

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of the study, it can be concluded that the implementation of differentiated instruction in teaching writing recount text has a positive impact on improving the ability of tenth grade students at SMA Negeri 1 Tanjung Pura. This strategy has been proven to help students better understand the structure, communicative purpose, and use of language in recount texts. Adjusting the content, process, and product of learning allows each student to learn according to their readiness, interests, and learning styles, making the learning process more effective and meaningful. All ability groups (high, medium, and low) showed improvement in writing skills, although the level of improvement varied. In addition, the application of strategies according to visual, auditory, and kinesthetic learning styles provided significant benefits because students could receive the material in the way that suited them best. Overall, the students' showed higher motivation, more active involvement, and a more enthusiastic attitude during the learning process.

Based on the research findings and discussion presented, it can be concluded that teachers face several difficulties in implementing differentiated instruction in writing recount text, particularly in managing large classes with diverse student abilities, conducting fair grading assessments, and limited planning time . However, teachers have

implemented various effective solutions to overcome these difficulties. These solutions include first, grouping students based on diagnostic assessments as a form of readiness differentiation by dividing large classes into small groups based on diagnostic results to help teachers organized recount text writing lessons more effectively. Second, fair grading assesement by using assessment scales oriented toward individual student progress, and providing flexibility in adapting the learning process to meet students' needs and abilities. Third, Limited planning time is not a fixed constraint but depends on how teachers design and adapt their lessons by adjusting learning stages based on students' readiness and guiding them gradually toward the target stage, teachers can manage planning limitations while ensuring meaningful learning for all students. These solutions have been proven to create more effective, equitable, and student-centered recount writing instruction. Therefore, differentiated instruction can be a relevant and applicable approach to supporting the objectives of the Merdeka Curriculum, particularly in improving the quality of recount writing instruction in the classroom. The results of this study are expected to serve as a reference for teachers in developing learning strategies that are more responsive to student diversity.

B. Suggestions

Based on the findings of this research, there are several suggestions that are expected to benefit the parties involved:

1. For the Teachers, the researcher advised to continue implementing differentiated instruction in writing activities and other subjects. Teachers need to prepare a variety of teaching materials that are appropriate for students' different learning styles so that each student can access the material in the most effective way. In addition, teachers need to conduct continuous evaluations of students' learning needs to ensure that the application of differentiation is optimal.
2. For students, the researcher expected that they will be more active in participating in learning activities, especially when teachers apply differentiated instruction strategies. Students need to understand their own learning styles so that they can choose the most appropriate learning method and achieve the best results. In addition, students are expected to take advantage of the various media and activities provided by teachers to develop their writing skills, especially in composing recount texts. Students are also advised to practice writing independently outside of class hours, expand their English vocabulary, and be open to feedback from teachers to improve the quality of their writing. With active involvement and strong motivation, students will reap the maximum benefits from the implementation of differentiated instruction.
3. For schools, support is needed in the form of training and workshops that focus on differentiated instruction strategies so that teachers have adequate competence in applying them. Schools also need to provide

varied facilities and learning resources, such as visual and audio media, as well as teaching aids that support more flexible and creative learning.

4. For future researchers, this research still has limitations and needs to be developed further. Future researchers can apply differentiation to other language skills such as speaking or reading to obtain a more comprehensive picture of the effectiveness of this strategy. In addition, the duration of the study can be extended so that the development of students' abilities can be observed in the long term, making the research results more in depth and accurate.

