

CHAPTER V

CONCLUSION

This chapter discusses about the conclusion of the research, implication, and suggestion for the English teacher, the students, and other researchers who are interested in the same field research. The discussion of each section will be delivered as follows.

5.1 Conclusion

This research was implemented to the eight grade students of SMPK Santa Familia Kupang in the school year of 2017/2018. The implementation during the research started on the early March 2018, yet the preliminary observation has conducted since August 2017. It started when the researcher had his teaching practice in that school. After the teaching practice has finished, he immediately decided to conduct a research in the school he observed. This program was successful to improve students' speaking skill by using the technique of Think-Pair-Share of cooperative learning for the eighth grade students of SPMK Santa Familia Kupang in the school year of 2017/2018. The research was carried out in two cycles was successful in improving students' pronunciation, intonation, comprehension, grammar, vocabulary mastery, gesture, and expression.

The research findings and discussion in the previous chapter show that the students' speaking skill was improved through the use of TPS technique. In cycle I, the researcher implemented the TPS technique and some additional actions, namely using classroom English, vocabulary practice, pronunciation feedback,

and pronunciation drill. Those actions gave an improvement in the students' speaking skill. However, there were some unsuccessful actions in cycle I needed to be improved. Therefore, the researcher decided to conduct cycle II.

The actions in cycle II were using TPS technique as well. The classroom English, vocabulary practice, giving feedback to the students' pronunciation, and pronunciation drilling were still applied in the cycle II. Yet, the researcher also provided giving reward session in the second cycle of this research. In cycle I, the researcher divided the students based on the position of their seat position. However, in cycle II, the researcher grouped the students based on their ability. It helped the passive students to be active by getting influenced from the active students as their partners. The class management was also improved during cycle II since the researcher managed the class well.

Based on the result of the speaking performance by presenting a dialogue in both cycles, the students made a better improvement in their speaking skill. The progress of improvement was getting better even for the passive students. It could be seen from the result of the post-test in cycle II is higher than the pre-test in cycle I.

5.2 Implications

There were some implications due to the result of the research. The implications of the actions are presented as follows.

1. The use of the Think-Pair-Share technique was able to encourage the students to practice their speaking skill during the teaching and learning process. By applying the Think-Pair-Share technique, they got more opportunity in

interacting with their friends using English and they also could enjoy the teaching and learning process. It helped the student to formulate what they want to say. As a result, they could explore themselves in expressing their opinions in English. Moreover, it was effective in improving the students' confidence in speaking. This condition improved their involvement in the teaching and learning process. It can be implied that Think-Pair-Share technique gave the students an opportunity to speak up. It was effective to improve students' speaking skill.

2. The implementations of classroom English was able to help the students to be more familiar with English. They got much exposure of English. Consequently, they were accustomed to English expressions and instructions. This condition helped them to be more confident to speak English. In short, it can be implied that using classroom English can make the students more familiar with English.
3. The implementation of vocabulary practices was also able to enrich students' vocabulary mastery. The students' vocabulary knowledge improved and they knew a lot of vocabulary. Furthermore, they were able to use the vocabulary wherever it was needed. It can be implied that vocabulary practice was useful to improve the students' speaking skill.
4. Giving feedback to the students' pronunciation was able in boosting the students' confidence in pronouncing the English words since they had known how to pronounce it correctly. It helped them to repair the students' mistakes in pronouncing the words. It can be concluded that giving feedbacks made the students more confident.

5. The implementation of pronunciation drill was able to build the students' accuracy. They were more aware of their pronunciation and their pronunciation was also improved. Since the researcher let the students to follow him in order to know the correct pronunciation and avoid the wrong pronunciations. In short, it can be summarized that pronunciation drill was useful to make students aware with the pronunciation.
6. The implementation of giving reward was a good additional idea. It attracted students' participation during the teaching and learning process. It can be seen from the activeness of the students in answering questions both written and orally. Thus, the decision to give reward to the several best students was a good option to increase the number of students' participation during the teaching and learning process.

5.3 Suggestions

Some suggestions are given to the participants who are closely related to the research. The suggestions are made based on the conclusion and implications of this research. They are presented as follows.

1. For the English Teacher

The English teacher should consider the students' needs and interest before designing the speaking materials. It is important for the teacher to use various techniques that are appropriate with the students' needs because it can reduce the students' boredom and monotonous during the teaching and learning process. It is useful for them to use Think-Pair-Share technique as one of the appropriate techniques to teach speaking.

2. For the Students

Through the Think-Pair-Share technique, the students have opportunities to share their ideas. It also improves students' ability and motivation.

3. For Other Researchers

The weakness of this study is its limited time in implementing the actions. Other researchers who are interested in the same field are recommended to implement the actions in a longer period of time to get more maximum results so that the improvement will be more significantly seen.

BIBLIOGRAPHY

- Anonim. 2016. “Pedoman & Peraturan Akademik Tahun 2016 – 2017”. Kupang: Universitas Katolik Widya Mandira.
- Brown, H. D. 2001. *Teaching by Principles: an Interactive Approach to Language Pedagogy (2nd edition)*. New York: Addison Wesley Longman, Inc.
- Brown, H. D. 2004. *Language Assessment: Principles and Classroom Practices*. New York. Pearson Education, Inc.
- Burns, A. 1999. *Collaborative Action Research for English Language Teachers*. UK: Cambridge University Press.
- Burns, A. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York: Routledge.
- Harmer, J. 2001. *The Practice of English Language Teaching*. Harlow: Longman.
- Hornby, A. S. 1989. *Oxford Advanced Learners Dictionary*. Oxford: Oxford University Press.
- Kagan, S. 1994. *Cooperative Learning*. San Clemente, CA: Kagan Publications.
- Kayi, H. 2006. Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, Vol XII, No. 11, November 2006. http://iteslj.org/Articles/Kayi_Teaching_Speaking.html. Retrieved on March 10, 2018.
- Lyman, F. T. 1981. *The Responsive Classroom Discussion: The Inclusion of all Students*. In A. Anderson (Ed.), *Mainstreaming Digest* (pp109-113). College Park: University of Maryland Press.
- McKay, S. L. 2008. *Researching Second Language Classrooms*. New Jersey: LEA Publishers.
- Robertson, K. 2006. *Increase Student Interaction with “Think-Pair-Share” and “Circle Chats”*. <http://colorincolorado.org>. Accessed on March 10, 2018.
- Sanjani, D. E. 2015. Improving Students’ Speaking Ability Using Think-Pair-Share of Cooperative Learning for the 8th Grade Students of MTs N Karangmojo. Universitas Negeri Yogyakarta.
- Thornburry, S. 2005. *How to Teach Speaking*. London: Longman.

- Usman, A. 2010. *Using the Think-Pair-Share Strategy to Improve Students' Speaking Ability at STAIN Ternate*. Journal of Education and Practice: IISTE.
- Wong. H., & Rosemary., T. W. 2005. *How to be an Effective Teacher: the First Days of School*. Singapura: Harry K Wong Publisher.