

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

The chapter five presents the conclusion of the research. It covers a concise description of the research result. In essence, this chapter explained how the research questions are answered and summarized into whole paper and some suggestions that concern on methodological point for further research and practical use for those who want to apply Differentiated Instruction. Then, this chapter explained how the research findings and discussions lead to some implication and recommendation for further and more in-depth research.

#### **5.1 Conclusion**

Every student is unique and special. Based on this knowledge, Differentiated Instruction can be applied as an approach to teaching and learning that gives students multiple options and choices for taking in information and making sense of ideas more meaningfully. Differentiated Instruction might become the students' path to seek their own reasons of their own learning, since the method had successfully led the students to experience the language more naturally, fun, and meaningfully. Differentiated instruction is a teaching theory, which is based on the philosophy that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). The model of differentiated instruction requires teachers to be flexible in their approach to teaching. Teachers should adjust or adapt the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.

Based on the research findings and discussion, it can be concluded that the implementation of Differentiated Instruction in the classroom of a class of a junior High School in Sumedang effectively improved the students' oral proficiency. The conclusion is listed in the following explanation:

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Firstly, the students' oral proficiency level was improving significantly from cycle to cycle. The students reflected a more comprehensive communicative competence. They used the expression of asking and giving opinion, expression of agreeing and disagreeing, expression of offering things, expression of admitting and denying facts, asking and offering things, expression of inviting someone, and acceptance in their spontaneous conversation naturally and more fluently than before with their peers in the classroom or even outside the classroom. They also had been able to use functional texts in a genre of descriptive and recount texts correctly (birthday invitation, describing best friends' personal traits and physical characteristics, retelling unforgettable experiences). In the other words, they began to represent a comprehensive dimension of language proficiency.

Furthermore, it was found that the score of students' learning achievements significantly increasing. From the pre-test that was conducted earlier in the beginning of the study (preliminary study), the means score of students' learning achievement was 14,25 points. Then, from cycle to cycle the score was continuously improving i.e. 15,5 points, 16,875 points, 18,92 points, and then finally, 19,04 points.

In line with that, the gained score of the students in each of the cycles was also improving. From the cycle one, it was found that in the cycle 1 there was 20, 83 % who did not gain any score. It means that there were 5 students who might not get any improvement yet. Then, there were 10 students who got 1 gained score (41, 67%). Then, it was (25 %), which means that there were 6 people who got 2 gained score. Then, the last it was only 1 student (4, 17 %) who got 3 gained score. Then from the second cycle, it was found that there were 5 students (20,83%) who might not get any learning improvement. Then, there was 7 students who got 1 gained score (29,17 %). Then, there were 9 students (37,5 %)

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who got 2 gained score. There was 1 student who got 3 gained scores (20,83%). Then, in third cycle, it was found that the students have gained significant learning improvement. All the students got the relatively good gained scores. Almost all students got about 3, 4, 5, and 6 gained scores. There were 2 students who got 6 gained score (8, 33%), There were 7 students who got 5 gained score (29, 17 %), There were 14 students who got 4 gained score (58,30%). Then, there was only one student who got 3 gained scores (4,17%). In addition, the data under the t-test computation also showed a significant improvement. The data under the study showed that the *t value* was higher than *t table*, which means that the hypothesis was rejected. The implementation of Differentiated Instruction in students' learning might successfully improve the students' oral proficiency. They might have learnt more effectively though Differentiated Instruction.

Secondly, students' interest and learning time span also were raised significantly by implementing Differentiated Instruction. Since, the Differentiated Instruction had led the students to experience the learning process meaningfully. The students did the learning activity because they wanted and needed to do that, in which it was closely related to the learning acquisition (Ellis, 1994). When the students know what role they have in their learning they have a role in determining meaning, they become more actively involved (Brozo, 1988, cited in Musthafa, 1994).

In addition, Differentiated instruction has led the teacher to provide more tasks, assignment, and learning source that support the amount of teaching and learning available, which met students' learning characteristics and needs.

Thirdly, Differentiated Instruction has also successfully promoted creativity and helped students understand ideas at higher level of thinking than some teaching and learning methods that are usually characterized by memorizing the words, copying teachers' handwriting on the whiteboard, sitting nicely to teachers' lectures, or following what teachers instruct, filling workbooks, without

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any context and less on higher level thinking skills. The Differentiated Instruction has led the students to be active learners since they are challenged to experience the learning process. Through implementing the Differentiated Instruction, the students' learning is not only about recalling of specific facts, but also grasping or understanding meaning of informational materials, making use of the knowledge, taking apart the known and identifying relationship among them, putting things together creatively, and making judgments about the value of learning content.

Fourthly, from the result of interview, it was found that students perceived their learning more fun and meaningfully. They felt the learning process is not frightening. They felt safe, relax, and are challenging as well. They got their own reasons to do the learning effectively. It also showed in the observations, the students willingly did the learning activities: they came forward to present their result willingly and bravely, they answered the questions freely and bravely, they experiment what they wanted to know in the classroom without being shy and worried.

## **5.2 Recommendation**

Although this method created some improvement for students' oral proficiency as it shown in conclusion, still, further researches related to this method are needed. Some suggestions for those who want to do research or want to apply the Differentiated Instruction are discussed below:

Firstly, this study has a relatively small sample size. A larger scale study might help to determine the extent to which Differentiated Instruction may improve students' learning achievements. By simplifying the framework for differentiation, exact practices can be narrowed, so the further research might focus to see which practices work best for the students.

Secondly, generally, the Differentiated Instruction has provided the students greater opportunity to have more effective learning, which meet

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students' needs and characteristics, however, there has not been much research and study discussed about this. Perhaps, this Differentiated Instruction might be implemented beginning from the earlier or younger age of student to adult students. The recommendation for the next research might be about how the teachers implemented the Differentiated Instruction in the other language skills, for instance in the reading and writing skills, or even integrated language skills, both of in the upper or lower graders' classroom setting.



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