

## **CHAPTER V**

### **CONCLUSION, IMPLICATIONS, AND SUGGESTION**

#### **5.1 Conclusion**

The findings of this study revealed that the planning process for speaking instruction through English Club at SMKN 1 Nglegok was carried out systematically. The teacher, together with the external instructor, designed the English Club activities by first preparing a syllabus and weekly plans that focused on speaking skill development. These plans were aligned with the general curriculum taught in regular English classes but were adapted to create a more relaxed and interactive environment suitable for vocational students. Teaching materials, including PPTs and handouts, were also self-prepared to support these objectives.

The implementation of speaking instruction was characterized by interactive and student-centered activities. Sessions were held weekly after school hours, featuring speaking practices such as role plays, small group discussions, telling personal stories, and simple debates. The teacher employed strategies like code mixing, gradually increasing the use of English to help students feel comfortable and reduce anxiety. Observations showed that the learning atmosphere was both relaxed and engaging, incorporating games and routine memorization to prevent monotony.

Evaluation of students' speaking progress was conducted informally and formally. The teacher, supported by Miss Lois, provided direct feedback during

and after speaking activities, correcting pronunciation and offering practical tips to build students' confidence. Additionally, student speaking performance was documented in simple scoring sheets that assessed aspects such as pronunciation, fluency, and overall delivery. This process allowed the teacher to monitor individual progress and adjust subsequent sessions accordingly.

Nonetheless, the implementation of speaking instruction through English Club was not without challenges. The most significant issues included maintaining student motivation, especially given that sessions were held after regular school hours when students were already fatigued. Psychological barriers, such as fear of making mistakes or being mocked, also contributed to students' hesitancy to speak. To overcome these challenges, the teacher employed gradual approaches, mixing languages, adjusting topic difficulty, and creating a supportive atmosphere that encouraged students to participate without excessive pressure.

Overall, the English Club at SMKN 1 Nglegok proved to be an effective supplementary platform for fostering students' speaking skills. By combining structured planning, interactive implementation, responsive evaluation, and strategic problem-solving, the program provided students with valuable opportunities to develop their confidence and fluency in using English.

## **5.2 Implications**

### **5.2.1 Theoretical implications**

The findings of this study provide theoretical reinforcement and enrich existing knowledge regarding speaking instruction through extracurricular programs such as English Club. The research confirms that less formal,

interactive learning environments supported by strategies like code mixing, gradual language exposure, and the use of games can effectively reduce students' anxiety and build their confidence to speak. This aligns with Krashen's Affective Filter Hypothesis, which highlights that lower anxiety levels help facilitate language acquisition, as well as Brown's perspective on the importance of meaningful, enjoyable communication in developing speaking skills.

Additionally, the study adds depth to pedagogical discussions about student motivation and classroom engagement. It illustrates how structured yet relaxed speaking activities outside of regular classroom hours can foster students' willingness to communicate, even among those who initially feel hesitant or anxious. This supports learner-centered approaches that emphasize authentic practice and positive learning experiences to enhance speaking ability. Overall, this research offers practical insights into how speaking-focused programs like English Club can apply these theoretical concepts effectively in the vocational school context.

### **5.2.2 Practical Implications**

The findings of this study carry several practical implications for teaching speaking through English Club activities at vocational schools. First, teachers can adopt similar strategies used in this research, such as combining role play, discussions, and games to create a more relaxed yet focused environment that encourages students to speak. By integrating code-mixing and gradually increasing the use of English, teachers can help students build confidence

without feeling overwhelmed. This approach also allows learners at varying proficiency levels to participate actively.

Moreover, the use of speaking activities outside the formal classroom, like those implemented in the English Club, can serve as an effective supplement to the regular curriculum. Such programs can reduce students' anxiety, increase their willingness to communicate, and provide additional practice time that is essential for improving fluency. Teachers are encouraged to continuously observe students' progress, provide immediate corrective feedback, and adjust activities to keep learners engaged and motivated.

Additionally, the findings suggest that involving external speakers or facilitators, as done through Miss Lois's participation, can bring fresh perspectives and enhance students' interest. Schools may consider inviting guest speakers or collaborating with language practitioners to enrich the speaking experience.

### **5.3 Suggestion**

For English teachers, it is recommended to incorporate more speaking-focused extracurricular activities similar to English Club to support the development of students' speaking skills. Teachers should be creative in designing varied and interactive tasks that accommodate students' diverse language abilities. Providing direct, constructive feedback during these activities can further help students improve their pronunciation and fluency.

For students, it is important to actively engage in such opportunities, viewing them not merely as extracurricular tasks but as essential practice spaces to enhance their communication skills. Students are encouraged to overcome their fear of making mistakes and to use English more frequently both during and outside of the English Club meetings.

Lastly, future researchers are suggested to explore similar speaking programs in different educational contexts or with different skill focuses, such as integrating listening or vocabulary development within speaking activities. Conducting studies with larger participant groups or over a longer duration could also provide more comprehensive insights into the long-term impacts of such programs on students' speaking proficiency and confidence.