

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusions and suggestions derived from the research findings and discussions. Accordingly, the researcher formulates conclusions based on the analyzed data and offers suggestions directed to teachers and future researchers.

A. Conclusion

Based on the results and analysis in the previous chapter, it can be concluded that the English Zone initiative in the English Area of the Latee Annuqayah Islamic Boarding School has significantly improved students' spoken English skills. This program has succeeded in creating an immersive environment, where English has evolved from merely an academic subject to a means of routine interaction that is integrated into students' daily activities.

The English Zone is designed in accordance with the principles of Second Language Acquisition (SLA), prioritizing interactive communication, authentic language exposure, and continuous practice. This zone includes structured activities in daily, weekly, monthly, and yearly schedules, such as morning conversations, vocabulary exercises, public speeches, storytelling sessions, discussions, and theater productions. These elements help students develop better fluency, confidence, and overall communication skills. By participating in these real-world exercises, students hone important components of speaking, such as pronunciation,

fluency, grammatical accuracy, and vocabulary knowledge. As a result, this program transforms English language education from an abstract concept into practical application.

The effectiveness of the English Zone program stems from several crucial elements, including robust leadership and administration, varied educational resources, enthusiastic student participation, and a nurturing communal vibe. The well-defined roles assigned to directors, instructors, and daily coordinators guarantee seamless and long-term operation. Integrating conventional and contemporary tools like textbooks, flashcards, audio clips, and videos boosts learner involvement and understanding. Furthermore, the shared passion and self-discipline of the students cultivate a positive setting that upholds the routine use of English in every endeavor.

However, despite its effectiveness, the implementation also faces several challenges. These include initial resistance due to cultural and religious concerns, inconsistency among students in maintaining English communication, limited learning facilities, and difficulties in balancing religious and academic schedules. Such challenges indicate that while the English Zone has been successful in improving students' speaking skills, continuous supervision, adequate facilities, and cultural adaptation remain necessary for the long-term sustainability of the program.

In conclusion, the English Zone at the English Area of Latee serves as an effective model for promoting English-speaking proficiency in Islamic boarding school environments. It demonstrates that with structured management, consistent

exposure, and supportive leadership, students can significantly enhance their speaking skills while maintaining the values of their educational context.

B. Suggestion

Based on the results and conclusions of this study, several suggestions are proposed as follows:

1. For the Institution (English Area of Latee Annuqayah Islamic Boarding School)

It is suggested that the institution continue strengthening the English Zone program by improving facilities and infrastructure, such as audio-visual tools and classroom resources. Regular training for teachers and staff should also be provided to enhance teaching quality and ensure that activities remain innovative, interactive, and relevant to students' needs.

2. For the Teachers and Program Organizers

Teachers are encouraged to maintain students' motivation by introducing more varied and creative learning activities, such as English games, outdoor speaking practices, and collaborative projects. They should also provide continuous feedback and encouragement to help students overcome fear and anxiety when speaking English, especially for new members.

3. For the Students

Students should consistently apply English in all daily interactions, both within and outside the formal program. They are encouraged to take personal responsibility for their learning by expanding vocabulary, practicing pronunciation,

and actively participating in every English Zone activity to build stronger confidence and fluency.

4. For Future Researchers

Further research is recommended to explore the long-term impact of English Zone programs on other language skills such as listening, reading, and writing. Future studies may also compare similar implementations in different Islamic boarding schools to identify best practices and challenges across varied educational settings.