

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion derived from the analysis of the textbook *Bahasa Inggris Work in Progress* for Grade X based on the principles of differentiated content. It also provides suggestions directed to relevant stakeholders, including English teachers, textbook developers, and future researchers. The conclusions are drawn from the data findings and discussion presented in the previous chapter, while the suggestions are offered to support the implementation of differentiated instruction under the *Merdeka Curriculum* in more effective and practical ways.

A. Conclusion

This study aimed to reveal the presence and the extent to which the English textbook *Bahasa Inggris Work in Progress* Grade X reflects the principles of differentiated content, as proposed by Tomlinson (2001). The analysis focused on five indicators of content differentiation: readiness-based variation, student choice, learning profiles, interest-based content, and accessible content. In addition, to ensure the pedagogical quality of the materials, the study also employed Tomlinson's (2011) framework of materials development, which includes the principles of exposure, engagement, variety, and relevance.

The findings revealed that the textbook partially reflects the principles of differentiated content. Among the five differentiation indicators, only four tasks 4/28 tasks addressed readiness-based variation, indicating a significant lack of task differentiation by proficiency level. In contrast, the other three indicators, student choice, learning profiles, interest-based content, and accessible content were moderate and consistently fulfilled, with many tasks offering options aligned to student preferences, learning modalities, and real-life relevance.

Cross-analysis using Tomlinson's (2011) material evaluation framework confirmed that all 28 tasks fulfilled the principles of meaningful language exposure, affective and cognitive engagement, variety in task types, and contextual relevance. This suggests that while the textbook is not fully

differentiated in terms of academic challenge, it is pedagogically strong and offers engaging and inclusive learning experiences.

In conclusion, the *Bahasa Inggris Work in Progress* textbook can be considered a sound foundation for inclusive teaching. However, to fully align with the differentiated instruction model, particularly under the Merdeka Curriculum, teacher involvement is crucial. Teachers must adapt tasks, provide scaffolding, and introduce tiered levels of difficulty to ensure all students, regardless of readiness can access, engage with, and succeed in the learning process.

B. Suggestion

Based on the findings and conclusion of this study, several suggestions are proposed for different stakeholders involved in English language education under the *Merdeka Curriculum*:

1. For English Teachers

Teachers play a central role in the implementation of differentiated instruction. Since the textbook *Bahasa Inggris Work in Progress* provides only partial support for readiness-based differentiation, it is important for teachers to:

- a. Supplement the textbook with tiered tasks or leveled assignments to accommodate different levels of student proficiency.
- b. Provide scaffolding tools, such as sentence starters, word banks, model texts, or guided templates for lower-achieving students.
- c. Offer enrichment activities or extension challenges for students who complete tasks easily or seek deeper engagement.
- d. Create opportunities for product differentiation, allowing students to express understanding through a variety of formats (e.g., writing, video, poster, presentation).

By adapting and expanding the existing textbook content, teachers can ensure that all learners are meaningfully challenged and supported according to their needs.

2. For Textbook Writers and Curriculum Developers

In future textbook development under the *Merdeka Curriculum*, authors and curriculum planners are encouraged to:

- a. Design tasks with clearly marked levels of difficulty, including support for struggling learners and challenge options for advanced learners.
- b. Incorporate scaffolding strategies such as hints, guided steps, and vocabulary support directly into tasks.
- c. Provide choice-based activities that allow students to choose not only topics but also task formats and collaborative structures.
- d. Align textbook content more explicitly with the three differentiation variables: readiness, interest, and learning profile.

Doing so will ensure that textbooks become a more complete tool for delivering equitable and differentiated learning in diverse classrooms.

3. For Future Researchers

This study focused on analyzing differentiated content in a single government-issued English textbook for Grade X. Future research may explore:

- a. Other aspects of differentiated instruction, such as process (how students learn) and product (how students demonstrate learning).
- b. A comparative analysis between different textbooks, commercial vs. government-issued or between various grade levels.
- c. Classroom-based research to observe how teachers apply differentiation strategies when using this textbook in practice.
- d. Quantitative studies to measure the impact of textbook-based differentiation on student outcomes.

Expanding the research scope can deepen our understanding of differentiated instruction and its application across the Indonesian education system.