

CHAPTER V

CLOSURE

A. Conclusion

The English dormitory program is one of the programs at Al-Falah Islamic Boarding School for Girls Banjarbaru which is attended by certain students interested in English. Various activities that support their English skills are held in the dormitory. The researcher referred to this activity as English Dormitory Activity (EDA). In the previous chapter, the author answered two research questions through findings and discussion: (1) How is the implementation of speaking activity at the English Dormitory program for of Al-Falah boarding school? and (2) What are the teachers' challenges in teaching speaking at the English Dormitory program of Al-Falah boarding school?. Then in this chapter, the researcher will write the conclusion of the findings and discussion.

1. The Implementation of Speaking Activity at The English Dormitory Program of Al-Falah Boarding School

There are 3 main activities in the English dormitory program; the first is classroom learning, where students will learn in class as in general. The second is the daily language program, which is an activity that is always

done every day, such as speaking English and memorizing vocabulary. The last one is weekly language program, once a week there will be a speech contest that aims to increase students' confidence.

2. Challenges Teachers Face in Teaching Speaking at The English Dormitory Program of Al-Falah Boarding School

The challenges faced by teachers in teaching speaking skills in the English dormitory program include teachers' lack of knowledge and experience, inhibition, nothing to say, lower or uneven participation, and mother-tongue use. To overcome these problems, teachers look for additional references in teaching, ensure students understand the material properly and always supervise and encourage students to continue using English.

B. Suggestions

Based on the information mentioned above, obtained by interview and narrative frame, the author has several suggestions that will later be useful for improving the implementation of the English Dormitory program.

1. For teacher

The author hopes that teachers always look for references to new teaching methods and knowledge so that learning does not become boring for students. By constantly updating and developing teaching techniques, teachers can create a more interesting and interactive learning atmosphere.

This not only helps maintain students' interest in learning, but also increases the effectiveness of learning and students' understanding of the material being taught.

2. Students

The author hopes that all students will continue to be passionate about learning English even though the learning environment in the boarding school is more closely related to religious studies than worldly learning such as English. With high enthusiasm, the students are expected to develop their English language skills, which will be useful in various aspects of life, without neglecting the importance of religious education that they also receive at the boarding school.

3. The next researcher

This study only focuses on speaking skill learning activities and teachers' challenges in teaching. It is recommended for future researchers to examine the effect of the English dormitory program in improving students' speaking skills. Thus, a more comprehensive picture of the effectiveness of the program and its impact on the development of students' language skills can be obtained.