

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

This chapter provides a conclusion of the study. As a result, suggestions for further research are presented.

A. Conclusion

This study aimed to develop a CLT-based English-speaking syllabus for the English supplementary program (English Fun) at MAN 2 Kota Kediri, focusing on enhancing students' speaking performance through engaging, student-centered, and interactive learning activities. Using the ADDIE model—analysis, design, development, implementation, and evaluation—the researcher constructed a syllabus grounded in Communicative Language Teaching (CLT), affective learning principles, and needs-based curriculum design.

The results of the environment and needs analysis revealed several key findings. First, the majority of students demonstrated high motivation to learn English, particularly for communication and future academic or career purposes. Students expressed strong interest in CLT, interactive, and collaborative activities—such as games, role-plays, group discussions, and digital tasks—indicating a preference for learning environments that reduce anxiety and promote active participation. Second, students faced common difficulties in speaking, including low confidence, anxiety, vocabulary limitations, pronunciation challenges, and infrequent opportunities for meaningful speaking practice in the formal classroom.

Based on these findings, the syllabus was designed to integrate communicative, contextual, and enjoyable activities that allow students to practice English authentically while lowering affective barriers. Vocabulary-building tasks, performance-based activities, academic speaking exercises, and TOEFL listening practice were incorporated to meet students' diverse needs. The syllabus aligns with established principles from Brown (2007), Richards (2013), and Nation & Macalister (2010), ensuring that teaching materials and activities support fluency, accuracy, complexity, and meaningful communication.

The implementation phase showed that students responded positively to the syllabus content and learning activities. They actively participated in speaking tasks and acknowledged that CLT and engaging methods helped increase their confidence and motivation. Although the study achieved its primary objective, limitations remain, particularly regarding the sample size and the need for further research on long-term implementation and evaluation. Overall, the study concludes that a CLT-oriented communicative syllabus can effectively support the development of speaking skills and enhance students' engagement in supplementary English programs. Such a syllabus also addresses learners' affective needs, making English learning more enjoyable, relevant, and meaningful.

B. Suggestion

To improve future implementation and strengthen the contribution of the developed syllabus, the researcher offers several recommendations:

1. Suggestions for Teachers

- Teachers are encouraged to consistently integrate interactive and communicative activities—such as role-plays, games, performances, and storytelling—to maintain student motivation and confidence.
- Teachers should provide regular, constructive feedback on students' speaking performance to support continuous improvement.
- It is recommended that teachers create a supportive classroom atmosphere that minimizes anxiety, encourages risk-taking, and validates student effort.
- Teachers may adapt the syllabus flexibly based on class dynamics, learners' proficiency levels, and emerging needs.

2. Suggestions for Schools and Program Coordinators

- Schools should provide adequate facilities and resources, such as multimedia tools, flexible seating arrangements, and performance spaces, to support communicative learning activities.

- Program coordinators should allocate sufficient time for speaking-focused sessions and ensure that each activity aligns with the syllabus goals.
- Training and workshops should be offered to enhance teachers' competence in CLT, CLT-based learning, and interactive classroom management.

3. Suggestions for Future Researchers

- Future research may involve a larger and more diverse sample to validate the syllabus design across different contexts and educational levels.
- Researchers are encouraged to conduct longitudinal studies examining the long-term impact of the syllabus on learners' speaking proficiency.
- Additional work may focus on developing complementary learning materials, such as textbooks, multimedia resources, assessment tools, or teaching modules tailored to the syllabus.
- Further studies could investigate the integration of technology-enhanced learning strategies—such as AI tools, digital storytelling, and interactive platforms—to enrich supplementary English programs.

4. Suggestions for Students

- Students should actively participate in communicative activities and practice English outside the classroom, such as through online platforms, English media, or peer conversations.
- Learners are encouraged to build positive learning habits, such as creating vocabulary logs, practicing pronunciation, and engaging in self-reflection to monitor progress.
- Students should take advantage of the supportive environment provided by supplementary programs to experiment with language use and reduce speaking anxiety.