

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the study and provides some suggestions based on the findings.

#### A. Conclusion

Research has shown that teachers use a collaborative approach to teaching speaking skill systematically in three stages: pre-teaching, while teaching, and post-teaching. Teachers prepare students during the pre-teaching stage by motivating them and forming groups. While teaching, teachers assist by guiding discussions and monitoring student participation. However, teachers face challenges such as the dominance of certain students, group passivity, and the use of the students' native language. In the post-instruction phase, teachers evaluate and provide feedback, offer motivation, and provide a final assessment.

Group interaction has shown that a collaborative learning approach can enhance students' engagement, self-confidence, and speaking skills. In addition, teachers employed three specific strategies for speaking practice: PBL, PJBL, and group discussions, as well as the jigsaw technique. However, the implementation faced various challenges, such as classroom management, student dominance, lack of student motivation, and the use of mother tongue. To address these issues, teachers employed additional motivation, direct guidance, the formation of different groups, and active monitoring. Therefore, when combined with teachers' readiness to manage the classroom and solve challenges that arise during the learning process, the collaborative learning

approach can be considered an effective strategy for developing students' speaking skill, and can build up the confidence of individual students.

## **B. Suggestion**

After researching teachers' strategies in teaching speaking skill using a collaborative approach at MTsN9 Kediri, the researcher made recommendations aimed at upgrading the quality of learning, particularly in the teaching of speaking skills. These recommendations are also intended to assist teachers and other stakeholders in developing more effective and well-designed learning strategies.

### **1. For Teachers**

Teachers are suggested to continue using a collaborative learning approach in speaking instruction. They should also pay closer attention to classroom management, balanced group assignments, and clear instruction to ensure that all students participate actively. Teachers should also be more attuned to each student's ability level in order to provide patient and appropriate guidance. This ensures that all students have equal opportunities to grow, and learning can proceed more efficiently.

### **2. For Student**

Students were encouraged to be more active and confident in their learning activities, especially when practicing speaking. They were also advised to use group work as a way to learn from one another and improve their English language skills. They were also expected to be more willing to voice their opinions without fear of making mistakes. Students gradually improved their speaking skills through continuous practice.

### 3. For Researchers

Further research is expected to develop this study with a wider focus, such as different language skills or different educational levels. In addition, future research could also explore other techniques for overcoming problems in collaborative learning. Further research is also expected to provide new innovations in various learning approaches. In this way, the findings of future research can complement and enhance previous studies.