

## CHAPTER VI CONCLUSION AND SUGGETIONS

This chapter concludes the final section of thesis, encompassing several key points: reaffirmation of the findings, theoretical and pedagogical implications, and recommendations for future research and for practitioners in English Language Teaching (ELT) and English as a Foreign Language (EFL).

### A. Conclusion

Conducted in several public and private junior high schools, this research investigated the challenges and strategies of teachers in English classes in the newest curriculum, the *Merdeka* Curriculum. Regarding research competence regarding stories, the participants or teachers in this research had a positive impression of it, and quite welcomed the presence of this developmental innovation. At first they were quite surprised and quite confused, but there were also those who responded with a calm atmosphere when they first heard about these changes, but gradually they won't always feel the storm and they won't always feel the rain, there will definitely be a bright spot, that's what these teachers felt from the narrative. the story. They found several obstacles such as a lack of understanding in making lesson plans, little discussion of the material (the teacher developed the material independently), differences in students' English language skills and students' moral behavior were challenges for teachers. However, from several challenges presented by teachers, they found strategies to face these challenges, such as sharing with other teachers, following training provided by the school and the government. Overall, in their implementation, they applied several teaching methods such as dictation, student centered learning, learning using technology and focus group discussions. This makes learning more interesting and varied. Teachers and students support and contribute to each other to create an interactive classroom atmosphere.

The researchers did not find significant differences between those teaching in high-accreditation public and private schools and those in low-accreditation schools. They concluded that the challenges faced by teachers

were due to the conditions they experienced, rather than accreditation status or whether the school was public or private.

### **B. Implication of the study**

This narrative inquiry study offers both theoretical and pedagogical contributions. Theoretically, it enriches the understanding of teachers' experiences, the implementation of EFL classes in the *Merdeka* Curriculum, and expands the field of narrative inquiry. Pedagogically, it enhances the framework for designing and implementing English class activities within the Independent Curriculum, incorporating various perspectives held by teachers.

Next is pedagogy. This study offers empirical evidence highlighting some of the challenges and strategies teachers face in EFL classes, illustrating how English is perceived in the current curriculum. In conclusion, the research implications, both theoretical and pedagogical, are drawn from and contribute to the fields of education and science, particularly benefiting teachers as the primary practitioners.

### **C. Suggestion**

After examining the teachers' experiences with the Independent Curriculum in English, several recommendations emerged for teachers, students, schools, and future researchers. For teachers, it is beneficial to adopt a proactive attitude towards self-preparation and self-awareness in learning. This includes understanding the school's culture, the curriculum details, and the specific challenges of teaching English. Recognizing their own human resources can help them adapt and prepare for the challenges they face. Teachers should not solely rely on guidance from stakeholders (schools or leaders) but can also deepen their curriculum knowledge by sharing with peers or seeking information online.

For schools, it is important to consider the English teachers' perspectives on needs analysis, including their initial readiness and understanding of the Independent Curriculum. This should be taken into account when designing detailed learning plans. Since each curriculum has unique administrative requirements, providing early and intensive

information to teachers helps prevent confusion. Schools should also guide teachers on how to use technology effectively and maximize the use of the *Merdeka Mengajar platform* (PMM), especially for senior teachers who may struggle with technology. Future researchers are encouraged to conduct studies in rural or remote areas, or in private Islamic higher institutions, as teachers in these areas or in high schools may have different characteristics and resources, both in terms of personnel and facilities, compared to those in urban public and private junior high schools.