

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this section, the researcher provided the final conclusions from the results of this study and suggestions for the readers.

5.1. Conclusion

Based on the findings from the study of two English teachers at SMA 1 Taebenu, it can be concluded that the teachers employed various strategies in the teaching process to achieve effective instructional goals. These strategies include communicative approaches, technology-based strategies, student-centered (personalized) strategies, and interactional strategies. The 1st teacher showed a strong inclination toward the use of technology-based and project-based strategies, where learning is directed to encourage active student engagement, collaboration, and the use of English in real-world contexts, such as creating vlogs, podcasts, or presentations. This aligns with Roza's (2023) theory which states that teaching strategies should promote active participation and skill development through efficient and effective approaches. The 2nd teacher leaned more toward interactional and personalized strategies, adapting instruction to students' abilities and providing direct motivational support so that students feel confident and unafraid to speak. This approach is consistent with the principles of individualization and socialization in Fakhurrrazi's (2018) theory, which emphasizes the importance of considering individual capabilities and providing opportunities for student collaboration in the learning process.

Furthermore, regarding the role of informant as implementers of strategies, it is evident that both strive to create a supportive and enjoyable learning environment, taking into account the classroom context and student characteristics. Informant do not merely act as content deliverers but also as facilitators, motivators, and companions, as emphasized by Surakhmad (1986) and Suntia (2021), who state that effective teaching strategies must include appropriate methods and techniques that support active student engagement. The informants' awareness of the importance of selecting suitable strategies is also reflected in their reflections, where they acknowledge the need for further innovation, including the use of technology and activities relevant to students' lives.

Thus, it can be concluded that the teaching strategies applied by the teachers at SMA 1 Taebenu demonstrate an orientation toward student-centered learning effectiveness, in accordance with the theories underpinning this study. This research also shows that the selection and implementation of appropriate strategies are crucial in creating an interactive, meaningful learning atmosphere that supports the comprehensive development of students' English language skills.

5.2. Suggestion

Based the conclusions above, the researcher gives the following suggestion:

1. For Readers

For readers, especially those who are interested in the field of English language education, it is recommended to understand the importance of appropriate teaching strategies in creating an effective and enjoyable learning process. Readers are expected to recognize that the success of teaching does

not solely depend on the teacher's ability to deliver the material, but also on the accuracy in selecting and applying strategies that match the students' needs and characteristics. By understanding the various approaches and strategies outlined in this study, readers can gain new insights into how to develop an interactive, relevant, and contextual English learning process, both in formal settings such as schools and in informal learning environments.

2. For Teachers

For teachers, especially English teachers at the senior high school level, it is recommended to be more flexible and innovative in selecting and implementing teaching strategies that are not only teacher-centered but also encourage active student engagement. Teachers are expected to balance technology-based approaches, social interaction, and attention to individual student needs in the learning process. It is also important for teachers to continuously evaluate the effectiveness of the strategies used and to remain open to training, professional development, and the use of new learning media that can enhance students' interest and motivation. By applying appropriate strategies, teachers will not only improve learning outcomes but also create a learning environment that supports the comprehensive development of English language skills.

3. For Future Researchers

For future researchers interested in studying a similar topic, it is recommended to expand the scope of the research by involving more informants from various schools and diverse backgrounds, in order to obtain a more

comprehensive picture of the implementation of English teaching strategies in different contexts. The research can also be enriched through direct observation or documentation of learning activities to gather more comprehensive data. In addition, researchers may further explore the impact of specific strategies on students' language skills, such as speaking, writing, or listening abilities. Future studies may also examine other factors that influence the success of teaching strategies, such as teachers' backgrounds, facilities and infrastructure, as well as school policy support