

CHAPTER V

CLOSURE

A. Conclusion

Based on the results of research conducted on the challenges and strategies for teaching English in the *Amaliyah Tadris* program at Islamic boarding schools, it can be concluded that:

1. The main challenges faced by final year students when teaching English include internal factors such as nervousness, lack of confidence, and limited experience. In addition, there are also external challenges such as less conducive classroom conditions, low student response, difficulties in managing class, and technical obstacles in preparing *I'dad*. Problems in pronunciation and vocabulary comprehension are also common obstacles experienced by student-teachers and their learners.
2. To overcome these challenges, several effective strategies have been implemented, including: independent practice and preparation before teaching practice, use of visual media (posters, pictures) and ice-breaking to increase students' interest in learning, providing active but supportive corrections to students' mistakes, and utilizing direct guidance from mentor teachers. These strategies help create a more interactive, supportive, and adaptive learning atmosphere to students' needs.

Overall, the experience in *Amaliyah Tadris* provides a major

contribution to the personal and professional development of prospective teachers, especially in terms of self-confidence, creativity, communication skills, and resilience in facing real challenges in the classroom.

B. Suggestions

1. For implementing institutions of the *Amaliyah Tadris* program,

It is recommended to provide intensive training and technical supplies before teaching practice, including improving English teaching skills and using interesting learning media.

2. For tutors, it is hoped that they can increase the frequency of guidance and provide constructive and detailed feedback, so that student-teachers can improve their teaching strategies optimally.

3. For the next *amaliyah tadris* participants, it is suggested that they should be more active in practicing public speaking, deepening their understanding of English material, and building sensitivity to students' psychological conditions in order to create a comfortable and effective learning environment.

4. For further researches, it is recommended to expand the scope of the research to other types of subjects in the *Amaliyah Tadris* program, or use a quantitative approach to measure the effectiveness of the teaching strategies used more systematically. Further research can also highlight the role of digital technology in supporting English teaching at Islamic boarding schools.