

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

The results of this study show that students' speaking performance were significantly improved by the Think-Pair-Share (TPS) strategy. The experimental class, which was taught utilizing the Think-Pair-Share strategy, and the control class, which received traditional instruction, differed significantly, according to the data analysis results. The Think-Pair-Share strategy was more effective in improving students' speaking performance, as evidenced by the experimental class's improved post-test results. The following conclusions can be made in light of the statistical analyses' findings:

1. The significant value (Sig. 2-tailed) was 0.000, which was less than the significance criterion of 0.05, according to the Independent Samples T-test results. Furthermore, The experimental group's mean post-test score was higher ($M = 74.36$) than the control group's ($M = 49.38$). As a result, the alternative hypothesis (H_1) was supported and the null hypothesis (H_0), which claims that the Think-Pair-Share strategy has no appreciable impact on students' speaking performance, was rejected. This result shows that throughout the academic year 2025–2026, the eleventh-grade students at SMAN 6 Seluma had much higher levels of speaking performance because of the Think-Pair-Share strategy.
2. The N-Gain analysis's findings provided additional evidence of the Think-Pair-Share strategy's efficacy. The control group received a mean N-Gain score of just 4.23%, while the experimental group

received a mean N-Gain score of 57.32%, which is considered appropriately effective. These results show that speaking performance improved significantly more for students in the experimental class than for those in the control group. Additionally, compared to the control class, the experimental class showed better and more consistent post-test outcomes, according to the descriptive statistics. Thus, it can be said that the Think-Pair-Share strategy produced higher learning results than the traditional teaching strategy and was successful in raising students' speaking performance.

B. Implications

The results of this investigation have significant implications for the teaching of English, especially in terms of helping senior high school students become more confident speakers. First, the results indicate that the Think-Pair-Share (TPS) strategy can significantly increasing students' speaking performance. Therefore, English teachers may consider implementing TPS as an alternative instructional strategy to create a more interactive, collaborative, and student-centered learning environment. Students get more opportunity to express their perspectives and practice speaking in a supportive environment as they progress through the stages of thinking alone, discussing ideas with a partner, and expressing them with the class.

Second, from the standpoint of curriculum implementation, the results indicate that cooperative learning strategies like Think-Pair-Share can be incorporated into English language training to boost students' performance in speaking exercises and promote active engagement. Students get more participating in the learning process as a consequence of TPS's controlled interaction, which helps them get over their reluctance and anxiety while speaking in English.

Third, in terms of educational practice, teachers, school administrators, and other educational stakeholders may use the study's results as a guide when creating lesson plans that emphasize students' affective development, especially speaking performance, in addition to their language proficiency. Teachers should be encouraged to promote meaningful speaking activities that enable students to confidently articulate their thoughts, create a supportive classroom environment, and offer frequent chances for pair and group discussions in order to optimize the effectiveness of TPS.

Lastly, the findings of this research offer future researchers the chance to investigate the Think-Pair-Share strategy's efficacy in various educational situations, grade levels, and language proficiency levels. Future research may look into how TPS affects students' motivation, speaking anxiety, communication abilities, speaking performance, and other facets of learning English. Such studies would advance knowledge of how cooperative learning strategies improve students' language development and classroom participation.

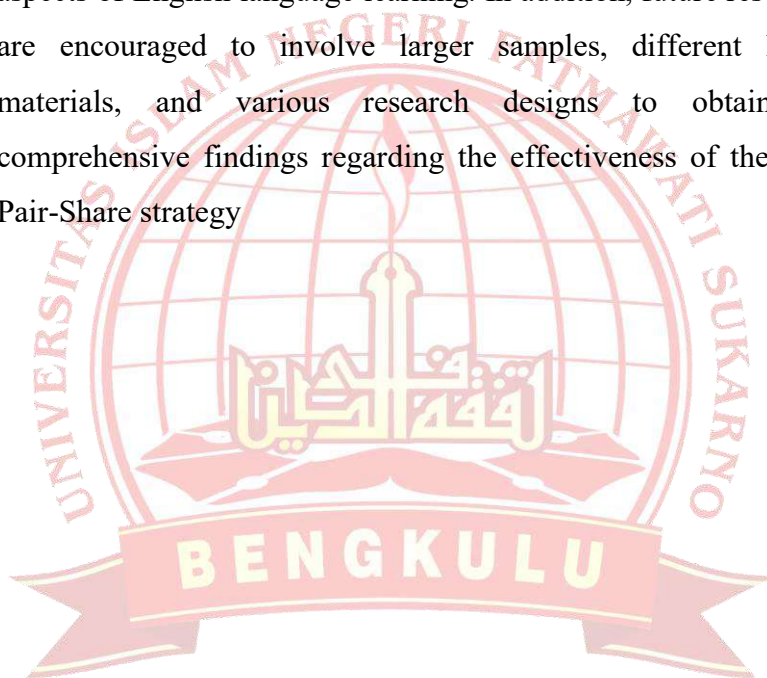
C. Suggestion

After considering the results of this investigation, the researcher suggests the subsequent actions:

1. It is recommended that English teachers implement the Think-Pair-Share (TPS) strategy in the teaching and learning process, particularly in speaking activities, because the results of this research indicate that TPS can effectively enhance students' speaking performance. By providing opportunities for students to engage in independent thought, exchange ideas with their peers, and present their responses to the entire class, TPS has the capacity to establish a

supportive learning environment that fosters active participation and reduces students' hesitation in speaking English.

2. Future researchers should do further investigations on the application of the TPS strategy in different educational contexts, grade levels, and language skills. Future research may examine TPS is beneficial in enhancing speaking performance, speaking anxiety, motivation, listening skills, reading comprehension, writing ability, or other aspects of English language learning. In addition, future researchers are encouraged to involve larger samples, different learning materials, and various research designs to obtain more comprehensive findings regarding the effectiveness of the Think-Pair-Share strategy



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