

CHAPTER V CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of the study based on the research findings, followed by the implications and suggestions related to the implementation of the Think-Pair-Share strategy in teaching speaking skills.

5.1 Conclusion

The implementation of the Think-Pair-Share (TPS) strategy was proven to improve the eighth-grade students' speaking skills at SMP Negeri 7 Kupang. The quantitative results from the pre-test and post-test demonstrated a clear increase in students' overall speaking scores from 52.73 to 63.90 after the application of TPS, indicating that the strategy had a positive effect on students' speaking performance.

The findings of this study demonstrate that the Think-Pair-Share (TPS) strategy positively improved students' speaking skills including fluency, accuracy, and confidence. The improvement in fluency is evident in the comparison of test results, where the average fluency score rose from 2.0 (50%) in the pre-test to 2.63 (65.83%) in the post-test.

Regarding speaking accuracy, the average score increased from 2.1 (54.17%) to 2.56 (64.17%). This progress was driven by intensive interaction during the Pair stage, where students engaged in peer correction of adjectives and grammar.

In addition, TPS contributed positively to students' speaking confidence, which rose from an average of 2.1 (54.17%) to 2.53 (63.33%) in the post-test. Before the treatment, all interview respondents (10 students) admitted to feeling nervous and fearful of making pronunciation errors. However, following the

implementation of TPS, students felt more comfortable as they were not immediately required to speak individually in public

The qualitative findings from classroom observations and interviews supported the quantitative results. Most students were actively engaged during the Think, Pair, and Share stages. The Think stage helped students organise ideas individually, the Pair stage provided a supportive environment for peer discussion and language practice, and the Share stage encouraged students to speak in front of the class with greater confidence. These findings indicate that TPS was implemented effectively and contributed to a more interactive and student-centred learning environment.

Overall, the study concludes that the Think-Pair-Share strategy plays an important role in enhancing students' speaking skills of students at SMPN 7 Kupang.

5.2 Suggestions

Based on the conclusions and limitations of this study, several suggestions are proposed.

1. For English teachers: It is recommended to apply the Think-Pair-Share strategy consistently in speaking classes to encourage students' active participation and confidence. Teachers should also manage time effectively in each stage of TPS and provide appropriate guidance and feedback during pair and share activities.
2. For students: it is suggested that they actively participate in each stage of TPS and use the opportunity to practice speaking English without fear of making

mistakes. Active engagement will help them further develop fluency, accuracy, and confidence.

3. For future researchers: it is suggested to conduct further studies with a larger sample size, longer treatment duration, or different educational levels to gain deeper insights into the effectiveness of TPS. Future research may also explore other language skills or combine TPS with other instructional strategies to enrich the findings.

These suggestions are expected to contribute to the improvement of teaching and learning speaking skills in EFL contexts while remaining aligned with the findings of this study.