

CHAPTER V

CONCLUSION AND SUGGESTION

After examining the research results from the previous chapter, the investigator draws the following conclusions and suggests the following actions.

A. Conclusion

After describing and analyzing the data, the next step is to draw conclusions to answer the research questions based on the results of the study related to the process and activities of English learning in class VII B at SMP-IT Al-Masykar Bina Insani in the implementation of Vygotsky's cognitive learning theory in English learning based on the *Merdeka* Curriculum. Based on the findings and discussions in the previous chapter, the following conclusions are drawn:

Based on the results of the study, the writer concluded that the implementation of Vygotsky's cognitive learning theory in the English learning process in class VII B of SMP-IT Al-Masykar Bina Insani based on the *Merdeka* Curriculum succeeded in increasing student understanding and engagement through student-centered learning strategies.

This study found that key concepts from Vygotsky's theory, such as the Zone of Proximal Development (ZPD), scaffolding, collaboration, cultural context, and problem-based learning, were effectively integrated by teachers in the learning process. Teachers prepare learning outcomes, learning objectives, and teaching modules in accordance with the *Merdeka* Curriculum. Learning is designed flexibly by considering students' abilities, where teachers creatively develop materials that are relevant to students' needs. ZPD is applied by giving students tasks that can be achieved through the help of friends or teachers. Collaborative learning encourages social interaction and cooperation between students, while the cultural context enriches the subject matter to make it more relevant to students. Teachers implement PBL by giving students real-life problems that are relevant to everyday life, such as describing animal habitats. This helps students develop critical and creative thinking skills, and motivates them to be more actively involved in the learning process. And finally, teachers use scaffolding by providing gradual guidance to students, then gradually reducing assistance, and in the implementation of this scaffolding, it is the best of the four concepts of Vygotsky's theory mentioned earlier. Learning evaluations are carried out by paying attention to students' cognitive development, and reflections are held to help students absorb the material better. Teachers also provide remedial

measures for students who need additional assistance to achieve learning outcomes. Overall, this study shows that Vygotsky's cognitive approach applied in the *Merdeka* Curriculum is able to encourage students' cognitive development through structured social interactions and guidance from teachers. This student-based learning is in line with the objectives of the *Merdeka* Curriculum which emphasizes more collaborative learning, is relevant to real life, and focuses on the development of critical and creative skills.

B. Suggestion

Based on the study's findings, some suggestions are offered to Students', English Teachers, School and Future writer.

1. For English Teacher

English teachers can use the principles of ZPD and scaffolding in their teaching. Provide support that is appropriate to the developmental level of the student, and gradually reduce support as the student's independence increases. Use constructive feedback and guidance as appropriate to help students overcome challenges and reach their full potential. Adapt teaching materials to the social and cultural context of the student to make learning more relevant and meaningful. Address challenges in collaborative learning by

facilitating fair and effective group discussions. Ensure that all students have equal opportunities to contribute and use good time management techniques to maximize discussion outcomes.

2. For School

Writer believe that if the *Merdeka* Curriculum is applied consistently, it will encourage a cognitive theory-based approach to learning. Assess the curriculum's ability to foster students' social and cognitive growth on a regular basis. Provide spaces and materials that encourage collaborative and contextual learning. This contains technology that facilitates active learning techniques, sufficient discussion areas, and pertinent instructional materials.

3. For Other Writer

The writer hopes that this study can be a reference for other writer for further research on Vygotsky's cognitive learning theory in the *Merdeka* Curriculum in the English language learning process. And for other writer, it is better to conduct further research on the effectiveness of applying Vygotsky's theory in different contexts and at different levels of education. Focus on certain aspects such as differences in student abilities and the long-term effects of problem-based and collaborative learning.