

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion presented in the previous chapters, it can be concluded that the English teacher at MTsN 1 Kota Bengkulu employed a variety of teaching strategies to support students' English language learning. These strategies included project-based learning, peer tutoring, mini-projects, Text Song activities, outdoor learning tasks, and differentiated instructional approaches such as lecture-based, audiovisual, and reading-focused activities. The implementation of these strategies was carried out flexibly to accommodate students' diverse learning styles, proficiency levels, and classroom conditions.

The findings revealed that these teaching strategies had a positive impact on students' engagement, motivation, and participation in English learning. Students showed greater enthusiasm, improved confidence, and increased willingness to participate in classroom activities, particularly during collaborative and project-based learning tasks. Peer tutoring and motivational support were also found to be effective in helping students overcome learning difficulties and build self-confidence.

Furthermore, students' perceptions toward the teaching strategies were predominantly positive. Most students

perceived the strategies as interesting, enjoyable, and helpful in improving their understanding of English lessons. The varied and interactive learning activities helped reduce boredom, fostered a supportive classroom atmosphere, and encouraged active participation in learning.

This study also contributes to the existing literature by highlighting the implementation of flexible, culturally responsive, and differentiated teaching strategies in an MTs context. The integration of Text Song activities and outdoor learning tasks, along with subtle peer tutoring practices, provides novel insights into effective English language teaching in Islamic junior high school settings.

Overall, the findings indicate that the combination of varied teaching strategies, collaborative learning, and continuous motivational support can effectively enhance students' holistic English language learning, including listening, speaking, reading, and writing skills.

## **B. Implication**

The results of this study carry several important implications for English language learning, particularly at the senior high school level.

First, the results indicate that the use of varied and flexible teaching strategies significantly enhances students' engagement and motivation in learning English. This implies that English teachers should avoid relying on a single teaching

method and instead apply differentiated instruction that accommodates students' diverse learning styles and proficiency levels. The integration of project-based learning, peer tutoring, Text Song activities, and outdoor learning tasks can serve as effective alternatives to traditional, teacher-centered instruction.

Furthermore, the subtle implementation of peer tutoring without labeling students suggests that collaborative learning can be conducted in a way that maintains students' self-esteem and classroom harmony. This implies that teachers need to be sensitive to students' psychological conditions, such as shyness and lack of confidence, when organizing group activities.

Second, this study implies that the English curriculum in MTs settings can be enriched by incorporating culturally responsive and context-based learning activities. The use of Text Song as a new text genre and outdoor learning tasks demonstrates that English learning can be contextualized to students' real-life environments, making learning more meaningful and relevant. Therefore, curriculum developers may consider integrating more project-based and contextual learning components into English syllabi.

Third, the positive impact of varied teaching strategies on students' motivation and participation implies that schools should support the implementation of innovative instructional

approaches. School administrators are encouraged to provide facilities, learning resources, and professional development programs that enable teachers to implement differentiated and interactive teaching strategies effectively.

Lastly, this study highlights the importance of exploring students' perceptions in understanding the effectiveness of teaching strategies. Future research should consider students' perspectives as a central variable when evaluating instructional practices. Further studies may also explore the long-term effects of project-based learning, Text Song activities, and outdoor learning tasks on students' English language achievement.

### **C. Suggestion**

Based on the research findings and key discoveries, the following recommendations are proposed for teachers, curriculum developers, students and future researchers:

1. For teachers, it is encouraged to continue implementing varied and flexible teaching strategies to accommodate students' diverse learning styles and proficiency levels. Teachers should incorporate interactive activities such as project-based learning, peer tutoring, Text Song activities, and outdoor learning tasks to maintain students' motivation and engagement. Continuous motivational support and subtle collaborative practices should also be

maintained to create a positive and supportive learning environment.

2. In terms of curriculum, it is recommended to integrate diverse text types and creative learning tasks into the curriculum, including reports, narratives, procedures, recounts, and songs, to make English learning more meaningful, enjoyable, and engaging for students.
3. For students, it is recommended to be encouraged to actively participate in English learning activities and take advantage of collaborative learning opportunities such as peer tutoring and group projects. They should also build self-confidence in using English by practicing speaking, listening, reading, and writing skills both inside and outside the classroom.
4. For future researchers, it is recommended to conduct further studies on English teaching strategies in other MTs or similar educational contexts to enrich the existing literature. Further research could also focus on experimental or mixed-method designs to examine the effectiveness of specific strategies, such as Text Song activities or outdoor learning, in improving particular English language skills.

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