

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the last part of the thesis which covers several points about restatement of findings, theoretical and pedagogical implications, and suggestions for Further EFL Student Research.

A. Conclusion

Conducting this research on students' experiences in learning speaking skills in Pesantren showed dynamic change to the learning experience. This research could also help researchers to reflect on the process of students in learning speaking in Pesantren. Based on the data analysis conducted, concluded the learning process of speaking students in Pesantren including the strategies used and the challenges faced. The first conclusion covered students' strategies in learning speaking at Pesantren. Based on the data, Pesantren formed an initiated program for students in the form of an English Area program and teacher monitor. This was done to facilitate students in learning speaking in Pesantren. In the data, it explained that through the program Students could apply the knowledge gained and also practice it to communicate every day. This also supported by teacher facilities as controllers who helped students to support and provide direction as well as feedback for students. In line with strategies, on the other hand also used their initiation to use the strategies they need. The students' initiated strategies were carried out by rote, reporting to the teacher, note-taking, code-switching, and listening to music. Even there were some strategies, the significant strategies are code switching, because in this strategy the students may practice step by step to speak English as the students' stated in the previous data

The second conclusion covered the challenges that students faced when learning speaking in Pesantren. Based on the data study, students experience several different challenges. Students experience a lack of vocabulary or could say lack of vocabulary. That way, students have difficulty in communicating. Not only lack of vocabulary, students also found difficulty in communicating due to lack of insight into how to pronounce the second language adequately or can be said to mispronunciation. Through the previous challenge, students also experienced fear to communicate or nothing to say challenge so that at some time students could not express themselves in communicating. The challenge also reflected in the lack of confidence of students, when they do not have enough abilities, their confidence levels also decrease. So, lack of confidence also included as a challenge for students when learning speaking in Pesantren.

B. Suggestion

After revealing the experience of students in studying speaking at Pesantren on thesis, several recommendations have been aimed at teachers, students, and future researchers. For teachers, one thing that is important to pay attention to in this research is that each student has different needs and approaches, especially students who are in Pesantren. Therefore, it would be better for teachers to always explore approaches, methods, and pedagogy for each student's needs. This is very much about the process and also the results of student learning.

By looking at the success of students listed in the narrative, students suggested to do several things to increase their speaking through practicing in communicating to practice speaking skills. Finally, for researchers who will come

to write a thesis, it is recommended to raise an even easier strategy overview related to the speaking learning strategy at Pesantren and it is worth investigating.

Conducted a narrative study resulted in two contributions. The main theoretical implication is to combine previous efforts to confirm strategy theory and challenges as a support for the speaking learning process. In the study, there were several possible implications achieved in the study of English language skills. Research can provide benefits a deeper understanding of learning strategies and also the challenges faced by students in learning to speak at Pesantren.

This research expected to contribute to the development of speaking learning strategies, especially in the Pesantren area. This research can increase knowledge about the challenges faced by students as well as how to deal with them. Thus, this research also hopes that the next researcher can deepen the study of the speaking learning strategy in Pesantren which may help students in the learning process.

The findings of this research could also be implied by students in English language education. It is expected to improve the learning strategy of students in learning speaking English, especially in the Pesantren area. Then, the challenges that explained at the same time with the way they are handled can be an illustration for students to resolve their challenges when facing the same challenges.