

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is the final section of the research, presenting a summary of the main findings derived from the data analysis in the previous chapter. The researcher compiled this chapter to provide a comprehensive explanation of the conclusions drawn and suggestions for further research and related parties.

1.1 Conclusions

The purpose of this study was to determine how teachers view and experience teaching English in Islamic secondary schools, as well as the problems they encounter during the learning process. Interviews with five teachers showed that teachers have positive and constructive views about teaching English in Islamic schools. They believe that English teaching can only be successful if the material, methods, and presentation are adapted to the Islamic school context.

Teachers explained that they often adapt the material to make it suitable for the Islamic school environment, especially when the content is considered inappropriate. They also relate learning to the school's religious activities or context and use additional resources that are in line with the culture of Islamic schools. Teachers' experiences also show that the teaching process requires careful selection of examples, illustrations, or texts to ensure they remain relevant to the rules and norms that apply in Islamic schools.

However, teachers face many problems when teaching English. Some of these problems include teaching materials that are not suitable for Islamic schools, a lack of supporting facilities such as adequate access to technology and learning resources, and the need to adapt foreign materials to the norms and culture of the school. In addition, teachers emphasized that the process of adapting materials often requires more time and effort to ensure that learning continues to run smoothly.

Despite these obstacles, teachers remain committed and confident in teaching English in Islamic schools. They strive to maintain the learning process with an approach that is sensitive to the school context and remains focused on language learning objectives. These findings indicate that tailored strategies, carefully selected materials, and appropriate material selection are all factors that can contribute to the successful teaching of English in Islamic schools.

1.2 Recommendations

Based on the results of the research that has been conducted, the researcher provides several suggestions aimed at various parties as follows:

1.2.1 For Madrasah Aliyah Teacher

The Researcher hopes that teachers, especially those teaching at Madrasah Aliyah, can continue to develop their creativity in teaching English in Islamic high schools. Teachers need to understand that this learning and teaching process requires adaptation to the context and culture of the school, which must be in line with Islamic principles. Teachers should not only focus on learning materials, but also on the application of Islamic teachings in various subjects and the school environment. Therefore, teachers are expected to take training courses to improve their skills in teaching in accordance with the context of Islamic teaching.

1.2.2 For Schools or Educational Institutions

Based on the teachers' perceptions revealed in this study, schools and educational institutions may consider improving support for the English language learning process by adjusting facilities, training, and learning environments to be more relevant to the context of Islamic-based schools. In addition, schools can provide a space for teachers to collaborate and share teaching methods that are considered effective in Islam.

1.2.3 For Future Researchers

This study still has limitations in terms of the number of participants, research location, and methods used. Because this study only involved five teachers from one type of school, the results cannot represent the perspectives of teachers in a wider area. Therefore, further research could involve more participants from various regions or types of madrasahs or Islamic schools to provide a broader picture of teachers' perspectives.

In addition, this study only used interviews as its main approach. By combining other approaches, such as direct observation of the learning process, reviewing documents related to the materials or media used by teachers, and seeking the opinions of others, such as students, principals, and other educators, further research could enrich the findings. Teachers' views on English language teaching in Islamic-based schools can be better understood through this more comprehensive approach.