

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the study. The conclusion is drawn based on the findings and discussion, while the suggestions are addressed to English tutors, students, and future researchers.

A. Conclusion

This study examined the implementation of the English Morning Program at Tahfidz Pondok Pesantren Al Munawaroh and explored how the program supports students' speaking skills.

During the planning stage, the tutors prepared the instructional process by referring to the lesson plan (RPP) and the Student's Handbook. The preparation included determining learning objectives, selecting learning materials and topics, organizing classroom activities, preparing learning facilities, allocating instructional time, and planning assessment. This preparation ensured that each learning session was conducted according to the planned objectives. The implementation stage followed a structured instructional sequence consisting of opening activities, exploration, practice, performance and feedback, and closing activities. Throughout these stages, tutors facilitated students' participation by providing explanations, demonstrations, guidance during practice, and feedback after speaking performances. Meanwhile, the evaluation stage was carried out continuously through classroom observation, speaking performance assessment, and immediate feedback, enabling tutors to monitor students' progress and provide suggestions for improvement.

The study also found that the English Morning Program supported students' speaking skills in several ways. According to the tutors, the program helped students improve their vocabulary, pronunciation, fluency, comprehension, and confidence. The tutors also noticed changes in students' participation and speaking performance after they joined the program. From the students' point of view, the program provided opportunities to practice English regularly, learn new vocabulary, improve pronunciation, speak more fluently, and communicate more confidently. Students also reported that they used English more frequently in their daily interactions.

The findings suggest that regular speaking practice and continuous exposure to English gave students more opportunities to use the language actively. As students became more familiar with speaking English, they gradually showed greater confidence and participation during speaking activities. Therefore, the English Morning Program can be viewed as one of the learning activities that supports the development of students' speaking skills at *Pondok Pesantren*.

B. Suggestions

Based on the findings of this study, the researcher would like to offer several suggestions for the parties involved.

1. For Tutors

The tutors are encouraged to continue implementing the English Morning Program and maintain the supportive atmosphere that has been developed during the activities. Providing varied speaking activities may help students remain interested and motivated to participate. Tutors

may also continue giving feedback and guidance so that students can further improve their speaking skills.

2. For Students

Students are encouraged to participate actively in every activity conducted in the English Morning Program. The more frequently they use English, the more opportunities they will have to improve their speaking skills. Students are also encouraged to continue practicing English outside the program by communicating with friends, tutors, and other members of the boarding school community.

3. For Future Researcher

Future researchers may conduct similar studies in different educational settings to gain a broader understanding of English-speaking programs. They may also focus on specific aspects of speaking skills, such as pronunciation, fluency, vocabulary development, or confidence, to provide more detailed findings. In addition, involving more participants may offer a wider range of perspectives and experiences.