

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In conclusion, this study has illuminated the strategies employed by English teachers at SMPN 1 Kota Bengkulu in integrating English skills within the 7th-grade curriculum. The findings reveal a consistent utilization of a combined strategy approach, primarily centered around large and small group discussions, presentations, and role-playing activities, all strategically designed to target essential skills such as speaking, listening. Furthermore, the research underscores the significance of differentiated instruction, with teachers adeptly adapting their approaches based on student learning styles, focusing on differentiating content, process, and product. This multifaceted approach involved the use of visuals, dialogues, and strategic use of the Indonesian language to bridge comprehension gaps, ensuring that all students are actively engaged and supported in their learning journey. The emphasis on heterogeneous grouping within discussions promoted peer learning and collaboration, while the flexibility afforded to students in selecting their preferred method of demonstrating understanding (through dialogue, role-play, or presentation) fostered a sense of ownership and motivation. Ultimately, the practices observed reflect a commitment to creating a student-centered learning environment that values individual learning styles and promotes active participation, thereby enhancing

English language acquisition among 7th-grade students at SMPN 1 Kota Bengkulu. The study suggests that this blended approach, combining various strategies, contributes to a more engaging and supportive classroom environment, potentially leading to improved student outcomes in English language proficiency.

B. Suggestion

In light of the findings and discussions presented, several suggestions can be made for future research:

1. Investigate the specific impact of different integrated strategies (e.g., role-playing, group discussions) on different skill areas (e.g., speaking fluency, listening comprehension). This could help identify which strategies are most effective for specific learning goals.
2. Explore the role of technology in supporting integrated skills instruction. How can technology be used to enhance learning activities, provide authentic materials, and facilitate communication among students?

BIBLIOGRAPHY

- Anderson, Mark and Anderson, Kathy. (1997). Text and Type in English. Australia: Macmillan Education Australia PTY LTD.
- Arikunto, S. (2010). Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.
- Brown, H. D. (2001). Teaching by principles. An interactive approach to language pedagogy (2nd Edition). New York: Pearson Education.
- Buck, G. (2001). Assessing listening. Cambridge: CUP. Central Bureau of Statistics. (2001). Population Census. (2001). Kathmandu: Central Bureau of Statistics. <http://dx.doi.org/10.1017/cbo9780511732959>.
- Busetto, L., Wick, W. and Gumbinger, C. (2020) How to Use and Assess Qualitative Research Methods. Neurological Research and Practice, 2, 14.
- Carol, R. (1990). At the Chalkface: Practical Techniques in Language Teaching. ELT Methodology. Longman.
- Chastain, K. (1998). Developing Second Language Skills. (nd Ed.). Chicago: Harcourt Brace Publishers.
- Creswell, J. W. (2018). Research design: qualitative, quantitative, and mixed methods approaches (Fourth, Issue 1).
- Darn, S. (2006). Content and language integrated learning. A lesson framework. Teaching English Website. British Council. http://www.teachingenglish.org.uk/think/methodology/clil_lesson.shtm
- Grabe, W. P., & Stoller, F. L. (2013). Teaching and researching: Reading. Routledge.
- Harahap, Sari, Sorimin, Fitriani, Rafi'y, and Irawan. (2023). Implementation of Merdeka Curriculum Using Learning Management System (LMS). International Journal of Educational Research Excellence (IJERE), 2(1), pp. 93-99.
- Harmer, Jeremy. (2007). The Practice of English Language Teaching 4rd Edition. London: Pearson Longman
- Hayati, Anrens R. et al. (2021). Teacher's Teaching Strategies in EFL Class. Jadila: Journal of Development and Inovation in Language and Literature Education. 1(3).

- Hyland, K. (2003). Writing and teaching writing. In J. C. Richards (Ed.), Second language writing (pp. 1-30). Cambridge: Cambridge University Press.
- Indrajid, Yulia A. (2022). An Analysis of Teacher's Strategy in Teaching English By Using E-Learning During Covid-19 Pandemic Situation at Vocational High School 1 Taluk Kuantan. Repository: UIN Suska Riau.
- Jing, W. (2006). Integrating Skills for Teaching EFL — Activity Design for the Communicative Classroom. Sino-US English Teaching.
- Kawulich, B. B. (2005). Participant observation as a data collection method. *Forum Qualitative Sozialforschung*, 6(2).
- Kemendikbud. (2019). Mendikbud Tetapkan Empat Pokok Kebijakan Pendidikan “Merdeka Belajar.”
<https://www.kemdikbud.go.id/main/blog/2019/12/mendikbud-tetapkanempat-pokok-kebijakan-pendidikan-merdeka-belajar>
- Miles, M.B, Huberman, A.M, & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publications.
- Miswar, Dedi. (2020). The Teaching Strategies Of The EFL Teacher In Teaching English In MA Madani Pao-Pao. Repository: UIN Alauddin.
- Mustika, U. & Wardah. (2021). An Analysis Of Teacher's Strategies In Teaching English. JEEP.
- Nunn, R. (2006). Designing holistic units for task-based learning. *Asian EFL Journal*, 8(3). http://www.asian-efljournal.com/September_06_home.php
- Nuttall, C. (2000). *Teaching reading skills in a foreign language*. Oxford: Macmillan.
- Pardede, P. (2019). Integrated Skills Approach in EFL Classrooms: A Literature Review. In: PROCEEDING English Education Department Collegiate Forum (EED CF) 2015-2018. Jakarta: UKI Press.
- Richard, J. C. (2008). *Teaching Listening and Speaking from Theory to Practice*. Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo: Cambridge University Press.
- Richards and Renandya. (2002). *Methodology in language teaching*. Cambridge University Press.
- Richards, J. C. and Rodgers, T. (2001). *Approaches and methods in language teaching* (2nd Ed.). Cambridge: Cambridge University Press.

Richards, J.C. and Schmidt, R. (2002). Longman dictionary of language teaching and applied linguistics (3rd Ed.). Harlow: Pearson Education Limited.

Safitri, Triyana, Ananda, and Masbirorotni. (2023). Merdeka Belajar Curriculum: EFL Teachers' Preparations and Practices at Sekolah Penggerak Kota Jambi. SCOPE: Journal of English Language Teaching, 8(1), pp. 147-153.

Sarode, R. D. (2018). Teaching strategies, styles and qualities of a teacher: a review for valuable higher education. Current Engineering and Scientific Research (IJCESR 2018).

Sugiyono. (2020). Metodologi Penelitian Kuantitatif, Kualitatif dan R & D. Alfabeta Bandung.

Wagner, Betty Jane. (1985). Integrating the Language Arts. In B. J. Wagner, Document Resume (pp. 2-3). Washington, DC.: ERIC Digests.

Wehrli, & Nyquist. 2003. Teaching Strategies/ Methodologies. Cambridge; New York, NY, USA: Cambridge University Press.

