

## **BAB V**

### **CLOSURE**

#### **A. Conclusion**

After the analysis of the articles, a general conclusion drawn is that differentiated instruction could be used by teachers while instructing an English class, to encourage students to improve their reading comprehension. There are very limited literature in internet journals and article talks about differentiated instruction in improving reading comprehension for secondary school. The researcher just found three Q4 – Q1 journals that prove differentiated instruction have an impact for EFL. Two of them explained about the general and just one proves improve reading comprehension.

#### **B. Suggestion**

From the research result, discussion, and conclusion which is discussed above, researcher wants to give suggestion as follows:

1. For the Students in English Education Department, hopefully this research is able to inform that the the differentiated instruction is very important using in real class while teaching.
2. For English Teacher, hopefully this research adds more knowledge about the differentiated instruction and strategies to teach in mixed ability classroom and using differentiated instruction in the classroom.
3. For English Education Department, hopefully, this research be a literature review that will be useful for teaching development.

### **C. Further Research**

It is significant that a large body of research on differentiated instruction, EFL reading comprehension for secondary school, and related issues was found during the process of searching and screening. However, for the purpose of this study, when the different established constructs for the search were combined: “differentiated instruction” and “EFL reading comprehension. the results were very reduced. For instance, some studies that were not included in the analysis because they were not focused on the pre-established objectives for this literature review, but might be of value for further research to include are:

1. Studies about differentiated instruction for writing, listening, speaking, grammar and vocabulary.
2. Studies about differentiated instruction other than secondary school.
3. Studies about differentiated instruction using another research methodologies.