

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion of the research findings. The first section is the conclusion of the research and after drawing the conclusion, the researcher moves to the second section which is the suggestion of the research for the elements who might need it.

5.1 Conclusion

From the research that has been done about the teacher's teaching strategies in teaching English at Arabic English Development Skills (AEDS) program in *Pondok Pesantren Al-Ikhsan Beji Kedungbanteng Banyumas*, the researcher concluded that:

5.1.1 Teacher's Teaching Strategies in Teaching English at AEDS program

To answer the first research question which reads "What teaching strategies are used by English teachers in the AEDS program of *Pondok Pesantren Al-Ikhsan Beji Kedung Banteng Banyumas*?" from the findings and discussions, the researcher concluded that the teachers used several teaching strategies including direct instruction, interactive study and sometimes indirect instruction. All of these strategies were chosen to be implemented based on the teacher's consideration of learning objectives, learning materials, student characteristics, individual student needs, time situations and class conditions.

The ideas behind the implementation of these strategies were inspired by what the teachers had experienced when they were still students in the AEDS program. This is because all the teachers who teach English in the AEDS program are those who have also participated in the AEDS program for years. In addition to having dedicated themselves as students in the AEDS program for years, the teachers who were appointed as interviewees in this research have also passed the Training of Trainer (T0T) program, which is an English teacher training program provided by the *Pondok Pesantren Al-Ikhsan Beji Kedungbanteng* itself.

So it can be said that this *pondok pesantren* has a hereditary teaching strategy that continues to be effectively applied by English teachers from generation to generation.

5.1.2 Implementation of Teacher's Teaching Strategies

Then, to answer the second research question about “How do the teachers implement their teaching strategies?” from what the researcher saw after conducting observations and interviews as well as some documentation, the implementation of direct instruction is more often applied with teachers providing materials and assessing students directly, several types of games are also often applied in this teaching strategy to reduce student boredom. Meanwhile, the application of interactive study strategies includes brainstorming in groups and the application of role play in drama performances and conversations. In addition, the CLT method is applied by teachers in EFL activities every two weeks outdoors in the school yard. AEDS teachers apply each strategy using creative teaching

techniques. So, the implementation of the English teaching strategy is created enjoyable and effective in line with learning objectives.

5.1.3 Common Challenges in Teaching English

Finally, to answer the third research question “What are the common challenges too?” the researcher found several challenges faced by the teachers in teaching English at AEDS program including individual students’ needs, motivating students, handling differences in ability, managing large classes, and integrating skills-based learning. Some of these challenges arise from basic factors of student characteristics, learning implementation background and overcrowded class.

5.2 Suggestion

After conducting the research, the researcher would gladly put some suggestions related to the research for the following parties:

5.2.1 For Students

For students, they can help teachers when teachers implement strategies such as actively participating in every activity in class and paying attention when the teacher is explaining the material in front of the class. Researchers also suggest that students use free learning resources such as dictionaries available from *pondok pesantren* to enrich their knowledge.

5.2.2 For Teachers

Because the research results show that AEDS teachers have understood the application of teaching strategies properly, then teachers can consider maximizing efforts so that it is better for teachers to be able to develop more creatively by

using more attractive variations in teaching to overcome several challenges that have been explained in this research that could potentially arise again.

5.2.3 For Other Researchers

There are still many aspects that can be analyzed about teacher teaching strategies in teaching English both in formal and informal schools. This research suggests to further researchers who want to conduct similar research to expand the focus, not only on teaching strategies in teaching English in the AEDS program but also on various objects out there because this kind of research has a great opportunity to analyze other aspects or other English skills using this theme. Furthermore, further researchers can conduct research in different schools. In addition, this research uses a qualitative descriptive method with a small number of informants. This can motivate further researchers to apply various methods with a larger number of informants in the future. And it should be noted that, the findings of this research cannot be generalized to other classes in the same research location but can be used as additional information to conduct further research.