

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusion

This single case study entitled “The English Conversation Club Strategies to Enhance Speaking Skills: A Case Study at MAN Kota Blitar” provides compelling evidence that the ECC program functions as a dynamic and learner-centered pedagogical model that fosters communicative competence, emotional engagement, and reflective autonomy.

The triangulated findings revealed that speaking competence in ECC is not merely treated as a complementary skill but as the central driver of instructional design. Learners transitioned from hesitant and anxious speakers to confident, pragmatic communicators through repeated exposure to spontaneous and structured speaking tasks. These include debates, storytelling, impromptu Q&A sessions, and public performances, which cultivated vocabulary development, fluency, and comfort with real-time interaction.

The ECC's scaffolded framework balancing PPP structure with ecological responsiveness enabled facilitators to flexibly adapt instruction to learners' emotional states, logistical challenges, and contextual conditions. Instructional delivery emphasized not only linguistic proficiency but also affective safety. Circular seating, informal interaction, and light-touch facilitation reduced anxiety and encouraged expressive risk-taking.

Metacognitive routines embedded into the ECC design such as weekly reflection sessions and asynchronous dialogue further empowered students to become autonomous, strategic participants in their own communicative development. Pragmatic competence flourished through functional speaking tasks that mirrored real-world discourse. As learners gained emotional ownership, participation expanded both within and beyond ECC boundaries.

Importantly, institutional scaffolding through budgeting, coaching, and evaluative support aligned ECC objectives with formal education markers, reinforcing its relevance and visibility. Tangible outcomes such as competition success, improved report cards, and university acceptance serve as a testament to ECC's broader educational impact.

Nevertheless, the study recognizes variability in participation, with external demands such as OSIS duties and school workload posing challenges to consistent engagement. This finding underscores the necessity for structured flexibility in extracurricular programming.

5.2 Implications

5.2.1 Theoretical Implications

This study contributes meaningfully to contemporary theories in communicative language teaching and learner autonomy by operationalizing their principles within a real-world context. The ECC framework offers empirical grounding for:

1. Ecological Pedagogy: The ECC's responsive instructional strategies exemplify ecological sensitivity highlighting the importance of adapting pedagogy to learners' emotional, social, and environmental contexts.
2. Sociocultural Theory: Learner development emerged through dialogic interaction, peer collaboration, and shared meaning-making aligning with Vygotsky's emphasis on mediated learning within a community of practice.
3. Affective Engagement Theory: The transformation of emotional stance from anxiety to pride affirms the role of emotional factors in second language acquisition and reinforces affective engagement as a catalyst for communicative growth.
4. Pragmatic Competence Frameworks: ECC tasks embedded functional language in real-world scenarios, aligning with theories of pragmatic language use and validating its inclusion as a core pedagogical goal.
5. Reflective Learning and Autonomy Models: The ECC's metacognitive routines demonstrated how structured reflection can foster learner agency, validating theoretical constructs that link reflection with autonomy in language learning.

This case study ultimately situates Learner-Centered Communicative Pedagogy as a theoretically robust and practically effective model for enhancing speaking skills, contributing to the evolving landscape of English language education in both formal and informal domains.

5.5.2 Practical Implications

The findings of this study yield several actionable implications for educators, program developers, and institutional stakeholders seeking to enhance speaking proficiency through extracurricular initiatives like the English Conversation Club (ECC). These implications are rooted in the ECC's demonstrated success in fostering communicative competence, learner autonomy, and emotional engagement within an adaptive and ecologically responsive framework.

5.3 Suggestion

5.3.1 For Teachers

educators and ECC facilitators are encouraged to continue integrating emotionally supportive and metacognitive elements into their teaching. The study underscores the transformative power of emotionally grounded facilitation creating spaces where learners feel encouraged rather than corrected. It is advisable that facilitators consistently nurture low-pressure environments through informal seating, verbal praise, and collaborative task design. In addition, embedding regular reflective practices such as personal journals, peer dialogue, or voice memos can deepen learners' self-awareness and reinforce autonomous learning behaviors.

diversifying task formats and modalities is recommended to sustain student interest and engagement. While storytelling and debates have proven effective, future ECC sessions may incorporate multimedia tasks, role plays, podcast creation, and thematic speaking challenges. These extensions not only enrich language input but also cater to varied learner preferences and cultural contexts.

Addressing participation gaps is also vital. The study revealed that learners with external responsibilities such as OSIS duties or academic load often faced inconsistent attendance. Facilitators should design flexible mechanisms to re-engage these learners, including asynchronous materials, recap sessions, and personalized coaching. This ensures that ECC remains inclusive and accessible despite contextual constraints.

5.3.2 For Future Researchers

It is suggested that longitudinal studies be conducted to trace the lasting impact of ECC participation on learners' academic trajectories and communicative competence. Comparative research across institutions would be beneficial to examine how the ECC model adapts to different educational ecosystems. Additionally, deeper exploration into the affective and emotional dimensions of speaking development using psychological or affective engagement frameworks may offer richer insights into learner transformation. These suggestions aim to amplify the potential of ECC as not just a speaking enhancement tool, but as a holistic platform for learner empowerment, pedagogical innovation, and institutional evolution within language education.

5.3.3 For Educational Institutions

It is recommended that school leaders formally recognize ECC as a structured component of the curriculum. This includes integrating ECC participation into report card indicators, issuing performance certificates, and facilitating interdepartmental collaboration to support coaching and logistics. Strategic budgeting and policy alignment, such as inclusion in RKAM planning,

will strengthen ECC's visibility and long-term sustainability. Furthermore, schools should consider revising extracurricular scheduling policies to accommodate diverse student commitments. Flexibility in meeting times and cross-grade participation models can mitigate barriers to engagement and foster broader inclusion