CHAPTER V

CONCLUSION AND SUGGESTION

This chapter summarizes what has been discussed in the previous chapters and some suggestions related to this research.

5.1 Conclusion

To the research problems, several conclusions can be made in light of the data and discussion from the earlier chapters. First, part of the independent curriculum teaching modules has been incorporated into the English teachers' Teaching Modules in the five-movement schools, as per the chapters in the even semester. However, some errors are still present in the teaching modules created by the English teachers of the five Movement Schools in Mojokerto. For example, some sub-components of the core component have been adjusted to align with the independent curriculum, and there are errors in the general information component.

Secondly, there are five categories of challenges that were categorised and thoroughly researched when creating the English learning module for the independent curriculum. There were differences in the way English was taught by five English teachers in five different movement schools - SMPN 1 Gedeg, SMPN 1 Mojosari, SMPN 2 Mojosari, SMPN 2 Puri, and SMP Terpadu Darul Dakwah - but there were also common challenges that these teachers had to overcome when creating or developing their Teaching Modules. As a result, the researcher classified the challenges faced by English teachers in creating Teaching Modules.

5.2 Suggestion

In light of the research findings, several recommendations are made for prospective investigators as well as English teachers at Mojokerto Junior School's Movement School.

1. For English teachers

To facilitate an efficient, relevant, and interesting teaching and learning process for students in the classroom, teachers should address

gaps in their current knowledge and abilities, particularly in the creation of structured and consistent learning modules based on guidelines. The Independent Curriculum and the main sections of the lessons contain this information. Instructors must also address several unresolved issues with the resulting teaching modules, such as learning outcomes, learning objectives, meaningful understanding, reading resources for educators and learners, and a glossary. Furthermore, educators should make the best use of their time by creating and organizing teaching modules that are tailored to their students' interests and needs. Furthermore, educators should attend regular seminars, webinars, or English language learning activities to demonstrate their commitment to the quality of teaching and learning while also encouraging collaboration and conversation among educators.

2. For other researchers

It is recommended that additional researchers conduct more specific analyses of teaching modules involving several or many participants, followed by their implementation in the classroom, in order to make generalizations, as these findings demonstrate that there are critical problems or deficiencies in the learning modules. Despite the limitations identified by researchers, English teachers developed teaching modules in the second semester at five motor schools in Mojokerto Middle School. It is hoped that these researchers will identify numerous additional areas of strength in their work, as well as areas of study where weaknesses may be discovered in the future