

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings of this study, it can be concluded that teachers in pesantren have developed and implemented various motivational strategies in English language teaching that align with existing theoretical frameworks, such as those proposed by Dörnyei (2001). Despite challenges related to limited resources, inadequate facilities, and the lack of training and clear curriculum guidelines, teachers demonstrated creativity and adaptability in creating a conducive learning environment. Their strategies, including interactive methods, one-on-one guidance, and real-world experiences, have supported student interest and participation. These findings affirm that the success of language teaching is not solely dependent on resource availability but also on the commitment and continuous development of relevant and contextual teaching strategies.

5.2 Suggestion

Based on the results of this study, the researcher offers the following suggestions for teachers, students, schools, and future researchers:

For teachers, this study highlights the importance of using adaptive and student-centered strategies to motivate learners in English language acquisition. Teachers should continue to explore interactive and engaging methods, such as incorporating games, storytelling, and real-life communication activities, to make learning more meaningful. Additionally, considering the limited exposure to English outside the classroom, teachers can encourage students to use English in their daily routines at the pesantren, such as implementing "English Days" or

assigning peer-led discussions in English. This approach can help students build confidence and reinforce their language skills beyond the formal classroom setting. Moreover, teachers should actively seek professional development opportunities, either through workshops, collaborative teaching, or self-directed learning, to stay updated with effective English teaching strategies that align with pesantren students' needs.

For the pesantren, institutional support is crucial in sustaining effective English language teaching. Given the resource limitations identified in this study, pesantren should consider establishing an English Corner equipped with self-learning materials, interactive digital resources, and conversation clubs to provide students with exposure beyond the classroom. Furthermore, pesantren should facilitate regular teacher training programs, focusing on practical ELT methodologies tailored to the unique pesantren context. Collaborative workshops with universities or professional development organizations can help teachers stay updated on innovative pedagogical approaches. Lastly, integrating English learning into extracurricular activities, such as storytelling competitions or Islamic-themed speech contests in English, can provide meaningful, culturally relevant opportunities for students to practice the language in engaging ways.

For future researchers, This study can serve as a reference and inspiration for future researchers who wish to explore similar topics. Future researchers are encouraged to investigate other aspects of English teaching in pesantren, such as the role of cultural integration, students' perspectives on effective learning strategies, or a comparative study of different pesantren contexts. They can also employ different research methods, such as experimental designs, to examine the

effectiveness of specific teaching strategies. Expanding the scope of research to include other pesantren or broader educational settings will provide more comprehensive insights into the challenges and strategies in English language teaching.