CHAPTER VI

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents concise conclusions based on the research problems, practical implications and suggestions, and directions for future research.

A. Conclusion

Three research questions were investigated in this case study. The following is a point by point conclusion drawn from research findings, which corresponds to each research question.

1. In preparing English conversation program, the teachers of *Al Mawaddah 2* collaborate with the Student Organization (OSWAH). The learning scenario is designed in one-sheet lesson plan. The prepared materials include vocabulary, common expressions, and wise words.

2. The implantation of English Conversation program varies in types. There are daily program (vocabulary, sentences, and common expressions); weekly program (conversation, speech, and debate); and annual program (language fair and English competitions). All the programs are organized by OSWAH under the teachers' supervision.

3. To evaluate the result of English Conversation program, the teachers conducted a scheduled conversation test. OSWAH is also in charge of observing the students' mistakes in using English. *Al Mawaddah 2* also participate the students in English competitions to help identify the outcome of English programs.

B. **Implication and Suggestion**

Referring to the conclusions above, there are several practical implications and suggestions that this study can provide as follows.

1. **Preparation for English Conversation Program**

Based on the evidence available, the teachers in this study designed a simple course plan in preparing the lesson. They also empower the Student Organization in planning the course mainly in arranging the materials. Other teachers at conventional schools who still create a detailed lesson plan can start to make it simpler. This is useful to reduce the teachers' workload, so that they can focus more on teaching rather than preparing administrative documents. However, the teachers at *Al Mawaddah 2* also need to revise their lesson plan. Based on the example of the lesson plan, there are no any stated objectives of the activity. By writing down the objectives, the teachers can easily identify whether the target is achieved. The teachers can also explore English materials provided on the Internet to locate additional materials.

Another major finding is the precise selection of materials. The English materials at *Al Mawaddah 2* are created for the purpose of daily conversation and learning. Therefore, after the students learn, they can directly practice. Other schools can adapt this strategy since practicing/using a language is an effective way to learn the language.

2. **Implementation of English Conversation Program**

From the secondconclusion, some practical implications and suggestions canbe mainly addressed to the implementation of English Conversation program. As the data have exhibited, *Al Mawaddah 2* has varied programs such as

vocabulary, common expressions, speech, debate, etc. Other schools can adapt those programs if they want to make students able to use English either in formal or informal situations. In this case, there must be a proper policy established by the school, as well as cooperation commitment, and creativity among teachers.

3. **Evaluation of English Conversation Program**

To return to the third conclusion, it would appear that *Al Mawaddah2* applies ongoing and outcome evaluations. In this case, some practical implications and suggestions can be mainly addressed to teachers and schools. What is clear is that the teachers regularly conduct conversation test. OSWAH also takes part in observing the students' mistakes in English. English teachers can use the same method since it is more authentic. The teachers can easily identify which students are able to communicate in English. If there are schools which apply the similar program, that is, bilingual school, the Student Organization (OSIS) can be empowered to monitor the running of the program. The schools are also suggested to generate English competitions to make students more motivated in learning English.