

CHAPTER V

CLOSURE

A. Conclusion

This study examines the implementation of differentiated learning strategies in English Language Teaching (ELT) under the Independent Curriculum by exploring a teacher's perceptions and the strategies applied in the classroom through interviews, observations, and documentation.

The English teacher's perception of the implementation of differentiated learning strategies is very positive and reflective. She views differentiation not as an administrative burden, but as the art of teaching that requires pedagogical flexibility to help students learn at their own pace. Backed by 27 years of experience, she believes that this approach effectively creates an inclusive classroom environment. Although she acknowledges that assessing individual needs and designing varied lessons requires extra effort and weekly planning time, she fully accepts this workload as a core professional responsibility within the framework of the Self-Directed Curriculum.

The strategies used by the English teacher to implement differentiated learning strategies focus on four main areas. In her approach, she combines lectures with group work, mixing students of varying ability levels into a single group to encourage peer tutoring. For media, she uses

interactive television, PowerPoint, and YouTube videos to accommodate visual and auditory learning styles. The material she uses is based on the official textbook English for Change, but she allows for flexibility in content by letting students write essays based on their personal experiences. Finally, she monitors progress through real-time formative assessments and evaluates results through in-class presentations and written assignments.

B. Suggestions

Based on the findings and conclusions of this study, the researcher offers several practical and theoretical recommendations to improve the implementation of differentiated instruction.

First, teachers are suggested to consistently conduct diagnostic assessments (both cognitive and non-cognitive) at the beginning of the semester to accurately map students' learning profiles. Teachers should also be more creative in utilizing digital technology to manage content differentiation and learning outcomes efficiently without being burdened by administrative workload. Additionally, patience and continuous self-evaluation are necessary because the transition from teacher-centered learning to student-centered learning is a gradual process.

Second, school administrators are suggested to provide ongoing support to teachers through targeted workshops, professional development training programs, and collaborative forums that specifically focus on practical strategies for differentiated learning strategies. Providing

adequate classroom facilities and digital resources will also greatly support teachers in creating flexible and inclusive learning environments.

Third, since this study focused on a single-participant case study to deeply understand teacher's perspectives and core strategies, future researchers are suggested to broaden the scope of their investigations. They could explore students' immediate responses and academic engagement as they experience differentiated learning strategies over a longer period.

Additionally, conducting action research or comparative studies across different school levels could provide broader and deeper insights into the long-term effectiveness of differentiated learning strategies in EFL context.