

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

This research was conducted to describe the implementation of collaborative learning strategies in improving students' speaking skills and to identify students' experiences during the process. Based on the findings and discussions, the researcher drew the following conclusions.

First, the implementation of collaborative learning strategies—namely Think–Pair–Share (TPS), Numbered Heads Together (NHT), Two Stay Two Stray (TSTS), and Inside–Outside Circle (IOC)—was successfully applied in the speaking class. Each strategy played an important role in fostering student-centered learning:

1. TPS enabled students to prepare their ideas individually and share them confidently with partners before presenting to the class.
2. NHT encouraged students' accountability and cooperation because each member had to master the material to represent the group.
3. TSTS promoted knowledge exchange among groups and enhanced social interaction and communication.
4. IOC trained students to interact with many partners, improving their fluency, spontaneity, and adaptability in speaking English.

Second, regarding students' experiences, the research found four main themes: increased confidence, improved fluency, enhanced cooperation, and participation challenges. Most students felt that the strategies made learning more enjoyable and interactive, as they could share

ideas, correct mistakes, and learn from peers. They also became more confident in expressing opinions in English. However, some challenges appeared, such as uneven participation among members and time constraints during group rotations.

In summary, the implementation of collaborative learning strategies created an active, communicative, and student-centered environment. It did not only develop students' speaking skills but also strengthened their teamwork, confidence, and motivation to learn English.

## **5.2 Suggestions**

Based on the conclusions, several suggestions are proposed for following suggestions:

### **1. For English Teachers**

Teachers are encouraged to consistently apply collaborative learning strategies such as TPS, NHT, TSTS, and IOC in speaking classes. These strategies can make students more engaged, confident, and responsible in communication. Teachers should also monitor group dynamics to ensure equal participation among all students and allocate sufficient time for each activity.

### **2. For Students**

Students should take an active role during collaborative learning activities. They are encouraged to share ideas openly, respect others' opinions, and participate equally in discussions. Working cooperatively can help them not only improve their speaking ability but also develop teamwork and social skills.

### 3. For Future Researchers

Future researchers may explore similar studies with a larger number of participants or at different educational levels. It is also suggested to examine the effectiveness of collaborative learning strategies quantitatively to measure their impact on students' speaking performance. Furthermore, combining teacher and student perspectives may provide a more comprehensive understanding of collaborative learning implementation.