CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter presents the following sub-topics: (1) conclusions, and (2) suggestions of the study.

In this chapter, all of the result from finding had been concluded. The writer also presented the suggestions that were expected to be useful for teachers, students, and other researchers.

5.1 Conclusions

Based on the result of this study was obtained from interview of an English teacher at Pesantren Ar-Rahman Palembang. The research problem was answered in this. The research problem was to find out the strategies used by English teacher in teaching English speaking skill to students in multilingual education at Pesantren Ar-Rahman Palembang. All the data was obtained from interviewing the participants involved. The writer found several strategies that discussed in the previous chapter.

Based on findings and discussion in the previous chapter, there were several strategies used by English teacher in teaching English speaking skill in multilingual education at Pesantren Ar-Rahman Palembang, as follows building communication between teacher and students, building communication among students, and integrating Islamic values to speaking activities.

There were three strategies that the English teacher had used during teaching English speaking skill to students in multilingual education at Pesantren Ar-Rahman Palembang. The first strategy was follows building communication between teacher and students. Communication in teaching English speaking skill in multilingual education is very important because students in multilingual education use various languages in daily communication, especially English. Therefore, communication in English is needed for students in multilingual education. Hence, the English teacher used communication as basic strategy in teaching English speaking skill to students in multilingual education at Pesantren Ar-Rahman Palembang.

The second strategies that the English teacher had used was building communication among students. Building communication among students gave positive impact on students' English speaking skill in Pesantren. Through fun interaction among students such as role-play activity, games, they can study together and create pleasant atmosphere in the classroom. Therefore, it had become one of strategies that the English teacher used in teaching English speaking skill.

The last strategy that the English teacher had used in teaching English speaking skill was about integrating Islamic values to speaking activities. The teachers combined Islamic values into teaching material in English speaking class through speech activity (*Muhaadharah*). Considering Islamic values cannot be separated from the Pesantren itself. Therefore, the English teacher integrated

Islamic values to speaking activities in teaching English speaking skill to students in multilingual education at Pesantren Ar-Rahman Palembang.

5.1 Suggestions

According to the conclusion described above, the writer delivered several suggestions related to the teaching English speaking skill to students in multilingual education at Pesantren Ar-Rahman Palembang. The writer would like to give the suggestions for the Islamic educational institutions of Pesantren Ar-Rahman Palembang, the English teacher and further researchers. First, the writer really expected that Pesantren Ar-Rahman Palembang adding more activities related to the use of English in order to improve students' English speaking skill. The purpose is to support Pesantren Ar-Rahman Palembang which is to create multilingual education in Pesantren. Second, for the English teacher, the writer suggests the "*one day speaking English*" activity can be implemented immediately and can be done in several days a week so that students can practice their English speaking skill through this activity. Last, this study can be used as sources for the further research. The writer expected other researchers can dig more information about the strategies used by English teachers in teaching English speaking skill to students in multilingual education.