

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter explains the conclusion and suggestion of the researcher in this research. The researcher takes the result based on the research findings in the previous chapters in relation to the proposed research questions.

5.1 Conclusion

This study comprised of three sections, the first section was an overview of the literature related to the research topic. It clarifies the fundamental ideas and principles that the current study is centered around. Teacher's creativity of English in *Merdeka* curriculum is the main framework of post-method pedagogy by Kumaravadivelu. From post-method pedagogy, especially three parameters and ten micro-strategies, it then enters or is related to the category of five principles of learning in *Merdeka* curriculum, which then when talking about teacher's creativity, it is wrapped in the learning principles in *Merdeka* curriculum based on post-method pedagogy. It can be concluded that teachers' creativity is part of or the spirit of the *Merdeka* curriculum, which is based on or inspired by post-method pedagogy. So the 24 indicators of teachers' creativity in the table 2.2 in this study are included by grouping them related to the three parameters of post-method pedagogy which is the umbrella or home of the indicators of teachers' creativity.

The second section tackled junior high school English teachers' challenges in teaching English creatively in the *Merdeka* curriculum. Based on the results of interviews and observations, there are 4 teachers' challenges that contains many aspects, all of which have an impact on the teacher; (1) Challenges on teachers; difficulty in preparing appropriate teaching, teachers' low time management, the issue of adapting to the new curriculum, teachers' low motivation, problems in integrating technology in teaching, teachers' low cultural sensitivity and integration in ELT. (2) Challenges on students; students' language problem, accommodating student diversity, students' bad

attitude, students' participation anxiety, students' low cultural awareness and social understanding, and students' low digital literacy. (3) Challenges on resources; limited facilities, limited external learning opportunities, and out-of-date resources.

The last section is teachers' strategies in teaching English in the *Merdeka* curriculum. Based on the results of interviews and observations, there are 7 junior high school English teachers' strategy in teaching English creatively in the *Merdeka* curriculum; integrating the use of media, building a happy and enthusiastic learning environment, using various learning method, using different learning approach, integrating interdisciplinary learning material, using varied presentation and explanation, developing teachers' professionalism. Each of the seven strategies above contains several points in it.

Based on challenges and strategies above, it can be see that in teaching English creatively teachers have challenges, it can be said that teachers have difficulty in working on it both in terms of the teacher themselves, their students, and the resources. However, in reality, the findings also mention that they can be considered quite creative, regardless of the level of creativity, whether very creative or in the middle. This can be said because in this study the teachers did not remain silent, they did something or a strategy. However, whether the strategies used by teachers are successful or not will be the subject of further research.

5.2 Suggestions

It cannot be denied that this research still has some shortcomings. The researcher provides some suggestions that can be considered as follows:

5.2.1 For Teachers

Teachers are expected to continue their efforts and learn so that creativity remains and is honed because considering the challenges faced are also many in teaching English creatively using *Merdeka* curriculum.

5.2.2 For Stakeholders

Stakeholders are expected to provide a lot of creativity training to teachers especially junior high school English teachers in teaching through teacher professional development.

5.2.3 For Further Research

This research still has many shortcomings. The researcher only focuses on finding out the concept of teacher's creativity in *Merdeka* curriculum, exploring teachers' challenges in teaching English creatively in the *Merdeka* curriculum, and exploring teachers' strategies in teaching English creatively in the *Merdeka* curriculum. For future research, from the data listed above, it is very necessary to explore deeper the concept of teachers' creativity in the *Merdeka* curriculum. Furthermore, also necessary to investigate what the problem is in the teacher so that the teacher always faces the repeated obstacles, because these challenges have been around for a long time, meaning that more in-depth research is needed on why these factors still exist. Later, after knowing what the real obstacles are, then can investigate what the most appropriate strategy is to overcome these challenges. Either from the aspect of challenges to the teacher himself, or the aspect of challenges to students, which in the end also remains in the hands of the teacher. In addition, there is no evidence whether the challenges faced can be solved by the strategies used by teachers because in this study there are still two separate things, creative teaching challenges and creative teaching strategies. So the two things are not synchronized per challenges and strategies. Perhaps further research needs to be done as described above and whether later it is necessary to hold a many teacher creativity development program or so on, maybe it can be used for further research.