

CHAPTER V

CLOSURE

A. Conclusion

This study discusses and explore about students progress and satisfaction in differentiated learning within an independent curriculum and also challenges faced by teacher in implementing differentiated learning in classroom. This research answers the results from 2 research questions.

1. Factors of differentiated learning within an independent curriculum contribute to students' progress and satisfaction with ELT.

Students with positive attitudes are more engaged and interested in discussions, which helps them pay attention in class. Many students are motivated to learn; they arrive on time, learn from their actions, and complete assignments without needing reminders. Support from teachers and classmates, along with a positive classroom environment, increases their motivation. Confident students are more likely to speak up, work on tasks independently, and help others understand the material. Teacher support, clear instructions, and praise from peers boost their confidence. However, some students struggle to keep up, leading to frustration and a tendency to give up when faced with challenges. The enthusiasm of students and their learning outcomes depend on the time of the session and the classroom setting. Learning becomes more successful and enjoyable when lessons connect to

students' real-life experiences and prior knowledge, helping them absorb new information and feel more engaged in the learning process.

2. Challenges discovered by teachers in putting differentiated learning strategies in an Independent Curriculum for ELT.

Teachers face challenges when creating and preparing lessons. Designing lessons takes a lot of time and effort. To manage their time well, teachers need to balance their personal lives with work. They use visual, auditory, and kinesthetic methods to create lesson plans that meet different learning styles. Typically, teachers write their lesson plans at the beginning of the semester, before classes start, to prepare for their workload. However, the scheduling system and division of teaching responsibilities often do not match the demands of creating detailed lesson plans, leading to time shortages. To address this, teachers often use past lesson plans as guides, making adjustments to fit the needs of their current classes.

3. Support from fellow teachers in Implementing Differentiated Learning.

On the topic of peer support, teachers in this school do not struggle with a lack of cooperation. Thematic learning encourages collaboration across subjects, allowing teachers to share ideas and practices. This teamwork strengthens differentiated learning methods and improves teachers' well-being and working conditions. Thus, a lack of peer support is not a significant issue here.

B. Suggestion

For further researcher, can provide insight into the effectiveness of different learning approaches in the Independent curriculum focus on one factor affecting student satisfaction or progress and future researchers may consider using teachers' lesson plans as guidelines for observation, interviews, or content analysis as research instruments.