CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion following the finding of the study. The first section is the conclusions of the research finding and the second is the suggestion dealing with the implementation of differentiated learning in teaching English subject.

5.1 Conclusion

The implementation of differentiated learning in teaching English at SMA Negeri 1 Garawangi demonstrates a proactive approach to catering to diverse student needs and enhancing engagement. Through careful observation over three meetings focusing on Content, Process, and Product, it's evident that this approach benefits both students and teachers.

1. Content-based differentiation allows educators to align instructional strategies with individual readiness levels, ensuring that all students receive appropriate support and challenge. By utilizing diagnostic assessments and adapting content complexity accordingly, teachers create inclusive learning environments conducive to student success.

2. Process-based differentiation enhances engagement by accommodating various learning styles and readiness levels. By providing alternative ways to explore concepts and modifying instructional complexity, educators foster critical thinking and deep understanding among students.

3. Product-based differentiation empowers students to showcase their understanding and creativity through personalized tasks. By offering a variety of activities tailored to student interests and learning styles, educators promote engagement and ownership of learning.

The teacher's approach to assessment not only measures student progress but also serves as a tool for enhancing learning outcomes. By integrating a mix of ongoing assessments and allowing students various ways

to demonstrate their knowledge, the teacher ensures a comprehensive understanding of essential concepts. Moreover, the emphasis on using assessment data to tailor instruction and involving students in the feedback process fosters a supportive learning environment where students take ownership of their academic journey. This holistic approach not only informs instructional strategies but also cultivates a mindset where assessment is seen as a constructive tool for personal growth and achievement.

The strengths and weaknesses of implementing differentiated learning in teaching English at SMA Negeri 1 Garawangi highlight both the benefits and challenges associated with this approach.

a.) Strengths:

1. Embraces diversity: Recognizes and accommodates the varied interests, readiness levels, and learning styles of students.

2. Increases student engagement: By considering individual needs, students feel more cared for and motivated to participate in class.

3. Fosters personalized learning: Allows students to explore topics of interest and engage in activities tailored to their abilities, promoting deeper understanding.

b) Weaknesses:

1. Complicated preparation: Requires additional planning and resources compared to traditional teaching methods.

2. Limited facilities: Challenges may arise due to limited access to learning resources and infrastructure, hindering effective implementation.

Additionally, obstacles such as limited resources, time management, and teacher adoption were identified, indicating the need for targeted strategies to address these challenges. The researcher suggests several considerations for overcoming these obstacles, including continuous professional development, collaboration and support among teachers, and flexible approaches tailored to individual teaching styles and student needs.By implementing these considerations, educators can enhance their implementation of differentiated learning, create a more supportive and

inclusive classroom environment, and ultimately improve student learning outcomes at SMA Negeri 1 Garawangi.

5.2 Suggestion

Regarding the previous chapters above, the researcher proposes the following suggestions:

1. The Further Researchers

Based on the result of the study, the researcher puts some suggestions for future researchers regarding the implementation of differentiated learning in teaching English subjects, further research are expected to conduct it in other context such as Compare the outcomes of differentiated learning with traditional teaching methods or other forms of differentiated learning to identify its unique benefits and areas for improvement.