

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

Based on the results of the data analysis and discussion presented in the previous chapter, this classroom action research (CAR) concludes that the implementation of the Think Pair Share (TPS) method in eighth-grade classes has been shown to reduce students' speaking anxiety and improve their speaking ability. From a psychological perspective, students' levels of anxiety about speaking English which were initially very high were successfully reduced gradually through systematic stages of interaction. The final questionnaire results from Cycle 2 showed that approximately 68% of students experienced a consistent decrease in anxiety scores; in fact, the percentage of students in the "Very Anxious" category was reduced from 11% to 0% by the end of the cycle. The Pair phase of this strategy proved crucial in creating a safe, low-risk learning environment, allowing students to build self-confidence before speaking in front of a larger audience. In line with the reduction in students' speaking anxiety, their proficiency in the speaking components including accent, grammar, vocabulary, fluency, and comprehension also showed progressive improvement. This is quantitatively evidenced by a surge in students' average speaking test scores, where the average score, which was initially only 53.83 on the Cycle 1 pre-test, rose to 62.45 on the Cycle 1 post-test, and finally jumped to 76.14 on the Cycle 2 post-test. These final results confirm that this cooperative learning model successfully enabled students to exceed the passing grade which had been set at 75.

5.2. Suggestions

Based on the findings, the researcher formulates several practical and academic recommendations for relevant stakeholders.

5.2.1. English teachers

1. Implement TPS Method: Think Pair Share (TPS) method is highly recommended as a sustainable cooperative learning method, particularly when teaching spoken-text-based materials such as recount texts.
2. Time Allocation: Teachers are also expected to pay closer attention to the efficient allocation of time during the apersception and theoretical explanation stages so that students have significantly more time to actively interact during the core activities.
3. Provide Intensive Guidance: providing intensive and supportive guidance during pair discussions is essential to motivate students and help them overcome their fear of making mistakes while practicing their pronunciation.

5.2.2. Students

Students are encouraged to continue utilizing this step-by-step interaction model as a means of practicing fluent communication and should not feel anxious about grammatical errors, as the small-group setting is designed to foster positive mutual support.

5.2.3. Future Researchers

1. Explore Different Contexts: future researchers interested in exploring similar topics are recommended to investigate the implementation of the TPS method in different English language skills or at other educational levels

2. Enhance Research Instruments and Media: Future researchers may also expand the observation instruments or integrate more interactive visual learning media during the “Think” stage to optimize students’ understanding of the material.

