

CHAPTER 5: CONCLUSSION AND RECOMMENDATION

This chapter presents the conclusion which consists of review of key findings of the research followed by a consideration of implications for teacher and students, as well recommending implication for further research.

5.1 Conclusion

It was widely recognized that the expectation of teaching language skill not only about how the language learner can master the language form but also how they can use the language properly in oral communication, also using the language in their daily life (Abid, 2020). To reach that goals, many educational institutions in Indonesia adopting English as the main program that taught in educational school, for example in Islamic boarding school. Islamic boarding school is one of educational institution that apply the combination of religious and general course especially the course of two foreign language, those are English and Arabic in teaching learning process and also use them in daily conversation inside of boarding school. The object of this study was to elaborate the students' voices on English in the first grade students of junior high school at HB Islamic boarding school of Gorontalo where they were involved in English learning inside of boarding school.

This study was carried out at HB Islamic boarding school of Gorontalo, in first grade of junior high school students. A qualitative research approach and a case study method informed the data collection and analysis of the present study. Based on the result of analyzing data interview, this study successfully answered the research question by finding six themes associated with the students' voices on English language uses in boarding school, namely, lack of preparation,

language learning preference, language use preference, English use challenges, increased English proficiency, and benefits of learning English. This study revealed that students had various voices in using English language in their daily communication and also from the various voices confirmed that students have negative and positive voices toward English language uses inside the boarding school. The negative voices were from the students' behavior before entering and learning English in boarding school, for example do not have enough preparation, also caused students language learning preference and language use preference. The positive voices were when they became students in boarding school where the environment supported them to practice English language in daily conversation for example, they feel challenged in learning English, increased students' English proficiency and give them benefit when they are learning English.

The lack of preparation is one of the problems that students found when they were speaking inside the boarding school, because many students learned English in short time when they were in Elementary school. They were less proficient in English so they could not speak English fluently. Language learning preference is the second voices that the students' confirmed. English as the one of crucial subject in boarding school, but in the fact many students particularly in junior high school students rare to speak English. They preferred to use others language, such as Indonesian and Arabic because those language are easier than English. Language use preference is the third identification theme about students' voices in English language uses. In Indonesian Islamic boarding school, the students are learning in two international languages, English and Arabic. The

students prefer to use English in certain time according their circumstance and who are involved in the situation.

English use changes is the fourth students' voices on English language uses. The students found many challenges in speaking English inside the boarding school. The challenges itself motivated them to add their English knowledge and make them to practice English more. The fifth theme is increased students English proficiency. The using English in their daily life make them practice English speech everyday and it increases their English proficiency. The last is benefits of learning English. This is one of the goals of learning English. The English lessons that they have learned inside boarding school can be useful for them in the future. As international language English can be use when they will visit another country.

5.2 Recommendation

The result of this present study has confirmed those students had various voices toward using English inside of the boarding school and also give negative and positive voices in learning English. It depends how students give their opinion about the English learning process in the boarding school. English in the boarding school is very crucial subject, because students inside of boarding school are taught in English language especially in their daily life. Due to English as a compulsory subject in boarding school, the researcher recommends to put English into teaching through extracurricular activity in elementary school such as English course, English speech and English talk program start from year 1 up to 6 grades. This is can be an effort in order to build up students' interest in learning English and preparing their self in learning English at secondary level.

Also for the teachers, in teaching English they need to continuously try to create comfortable situation during learning process. Using English in daily life inside of the boarding school, the student need to be brave, confident and motivated their self to speak up in many people. The teachers may also need to constantly do something interesting to catch students' attention by changing the learning method strategies in every meeting or giving the gift to students who get the high achievements. Also, they may want to spend some time to supervise the students when they are talking each other in daily life, particularly outside classroom of the boarding. In order to increase students' motivation to learn in English so that make them fluent to speak English.

For the school, the researcher suggests to create any programs that make students' interest to learn English and give them reward for their effort in learning English. For example, festival English language once a month or scholarship program to students who get best achievement in English. This can help them increase their English proficiency level and enjoy to use English in their daily life. The school also should be more assertive to discipline the students who break the rule through giving more English lesson. For example memorize more the vocabularies, arrange English sentence or even giving English speech.

The findings have further evidence confirming that the student junior high school had various voices toward English language use in Islamic boarding school but the important thing is they feel challenged in learning English, perhaps they want to learn foreign language. What the present study has clarified is that every students have their own way to observe English learning process, especially in boarding school. For future research, other problem that students find in English

learning process particularly in boarding school might be explored, such as the differentiation of learning English between male and female students, the teacher's strategy in teaching English at Islamic boarding school or even teacher perception toward English learning in Islamic boarding school.

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