

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is a qualitative case study that aims to describe the implementation of the think-pair-share method of asking for and giving opinions in eight grades of a private junior high school and to find out the challenges experienced by students in the implementation of the method. In this study, to collect data, researcher used observation, interviews, and documentation techniques, which were carried out in MTs. NU Banat Kudus.

There are some additional modifications to the steps in the think-pair-share method proposed by Spencer Kagan and Miguel Kagan. The additional steps are located before and after the steps in the think-pair-share method by Kagan. There are five additional steps before the Think-Pair-Share method steps described by Kagan, namely: 1) The teacher make a lesson plan; 2) The teacher gave the trigger question to the students; 3) The teacher gave the material, and the students took notes on the material in their notebooks; 4) The teacher gave and read an example of a dialogue asking for and giving opinion, and the students followed it; 5) The students are asked to identify the part of the sentence that contains the expression of asking for and giving opinion from the example dialogue. After these four additional steps, it is followed by using the 5-step think-pair-share method proposed by Kagan. Those five steps include organizing students into pairs, determining the topic, giving time to students to think, asking students to discuss with their partners and share their thinking, and calling on students to share their ideas with the rest of the class. Meanwhile, one additional step after the think-pair-share method of Kagan is that the teacher helps students make summaries or conclusions at the end of the meeting.

The think-pair-share method is considered able to increase students' self-confidence and improve the quality of their responses. However, this study found that students still lacked confidence in expressing their opinions when presenting dialogue in front of the class, as indicated by the fact that students were still reading the text and not memorizing the expression of giving an opinion. From the student's dialogue text, there are also grammatical errors. This is because the mastery of vocabulary is limited and the learning time is limited to only 2 hours a week. Both of these things lead to a lack of confidence in students.

This study focuses on the description of the implementation of the think-pair-share method in asking for and giving opinions in the classroom, not looking at the test results as in Feni and Al Karim's research. Both showed better results in speaking performance when students used the think-pair-share method than when using other methods that are cooperative learning methods. It is also different from the research of Dian and Mutiara, which shows the implementation of think-pair-share, which ran well and was interactive in storytelling material. As a result, this study provides a fresh perspective, namely a description of the think-pair-share method's implementation in a junior high school on the subject of asking for and giving opinions, as well as the challenges faced by students.

This study adds to an empirical study of the form of implementing the think-pair-share method in learning English with the theme of asking for and giving an opinion that focuses on students' speaking skills. The additional steps are giving examples of pronunciation from the teacher (modeling or imitating) as an effort to increase students' confidence in pronouncing the phrases being studied. In addition, the assignment and questioning are carried out on topics that are familiar to students and accompanied by LCD projector learning media using an attractive PowerPoint program. It is done with the purpose of training students' critical thinking as well as establishing a dialogical relationship between teachers and students.

B. Suggestion

Based on the results of this research on the implementation of the think-pair-share method in asking for and giving an opinion, teachers must make various efforts to overcome the challenges faced. Those efforts are made to improve students' vocabulary mastery and understanding of grammar in the context of giving opinions so that students will be more prepared and confident when presenting. Teachers also need to prepare questions that stimulate critical thinking and students' curiosity. Besides that, teachers need to prepare media and themes that interest students, and they must divide groups by paying attention to the diversity of academic standing, gender, and identity to avoid boredom. As for the lack of time or hours spent learning English, teachers must prepare activity sheets or independent assignments that can be done at home so that vocabulary mastery can continue to increase.

This research is limited to the topic of asking for and giving opinions. Therefore, it is hoped that further research can be investigated for the application of the think-pair-share method on other themes. Likewise in aspects of language skills other than speaking, for example in writing, listening, or reading. As well as in higher-level classes, for example, in senior high school or at the university level.

