

## **CHAPTER V**

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

The fifth chapter presents the final part of this research. It includes the conclusion, implication, and suggestion. This chapter summarizes the main findings, explains their relevance, and provides recommendations for future action.

#### **5.1 Conclusion**

The consolidated findings across the four dimensions of instructional strategy namely planning, organization, implementation, and evaluation, demonstrate a well-integrated and transformative pedagogical approach adopted by SMAN 3 Blitar for enhancing English speaking competence among tenth-grade students. These findings reveal how institutional design, teacher innovation, curricular mandates, and learner-centered engagement converge to shape a responsive instructional ecosystem that prioritizes communicative fluency, creative expression, and personal growth.

Instructional planning in this context emerges as a dynamic and multilayered process that operates beyond static curriculum execution. Teachers utilize sketch-based lesson planning formats that allow for reflective, adaptive, and flexible instructional sequencing, attuned to students' fluency levels, vocabulary needs, and socio-emotional conditions. These plans, while informal and intuitive in design, are consistently aligned with formal curriculum structures,

such as the Kompetensi Inti dan Kompetensi Dasar (KI-KD), Prota, Promes, and the ATP, ensuring coherence and compliance with national standards. The involvement of the vice principal in reviewing and validating lesson plans underscores the collaborative and regulatory dimension of planning, reinforcing the credibility and instructional rigor expected within the institutional framework. In this setting, creative strategies such as fractured story drama and project-based speaking modules are deliberately embedded into the planning process, not merely as enrichment activities but as core instruments to engage learners in identity-based language use, contextual storytelling, and multimodal fluency practice.

The organizational structure of instruction is equally robust, defined by intentional grouping mechanisms, role distribution practices, and technology-mediated coordination. Students are placed in randomized teams with designated responsibilities, such as narrator, actor, scriptwriter, or prop designer, which not only enhance equitable participation but also develop task ownership, collaborative learning, and interpersonal accountability. The widespread use of WhatsApp groups to monitor rehearsal schedules, offer guidance, and provide real-time feedback reflects an effective extension of instructional interaction beyond the physical classroom. Teachers assume the role of facilitators who balance emotional scaffolding with logistical organization, thereby creating a supportive yet disciplined learning environment. Organizational decisions are not confined to scheduling or task delegation; rather, they serve as a motivational architecture that builds student confidence, fosters creative autonomy, and

encourages social inclusion through structured performance preparation and peer-based interaction.

Implementation practices at SMAN 3 Blitar reveal a pedagogically innovative and contextually embedded model for conducting English speaking instruction. Instructional delivery is centered on performance-based learning, where fractured story drama projects, customized narrative scripts, and recycled prop creation become vehicles for meaningful language use, cultural awareness, and student empowerment. Learners are given the freedom to personalize characters, develop plotlines, and infuse moral, humorous, or socially relevant elements into their dialogues, promoting ownership of their linguistic expression. The use of digital platforms, such as WhatsApp, Telegram, and Canva, facilitates decentralized rehearsal, script sharing, and feedback loops, allowing the instructional process to adapt fluidly to classroom schedules, school holidays, and individual pacing. Teachers provide continuous emotional reinforcement, formative monitoring, and responsive facilitation that help students navigate the challenges of public speaking, performance anxiety, and group dynamics. Implementation becomes a dynamic space where instructional objectives are met not only through structured content delivery but through creativity-driven, emotionally grounded, and socially relevant practices that resonate with learners' lived experiences.

Evaluation within this instructional framework operates as a formative, inclusive, and culturally sensitive process that validates effort, creativity, and communicative progress. The assessment strategy does not simply rely on

summative scoring or grammatical accuracy; instead, it adopts rubric-based criteria that recognize originality, teamwork, clarity of message, and expressive performance. Through structured peer feedback sheets, post-performance reflections, and teacher commentary, evaluation becomes an opportunity for growth, motivation, and identity affirmation. Video documentation and digital submissions, such as Telegram videos and Canva-designed scripts, ensure traceability and visibility of learning progress. Rubrics are adapted flexibly by teachers to accommodate classroom dynamics, learner diversity, and individual expression, creating a low-anxiety evaluative space where students are encouraged to perform, reflect, and improve. In this approach, evaluation is positioned not as the endpoint of instruction but as a continuous pedagogical process that nurtures student autonomy, emotional resilience, and sustained participation in English speaking tasks.

