

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusion of the research based on the findings and discussion presented in the previous chapter. The conclusions summarize the students' perceptions of the English learning environment at SMK PGRI 3 Kediri according to the three research focuses: the physical learning environment, the social learning environment, and the classroom learning atmosphere.

A. Conclusion

Based on the findings and discussion, it can be concluded that the students of SMK PGRI 3 Kediri generally have positive perceptions of the English learning environment. The students perceive that the learning environment provides a comfortable atmosphere that supports their participation in English learning activities. This perception is reflected in their experiences during classroom learning, interactions with teachers and classmates, and the use of learning facilities. The interview and observation results indicate that students feel more engaged when the classroom atmosphere is conducive, communication with the teacher is open, and learning activities involve collaboration and discussion.

The first finding shows that students have positive perceptions of the physical English learning environment. Most participants stated that the classroom conditions are clean, comfortable, and conducive to learning. The available learning facilities, such as textbooks, whiteboards, LCD projectors, and instructional media, are perceived as helpful in supporting English learning activities. In addition, students expressed that a quiet and organized classroom atmosphere helps them concentrate and understand the learning materials more effectively.

The second finding indicates that students also have positive perceptions of the social English learning environment. The interaction between the teacher and students is perceived as supportive, communicative, and respectful. Students

feel comfortable asking questions and expressing their opinions because the teacher provides opportunities for active participation and offers assistance when they encounter learning difficulties. Furthermore, positive relationships among classmates create a collaborative learning atmosphere where students help each other during discussions and group activities.

The third finding reveals that students perceive the English learning atmosphere positively. They enjoy learning activities that involve discussions, group work, classroom presentations, and the use of instructional media such as videos and LCD projectors. Students also feel more motivated and actively participate when the classroom environment is calm and interactive. These experiences indicate that an engaging learning atmosphere contributes to a more enjoyable English learning experience from the students' perspectives.

Overall, the findings demonstrate that students' perceptions of the English learning environment at SMK PGRI 3 Kediri are generally positive. The physical environment, social interactions, and classroom atmosphere together create learning experiences that are perceived as comfortable, supportive, and enjoyable by the students. These perceptions provide a comprehensive description of how students experience English learning in their school environment and contribute to a better understanding of the characteristics of an effective English learning environment in the context of vocational education.

B. Research Implications

Based on the findings of this study on Students' Perceptions of the English Learning Environment at SMK PGRI 3 Kediri, several implications can be drawn for English teachers, schools, and English language learning practices. These implications are formulated from the research findings, which indicate that a supportive learning environment, positive classroom interactions, and an engaging learning atmosphere contribute to meaningful learning experiences from the students' perspectives.

1. Implications for English Teachers

The findings reveal that students perceive the English learning environment positively when teachers create a classroom atmosphere that is comfortable, communicative, and encourages active participation. Therefore, English teachers are expected to maintain open communication with students by providing opportunities for them to ask questions, express ideas, and participate in classroom discussions. In addition, the implementation of various learning activities, such as group discussions, presentations, educational games, and the use of instructional media, can enrich students' learning experiences and make classroom activities more engaging. Teachers are also encouraged to provide continuous guidance and support so that students feel more confident when using English during classroom interactions. Such practices may contribute to the development of a learning environment where students feel valued and actively involved throughout the learning process.

2. Implications for Schools

The findings also suggest that students appreciate a learning environment that is well organized and supported by adequate learning facilities. Consequently, schools are expected to sustain and improve the quality of the English learning environment by maintaining clean and comfortable classrooms and ensuring the availability of appropriate instructional resources. The provision of learning media, including textbooks, whiteboards, LCD projectors, and audiovisual materials, can facilitate more interactive classroom activities and enrich students' learning experiences. Furthermore, schools are encouraged to foster a positive academic culture by promoting collaboration, mutual respect, and active participation among students. Creating such an environment may support the implementation of English learning activities that are more engaging and responsive to students' needs.

3. Implications for English Language Learning

The results of this study provide a broader understanding that students tend to have positive learning experiences when English lessons are conducted in an interactive and supportive environment. Therefore, English language learning should be designed by considering classroom atmosphere, social interaction, and the effective use of learning facilities as integral components of the learning process. Learning activities involving group discussions, collaborative tasks, classroom presentations, and audiovisual media offer opportunities for students to participate actively and express their ideas with greater confidence. In addition, English learning practices should provide a welcoming environment where students feel comfortable communicating, asking questions, and exploring the language without hesitation. By emphasizing student participation and meaningful interaction, English learning can become a more enjoyable and engaging experience that aligns with students' perceptions and learning expectations at SMK PGRI 3 Kediri.

C. Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed for English teachers, schools, and future researchers. These suggestions are expected to contribute to the improvement of the English learning environment and to support the development of future studies on similar topics.

1. Suggestions for English Teachers

English teachers are encouraged to create a comfortable and interactive learning atmosphere that actively involves students in the learning process. By providing opportunities for discussions, group work, presentations, and classroom interactions, teachers can foster a more engaging learning environment. In addition, maintaining positive communication and using a variety of instructional media may help students feel more confident and motivated during English lessons.

2. Suggestions for Schools

Schools are expected to continue supporting English language learning by providing and maintaining adequate learning facilities. A well-organized classroom environment, appropriate learning resources, and accessible instructional media can enhance the quality of classroom activities and create a more conducive learning atmosphere. Furthermore, schools are encouraged to promote collaborative and supportive learning environments that encourage students to participate actively in English learning.

3. Suggestions for Future Researchers

Future researchers are encouraged to conduct studies on the English learning environment in different educational contexts and with a wider range of participants. Exploring students' perceptions in various schools or grade levels may provide broader insights into English language learning experiences. In addition, future studies may employ different qualitative approaches or combine various data collection techniques to obtain richer and more comprehensive information regarding students' perceptions of the English learning environment.