

Chapter Five

Conclusion and Suggestion

This chapter presents the summary of this research. It concludes all chapters, starts from the first chapter up to the fourth chapter. It also discusses the suggestion of this study to the readers.

Conclusion

This research has highlighted a wide ranges of issues faced in teaching English at MTsN Taliwang, Indonesia. It has been shown that the teachers are challenged by their shortage of training, lack of language proficiency, limited mastery of teaching methods, unfamiliarity to IT, lack of professional development, inadequate facilities and resources, and time constraint. On the other hand, the other challenges come from students' side including lack of vocabulary mastery, low concentration, low motivation, lack of discipline, students' boredom, and speaking problem. However, not all of these challenges are encountered in every classroom at MTsN Taliwang, Indonesia. For instance, regarding students' lack of discipline, some participants said that such issue is only found at the other classes; A, B, C, and D, but not class E for it is the class of smart students. Therefore, teachers should not expect a good performance in short time for all students since they have different ability and attitude in learning English language and different students will make different situation.

In order to face these issues, this study also proposes the strategies implemented by the participants of the research. Each of them has his/her own strategies in overcoming their teaching challenges in classroom, such as reforming attitude that is done by the school and the teachers at MTsN Taliwang, Indonesia including holding study club and teachers' training as well as improving facilities and resources. The other strategies implemented by the participants when teaching in the classroom are applying various teaching methods and techniques, matching students' level and learning situation, managing classroom, using and providing dictionary, making use of available resources, giving motivational feedback, looking for appropriate teaching method and material, and doing self-reflection.

Limitation

The readers should evaluate the results of this study. The findings of the present study cannot be generalized because the findings suggest localized challenges in teaching English, which is at MTsN Taliwang, Indonesia. Even in the school's context, each English teacher encounters different challenges. Therefore, for teachers, the findings can be whether applicable in teaching process or not based on the readers' real environment. In addition, the absence of one participant in the current study might affect the findings in which the researcher was unable to investigate broad perspectives of the teacher.

Suggestion

According to the findings of the challenges in teaching English at MTsN Taliwang, Indonesia and the strategies implemented by the teachers, this study provides some suggestions for teachers, institution, and pre-service teachers.

Teachers. The teachers are suggested to develop both their language proficiency and teaching ability. The ways to develop them can be done through joining English language teaching training and taking English language proficiency tests. Attendance and participation at professional development can expand teachers' networking. In addition, experienced teachers, particularly those who have got a chance to join training outside Taliwang city should be more encouraged to present workshops at their school and these teachers have to be familiar with making use of available facilities and resources as well.

Institution. It is noteworthy for the school to reform and change kinds of training and workshop that are annually conducted in the school all these times. The training or workshop is supposed to assist the teachers to develop language teaching skill and understand how to implement the newest curriculum. The institution is also suggested to facilitate and allow the teachers to participate in any related training outside Taliwang city. Furthermore, the institution can hire English teachers who are proficient in the language and it can be done through interviewing and asking them to provide some certificates that show and acknowledge their language proficiency.

Pre-service teachers. Since pre-service teachers will expectedly be the graduate with fresh and innovative ideas to encourage students to love English language. Pre-service teachers should prepare and enrich themselves at academic and professional development in order to face any kinds of challenges in teaching English they might encounter in the future. These can be done through joining English development training or conferences.

Future researchers. Future investigation into challenges in teaching English might usefully focus on students' attitude diversity in classrooms and training that participants have joined in. Despite the fact that not all students have discipline issue in learning English, in this case, it is only encountered in class A, B, C, and D, as well as not all training support and empower teachers' teaching ability in the classroom, i.e. some of the participants mentioned the teaching training of *Musyawah Guru Mata Pelajaran* (MGMP) that, to some extent, does not support teachers in teaching English. This indicates that there are tendencies to be studied in more detail.