that CALL began to expand from a few programs, such as multimedia, in the beginning stages of development, to a larger variety of technologies in the middle phase, and eventually to the innumerable applications and tools that are now in use. Therefore, by incorporating CALL into language instruction, according to Brown and Abeywickrama (2019), teacher can create a more dynamic and personalized learning environment. CALL provides opportunities for students to encounter a wider range of language forms, receive tailored feedback, and practice in a safe and engaging way. Thus, technology played a crucial role in modern education by making learning more interactive, engaging, and effective. It provides teachers with valuable tools to enhance their teaching methods and cater to students' literacy development.

Differentiated instruction, according to Krishan and Al-Rsa'I (2023), can be performed through technology by assigning tasks and activities that are appropriate for the student's interests, as well as presenting the same information in many ways. Raja and Nagasubramani (2018) emphasized that with technological tools in education, it becomes easier for teachers to transmit knowledge and easier for students to acquire it. Digital platforms and tools provide educators with the tools to customize teaching-learning process and accommodate the individual needs of each learner. Currently, there are many digital platforms that can be used in teaching learning process. The use of various digital platforms in teaching and learning has been widely researched by the education community, such as Google Classroom (Albashtawi & Al Bataineh, 2020; Basyir et al., 2023; Moonma, 2021), Quizizz (Hasniar, 2022; Lim & Yunus, 2021), Kahoot (Guardia et al., 2019; Korkmaz & Öz, 2021), and Digital Annotation Tools (Azmuiddin et al., 2020). Such as research conducted by Amin and Sundari (2020) and Irzawati (2021) also conducted research on student perspectives or preferences on digital platforms use (Video Conference, LMS, Messenger Application) in EFL online learning. From the studies, it can be concluded that researchers were in line that technology makes teaching and learning easier.

Digital tools, such as Google Sites, offer opportunities for interactive and self-directed learning. Google Sites, as a digital learning platform, offers features to create interactive and visually appealing content. Gunawan et al. (2023) added that Google Sites is one of the products offered by Google that functions as website creation equipment. Individuals can benefit from Google Sites since it is straightforward for regular individuals to establish and administer. Google Sites, on the other hand, can be used in the classroom for learning and teaching purposes. Added by Salsabila and Aslam (2022), its features allow educators to design differentiated instruction, offering varying levels of content complexity, multimedia elements, and interactivity to fulfill the needs of students. Google Site function as a learning resource and learning motivation had an important beneficial influence on learning results, accounting for 12.6% of the variance, according to Iqbal and Hendripides (2023)'s research. In, Google Sites can be another alternative for the teachers to conduct teaching process. Google Sites is a tool that educators frequently use while using web-based digital technology (Farida and Indah, 2021). Google sites is used because it is free, easily made, friendly-user, integrated with other Google devices and can be designed to be an interactive media. This type of media can hold and show information in various forms text, video, and audio. Teachers are required to gather different links that will be utilized in learning and upload them to the Google Sites platform, so they do not need to modify while utilizing this media.

The existence of Google Sites and the conveniences it provides can be integrated into Differentiated Instruction. This is proven in several previous studies. After completing study on the use of Differentiated Instruction utilizing the Coaching approach and Google Sites media, Butsiani (2023) found that Google Sites may be used as a reference and guide resource and an archive for recording learning processes and outcomes while doing differentiated instruction support and guidance activities. In addition, Aritonang et al. (2023), through their media development, found that the implementation of differentiated instruction utilizing Google Sites was more helpful in enhancing students' informatics learning outcomes than utilizing PowerPoint learning materials. The same thing was also done by Situmorang et al. (2023) on the biology subject. It was found that differentiated instruction with Google Sites for grade XII high school students were beneficial in increasing biology learning results. All these previous research results prove that the application of differentiated teaching can be integrated with Google Sites and effectively used in the learning process.

