

CHAPTER V

CONCLUSION AND SUGGESTION

Following the analysis and interpretation of the data presented in the previous chapter, this section provides the conclusion and recommendations as the final part of this study. The conclusion addresses the research questions posed in this study, while the suggestion aims to offer guidance for future researchers interested in exploring this field further.

5.1 Conclusion

This study aims to explore students' perceptions of the application of the immersion method in improving English speaking skills. This study used a qualitative approach with a case study method, where data were collected through in-depth interviews and questionnaires. The research participants consisted of 23 boarding school students who completed the questionnaire and 5 students who were purposively selected for further interviews. The study was conducted at one of the Female Student's Dormitory in Garut, which has a mandatory English language program on certain days through English Area activities, English Day, daily vocabulary, and weekly conversations.

The research results show that the immersion method significantly increased students' confidence in speaking English. Activities such as English Day, weekly conversations, and daily vocabulary sessions familiarized students with using English in real-life situations. This familiarization gradually reduced their fear of making mistakes, decreased their anxiety when speaking, and made them more confident in expressing their ideas in English. This change is important because self-confidence is a key factor in supporting fluent communication.

This study found that the immersion method also significantly influenced students' motivation. The mandatory use of English in the dormitory environment, coupled with support from peers, created an atmosphere that encouraged students to strive harder to improve their skills. This motivation emerged not only from

external stimuli but also grew internally as students experienced the tangible benefits of using English in everyday communication. Thus, the learning motivation generated by the immersion program served as a driving force for successful language learning.

However, despite these benefits, students also faced various challenges during the immersion program. The most frequently cited obstacles were fear of making mistakes, anxiety when speaking in front of others, and concerns about incorrect grammar and pronunciation. Some students also admitted to experiencing culture shock at the beginning of the program because they were not used to speaking English in everyday life.

To overcome these obstacles, students developed learning strategies they considered helpful. Some of these included regularly memorizing new vocabulary, practicing conversations with roommates, reminding each other when someone forgot to use English, and building habits by repeating language use in daily interactions. These strategies demonstrate that students did not simply rely on rules but actively found ways to adapt to the immersion method.

Overall, this study found that students had a positive perception of the immersion method. They considered the program effective, enjoyable, and helpful in using English. Some students even reported a significant change in their perspective, from initially finding English difficult to finding it easier with consistent practice. Thus, the immersion program not only provides linguistic benefits in the form of improved speaking skills, but also brings psychological impacts in the form of increased motivation, self-confidence, and a positive attitude towards learning English.

5.2 Suggestion

Based on the result of the study, the researcher had some suggestions for the students, for the teacher, and the future study as follows:

- 1. For English Department:** The English Department is expected to play a significant role in facilitating the use of English within the dormitory setting. It is recommended that the department establish clear directions and well-organized programs that promote students' active engagement in daily English communication through activities such as English Day, vocabulary development, weekly conversation sessions, and peer interaction. In addition, the department should ensure that these programs are dynamic, enjoyable, and infused with character-building values such as discipline, confidence, and teamwork. Through effective management of English-related activities, the department can foster a supportive environment that encourages students to use English naturally and consistently, thereby enhancing their speaking ability and positive learning behavior.
- 2. For Teacher:** The results of this study can provide important input for continuously improving the quality of the immersion program. Administrators are expected to provide a wider variety of activities, such as language games or activities that encourage the creative use of English. Furthermore, motivation is needed so that students do not feel pressured by the obligation to use English, but instead see it as a fun challenge. Administrators are also advised to reinforce the English Area rules with a reward system and educational consequences, so that students are more consistent in using English.
- 3. For Others Researchers:** This study still has limitations, both in terms of time and location, as it was only conducted in one dormitory. Therefore, future researchers can expand the scope of the study to several other dormitories or similar educational institutions to obtain more comprehensive results. Researchers could also explore other aspects of

supporting immersion programs or compare perceptions between college and high school students.

With these suggestions, the researcher hopes that the immersion program at the Dormitory and other institutions can further develop and be effective in improving English speaking skills. Furthermore, further research is also expected to enrich the literature on the application of immersion methods in the context of language education, particularly in Indonesia.