

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results and discussion presented in Chapters I to IV, this study concludes that the implementation of Communicative Language Teaching (CLT) in teaching argumentative writing to twelfth-grade students of MAN 2 Bengkulu is perceived positively by the students and contributes meaningfully to the improvement of the learning process. This conclusion is drawn from the analysis of quantitative data obtained through questionnaires, supported by classroom observations and documentation, which together provide a comprehensive description of students' perceptions toward the implementation of CLT.

Referring to the research objectives stated in Chapter I, this study aimed to analyze students' perceptions of the implementation of CLT in enhancing classroom engagement and learning motivation, as well as to identify the challenges and benefits experienced by students in learning argumentative writing. The findings indicate that the majority of students across all five classes demonstrated positive responses toward CLT, as reflected in the average percentage scores ranging from 79.4% to 86.9%, which fall into the "Almost All" category. These results suggest that CLT was well implemented and accepted by students in the context of

English learning at MAN 2 Bengkulu.

In terms of classroom engagement, the implementation of CLT encouraged students to become more actively involved in the learning process. Learning activities such as group discussions, collaborative tasks, peer feedback, and question-and-answer sessions enabled students to participate more intensively and interactively. Students were no longer positioned as passive recipients of information but as active learners who were required to express ideas, respond to others' opinions, and collaboratively construct arguments. This finding is in line with the theoretical perspective presented in Chapter II, which emphasizes that CLT promotes learner-centered instruction and meaningful communication as the core of language learning.

Furthermore, CLT was found to enhance students' cognitive engagement in argumentative writing. Through communicative activities, students were given opportunities to explore ideas orally before expressing them in written form. This process helped students clarify their thoughts, organize arguments more systematically, and develop logical reasoning. As a result, students perceived that CLT supported their ability to construct argumentative texts with better coherence, clarity, and structure.

Regarding learning motivation, the findings show that the implementation of CLT positively influenced students'

interest and enthusiasm in learning English, particularly in writing argumentative texts. The communicative and interactive nature of CLT made the learning process more enjoyable and meaningful, which increased students' willingness to participate in classroom activities. Students felt more confident using English to express their opinions, both orally and in writing, and this increased confidence contributed to higher levels of motivation. These results support the assumption that positive learning experiences and meaningful interaction can enhance students' affective engagement in language learning.

Despite the overall positive perceptions, this study also reveals that students faced several challenges during the implementation of CLT. Common difficulties included limited vocabulary mastery, grammatical inaccuracies, and a lack of confidence in expressing ideas in English, especially during discussions. Additionally, some students experienced difficulties in organizing arguments logically and responding spontaneously to their peers' opinions. However, these challenges did not significantly hinder the learning process. Instead, students perceived them as part of the learning experience and believed that continuous practice through CLT-based activities helped them gradually overcome these obstacles.

Moreover, the benefits of implementing CLT were perceived as more dominant than the challenges. Students reported that CLT helped them improve their communication skills, increase self-confidence, develop critical thinking, and enhance collaboration with peers. The interactive learning environment created by CLT also encouraged students to take greater responsibility for their own learning and to become more autonomous learners. These benefits are consistent with previous studies discussed in Chapter II, which highlight the effectiveness of CLT in fostering communicative competence and improving language skills.

In conclusion, the findings of this study confirm that Communicative Language Teaching (CLT) is perceived as an effective pedagogical approach for teaching argumentative writing at the senior high school level. The implementation of CLT at MAN 2 Bengkulu successfully enhanced students' classroom engagement, learning motivation, and perceived argumentative writing competence, despite the presence of certain challenges. Therefore, CLT can be recommended as a suitable and beneficial approach for English teachers, particularly in EFL contexts similar to MAN 2 Bengkulu, to support the development of students' argumentative writing skills in a more interactive and meaningful learning environment.

B. Suggestion

Based on the research findings and key discoveries, the following recommendations are proposed for school, educators, students and future researchers :

1. For schools, it is recommended to provide stronger institutional support for the implementation of CLT. This support may include improving classroom facilities, providing sufficient learning resources, and offering flexible learning schedules that allow teachers to apply interactive methods more effectively. Schools are also encouraged to foster a culture of collaboration among teachers so they can share experiences and strategies related to the use of CLT in teaching argumentative writing.
2. For teachers, it is suggested to optimize the use of CLT by combining communicative activities with explicit teaching of vocabulary, grammar, and essay organization. Teachers are encouraged to design a variety of classroom tasks such as debates, role-plays, collaborative writing, and peer review activities so that students can practice argumentative writing in authentic contexts. In addition, teachers should provide constructive feedback not only on linguistic accuracy but also on students' ability to structure and defend arguments logically. This

combination will ensure that students' writing skills develop holistically.

3. For students, it is important to take a more active role in the learning process. Students should not only participate in communicative activities during class but also use these experiences as opportunities to reflect on their strengths and weaknesses in writing. They are encouraged to practice writing outside the classroom, to read argumentative texts as models, and to work collaboratively with peers to exchange ideas and develop critical thinking. By doing so, students can gradually build confidence and independence in producing argumentative essays.
4. For future researchers, it is suggested to conduct further studies in broader contexts and with more diverse participants in order to strengthen the generalizability of the findings. Future research could also explore the integration of CLT with other innovative approaches, such as technology-assisted learning or blended learning models, to see whether these combinations can further enhance students' writing competence. Moreover, longitudinal studies could provide deeper insights into the long-term effects of CLT on students' writing development.

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