In conclusion, the instructional strategy employed at SMAN 3 Blitar reflects a comprehensive and student-responsive paradigm that integrates national curriculum standards with reflective teaching practices, collaborative organization, expressive implementation, and motivational evaluation. The synergy among these elements contributes to an instructional climate that is culturally grounded, pedagogically intentional, and emotionally attuned to the needs of learners. It transforms speaking instruction into an empowering journey where students develop not only linguistic fluency but also communicative confidence, personal expression, and collaborative competence. This holistic model, as evidenced by the findings, offers a compelling framework for

rethinking how English speaking skills can be nurtured in secondary education settings through inclusive, creative, and adaptive pedagogical strategies.

## **5.2 Implications**

### **5.2.1 Theoretical Implications**

Theoretical implications of this research advance several key domains in English language education by enriching existing pedagogical frameworks. It strengthens Farrell's theory of reflective practice through the integration of sketch-based lesson planning, reconceptualizing planning as an adaptive, dialogic process rooted in classroom realities. The use of drama-based modules and fractured storytelling substantiates sociocultural learning models, particularly those by Simbolon and Maulana & Asih, positioning drama as a medium for both language fluency and identity formation. Digital tools like WhatsApp, Telegram, and Canva reinforce collaborative pedagogy and mobile-assisted learning, illustrating how such platforms foster accountability, emotional support, and autonomy. The implementation findings contribute to adaptive planning theory, showing that embedding moral values, humor, and local culture enhances relevance and engagement. Finally, the evaluation phase challenges traditional assessment models by prioritizing formative, identity-affirming practices such as peer collaboration and multimedia-based rubrics, aligning with Suryani et al.'s motivational assessment theory.

### **5.2.2 Practical Implications**

The practical implications of this research indicate that improving English speaking instruction requires more than adherence to curriculum, it depends on the thoughtful integration of flexible planning, collaborative organization, expressive implementation, and formative evaluation. Teachers are encouraged to adopt adaptive sketch-based lesson designs that respond to student progress while remaining aligned with national standards. Classroom organization should promote equitable group work, clear role distribution, and digital coordination to enhance autonomy and accountability. Instructional delivery benefits from performance-based tasks rooted in culturally relevant themes, which can strengthen personal connection and creativity in speaking activities. Evaluation practices should support low-anxiety participation by prioritizing student reflection, effort, and expression through rubrics and multimedia feedback systems. When these strategies are employed together, they create a learning environment where students can grow confidently as communicative, expressive users of English.

### **5.3 Suggestion**

#### **5.3.1 For Practitioners (Teachers and School Principal)**

For practitioners such as teachers and school principal, it is recommended to embrace collaborative and expressive instructional approaches that promote active student engagement in speaking activities. Strategies integrating bilingual methods, project-based tasks, and drama-based performance can enhance students' confidence and fluency. Teachers should be given autonomy and institutional support to design contextually responsive speaking instruction, supported by

reflective supervision and formative feedback. Utilizing digital platforms like WhatsApp and Canva as coordination and reflective tools may also foster more interactive and student-centered learning environments. Institutions should consider professional development programs that emphasize hands-on workshops and pedagogical simulations tailored to students' linguistic and cultural needs.

### **5.3.2 For Future Researcher**

Future researcher are encouraged to explore students' roles as co-designers in shaping meaningful speaking activities, particularly those grounded in local cultural contexts. Comparative studies across various school types and regions would offer valuable insight into how environmental factors influence the effectiveness of speaking strategies. Longitudinal research is also suggested to investigate the sustained impact of bilingual and project-based methods on students' oral communication skills. Furthermore, interdisciplinary studies integrating psycholinguistics or cognitive science could offer deeper understanding of how instructional strategies support students' mental processes during language production.

### **5.3.3 For Educational Institutions**

Educational institutions are advised to develop policies that nurture pedagogical creativity and innovation in speaking instruction. Flexibility in curriculum design should be prioritized to allow educators to implement strategies that align with students' real-world experiences and cultural backgrounds. Collaborations between schools and academic researchers could create dynamic

educational ecosystems where theory and practice inform each other. Investing in transformative learning initiatives that prioritize self-expression, collaboration, and reflective inquiry will contribute to a more empowered and communicative student body.