

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research conducted at SMP Negeri 3 Padang Panjang regarding the teacher's strategies in teaching English on the topic of greeting cards, it can be concluded that the teacher employs a variety of complementary learning strategies to achieve the learning objectives. The dominant strategies are lectures/presentations and demonstrations. Through lectures, the teacher provides clear guidance on the learning objectives, delivers material in a structured manner, and reviews previously learned knowledge so that students better understand the continuity between topics. Meanwhile, through demonstrations, the teacher presents real examples, both in the form of images and activities such as arranging scrambled sentences, allowing students to see the connection between theory and practice.

In addition to these two main strategies, the teacher also implements case-based small group discussions, which encourage students to work together to solve real problems in small groups; role play, which develops students' confidence in presenting in front of the class while enhancing their speaking skills; and simple games such as ice-breaking activities to create a relaxed atmosphere and boost learning motivation. The combination of these strategies makes learning more interactive, varied, and enjoyable.

Overall, the strategies used by the teacher are well-suited to the needs of middle school students, who still require clear guidance, concrete visualizations, opportunities for group interaction, and space to practice direct communication. Therefore, the use of lectures, demonstrations, small group discussions, role play, and games has made a positive contribution to the effectiveness of English learning, particularly in the topic of greeting cards.

B. Suggestions

Based on the findings and discussion in the previous chapter, the researcher would like to offer several suggestions aimed at teachers, students, schools, and future researchers. It is hoped that English teaching strategies can continue to be developed and applied more effectively in the learning process. The suggestions are as follows :

1. For English Teachers

It is expected that teachers continue to use and develop varied teaching strategies that suit students' needs. Teachers are also encouraged to expand the use of innovative learning media to make the learning process more interesting and interactive.

2. For Students

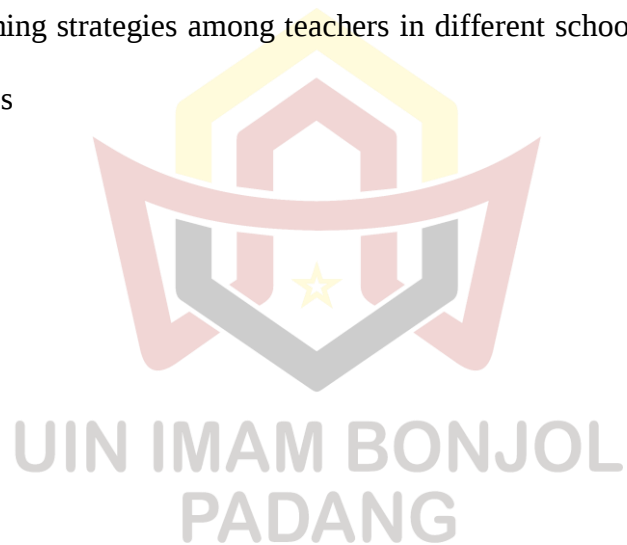
Students are encouraged to be more active in participating in the learning process and to be brave in communicating using English. Student involvement in discussions and presentations can improve their speaking skills and boost their confidence.

3. For Schools

Schools can support teachers by providing adequate facilities and learning media, as well as organizing training or workshops to enhance teachers' competence in teaching English.

4. For Future Researchers

This study has some limitations, such as the scope of the material and the number of respondents. Therefore, future researchers can expand this study with a broader scope, for example, by comparing teaching strategies among teachers in different schools or educational levels



