

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The main objective of this study was to investigate the strategies used by the English teacher in teaching English to grade IX students at MTsN 5 Padang. This study also aims to understand how these strategies are applied in real learning contexts, particularly in integrating English skills through scaffolding and fun game learning. After conducting this study, the researcher found several conclusions as follows:

This study shows that the English teacher at MTsN 5 Padang applies various effective strategies in teaching English, especially through structural guidance (scaffolding) and interactive games (fun game learning). This strategy begins with receptive skills such as listening and reading during the questioning and exploring stages, then continues with productive and interactive skills such as speaking and writing during the associating and communicating stages. The teacher consistently adjusts the learning approach to student characteristics, teaching materials, and classroom conditions. The strategies implemented have proven effective in encouraging active student participation, eliminating passivity, boosting student confidence, and enhancing collaborative language skills.

In addition, the application of learning strategies also shows compliance with the principles of the Kurikulum Merdeka, which emphasize flexibility, contextual learning, and student-centered activities. The teacher not only focuses on final results but also prioritizes the learning process by providing targeted vocabulary solutions and practical guidance to overcome facility limitations. With an adaptive approach, the teacher succeeds in creating a collaborative, communicative, and meaningful learning atmosphere that integrates all four language skills simultaneously.

B. Suggestion

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

1. For the teacher: The English teacher is advised to continue to implement and refine *scaffolding* and *fun game learning* strategies because these strategies have been proven to encourage active student involvement, build foundational grammar knowledge, and develop all four integrated English skills. The teacher can also add variations of activities or digital media to suit the diverse needs and learning styles of students.
2. For students: Through *fun game learning* and structured activities, 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 use English in a more real context.

3. For further researchers: This study can be used as a reference for other researchers who want to develop further studies on English language skills integration strategies. Further researchers 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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