

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the findings and discussions of the research regarding teachers' and students' perceptions toward the Darussalam English Course (DEC) program at MA Darussalam Sengon Jombang. The conclusions are formulated based on the data obtained through interviews, observations, and documentation. In addition, this chapter also provides several suggestions addressed to the school, teachers, students, and future researchers in order to improve the implementation and effectiveness of the DEC program in the future.

The conclusions and suggestions presented in this chapter are closely related to the research findings discussed in Chapter IV, particularly regarding the effectiveness of the DEC program in improving students' English abilities, the challenges encountered during program implementation, and the recommendations proposed by teachers and students.

A. Conclusion

Based on the findings and discussion of the research, the researcher concludes that the Darussalam English Course (DEC) program at MA Darussalam Sengon Jombang has a positive contribution toward students' English language learning development. Both teachers and students generally perceive the program positively because it provides meaningful opportunities for students to improve their English communication skills through interactive and communicative

learning activities.

The first conclusion of this study is that the DEC program is considered effective in improving students' speaking ability. The findings revealed that students became more confident and fluent in speaking English after participating in various communicative activities such as conversations, storytelling, speeches, presentations, role plays, discussions, and pair work. The implementation of English Area rules inside the boarding school environment also supported students in practicing English more intensively in their daily communication. Continuous exposure and repeated practice enabled students to become more accustomed to using English in real-life situations.

This finding supports Littlewood's Communicative Language Teaching (CLT) theory, which emphasizes meaningful interaction and authentic communication in language learning. The findings are also consistent with Brown's theory (2007), which explains that language acquisition becomes more effective when learners are actively involved in communication rather than merely memorizing grammar rules.

The second conclusion is that the DEC program significantly contributes to students' vocabulary mastery and pronunciation improvement. Students learned new vocabulary through memorization, games, classroom interaction, and speaking activities. Vocabulary learning became more meaningful because students were encouraged to apply newly learned words directly in communication practices. Students also experienced improvement in pronunciation through repeated correction, listening practice, watching English movies, listening to songs, and conversation exercises.

These findings indicate that repeated exposure and contextual language use positively affect students' vocabulary acquisition and pronunciation development. The findings align with communicative language learning principles, which emphasize contextual and meaningful language use rather than isolated memorization. In addition, the findings support Brown's theory (2007), which states that pronunciation practice is an important component of communicative competence because accurate pronunciation helps learners communicate more effectively.

The third conclusion is that the DEC program successfully increases students' motivation and self-confidence in using English. Before joining the program, many students felt shy, nervous, and afraid of making mistakes when speaking English. However, supportive classroom environments, teachers' encouragement, interactive learning activities, and continuous speaking practice gradually reduced students' anxiety and increased their willingness to communicate in English.

This finding is relevant to Dornyei's theory (2005), which emphasizes that motivational and emotional factors strongly influence students' willingness to communicate in language learning. Positive learning experiences and supportive learning environments can help students become more confident and active in using the target language.

The fourth conclusion is that students perceive the DEC learning activities as enjoyable, interactive, and less monotonous compared to formal classroom learning. Students appreciated activities such as games, quizzes, role play, movie watching, group discussions, and collaborative learning because these activities

created a more relaxed and motivating learning atmosphere. Interactive learning activities also increased students' participation and reduced speaking anxiety.

This finding supports Richards' theory (2006), which states that interactive and student-centered learning activities can increase students' engagement, participation, and motivation in language learning. Students tend to learn more effectively when they are actively involved in meaningful classroom interaction rather than passively listening to explanations.

The fifth conclusion is that the DEC program functions as a complementary program to formal English learning at school. Formal English classes mainly focus on grammar explanation, textbook exercises, and examination preparation, while the DEC program emphasizes communicative practice and real-life language use. Students believed that both systems complemented each other because formal learning provided theoretical understanding, whereas DEC offered opportunities to apply English practically in communication situations.

