

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter provides the final conclusions drawn from the research findings. It summarizes the main findings related to Teachers' Instructional Strategies in Implementing Instagram Reels, Students' Engagement and Participation, Development of Students' Speaking Skills, and Challenges in Implementing Instagram Reels. In addition, this chapter provides suggestions for Schools, teachers, students, and future researchers based on the results of the study.

5.1 Conclusion

Based on the findings and discussion of the research entitled "*Teachers' Strategies in Enhancing Students' Speaking Skills Through Instagram Reels*", several conclusions can be drawn.

First, the teachers implemented various Instructional Strategies in integrating Instagram Reels into speaking activities. The strategies included explaining the learning material, guiding students in script writing, correcting pronunciation and grammar, conducting rehearsals, and providing feedback before students recorded and uploaded their speaking videos. The teachers also adapted the learning process to students' digital culture by utilizing social media as a contextual and communicative learning medium. Therefore, Instagram Reels was not only used as a technological tool, but also as part of a pedagogical strategy to support speaking instruction.

Second, the use of Instagram Reels increased Students' Engagement and Participation in speaking activities. Students became more active during the learning process because the platform was closely related to their daily lives and interests. They were enthusiastic in discussing video concepts, practicing pronunciation, collaborating with peers, and repeating recordings before uploading their videos. In addition, the existence of an authentic audience through likes and comments increased students' motivation and emotional involvement in learning.

Third, the implementation of Instagram Reels contributed positively to the Development of Students' Speaking Skills, particularly in terms of confidence, pronunciation, fluency, and vocabulary mastery. The opportunity to record videos

repeatedly allowed students to practice independently, evaluate their speaking performance, and improve their mistakes before publishing the final result. This process created psychological safety that helped students reduce speaking anxiety and become more confident in using English.

However, this research also found several Challenges in Implementing Instagram Reels in speaking learning. Some students still experienced speaking anxiety and fear of social judgment when uploading videos on social media. In addition, students also faced linguistic difficulties such as grammar and vocabulary limitations. Technical problems, including internet connection issues, video editing difficulties, and teachers' workload in evaluating students' videos, also became obstacles during the implementation process.

Overall, this study concludes that Instagram Reels can become an effective medium for Enhancing students' speaking skills when supported by appropriate pedagogical strategies, communicative learning design, and supportive classroom environments. Nevertheless, digital speaking activities should still be balanced with direct speaking practice in the classroom to develop students' spontaneous communication skills. With this, the use of Instagram Reels can become an innovative, contextual, and relevant alternative medium for speaking instruction that aligns with the characteristics of the digital generation in EFL learning at the senior high school level. The success of its implementation depends not only on the technology itself but also on teachers' pedagogical strategies in creating communicative, interactive, and supportive learning experiences that continuously develop students' speaking abilities.

5.2 Suggestions

Based on the conclusions above, the researcher would like to propose several suggestions for related parties and future researchers.

5.2.1 Suggestions for English Teachers

English teachers are suggested to integrate digital media such as Instagram Reels creatively and systematically in speaking instruction. Teachers should provide clear guidance, scaffolding, and constructive feedback during the learning process so that students can improve both their speaking performance and confidence. Teachers are also encouraged to balance digital speaking activities with direct classroom communication practice to develop students' spontaneous speaking ability.

5.2.2 Suggestions for educational institutions

Schools are expected to support the integration of technology in English language learning by providing adequate facilities such as stable internet access, digital learning resources, and training programs for teachers regarding technology-based instruction. Schools should also create supportive policies that encourage innovative and student-centered learning environments.

5.2.3 Suggestions for Students

Students are encouraged to use social media platforms positively as learning tools to practice speaking English independently and creatively. Students should improve their confidence by practicing consistently, enriching vocabulary, and actively participating in speaking activities both inside and outside the classroom.

5.2.4 Suggestions for Future Researchers

Future researchers are recommended to conduct further studies on the use of Instagram Reels or other social media platforms in different educational contexts and levels. Future studies may also employ quantitative or mixed-method approaches to measure the effectiveness of Instagram Reels statistically on students' speaking achievement. In addition, researchers are encouraged to explore other aspects such as students' digital literacy, teachers' technological competence, or the impact of social media on students' spontaneous communication skills and critical thinking development in English learning.

Furthermore, future researchers are also suggested to explore classroom interaction more deeply through other qualitative approaches such as discourse analysis, classroom interaction analysis, or ethnographic studies in order to obtain a more comprehensive understanding of communication processes, pedagogical interactions, and the dynamics of social media use in English speaking instruction.