**CHAPTER V**

**CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

This chapter discusses about the conclusion of the research, implication andsuggestion for the English teacher, and the students and to the other researchers. Thediscussion of each section will be delivered as follows.

1. **Conclusions**

This research was implemented to the first grade students of MA Miftahun Najah Lamongan in academic year of 2016/2017 started on March, 2017, during the second semester of the academic year of 2016/2017. This program was successful to increase students’ speaking proficiency by using Think-Pair-share strategy at the first of MA Miftahun Najah Lamongan in academic year of 2016/2017. The research that was carried out in two cycles was successful in increasing the students’ pronunciation, intonation and stress, comprehension, grammatical mastery, vocabulary and confidence.

The research findings and discussion in Chapter IV show that the students’ speaking proficiency 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, giving feedback to the students’ pronunciation, and pronunciation drill. Those actions gave an improvement in the students’ speaking skills. 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, classroom English, vocabulary practice, giving feedback to the students’ pronunciation, pronunciation drilling, and giving rewards to the best performance. There were some actions from Cycle I that were revised in Cycle II. In Cycle I, the teacher divided the students based on the position of their seat. However in Cycle II, the researcher grouped the students based on their ability. It helped the passive students to be active. The class management was also improved during Cycle II.

Based on the result of the speaking performance tests, the students made a better improvement in their speaking proficiency. It could be seen from the mean of the post-test that is higher than the mean of the pretest by 9.06

1. **Implications**

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

1. The use of the TPS technique was able to encourage the students to practice speaking during the teaching and learning process. By applying TPS 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 students 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 TPS gave the students an opportunity to speak up. It was effective to increase students’ speaking proficiency.
2. The implementation 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. 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 the students’ vocabulary knowledge. The students’ vocabulary knowledge increased and they knew a lot of vocabulary. Furthermore, they were able to use the vocabulary whenever it was needed. It can be implied that vocabulary practice was useful to increase the students’ speaking proficiency.
4. 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. It can be implied that pronunciation drill was useful to make students aware with the pronunciation.
5. Giving feedbacks to the students 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 implied that giving feedbacks made the students more confidence and it could repair their mistakes.
6. **Suggestions**

Some suggestions are given to the participants who are closely related to this research. The suggestions are made based on the conclusions 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 teaching and learning process. It is useful for them to use TPS technique as one of the appropriate techniques in teaching speaking.

1. For Students

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

1. 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.