

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this study. This part elaborates a brief description of the research and the main findings and discussions of the research. In addition, there are some recommendation for the improvement of further research in implementing differentiated instruction in English classes especially in writing skill.

6.1 Conclusion

This study examined the implementation of differentiated instruction in teaching writing a descriptive text to the seventh grade of junior high school. The researcher investigated how differentiated instruction approach could assist the seventh graders in writing a descriptive text. Through four meetings, this data of this study were gathered from observation and documents.

The findings of this study showed that the implementation of differentiated instruction in teaching writing a descriptive text could help the seventh grade of junior high school in several ways. The following are several points that can be concluded.

Firstly, this study used pre-assessment result to group the students based on readiness level. This matter influenced to adjust the lesson. The students mostly worked in groups of readiness level so the worksheets are different in term of the level of complexity. The groups of readiness level helped the students to gauge understanding according to their prior knowledge. At the end, all of the students could reach the objectives of the lesson.

Secondly, this study used tiering strategy and flexible grouping in helping the students to write a descriptive text. Actually there are various kinds of strategies in differentiated instruction that can be used in the learning activities. Tiering strategy and flexible grouping were chosen because they are appropriate with the focus of this study which are focus on process, readiness level, and writing. Tiering strategy was

used to give each groups of students the tasks according to their readiness level. While flexible grouping was used to let the students share and learn with the other groups.

Lastly, the students' writings have improved. Before the first meeting, the students encountered a pre-assessment to know their prior knowledge of describing a place. Then, in the last meeting, the students produced their own writings of describing a place around them. The level of criteria of their writings mostly improved in term of communication, cultural conventions, grammatical features, text structures, and vocabulary. However, from several samples, there are three students from all groups who have little improvement in their writings.

6.2 Suggestion

Based on the findings and discussions of this study, there are several suggestions for further research regarding the implementation of differentiated instruction in teaching writing a descriptive text, especially for the English teachers and for further researchers.

For English teachers, differentiated instruction approach is highly recommended in order to meet students' needs and provide various activities. Not only in teaching writing skill, differentiated instruction also can be implemented in another skill. The most important thing to use differentiated instruction is teacher should know the students' needs. It can be found by several ways including pre-assessment. In addition, the teacher should understand the instructional strategies that will be used in the learning activities. There are so many instructional strategies in differentiated instruction but the teacher should choose the most appropriate strategies. One last thing is if the teacher wants to differentiate by readiness level, make sure the students do not know about it and prepare how to answer some difficult questions about their different worksheet.

For future researchers, there are several suggestions for the better future research. First, make sure the future researchers are well prepared in term of what focus that will apply in implementing differentiated instruction, for instance differentiating content, process, and or product and differentiating students by readiness level, interests, and or learning preferences. Those things will make the future researchers

easier when choosing the appropriate instructional strategies. Second, try to implement differentiated instruction in writing skill besides descriptive text. Third, if the further researchers implemented flexible grouping, make clear instruction. For instance, lower achiever group ask to middle achiever group, middle achiever group ask to higher achiever group and higher achiever group is merely guide their friends. The last, try to conduct the study more than three meetings in order to know far the characteristics of the students and the needs of the students.