In accordance to the previous research previously, there is no previous research found on Google Sites in differentiated instruction used in implementing and measuring its effect on learning motivation and reading comprehension, especially on English narrative text especially on Grade XI at SMK Negeri 4 Banjarmasin. The previous studies only provided data on the use of differentiated learning as a method for increasing students' learning motivation, the use of Google Sites as an interactive digital media tool to enhance students' motivation, the utilization of differentiated instruction to increase learners' reading comprehension, and the utilize of digital learning media to increase learning motivation of the students. Based on the data, there is no researcher who utilizes both methods and interactive media in increasing students' motivation and reading comprehension at the same time. Moreover, based on the results of the education report 2023 from Kementerian Pendidikan, n.d., it states that SMK Negeri 4 Banjarmasin got about 0,45% decrease on student literacy from the previous year. Therefore, the present research attempts to fill this gap by analyzing the impacts of using Google Sites as an instructional tool for the differentiated instruction on learning motivation and reading comprehension, especially when applied to English narrative texts on Grade XI Fashion Technology at SMK Negeri 4 Banjarmasin.

This research investigated the potential of differentiated instruction through Google Sites to create tailored learning experiences for students based on their individual needs. The study purposed to determine how this approach impacts students' motivation and reading comprehension when engaging with English narrative texts. Specifically, it examined the relationship between differentiated instruction using Google Sites and students' learning motivation, the effectiveness of Google Sites as a tool for enhancing reading comprehension, and the combined influence of these factors on both motivation and comprehension.

2. METHOD

This research design uses quasi experimental research. Based on Ary et al. (2014), experimental research concerns the investigation of the systematic manipulation effect of one variable on another. In this experimental design, researchers also identify the sample that has been previously grouped, based on class groups as representatives of the population. The population are 389 XI grade students consisting of 13 classes of SMK Negeri 4 Banjarmasin. This research used purposive sampling technique, control group and experimental group. They are whole class of XI Fashion Technology 1 as control group and XI Fashion Technology 2 as experimental group. Every class consists 30 learners with total as many as 60 students. The researcher collected data using two instruments: an English reading test (pre-test, post-test), and a questionnaire. The English reading test was used to assess students' reading comprehension of narrative text, and a questionnaire was employed to assess students' learning motivation. The researcher used three data analysis techniques to answer three of hypothesis,

they are Independent Sample T-test, Mann-Whitney with N-Gain score and MANOVA (*Multivariate Analysis of Variance*) using SPSS 26 for windows. Statistical analysis *Independent Sample t-test* using SPSS 26 is used to measure the difference in students' learning motivation between the experimental group that used Differentiated Instruction through Google Sites and the control group that did not use Differentiated Instruction with Google Sites media. On the other hand, statistical analysis *Mann Whitney Test with Gain-Score* using SPSS 26 is used to measure whether differentiated instruction using Google Sites beneficial in increasing students' reading comprehension on English Narrative Texts compared to conventional instruction. Then, statistical analysis MANOVA using SPSS 26 is used to measure whether differentiated instruction using Google Sites effective in increasing students' learning motivation and reading comprehension on English narrative texts compared to conventional instruction.

3. FINDINGS AND DISCUSSION

The Effectiveness of Google Sites in Differentiated Instruction to Increase Students' Learning Motivation on English Narrative Texts

The t-test technique was used in this test, and SPSS 26 was used to process the results.

Table 1. below displays the t-test formula's outcome.

Table 1. T-Test of Students' Learning Motivation

		Group Statistics			
	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' Learning Motivation	Experiment	30	87.37	7.928	1.448
	Control	30	57.73	9.787	1.787

Based on table 1. can be seen that mean score of students' learning motivation on experimental group who was conducted using Differentiated Instruction using Google Sites is 87.37 and the control group who was learning without Differentiated Instruction and Google Sites has 57.73 mean score. It means the students' learning motivation who conducted using Differentiated Instruction with Google Sites is greater mean score than control group who was conducted using conventional method and media. Thus, the experimental group using Google Sites in Differentiated Instruction is significantly different from the conventional learning group based on the average results of students' learning motivation data. It can be seen that students who take part in learning using Google Sites and Differentiated Instruction have higher learning motivation than students who were conducted using conventional method and media.

This difference in significance is related to what Harmer (2014) conveyed, which states that there needs to be activities in learning that are enjoyable and beneficial to students. Therefore, it is important to implement learning that has fun activities, resources, and learning media so that students will be more motivated to learn. This is also confirmed by Dörnyei (2001) who emphasizes that having access to the necessary resources (materials, technology) can increase motivation. In addition, Brown (2001) suggested that teachers can design interesting learning techniques and use interactive media to increase students' desire to learn. So, the existence of interesting learning activities for students can be a trigger of motivation for students to study more intensely.

