

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATION

#### A. Conclusion

Based on the problem research, research finding, and discussion that have been explained above, it can be concluded that:

1. English language teaching in pesantren Qudsiyyah Putri in terms of social and cultural perspectives.

Teaching English at the Pesantren Qudsiyyah Putri was classified according to the social and cultural perspectives. There are four components of english language teaching that was found cover, English program, teaching technique, teaching media. Evaluation and assessment system. The english program in the Pesantren Qudsiyyah putri include, english area, ECT (English Couch Training), EIP (English Intensive Program). From a social perspectives, the english program focuses on the interaction of students and teacher in the pesantren. The technique of teaching in the pesantren Qudsiyyah Putri by the social perspective can be seen from the use of various methods by incorporating islamic content. Concerning teaching media from a social aspect as a means of communicating learning messages via educators acting as information carriers. The social form of the evaluation and assessment system are, listenin task, speaking task and memorizing, quizzes, and games.

In the cultural perspectives, the english program implemented in the pesantren Qudsiyyah Putri adopted the learning model from pare, pesantren, schools, and english institution. The teaching technique discovered to be similar to the culture of pesantren, such as memorizing same as tahfidz, teacher center with the bandongan, and discussion same as bahtsul masa'il. Sholawat tenses as one of several media that used in the pesantren Qudsiyyah Putri. In evaluation and assessment by the cultural perspectives wre semester test and self-assessment by the teacer.

2. The experiences of teachers and students in English language teaching of Pesantren Qudsiyyah Putri

On teachers' experiences divided into three categories it is cover, teachers' experience in designing material could be assumed that teacher creativity is required to developing materia. Teachers' experience in using learning media by the results that the teachers can identify which media are appropriate for use. The last is teachers' experience in evaluation and assessment by the results that they use smester test and self-assessment. On students experiences also divided into three categories including, students' experience related to the English material it can be concloud that students are more interested in various types of learning techniques. Students' experience related to the English media found that media used in pesantren are quit fulfilled becaus the teachers develop media that is around. The last is students' experience related to the evaluation and assessment found the semester test was carried out. Problems faced by the teachers cover, students' English skills remain limited, a busy schedule of student activities, many students lack of confidence in using english, difficulties incorporating islamic values, maintaining the english program in pesantren, a great deal of memorizing of the pesantren program (Alfiyyah and Al-Qur'an). Problems faced by the students cover, difficulties increasing vocabulary, level of understanding in English, less interactive of teacher that it affects students' enthusiasm for learning.

## B. Recommendation

Based on the research that has been done, some recommendations put forward by researcher include:

1. For the Pesantren

English language teaching in pesantrens with the proper technique and in accordance with the conditions and culture of the pesantren makes this learning easily accepted by all parties. Even better when the pesantren plan properly, including teachers, teaching materials, learning media, and learning activity programs. So that

English teaching in pesantren can achieve the desired results.

2. For Teachers

Hopefully, the teacher will be able to provide more motivation and creativity in delivering material, allowing students to be more active in English language learning. Furthermore, teachers must frequently use English in delivering material to encourage students to interact in English.

3. For Students

Researchers recommend that students in Islamic boarding schools make the best use of the learning process and be responsible with the busy schedule of activities in order to receive effective learning. Students must try to be more confident and not be afraid of making mistakes in order to become fluent speakers. Students, on the other hand, must participate in English learning programs in order to gain experience and improve their English.

