

CHAPTER V

CONCLUSIONS 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 teachers have implemented various learning strategies in the learning process. The strategies used include cooperative learning, problem-based learning, project-based learning, expository learning, contextual learning, affective learning, and inquiry learning.

Both teachers used learning strategies oriented towards student activity (students-centered learning). This is evident from the implementation of group work, giving project assignments, problem solving, and providing opportunities for students to search for and find learning material independently.

In addition, both teachers also link learning material to the context of student's daily lives through contextual learning strategies, so that learning becomes more meaningful and relevant. From an effective aspects, teachers provide feedback to students and ask about difficulties experienced by students during the learning process, which has a positive impact on student motivation and learning comfort.

The differences between the two teachers lies in the use of expository learning strategies. The 1st teacher more often uses this strategy in delivering material directly, while the 2nd teacher tends to reduce to use of lectures and emphasizes active student involvement in the learning process.

Overall, the implementation of various learning strategies shows that English teachers at SMA Negeri 1 Taebenu have made efforts to create an effective, varied, and contextual learning process according to students' needs.

5.2 Suggestion

Based on 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.

