

CHAPTER V

CLOSURE

The final chapter of this study provides a comprehensive analysis of the findings. It offers valuable insights and recommendations for various stakeholders, including the individuals directly involved and future the researcher interested in exploring similar areas of study. The conclusions drawn from the researcher are based on rigorous analysis of the data collected and provide a clear understanding of the implications and significance of the study's results. The researcher presents their findings and interpretations based on the preceding chapter's discussion. Upon completing the research, the researcher systematically evaluates the findings, discussions, and conclusions to formulate informed recommendations for English-speaking class activities in independent curriculum implementation.

A. Conclusion

From this discussion of the results, several conclusions can be drawn:

1. The data shows that students at SMAIT Ukhuwah Banjarmasin perceive English-speaking class activities in the independent curriculum differently. This study reveals that students' perspectives on the autonomous curriculum's English language class activities differ. Images captured by students during class activities display a wide range of viewpoints. The photographs show that these students' opinions are strongly linked to how the independent curriculum is implemented in English classrooms. Class X1

students paid close attention and actively shaped the discussion. Class photos from P1X1, P2X1, P3X1, P4X1, and P5X1 show students engaged in their learning, a highly disciplined classroom environment, and much fun. Consistent with prior study, the class is lively, interesting, and engaging, even though some students may not be interested. There was a noticeable shift in the mood of Class X2 following the prayer. P2X2 and P1X2 draw attention to noteworthy events and actively engage in English class exercises. Class X2 exudes an air of harmony while being serene, lively, and tranquil. From the first few minutes of class to the last, Class X3 displays a range of moods, focusing on joyful, collaborative, and active student moments. Images from P1X3, P2X3, P3X3, P4X3, and P5X3 show a disciplined classroom environment that is well-organized, positive, engaging, and fun while still emphasizing individual development and expression in line with the autonomous curriculum.

2. In light of the findings derived from insightful interviews conducted with the English teacher, it has been discerned by the researcher that (1) English teachers must generate multiple instrument assessments to evaluate students' proficiency in speaking English, (2) The Standard of Minimum Completeness of Mastery Learning (KKM) differ for each child and are not standardized. Hence, English teachers must furnish thorough explanations in student report cards, whether it is the level of English-speaking competency or extraordinary listening abilities compared to other children, (3) English teachers can select educational resources as reference tools for

evaluating student aptitudes. Consequently, teachers need more precise criteria or benchmarks when choosing and instructing materials during the meeting, (4) Modules, RPPs, or Learning Implementation Plans are now supplied in an alternative format compared to the conventional Word documents utilized in prior curricula. Teaching Modules can also be utilized via alternate media, such as being modified to be compatible with Canva, (5) teaching speaking content is not conducted in isolation from teaching listening material. English teachers should concurrently instruct students in both oral communication and auditory comprehension abilities, (6) with the implementation of the Independent Curriculum in English language classes, the practice of administering midterm assessments was discontinued. Instead, they are substituted with smaller-scale projects or formative assessments. The evaluation system persists in employing individual assessments, classifying individuals into High, Medium, and Low tiers according to their performance. Within this particular situation, assessing each child requires a substantial amount of time, and the evaluation model does not employ numerical values. Conversely, this model depends on intricate and exhaustive explanations, and (7) the duration of completing the subject will differ for each student. Customizing instructional material to suit the specific requirements of each student is known as tailoring themes for individual children.

B. Suggestion

1. For the education workforce, especially English teachers, it is suggested to choose teaching materials for speaking English that are in accordance with the indicators for assessing students' abilities in this independent curriculum era. Because the concept of the independent curriculum is diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. Then, the researcher suggests maximizing teaching methods so that the class becomes more active and communicative when learning to speak English takes place, so that the children's English speaking ability while in class can increase gradually.
2. For students of UIN Antasari Banjarmasin majoring in English Tadris who will become English teachers, the researcher suggests using communicative teaching methods for English speaking skills, such as viewing, debating, making vlogs or story-making activities as has been implemented by the English teacher.
3. For future research, the researcher recommends that further researchers carry out studies on the assessment of speaking skills in implementing the independent curriculum. This includes what instruments English teachers use and the steps for assigning speaking skills in implementing the independent curriculum.