The findings also prove that the utilization of Computer-Assisted Language Learning (CALL) through Google Sites has increased students' learning motivation. This is in accordance with what is proposed by Brown and Abeywickrama (2019) related to the benefits

of CALL which offers a valuable approach to language teaching by providing a supportive, engaging, adaptable learning environment with various types of engaging activities. Cloete (2017) added that when technology is effectively leveraged for educational purposes, the educational experience is improved and students become more motivated. In addition, with the use of digital media, education becomes more interactive, allowing for easier knowledge exchange and increasing the joy of learning (Haleem et al., 2022).

In line with what Dörnyei (2001) previously stated, the ease of access provided by Google Sites is an indicator of increased student learning motivation. This is supported by previous research findings from Sarif and Yunus (2023) who found that before using Google Sites-based learning media, the level of learning motivation was low with an average motivation score of 86.06. However, after the application of Google Sites-based learning media, the level of learning motivation increased to moderate with an average motivation score of 104.79. This shows that learning using Google Sites can increase student learning motivation. This is also confirmed by Salsabila & Aslam (2022) who explain that Google Sites' features allow teachers to develop alternative teaching styles and offer various levels of content complexity, multimedia aspects, and interaction to match the requirements of individual students. In addition, Google Sites, as a user-friendly platform, adaptability enables educators to address a variety of learning styles, improving the teaching and learning experience (Bangun et al., 2022). So that with this Google Sites media it is expected to help students and teachers in the learning process to be easier, simpler, and more interesting.

The Effectiveness of Google Sites in Differentiated Instruction to Increase Students' Reading Comprehension on English Narrative Texts

Table 2. N-Gain Analysis Data for Reading Comprehension

Sample	Class	Reading Comprehension			
		Pre-Test	Post-Test	N-Gain	Category
30	Experimental	61.5	88.75	0.69	Average
30	Control	61.3	71	0.037	Low

Based on table 2. the result of N-Gain analysis has shown that there is improvement on students' reading comprehension before and after using Google Sites with Differentiated Instruction on English Narrative Text on the experimental group. N-Gain after conducted using Google Sites with Differentiated Instruction is 0.69 in average category. However, there is a low improvement in reading comprehension between before and after using media and conventional methods on English Narrative Texts in the control class. N-Gain after conducted using conventional method and media is 0.037 in low category.

Table 3. Mann-Whitney Test

Ranks				
Reading Comprehension	Class	N	Mean Rank	Sum of Ranks
	Experiment	30	38.37	1151.00
	Control	30	22.63	679.00
	Total	60		

On the Table 3, the experimental group mean rank is 38.37 and control group is 22.63. It means experimental group that was conducted with Google Sites in Differentiated Instruction has more improvement in reading comprehension than control group that was conducted with

conventional method and media. Therefore, there are greater enhancement on students reading comprehension who used Google Sites in Differentiated Instruction than the students' reading comprehension without used Google Sites in Differentiated Instruction in learning English Narrative Texts.

Technology and reading are best connected across content areas, and they both have a purpose. Haleem et al. (2022) argued that technology acts as a facilitator and instrument for literacy development. As a result, a good student literacy program should use technology as both an educational tool and an instructional topic. The same goes for reading. Reading acts as a content facilitator and channel. As a result, a successful student reading program should use reading as both an instructional tool and a learning topic. This relationship can be a strengthening reason for the results of this study which found that in terms of reading comprehension, through the pre-test and post-test of both groups before and after treatment, the average of both groups showed a significant difference, the group that was given the learning treatment using Google Sites in Differentiated Instruction on English Narrative Texts had a higher reading comprehension score compared to the group that learned using conventional methods and media. Supporting the finding of this research, Potot et al. (2023) discovered that learners who received differentiated teaching had better reading comprehension than those who got conventional instruction. Furthermore, Ocampo (2018) complied that the implementation of Differentiated Instruction in reading comprehension had a significant influence on student achievement. Moreover, differentiated instruction is more successful than the conventional whole-group basic approach to reading instruction (Reis et al., 2011).

