

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The main objective of this study was to investigate the strategies used by English teacher in teaching English to grade XI students at SMA Negeri 3 Lubuk Basung. After conducting this study, the researcher found several conclusions as follows;

This study shows that English teacher at SMA Negeri 3 Lubuk Basung applies various effective strategies in teaching English, especially through small group discussions and presentations. This strategy begins with receptive skills such as reading and listening, then continues with productive skills such as writing and speaking. The teacher consistently adjusts the learning approach to student characteristics, teaching materials, and classroom conditions. The strategies implemented have proven effective in encouraging active participation, boosting student confidence, and enhancing critical thinking and communication skills.

In addition, the application of learning strategies also shows compliance with the principles of the Merdeka Curriculum, which emphasize flexibility, contextual learning, and character building. The teacher not only focuses on the final results but also prioritizes the student learning process through formative assessments that pay attention to students' overall activeness and language skills. With an adaptive approach,

the teacher succeeds in creating a collaborative, communicative, and meaningful learning atmosphere.

B. Suggestions

Based on the findings and discussions explained in the previous chapter, the researcher provides several suggestions aimed at the teacher, students, and further researcher so that English strategies can be developed and applied more optimally in English learning. The suggestions are as follows:

1. For the teacher: English the teacher are advised to continue to implement and refine small group discussion and presentation strategies because these strategies have been proven to encourage active student involvement and develop english. The teacher can also add variations of activities, such as project-based learning or digital media, to suit the diverse needs and learning styles of students.
2. For students: With the small group discussion and presentation strategies, students are expected to be more active in learning activities and more confident in conveying ideas orally and in writing. Through this strategy, students can also improve their ability to work together, think critically, and uses English in a more real context.
3. For further researcher: This study can be used as a reference for other researcher who want to develop further studies on English language skills integration strategies. Further researcher can explore the

effectiveness of this strategy on improving student learning outcomes or compare its implementation at different school levels to gain a broader understanding.



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