

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous chapter, the conclusion of this study can be formed. There are two objectives of this research; (1) To explore the aspect of Differentiated Learning implemented in teaching English-speaking skills for grade seven at MTsN 2 Medan, and 2) To examine the implementation of the process of Differentiated Learning in teaching English-speaking skills for grade seven of MTsN 2 Medan.

Based on these objectives, the conclusions of this study are as follows;

1. The aspects of differentiated learning that teachers implement when teaching English speaking skills are content, process, product, and learning environment. Content refers to learning materials, the process is a learning activity to understand the content, and the product is the assignment created by students after learning. Meanwhile, the learning environment is a learning atmosphere that supports the learning process.
2. The implementation process of differentiated learning is done with three syntaxes, which are pre-learning, learning activity, and closing. Pre-learning activity is a place for teachers to screen students' abilities, interests, and learning styles. In the learning activity, teachers can provide differentiation in content, process, and product, while in the closing activity, teachers can provide differentiation in content, process, and product.

B. Suggestion

Based on the above conclusion, the researcher may offer a few suggestions:

- 1) Teachers should always stay up to date and seek out new information about differentiated learning to implement differentiated learning aspects as effectively as possible, especially for developing learning activities for auditory learners, and also provide content differentiation based on students' readiness and abilities.
- 2) Teachers should use validated learning modules and assessment rubrics that align with learning objectives so that the teacher can follow the Differentiated Learning teaching flow suggested by Tomlinson's theory.

However, successful differentiation necessitates careful consideration of three key characteristics: readiness, interest, and students' learning profiles; these characteristics help teachers tailor content, processes, and learning products to meet the needs of individual students; This article suggests that although differentiated instruction involves a complex process that includes planning, implementation, and evaluation, it can help teachers and students deal with the difficulties that arise in day-to-day learning.

Character Building
UNIVERSITY