The Effectiveness of Google Sites in Differentiated Instruction to Increase Students' Learning Motivation and Reading Comprehension on English Narrative Texts

Table 4. Multivariate Tests (MANOVA)

Multivariate Tests ^a						
		Hypothesis				
Effect		Value	F	df	Error df	Sig.
Intercept	Pillai's Trace	.991	3313.787 ^b	2.000	57.000	.000
	Wilks' Lambda	.009	3313.787 ^b	2.000	57.000	.000
	Hotelling's Trace	116.273	3313.787 ^b	2.000	57.000	.000
	Roy's Largest Root	116.273	3313.787 ^b	2.000	57.000	.000
Class	Pillai's Trace	.764	92.230 ^b	2.000	57.000	.000
	Wilks' Lambda	.236	92.230 ^b	2.000	57.000	.000
	Hotelling's Trace	3.236	92.230 ^b	2.000	57.000	.000
	Roy's Largest Root	3.236	92.230 ^b	2.000	57.000	.000
a. Design: Intercept + Class						
b. Exact statistic						

Based on the table 4, it can be shown that sig. value is 0.000 or less than 0.5. It means Google Sites in Differentiated Instruction are significant effectively to increase students' learning motivation and reading comprehension simultaneously. For output *between subject effect* can be seen on the table below:

Table 5. Tests of Between-Subjects Effects

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	Learning Motivation	13172.017 ^a	1	13172.017	166.052	.000
	Reading Comprehension Test	472593.750 ^b	1	472593.750	50.602	.000
Intercept	Learning Motivation	315810.150	1	315810.150	3981.233	.000
	Reading Comprehension Test	38280093.750	1	38280093.750	4098.757	.000
Class	Learning Motivation	13172.017	1	13172.017	166.052	.000
	Reading Comprehension Test	472593.750	1	472593.750	50.602	.000
Error	Learning Motivation	4600.833	58	79.325		
	Reading Comprehension Test	541687.500	58	9339.440		
Total	Learning Motivation	333583.000	60			
	Reading Comprehension Test	39294375.000	60			
Corrected Total	Learning Motivation	17772.850	59			
	Reading Comprehension Test	1014281.250	59			
a. R Squared = .741 (Adjusted R Squared = .737)						
b. R Squared = .466 (Adjusted R Squared = .457)						

Based on table 5, the value of learning motivation and reading comprehension is $0.000 < 0.05$. Thus, Google Sites in Differentiated Instruction is beneficial in improving learning motivation and reading comprehension on English Narrative texts.

After each dependent data was analyzed and produced major differences between the experimental and control groups, through Multivariate Tests (MANOVA) on the two dependent variables, Reading Comprehension and learning motivation, this research found that Google Sites in Differentiated Instruction were significant effectively to increase students' learning motivation and reading comprehension simultaneously. It can be seen from the data showed that sig. value is $0.000 < 0.05$. It means that the hypothesis₀ is rejected and hypothesis₃ is accepted. This finding can ultimately strengthen the findings of previous research from Sarif and Yunus (2023) which found that differentiated learning using the Google site is significantly helpful in enhancing both students' learning motivation and reading comprehension.

4. CONCLUSION

This study investigated the impact of using Google Sites as a medium for differentiated instruction on the learning motivation and reading comprehension of Grade XI students at SMK Negeri 4 Banjarmasin. The data collected and analyzed through pre-tests, post-tests, and various statistical methods, including MANOVA and independent sample t-tests, provide robust evidence supporting the effectiveness of this method. Firstly, the research demonstrates that differentiated instruction using Google Sites significantly improves students' motivation to learn English narrative texts. This is proven by the experimental group significantly higher motivation scores from pre-test to post-test when compared to the control group. Furthermore, the study highlights the significant improvement in reading comprehension among students who received differentiated instruction via Google Sites. The experimental group showed a notable increase in their post-test scores compared to the control group, indicating that the use of differentiated instructional strategies effectively enhances students' understanding and retention of English narrative texts. Additionally, the combined effect of improved motivation and reading comprehension underscores the comprehensive benefits of using differentiated instruction with digital tools like Google Sites. The success of this approach can be attributed to several key factors. The interactive nature of Google Sites allows for the integration of various multimedia resources, such as videos, quizzes, and interactive texts, which cater to different learning styles and keep students engaged. Moreover, the flexibility of differentiated instruction enables teachers to adjust the content and instructional methods based on individual student needs, thereby providing a more personalized learning experience. This differentiated method not only accommodates students' different learning preferences but also guarantees that each student obtains the proper level of challenge and assistance to maximize their learning results.

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