In addition to the positive perceptions toward the DEC program, the researcher also found several challenges experienced by teachers and students during program implementation. Teachers identified differences in students' English proficiency levels, students' lack of confidence, limited facilities, and time constraints as the main obstacles in conducting DEC activities effectively. Meanwhile, students experienced challenges such as speaking anxiety, fear of making mistakes, grammar difficulties, limited vocabulary retention, boredom during monotonous activities, and limited classroom facilities.

Despite these challenges, both teachers and students still believed that the DEC program gave significant positive impacts on students' English

development. The supportive learning atmosphere, communicative activities, and opportunities for continuous practice became the main strengths of the program. Therefore, the researcher concludes that the Darussalam English Course (DEC) program is an effective non-formal English learning program that supports students' communicative competence, self-confidence, and motivation in learning English.

B. Suggestion

Based on the conclusion above, the researcher would like to provide several suggestions for the improvement of the DEC program in the future.

1. Suggestion for the School and DEC Team

The school and DEC team are expected to continue supporting and developing the DEC program because it provides positive contributions toward students' English language learning development. The institution should improve classroom facilities and learning media such as projectors, speakers, audio materials, language learning equipment, and additional classrooms to support more effective and comfortable learning activities.

The school is also encouraged to strengthen the implementation of the English Area policy so students can practice English more consistently in their daily communication. In addition, organizing additional English activities such as speech contests, debates, English competitions, storytelling contests, and English camps may help increase students' motivation and opportunities for communication practice.

Furthermore, the institution should maintain the positive characteristics of the DEC program, especially its communicative, interactive, and enjoyable learning environment, because these aspects are considered the main strengths of the program by both teachers and students.

2. Suggestion for Teachers

Teachers are expected to continue developing creative, innovative, and student-centered teaching methods to maintain students' enthusiasm and participation during DEC activities. Teachers should provide more interactive activities such as games, quizzes, outdoor learning, role play, pair work, group discussions, storytelling, and conversation practices because students perceive these activities as enjoyable and motivating.

Teachers are also encouraged to provide more speaking opportunities for students because speaking practice is considered the most beneficial aspect of the DEC program. Frequent speaking practice can help students improve their fluency, confidence, and communication skills.

In addition, teachers should pay attention to students who still experience speaking anxiety and lack confidence. Teachers should create supportive classroom environments by giving encouragement, appreciation, and positive feedback while avoiding excessive criticism. Such supportive learning situations can help reduce students' fear of making mistakes and increase their willingness to communicate.

Teachers are also advised to adjust learning strategies according to students' different English proficiency levels. Pair work, peer tutoring, and collaborative learning strategies can help weaker students learn from more capable peers and

participate more actively in classroom activities.

3. Suggestion for Students

Students are encouraged to participate actively in all DEC activities and practice English consistently both inside and outside the classroom. Students should not be afraid of making mistakes because mistakes are a natural part of the language learning process.

Students are also expected to improve their vocabulary and speaking ability through independent learning activities such as watching English movies, listening to English songs, reading English books, and practicing conversation with friends. Regular practice and repeated exposure to English can help students improve their fluency and confidence gradually.

In addition, students should maintain their motivation and positive attitudes toward learning English because motivation plays an important role in language learning success. Students who actively participate and practice English regularly are likely to show greater improvement in their language abilities.

4. Suggestion for Future Researchers

This research only focuses on teachers' and students' perceptions toward the implementation of the DEC program at MA Darussalam Sengon Jombang. Therefore, future researchers are encouraged to conduct more comprehensive studies related to English learning programs in Islamic boarding school environments.

Future researchers may investigate other aspects such as the effectiveness of specific teaching methods, students' speaking anxiety, the role of language environments in second language acquisition, or comparative studies between

formal and non-formal English learning programs.

In addition, future researchers are also encouraged to use different research designs, larger participant samples, or mixed-method approaches in order to obtain broader and more comprehensive findings regarding English language learning programs in pesantren-based educational institutions.