

## CHAPTER V

### CONCLUSION, SUGGESTION AND RECOMMENDATION

#### 5.1. Conclusion

This chapter presents the conclusion of the study based on three research questions: how the deep learning approach is implemented to support students' English writing skills, how students and teachers experience and perceive its application, and what challenges and opportunities emerge during its implementation. The findings show that when applied through mindful, meaningful, and joyful principles, deep learning makes a significant pedagogical contribution to English writing instruction at the senior high school level.

Regarding the first research question, deep learning was implemented through activities that promoted engagement, reflection, and real-life contextual connections. The mindful principle encouraged students to think critically throughout the writing process, while the meaningful aspect connected tasks to their personal and social experiences, making writing more authentic. The joyful atmosphere reduced anxiety and shifted writing from merely completing assignments to expressing ideas in a structured and purposeful way.

In relation to the second research question, both students and the teacher reported positive experiences. Students became more motivated, collaborative, confident, and critically engaged during discussions and writing tasks. The teacher adopted more creative and flexible strategies and became more aware of the importance of contextualising materials. These findings indicate that deep learning improves students' academic development while fostering more reflective and dynamic teaching practices.

Concerning the third research question, several challenges were identified, including students' limited English proficiency, classroom fatigue, time

constraints, and less engaging media. These issues highlight the need for careful preparation, creativity, and institutional support. Nevertheless, meaningful opportunities also emerged, such as increased student participation and continuous refinement of teaching strategies. This suggests that deep learning is a flexible pedagogical orientation that develops through practice rather than a rigid method.

In conclusion, integrating mindful, meaningful, and joyful principles enhances the quality of English writing instruction. It strengthens students' motivation, creativity, confidence, and critical thinking while encouraging more contextualised and reflective teaching. Despite existing challenges, deep learning demonstrates strong potential to transform writing instruction into a more authentic and student-centred learning experience.

## **5.2. Suggestion and Recommendation**

This study has several limitations. It was conducted in only one senior high school that had implemented deep learning, with interview data collected from one teacher and two students. Observations were limited to two eleventh-grade classes and one tenth-grade class. Due to time constraints and limited access, the findings cannot be generalised to broader educational contexts without further research.

Based on these limitations, several recommendations are proposed. English teachers are encouraged to design creative, context-based writing activities that match students' needs and proficiency levels, while using varied instructional media to sustain engagement and reduce fatigue. Continuous professional development related to deep learning principles is essential to ensure consistent and sustainable implementation.

For schools, strong institutional support is crucial. Educational institutions should provide adequate facilities, updated resources, and structured training programs to support effective implementation. Fostering a collaborative

academic culture among teachers can also enhance the sharing of innovative teaching practices.

Future researchers are advised to broaden the scope by involving multiple schools, teachers, and students for more comprehensive findings. Further studies may examine deep learning in other language skills such as speaking, listening, and reading, or across integrated skills. Employing quantitative or mixed-method designs may also allow for more systematic measurement of its impact on students' writing achievement.

From a broader perspective, policymakers should support pedagogical frameworks that prioritise meaningful and student-centred learning. Curriculum design, teacher training, and assessment systems must align with deep learning principles to ensure coherence between policy and classroom practice. Without structural support, innovative approaches may remain limited to individual initiatives rather than fostering sustainable educational transformation.

Overall, this study contributes to the discourse on innovative pedagogy in English language teaching and is expected to serve as a reference for educators, researchers, and policymakers seeking to improve writing instruction through deeper and more meaningful learning experiences.

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