BIBLIOGRAPHY

- Abdullah, M. Y., Bakar, N. R. A., & Mahbob, M. H. (2012). The Dynamics of Student Participation in Classroom: Observation on Level and forms of Participation. *Procedia - Social and Behavioral Sciences*, 59(February), 61–70. <https://doi.org/10.1016/j.sbspro.2012.09.246>
- Abraham, M., & Margana. (2019). the Importance of Teacher – Students Interaction in Communicative Language Teaching (Clt). *PRASASTI: Journal of Linguistics*, 4(1), 46. <https://doi.org/10.20961/prasasti.v4i1.17052>
- Biddle. (1986). *Role theory*.
- Creswell, J. W. (2009). Qualitative, Quantitative, and Mixed-Methods Research. *Microbe Magazine*, 4(11), 485–485. <https://doi.org/10.1128/microbe.4.485.1>
- Dignath, C., Buettner, G., & Langfeldt, H. P. (2008). How can primary school students learn self-regulated learning strategies most effectively?. A meta-analysis on self-regulation training programmes. *Educational Research Review*, 3(2), 101–129. <https://doi.org/10.1016/j.edurev.2008.02.003>
- Dina, R. A. et al. (2024). *The English Teaching Strategies At Secondary School In Surakarta*. 13(Ii), 166–173.
- Hapsari, A. (2019). Language Learning Strategies in English Language Learning: A Survey Study. *Lingua Pedagogia*, 1(1), 69–80.
- Harmer, J. (2007). Book Review : The Practice of English Language Teaching. In *RELC Journal* (Vol. 32, Issue 1, pp. 135–136). <https://doi.org/10.1177/003368820103200109>
- Hayati, A. R., Afriani, Z. L., & Akbarjono, A. (2021). Teacher's Teaching Strategies in EFL Class. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(3), 330–341. <https://doi.org/10.52690/jadila.v1i3.126>
- Hidayanti, W. I., Rochintaniawati, D., & Agustin, R. R. (2018). The Effect of Brainstorming on Students' Creative Thinking Skill in Learning Nutrition. *Journal of Science Learning*, 1(2), 44. <https://doi.org/10.17509/jsl.v1i2.8738>
- Johnson, L., & Lamb, A. (2009). Addressing Diverse Needs: Differentiation in Distance Learning. *Indiana Libraries*, 28(3), 3–6.

<http://libezproxy.open.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=47915974&site=ehost-live&scope=site>

Junaidah, Putri Fadila, W. M. (2025). *Peran Guru dalam Pengelolaan Kelas Perspektif Teori Pendidikan Modern*. 8, 1613–1618.

Kurbanova Gullola, B. (2024). The Importance of English Language Proficiency in Aviation. *Uniting Aviation*, 04, 1–11.
<https://unitingaviation.com/news/safety/the-importance-of-english-language-proficiency-in-aviation/>

Kurniawan, D. (2025). *Analysis of Teacher Strategy in Teaching Integrated English Skill at Tenth Grade SMA Kartika 1-5 Padang*.

Mouwn Erland. (2020). Metodologi Penelitian Kualitatif. In *Metodologi Penelitian Kualitatif*. In *Rake Sarasin* (Issue March).
<https://doi.org/10.31237/osf.io/jhxxw>

Murniatun. (2022). Peran Guru Dalam Pembelajaran Berbasis Kompetensi. *Jurnal Kependidikan*, 7(1), 19–27.

Mustika, U., & Wardah. (2021). an Analysis of Teacher Strategies in Teaching Reading At the. *Professional Journal Of English Education*, Vol.2 No.1(1), 43–51.

Nurcholis, I. A., Sari, R. P., Safitri, W., & Ananda, R. P. (2024). The Implementation of Teachers' Roles in Teaching English for Inclusive Students Perception. In *Print) Journal of English Language and Education* (Vol. 9, p. 2024).

Nurhayuni. (2022). *Teachers' Strategies In Developing The Students' Reading Interest During Pandemy At Sman 1 Pangkalan Kerinci* (Issue 8.5.2017).

Saputra, J. B., & Aziz, M. S. A. (2012). Teaching Strategies. In *Teaching and Learning on Foundation Degrees: a Guide for Tutors and Support Staff in Further and Higher Education*.

Sarode, R. D. (2018). Teaching Strategies, Styles and Qualities of a Teacher: a Review for Valuable Higher Education. *International Journal of Current Engineering and Scientific Research (IJCESR)*, 5(5), 57–62.

Supriyanto, E. (2023). Students' Perceptions toward the Teaching Strategy Used

- in Grammar Class. *Jurnal Pendidikan Bahasa*, 11(2), 396–408.
<https://doi.org/10.31571/bahasa.v11i2.5218>
- Surayatika, D. (2022). Teachers Strategies in Teaching English for Young Learners. *Global Expert: Jurnal Bahasa Dan Sastra*, 10(1), 47–58.
<https://doi.org/10.36982/jge.v10i1.2229>
- Vance, A. (2024). *English as a Key to Global Opportunities: The Growing Importance of Learning English*. 9(3).
- Yanti, N. P. W. K., Nitiasih, P. K., & Suwastini, N. K. A. (2024). *An Analysis Of Teaching Method Incorporating Kurikulum Merdeka For Teaching Speaking*. 12(2), 173–181. <https://doi.org/10.23887/jpbi.v12i2.3971>
- Yuvi, Mansyur, S. (2022). Analyzing English As A Foreign Language (EFL) Textbooks From The Perspective of Indonesian Culture. *Braz Dent J.*, 33(1), 1–12.

