

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sections. The first section contains the conclusions of the study results', and the second section contains suggestions based on the findings.

A. Conclusions

In conclusion, this study used a descriptive qualitative method to answer the two research problems. This research is based on doing observation, documentation, video recording and interview with the two English teachers at SMP N 1 Tebing Tinggi. First, it aims to reveal difficulties faced by teachers in the differentiated learning process when teaching recount texts to grade VIII students at SMP N 1 Tebing Tinggi. The theory of Aldossari (2018), Lavana and Nor (2020), Shareefa et al. (2019), DuFour and Eaker (2008) is used to answer the research problem. Then, the ways to overcome the difficulties in implementing differentiated learning for teaching recount by (John Dewey, 1938) is used to answer the second research problem.

1. Based on the problem of study 1, the researcher conclude that, the teachers face significant difficulties, including lack of resources, lack of time, lack of support, knowledge, and training, lack of collaboration among teachers, diverse student needs and learning materials. First, lack of resources makes the teachers difficult to address each student's individual needs, while insufficient time restricts the ability to provide the necessary attention and support. Then, the students' diverse needs and lack of support, knowledge, and training, make teaching more difficult, which

required teachers adapt their methods, seek additional resources, and engage in continuous professional development to effectively meet their students' need. It is also challenging for teachers to address the various learning styles of students in one classroom while trying to make learning accessible for the students.

2. Based on the problem of study 2, the researcher conclude that to overcome these difficulties, the study suggests several strategies to overcome the difficulties faced by English teachers in teaching recount text at SMP N 1 Tebing Tinggi. The various effective strategies implemented by teachers such as case-based small group discussions, gaming activities, brainstorming, and designing learning methods. Case-based small group discussions involve students who understand the material helping their peers who are having difficulties. In gaming, using fun activities effectively grabs students' attention and fits well with modern, student-centered teaching methods. Then, the brainstorming used to assess students' learning styles and interests through surveys. This method helps in designing learning experiences to make the learning process more effective. Last, teachers use various technological tools and platforms to create diverse and engaging learning materials. These methods help teachers support students better and improve their learning experience.

B. Suggestions

Based on the findings of this study, the researcher made some suggestions as below based on the research problems :

1. Based on the problem of study 1, which focused at the difficulties teachers face in using differentiated learning, teachers should focus on improving their skills and working together. They should get more training on how to use different teaching methods and resources to handle issues like lack of time and students' diverse needs. Schools can help by giving teachers better resources and creating chances for teachers to work together. Teachers should also be encouraged to take part in group discussions and share their teaching ideas to help them deal with the different learning styles in their classrooms.
2. Based on the problem of study 2, which deals with solving these problems, future researchers should look into new ways to make differentiated learning easier and more effective for teachers. They could study how technology can help create personalized learning experiences and see how activities like games, brainstorming, and small group work can improve students' learning. Schools and administrators should also focus on creating programs that give teachers more time and support to develop these teaching methods, and explore how working with peers and sharing ideas can make the learning process better in learning classrooms.

3. For global needs, increasing international collaboration between schools and teachers. Teacher exchange programs, cross-border collaboration via digital platforms, or cooperation in developing teaching materials can help teachers broaden their horizons and find solutions to the difficulties they face in teaching recount texts. It can also help students get used to diversity and international perspectives. And improve teacher training programs that focus on global skills and knowledge. This training can include the use of technology, global literacy-based pedagogy, as well as learning approaches that are adaptive to the rapidly changing world.
4. For other researcher, should investigate which strategies, like small group discussions, games, and brainstorming, are most effective for teaching recount texts. It is also important to evaluate teacher training programs to address challenges such as limited resources and varied student needs. Research could focus on ways to increase student motivation and engagement, explore how different resources impact learning, and study the long-term effects of these strategies on students' performance. Finally, comparing how different schools implement these strategies could provide valuable insights into best practices and common issues. These investigations could help improve the use of differentiated learning and enhance education quality.