

ABSTRACT

Karisdayanti, Putri. (2024). *English Speaking Instructional Strategy for the 10th Grade Students at SMAN 3 Blitar*. Thesis, English Education Department, Undergraduate Program, Balitar Islamic University Blitar. Advisor: (1) Dr. Supriyono, M.Ed. (2) Adin Fauzi, S.Pd.I., M.Pd.

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The background of this research stems from the challenges faced by 10th-grade students at SMAN 3 Blitar in mastering English vocabulary and building confidence in speaking. Preliminary observations and interviews revealed the use of various instructional strategies, including oral discussion, presentation, role-play, dialogue simulation, gallery walk, and project-based learning with bilingual support. This research aims to describe the English speaking instructional strategy implemented at SMAN 3 Blitar, focusing on four key aspects: planning, organization, implementation, and evaluation.

This research employed a qualitative approach with a single case study design using embedded unit analysis. Data were collected through in-depth interviews, non-participatory classroom observations, and documentation review. Participants included English teachers, the vice principal, and 10th-grade students. Data analysis followed Miles, Huberman, and Saldana's interactive model, involving open coding, axial coding, selective coding, and thematic coding. Data validity was ensured through source and method triangulation, confirmability audits, and member checks conducted by academic supervisors.

The findings indicate that instructional planning was conducted flexibly through sketch-based lesson designs tailored to student reflection and classroom dynamics. Organizational strategies involved randomized group formation, role distribution, and digital coordination via WhatsApp. Implementation featured performance-based tasks such as fractured story drama, health campaigns, and descriptive presentations, supported by bilingual scaffolding and creative autonomy. Evaluation was carried out formatively using rubrics, peer feedback, video documentation, and reflective review, resulting in improved student fluency, confidence, and engagement.

In conclusion, the English speaking instructional strategy at SMAN 3 Blitar reflects a holistic, student-centered model that integrates curriculum alignment, creative expression, and emotional support. Teachers are encouraged to adopt adaptive, project-based, and bilingual approaches to foster communicative competence. Students benefit from collaborative learning environments that promote self-expression and confidence. Future researchers are advised to explore similar strategies in diverse educational contexts and examine their long-term impact on speaking proficiency.