

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the final part of the thesis which aims to convey conclusions from the entire research process that has been carried out. In this chapter, the researcher summarizes the main findings obtained during the research and draws relevant conclusions based on the objectives and problem formulations that have been set at the beginning. In addition, this chapter also contains suggestions that are expected to contribute to the development of similar research in the future, as well as being taken into consideration for interested parties.

A. Conclusion

After a series of data analysis and in-depth discussion, several conclusions can be drawn that reflect the main results of this research. This conclusion also serves as an answer to the problem statement that has been previously proposed.

Based on the results of the research, it can be concluded that teachers have an active role in identifying student development since the beginning of the semester through observation, asking questions that measure self-efficacy, and assessing the results of assignments. This information is used to adjust learning strategies to suit the needs of each student. In implementing differentiated learning, teachers apply a gradual strategy, starting with general instructions to the whole class, then dividing students based on ability by appointing group leaders. Learning tasks and methods are adjusted to the students' developmental

level to ensure learning effectiveness. In addition, teachers also provide new challenges designed to encourage students to develop their potential and overcome previous obstacles. Students are given the freedom to choose a final project that suits their interests, and are encouraged to solve problems independently. Teachers continue to adjust the level of challenge to individual needs, so that the learning process is balanced between support and potential development.

In the learning process, teachers encounter various challenges that affect the effectiveness of teaching inside and outside the classroom. One of the main challenges is attracting students' attention, especially in the midst of distractions that may arise during learning. In addition, the use of technology is also a challenge in itself, both from a technical perspective and in ensuring that technology is used optimally to support learning. Teachers are also required to be able to adjust teaching materials to remain relevant and in accordance with the developmental stages of students, especially when having to teach in large groups that have diverse learning needs. Another challenge arises when dealing with students who quickly complete tasks, so teachers need to prepare follow-up strategies that remain challenging and meaningful. Outside the classroom context, coordination with parents is also not easy, as effective communication is needed to create synergy in supporting students' overall learning development.

The mixed-age classroom provides significant benefits for both students and teachers. For students, this approach opens up opportunities to learn new things beyond the set learning objectives, so that their potential can be more

visible and developed. Students also have the opportunity to access higher-level material earlier, which increases their enthusiasm for learning. Other benefits are seen in improved social skills, speaking, problem-solving and more mature emotional development. This approach allows each student to develop at their own pace, without age or grade level restrictions, while getting them used to interacting with individuals of diverse ages, personalities and needs - ultimately fostering social awareness and collaborative skills. From the teacher's perspective, flexibility in teaching allows them to more easily identify students' potential, provide appropriate challenges, and structure relevant and meaningful learning. Teachers are also more flexible in managing a blended classroom, as this approach allows them to see individual student development and adjust learning strategies more effectively.

Thus, the above conclusions are expected to provide a clear overview of the research results and the contribution made to the relevant field of study.

B. Suggestions

The following suggestions are submitted as a follow-up to the research results, with the hope that they can provide practical and theoretical benefits for interested parties and open up opportunities for further research in the future.

a. For Teachers

1. Teachers are suggested to always develop their competencies to be able to implement mixed-age classroom well. Various trainings provided to schools should be followed well.
2. Teachers can adapt the mixed-age classroom approach by encouraging peer tutoring, where older students help younger students learn English.
3. It is suggested that teachers design collaborative activities that facilitate students of different ages to share knowledge and experiences.
4. Teachers can implement adjusted assignments so that students can work together while still being challenged according to their individual abilities.

b. For School

1. Schools could consider adopting a mixed-age classroom to promote social interaction and collaborative learning in English lessons.
2. It is recommended that schools provide training for teachers on managing mixed-age classrooms effectively, particularly in language learning.
3. Schools are also suggested to provide effective socialization for parents regarding the learning system at school, especially in mixed-age classrooms.

c. For Future Researchers

1. Future researchers may explore how mixed-age classrooms influence students' motivation and confidence in using English.
2. Future research is suggested to broaden the scope by involving more subjects from different education levels, for example by comparing the learning outcomes of mixed-age classroom with graded-classroom to obtain a more comprehensive understanding.

These suggestions are expected to not only be of practical use, but also open up room for further discussion in the development of similar topics in the future. This research certainly has limitations, but the researcher hopes that it can make a positive contribution to the development of education and be taken into consideration in practice in the field.

