

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research that the researchers have put forward and the discussion that has been described in the previous chapter regarding the implementation of socio-affective strategy in the process of teaching and learning speaking a case study in MTs Daarul Hidayah Cipanas Lebak then the researcher can conclude as follows:

1. The Application of socio affective strategy in grade 8 at MTs Daarul Hidayah

In applying socio affective strategy to learning English, the teacher needs 2 meetings, the first is an introduction to socio-affective, in this meeting the teacher explains the definition of socio-affective, the purpose of learning to use socio-affective, and also the benefits of using socio-affective strategy Students are required to understand in advance about socio-affective strategy so that future learning becomes easy to understand, learning becomes more fun, active classes and enthusiasm for learning. Then after the second meeting, then the teacher will apply a socio-affective strategy to grade 8 students. Which will provide English conversational text, translate it together, then then practice conversations with fellow classmates, then the teacher will evaluate the teaching and learning process by affective socio strategy.

1. The students' responses regarding the application of socio affective strategy

The researcher can conclude that the students' responses regarding the application of socio-affective strategies are divided into 2 categories, the first is the positive category and the second is the negative category. For respondents, there were 28 students. the result is that there are 71.4% for positive judgments about the implementation of socio-affective

strategies, and 28.5% for negative assessments about the implementation of socio-affective strategies.

2. The obstacle was found from teachers and students

The teacher explains that in implementing the socio-affective strategy there are obstacles found in its application, namely: Some students are joking in the learning process, students are still shy, teachers must be very active in interacting in socio-affective learning.

Furthermore, there are obstacles encountered by some students regarding the implementation of socio-affective strategies, namely: Fear of wrong pronunciation and dialogue in English, Not confident interacting with friends, and nervous.

B. Suggestions

1. For Teachers

Teachers can use socio-affective strategy for the process of learning speaking because in this strategy there is interaction between the teacher and students about English conversations. This is done so that students become more confident and courageous to speak in front of the class. It will also make learning activities be fun, active and students are not bored in the learning process. For prospective English teachers in the future, they can use socio affective strategy to improve students speaking skill.

2. For Students

Students can improve their speaking skills and its hoped they can speak English confidently, not afraid of being wrong, and can interact better, start with small steps first, namely not being afraid of being wrong in speaking English. I hope that the use socio affective is not only at school in interacting with confidence, but also applied outside of school and not being afraid of making mistakes in English pronunciation of course so that students can develop speaking skills outside of school.

3. For Researchers

Hopefully for the next researcher can use this thesis as reference, and can develop more socio affective and new ideas will emerge in the application of socio affective. The researcher feels that this research is not perfect, but the researcher hopes that this research can be used reference for the next researcher in do a better research.

4. For Headmaster

Hopefully the headmaster can develop in selecting the abilities of English teachers so that more teachers are diligent in developing students English skills in the future.