

CHAPTER V

IMPLICATION, CONTRIBUTION AND CONCLUSIONS

5.1. Implications

The findings from this study have significant implications for educational practices in modern *pesantren*, particularly in the context of English language learning. The comprehensive range of strategies employed by students highlights the necessity for a multifaceted approach to language instruction. The analysis of student difficulties, including difficulties with motivation, cognitive, and social interaction, underscores the importance of targeted interventions. Educational institutions should prioritize creating an environment that encourages the use of English in both academic and social contexts, addressing the internal and external factors that contribute to learning difficulties. For example, incorporating task-based learning and project-based assignments can help students apply English in practical contexts, thereby enhancing their motivation and reducing cognitive overload. This includes integrating more interactive and engaging teaching methods that cater to diverse learning styles and needs. Furthermore, enhancing the availability of linguistic resources, such as comprehensive bilingual dictionaries and online learning tools, can significantly improve students' vocabulary acquisition and overall proficiency. In addition, teacher training programs should focus on equipping educators with the skills to identify and address specific language learning barriers, ensuring that students receive the support they need to overcome their difficulties. By acknowledging and addressing the various barriers identified in the study, educators can better support students in developing a more

profound and enduring command of the English language. These findings suggest that a combination of innovative teaching methods and resource availability can play a crucial role in mitigating the difficulties students face in their English learning journey.

5.2. Contributions

This study contributes to the broader understanding of language learning difficulties within the context of modern *pesantren*, an area that has been relatively underexplored. By categorizing difficulties into academic, social, motivational, cognitive, and metacognitive domains, the research provides a nuanced understanding of the multifaceted barriers faced by students. Additionally, the study's use of Oxford's (1990) and Durán's (2022) frameworks to identify the strategies students use to overcome these difficulties adds depth to existing literature on language learning strategies. This research also offers practical insights into how students navigate their language learning journey, shedding light on the effectiveness of different strategies in overcoming specific difficulties. The study's findings underscore the importance of fostering a supportive and resource-rich learning environment that addresses both the academic and emotional needs of students.

5.3. Conclusions

In conclusion, this study reveals that students in modern *pesantren* face a complex interplay of difficulties in learning English, shaped by academic, social, motivational, cognitive, and metacognitive factors. To navigate these challenges, students employ a diverse range of strategies, including metacognitive, affective,

social, cognitive, memory, and compensation techniques, which are pivotal in enhancing their language proficiency. The analysis of these difficulties not only highlights the barriers students face but also points to actionable strategies that can be integrated into classroom practices to overcome these difficulties. These findings underscore the need for a holistic educational approach that integrates these varied strategies into classroom practices. Such an approach not only addresses immediate learning difficulties but also equips students with the resilience and tools necessary for lifelong language acquisition.

This study proposes several key educational reforms. First, institutions should foster a more dynamic and supportive learning environment that promotes active student engagement with English both inside and outside the classroom. Strategies such as task-based learning, interactive language activities, and providing opportunities for real-life language use can significantly enhance student motivation and cognitive engagement. One way to achieve this is by integrating English into daily activities and cultivating a bilingual culture within *pesantren* (Islamic boarding schools). Additionally, providing access to resources like language labs, bilingual dictionaries, and online learning platforms can help students address specific learning challenges, particularly in areas such as vocabulary acquisition and technological literacy.

Second, future research should explore the longitudinal effects of these language learning strategies on students' English proficiency and personal development over time. Long-term studies that track students' progress beyond the

classroom would offer a deeper understanding of how these methods support sustained language acquisition.

Third, similar approaches should be tested in other educational settings to assess their effectiveness across various contexts, particularly in under-researched areas like *pesantren*. Cross-contextual research can help determine which strategies are universally effective and which require adaptation for different educational environments.

Lastly, this study advocates for a reimagined approach to language instruction in *pesantren*—one that not only addresses immediate learning challenges but also equips students with the skills necessary for lifelong learning. By adopting these research-driven strategies, educators can more effectively tackle the difficulties students face and create a more engaging and impactful language learning environment. Such a shift in teaching practices would better prepare students for academic success and personal growth in an increasingly globalized world.