

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions. The conclusions are drawn from the results and discussions in the chapter V. The suggestions are proposed to the English teacher, students in junior high school, the next researcher and the education stake holder in common.

A. CONCLUSIONS

Based on the results of the analysis in the previous chapter, the researcher concluded that:

1. The students' self-confidence in speaking class before implementing Socio-affective strategies was low. It can be seen from the pre observation (pre cycle) that there were only 14 students (40%) who had strong desire to come forward, 15 students (42.85%) had good visual contact, 13 students (37.14%) who spoke aloud, 12 students (34.28%) who used their gestures and only 17 students' speaking are comprehensible (48.57%) Those factors were caused by the boring models of speaking activity and they were not confident and afraid making mistakes in structure, pronunciation, word order and diction.
2. The implementation of Socio-affective strategies to improve students' self-confident in speaking has been applied through classroom action research. The material of speaking was about expressions of asking and giving opinion. The process of the action research has been done in two cycles. In

the first cycle, the discussion in pair and dialogue practice as the Socio-affective strategies were applied to the students in their learning process. In the second cycle, the discussion in group and performing role play as the socio-affective strategies were applied to the students in their learning process. During the teaching learning process, the researcher always encourage the students such as: the researcher encouraged the students to be confident during speaking English, to have strong desire without any compulsion, while practicing the conversation, they should use their visual contact and gestures, the students should speak aloud and not to be afraid to make some mistakes during the learning process. The students speaking also should be comprehensible. The researcher's encouragement also one of the characteristic of socio-affective strategies. The researcher asked the students' problems during the teaching learning process. Beside that, the students also ask the researcher for clarification such as: Asking about the difficult material, asking the researcher to repeat the pronunciation and give some examples of the expression.

3. Based on table, the item of questionnaire before and after the implementation of Socio-affcetive strategies was increased in every statement. Statement 1 was increased from 51.42% to 86.28%, it increased 34.86%. Statement 2 was increased from 54.28% to 85.14%, it increased 30.86%. Statement 3 was increased from 51.42% to 74.85%, it was increased 23.43%. Statement 4 was increased from 54.28% to 76.57%, it

increased 22.29%. Statement 5 was increased from 54.85% to 77.71%, it increased 31.43%. Statement 6 was increased from 53.71% to 77.14%, it increased 23.43%. Statement 7 was increased from 56% to 81.71%, it increased 25.71%. Statement 8 was increased from 57.14% to 76.57%, it increased 9.43%. Statement 9 was increased from 52% to 75.42%, it increased 23.42%. Statement 10 was increased from 56.57% to 77.71%, it increased 21.14%. Statement 11 was increased from 53.71% to 80.57%, it increased 26.86%. Statement 12 was increased from 52.57% to 78.85%, it increased 26.28%. Statement 13 was increased from 52.57% to 78.28%, it increased 26.28%. Statement 14 was increased from 53.71% to 76%, it increased 22.29%. Statement 15 was increased from 53.71% to 77.71%, it increased 24.00%. Statement 16 was increased from 55.42% to 79.42%, it increased 24.00%. Statement 17 was increased from 52% to 75.42%, it increased 23.42%. Statement 18 was increased from 53.14% to 78.85%, it increased 25.71%. Statement 19 was increased from 56% to 76.57%, it increased 20.57%. Statement 20 was increased from 53.71% to 77.14%, it increased 23.43%. Statement 21 was increased from 55.42% to%, it increased 20%. Statement 22 was increased from 59.42% to 80%, it increased 20.58%. Statement 23 was increased from 59.42% to 77.71%, it increased 18.29%. Statement 24 was increased from 62.28% to 78.85%, it increased 16.57%. Statement 25 was increased from 59.42% to 89.71%, it increased 30.29%. The average from the percentage of students self-

confidence per statement before implementing of Socio-affective strategies obtained the result is 54.92=55 % while after implementing the Socio-affectivities strategies obtained the result is 81.87=82%. Based on the questionnaire, the improvement of students' answers per statement before implementing and after implementing Socio-affective strategies was increased 27%.

B. SUGGESTIONS

This study is useful for English teachers to improve students' self-confidence in speaking or even practicing speaking inside and outside the classroom. However, there are many strategies can be used in teaching learning process, but, Socio-affective strategies is only an alternative strategy to improve students' self confidence in speaking. Having finished conducting this research, the researcher considers some suggestions in order to improve self-confidence in speaking skill, especially for the teacher, the students, and the reader. The researcher's suggestions are as follow:

1. For teachers

- a. Teacher plays many important roles in teaching leaning process. Besides his/her roles as a prompter, a participant, and a good feedback provider, he/she should have a skill in motivating and encouraging learners. Teacher should have the ability to carry out a supportive and interesting environment in the classroom in order to help students understanding and practicing materials easier. The encouragement from

the teacher is needed by the students to make them being self-confidence in speaking English.

- b. Teacher is suggested to be creative in teaching speaking, because by giving interesting technique/ media, or strategy in teaching that will help students have an interest to learn speaking more.
- c. Teacher should have some strategies and ways to improve students' self- confidence in speaking English.
- d. Teacher should make the students comfortable during the learning process.

2. For students

- a. Students should be brave and self-confident in speaking. They shouldn't be afraid and shy in speaking. The first important thing is that students should be more confident in speaking foreign language that being learned, they need to avoid feeling scared or shy of doing speaking in front of a class while they are trying to speak in English, because they should at least have an interest to speak first, for then they should try and learn hard to solve their problems. This can be done by searching or creating their own model of learning speaking, such as, watching English movie, reading English magazine or dialogue book. They may also use other media like game and listening to English songs for learning pronunciation, or by practicing speaking with friends, family, teacher, etc for then they may share their problems.

b. Students should study and learn more to improve their ability in speaking or broader, In studying English, they should improve their vocabulary and pronunciation from the media such as, English newspaper/ magazine, radio, television, or even by listening to English song.

c. For next researcher

The researcher admits that there are so many limitations in conducting research. The researcher realizes that this paper is far from perfect. This can be caused by many factors, such as the limitation of time, so it is not prepared well or perhaps because the lack of the writer understanding. The writer hopes that the next researchers can prepare everything as good as possible in conducting the research and can do the follow up of this research. The next researcher should observe carefully to result an exact observation. In addition, the researcher needs to approach the students to know the specific phenomenon of the problems that was caused low self-confidence of the students. The researcher suggests the next researcher to implement socio-affective strategy not only to improve students' self-confidence. This socio-affective strategy also can be implemented in all grade even for the university students. In implementing this socio-affective strategy, the researcher may use the boarder activity which is includes asking for clarification and cooperation.

C. CLOSURE

Praise be to Allah, Lord of the worlds, who has blessed the researcher for finishing this thesis smoothly. Although, there are many mistakes that the researcher has done and far from the perfection. Those are caused the limitation of the researcher's knowledge and ability. The researcher expects beneficial suggestions and correction for this paper. The researcher expects this paper useful for the researcher herself and especially for all the readers.