CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusions

In this chapter, the conclusions and recommendations are presented based on the results and discussions that have been presented in the previous chapter regarding the challenges encountered by the students in the Peantren Mrgoyoso when speaking English and the strategies used by students when addressing these challenges. The conclusions and recommendations from the research results as follows:

1. The students at the Pesantren Margoyoso encountered challenges in speaking English, both from the linguistic and non-linguistic aspects proposed by Horwitz. In the linguistic aspect, the challenges were lack of vocabulary, lack of pronunciation, and lack of grammar. In the non-linguistic aspect, there were two challenges such as fear of making mistake and lack of confidence.

2. The students in Pesantren used some of the strategies proposed by Oxford to address the challenges. They used direct strategies such as memory, cognitive, and compensation strategies, and indirect strategies such as metacognitive, affective, and social strategies.

B. Recommendations

1. For the students at the Pesantren never be afraid to improve your English language skills. It may be difficult or boring at times, but remember that English is the key to your future. Just as you learnt Arabic to understand the *kitab kuning*, treat English as an investment for a better future. Therefore, actively practice daily conversations, explore different learning resources, obey the rules, allocate time wisely, and make the English learning process part of your daily routine. Through commitment and hard work, you will master English well and be ready to compete on a global level.

2. The researcher would like to respectfully ask teachers in Pesantren who teach English, always to provide new ideas or strategies in every lesson to be able to increase students' enthusiasm in learning English, create a sense of interest like students who are always interested in learning Arabic, and to create a fun learning environment that is memorable at every meeting. Teachers can implement educational game strategies such as puzzles and quizzes into lessons to make learning more fun and challenging, simulate conversations in real situations, such as role-playing in restaurants, hotels or airports, and include students in collaborative projects

that require communicative English, such as creating presentations, plays or short videos. By implementing these strategies, it is hoped that English learning, especially speaking skill, will become more dynamic, interesting and effective.

3. For further researchers who are interested in researching in Pesantren, there are still many things that can be researched. One of them is the learning media that is being used. Researchers can explore the effectiveness of various media, both traditional and digital, such as textbooks, language learning applications, and learning videos. In addition, researchers can analyze how these media are implemented into the curriculum and their effect on students' motivation and learning outcomes or further researchers can explore the challenges of using a learning media and propose solutions to overcome them. So they can improve the quality of English education in Islamic boarding schools especially speaking skill.