

CHAPTER V

CONCLUSIONS & SUGGESTIONS

This chapter draws the conclusion and several suggestions based on the result of the research in the fourth chapter.

A. Conclusions

After completing this study, the researcher got conclusions and suggestions in term of the use of think pair share technique to improve students' speaking skill. The writer found that the students' got a better score and result in their speaking skill after they got some treatments. The result of the pre-test and post-test experiment class given by the TPS method increased a significant increase in the mean mean with a value of 62.16 to 84.00. Whereas in the control class given discovery learning treatment did not significant increase because the mean average pre-test and post-test obtained was only 58.83 to 69.00.

In addition, the results of T-tets that show sig (1-tailed) $0.00 < 0.05$ so that hypothesis H1 is accepted and Ho is rejected. That means motede TPS is better than discovery learning methods to improve students' speaking skills. The final conclusion of this study is that using the think pair share method can improve the ability of students to speak and be very effective as one of the choices of learning methods for students.

B. Suggestion

1. Pedagogically

It is especially for the English teacher to improve the students' speaking skill as well as the other English skills. The English teacher should consider the students' needs and interest before designing the speaking materials. The teacher can use the activities such as think-pair-share to process learning in the class. It can reduce the students' boredom and monotonous during teaching and learning process. When conducting the cooperative activities; the teacher should pay attention to the class management since in cooperative learning the students tend to move around the class to have a discussion with others.

2. Theoretically

This study is mainly intended to describe how the think-pair-share technique implemented to improve the teaching of speaking skills of grade VIII students of SMP N 1 Karawang Barat. The other researchers may follow up this study in different contexts in order to find more actions to improve students' speaking skills. For the other researchers, it is necessary to look for and try out other activities so that the learning activities will be more various. Furthermore, in doing similar research, the speaking materials and the speaking tasks could be modified based on the students' learning ability and interest.

3. Practically

- a. Students can use think pair share method to learning speaking
- b. The students are hoped for feel free to express themselves and do not be shy.

- c. The students should not be nervous and afraid of making mistakes during teaching and learning process.
- d. The students started to enjoy the English class.
- e. They freely asked questions when they did not understand.
- f. They were also active in answering questions.