CHAPTER V
CONCLUSION AND SUGGESTION

This chapter provides a conclusion that summarizes the findings discussed in the previous chapter. In addition, it also provides recommendations for English teachers, students, and future research.

5.1 Conclusion

A conclusion is drawn based on the research objective, which consists of two problems. The first refers to the challenges of novice English teachers in teaching speaking process. The second refers to the novice English teachers' personal experiences in teaching speaking using *Pesantren Gontor* on English textbook. The researcher presents the conclusion of the research as follows:

5.1.1 The Challenges of Novice English Teachers in Teaching Speaking Process

The experience of novice teachers while teaching at ASSALAM Bangilan, encounter various challenges, both from internal factors (within the individual) and external factors (from outside). The challenges of internal factors are as follows:

1. They lack confidence in their abilities when teaching,
2. Lack of ability to adapt to a new atmosphere, be it with a teacher or an office environment,
3. Age factor makes their emotions less stable,
4. They still find it difficult to meet learning targets,
5. Lack of study time, so they can't manage time, and
6. The difficulty in motivating students to be confident in speaking is because of their perception that many people look at English with one eye.

The challenges of external factors are as follows:

1. Many students lack discipline such as didn't bring a book, the writing materials were incomplete, and talking with friends while in class,
2. Students ask questions outside of the material, such as asking from Javanese to English, and
3. The lack of technological media in learning.

5.1.2 The Novice English Teachers' Personal Experiences in Teaching Speaking Using *Pesantren Gontor* on English Textbook

Creating an intelligent generation requires competent teachers. From the experience of novice teachers, especially in Islamic boarding schools, in this research, they fulfilled their characters as good teachers. Both in terms of communication skills (in delivering materials, asking questions, responding to student questions), personality (in terms of manners, authority, neatness), and knowledge of ICT (preparation before teaching). For future learning, they will continue to try to improve their teaching process and respond to the challenges they experience while teaching. Apart from that, they hope either for the central English teacher, or their cleric so that every lesson they have done, they get feedback so they can continue to correct and improve their teaching. Besides, they also hope that their clerics will provide special guidance to them, in the form of teaching training, so that their skills in teaching can be honed, and learning materials can reach the students' souls.

5.2 Suggestion

Based on the research of this study, researcher was considering some of suggestions for teachers, students and future researchers. The researcher' suggestions were as follows:

1. For The Novice English Teachers

From the research results it is known that a teacher is expected to have experience, insight, and special preparation before starting learning. This is so that learning can run well, and the material can reach the students themselves. Keep trying well, and always fixing mistakes is the main key.

2. For Students

Being a teacher is not an easy thing. As a student, submission, and obedience should be instilled in every individual. Even if you are not interested or proficient in English, at least be polite and don't irritate the teacher. Because intelligence means nothing if there are no manners in it.

3. For Further Researcher

The researcher realize that this research is far from being perfect. Hopefully more researcher will be interested in researching the opposite of this research, namely the experience of students being taught by novice teachers using narrative inquiry as a research method. It is a new concept and the researcher invites further research to perfect the finding research.