

CHAPTER V

CONCLUSSIONS AND RECOMMENDATIONS

Chapter IV has presented and analysed the data gathered from classroom observations and interview. This chapter discusses the summary of findings, the concussions and the recommendation. This thesis concerns with instructional strategies that implemented in *pesantren* particularly instructional strategies to teach reading comprehension and vocabulary development. Other reasons for conducting this study were to seek teachers' guiding principles for teaching English in *pesantren* and how was the assessment conducted.

5.1 Conclusions

This study investigates the teaching strategies used by teachers in *pesantren*. It explores the teacher's guiding principles for English teaching, the instructional strategies to teach reading comprehension and vocabulary development, and the assessment conducted by *pesantren* teachers in the classroom. First it is found that teachers used the national curriculum and the competence standards of graduates from the department of education as the guiding principles of English teaching.

The second findings show that the instructional strategies for teaching reading comprehension and vocabulary development used by the teachers are translation, direct instruction, group work, pictorial illustration, reading aloud and silent reading

The third finding is that the teachers used formal and informal assessment. It was done in the class and out of the class time. But there is a mismatch between the indicator stated in the syllabus and the assessment in the process of teaching and learning.

Based on the findings it is concluded that the teachers tend to use the traditional instructional strategies. Most of them used teacher-centred approach. In this approach the

teacher controls everything; the materials, the methods and the assessment. This way of teaching perhaps is influenced by the institutional culture of the *pesantren* where the teachers (*kyai*) play the central focus of activities. It is also influenced by the approach of teaching that is used by Arabic teachers who usually translate every word into Bahasa Indonesia. It seems that this condition is related to the small number of opportunities for the teachers to get new knowledge and less exposure to new ways of teaching.

5.2 Recommendations

The aim of this study was to investigate instructional teaching strategies appropriate for classroom situation in *pesantren*. The study reveals that *pesantrens* treat English different from another schools in terms of the time allocation. In terms of the urgency, *pesantren* has the same need for better English teaching as a demanding subject of the national exam. Students of *pesantrens* need English score as prerequisite to pass the level and continue the study to the higher level.

In this condition teachers' motivation to give students knowledge of the subject is play an important factor so teachers will do the best they can to lead the students to the success of English learning. This motivation guides the teacher to improve their teaching ability by taking the curriculum as their guidance to teach English in daily activities. This curriculum is translated into practice by using instructional strategies that considered appropriate by the teacher with the condition of students and the culture of *pesantren*.

Some instructional strategies used by the teacher are traditional one such as translation, direct instruction and others. These are in line with the traditional culture of *pesantren* that placed teacher or *ustazd/ kiyai* as the fundamental part of the process of teaching and learning. The teacher that has some recent knowledge uses more students centred as group work. Teachers of *pesantrens* should have the same opportunities to enrich

their knowledge about English as whole from their understanding of the curriculum, the instructional strategies to the assessment that should be conducted in the classroom. It is government's duty to give teachers of *pesantren* these opportunities so that there is a better achievement of *pesantrens'* students in non religious subjects as English.

There is relatively little research conducted that examines the teaching practices of English in *pesantrens*. This study does reveal some practices but more research is needed. By seeing the findings and the conclusions it is recommended that: Government plays important role in the success of teaching and learning in *pesantren* particularly in English teaching to improve the students' achievement with providing more exposure for the teacher to the new ways of teaching

More researches are needed to explore more about instructional strategies that found effective for the condition such as *pesantrens* in longer time. Boyle and Peregory (2000) point out that it is critical that research address reading acquisition and instruction for English language learner, not just reading instruction with students that already read connected text.

Teachers need to improve their teaching ability to increase their professionalism. Some instructional strategies will appropriate for the conditions of the classroom and the students. It is teachers' responsibility to apply effective and efficient teaching strategies to lead students to get a better achievement.