

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the research conclusion and suggestion. The conclusion includes all of the discussion that is directly connected to the formulation of the problem and the objective of the study, as outlined in the previous section, whereas suggestion are based on research findings, discussion, and final conclusion of the study.

A. CONCLUSION

Based on the results of the study conducted on the application of the Think-Pair-Share strategy for impromptu speaking activities in EFL students at MAN 5 Kediri, it can be concluded that this strategy has proven effective in improving students' impromptu speaking skills. The application of this strategy through three main stages (Think), (Pair), and (Share) provides opportunities for students to develop ideas independently, discuss with classmates, and speak in front of the class with greater confidence. The results of the study showed that by giving students time to think first and discuss in pairs, students felt more prepared and reduced anxiety when impromptu speaking. This activity also encouraged students to be more active in participating in discussions and improving their communication skills in English, especially in terms of fluency and spontaneous expression of ideas. In addition, the Think-Pair-Share strategy not only helps students in speaking, but also develops their social and collaborative skills, as they learn to listen and respond to their friends' ideas. This is in line with the principle of cooperative learning which emphasizes the importance of interaction between students in the learning process. Although the application of Think-Pair-Share provides many benefits, there are several challenges that need to be considered.

One of them is the diversity of students' speaking ability levels. Some students may be quicker to express their ideas, while others may take longer to formulate the right words, in addition to the diversity of students' speaking abilities and time constraints. In this case, teachers need to pay attention and provide more support to students who are having difficulty, so that they remain comfortable and not stressed and manage their time wisely so that all stages can run effectively. Overall, the implementation of the Think-Pair-Share strategy at MAN 5 Kediri can be considered an effective method in improving EFL students' impromptu speaking skills. Therefore, it is recommended that this strategy continue to be implemented and further developed in future speaking learning.

B. SUGGESTION

1. For Teachers

The researcher suggests that teachers, especially those teaching EFL students, should incorporate the Think-Pair-Share strategy into regular classroom activities to improve students' speaking skills. Teachers are also encouraged to vary the topics to keep students engaged and provide timely feedback during the Share phase to strengthen language accuracy and fluency. In addition, teachers should pay attention to effective time management during each phase to ensure that all students are actively involved.

2. For Students

The researchers suggest that students should take advantage of opportunities to think before they speak, collaborate with peers, and practice speaking in front of the class without fear of making mistakes. Over time, these strategies can help build confidence in their speaking skills, making it easier to

communicate spontaneously in both academic and real-life contexts. Students are encouraged to use these methods as opportunities to develop their ideas and speaking fluency in a supportive environment, and to remain open to feedback from peers and teachers for continued improvement.

3. For Future Researcher

The researcher suggest that future researcher, this study offers a foundation to delve deeper into the effectiveness of the Think-Pair-Share strategy in enhancing EFL learners' speaking skills. Researchers can consider expanding the study to larger sample sizes, incorporating a variety of language proficiency levels, or exploring how Think-Pair-Share can be integrated with technology to enhance learning outcomes. Additionally, investigating the long-term effects of using this strategy on learners' speaking fluency and confidence in real-life communication could offer valuable insights. Further research could also explore the comparison of Think-Pair-Share with other teaching methods in terms of promoting impromptu speaking.