

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. CONCLUSION

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

1. The students' self confidence before implementing Socioaffective strategies was low. It can be seen from the pre observation that there were only 12 students (30.77 %) who had strong desire to come forward, 18 students (46.15 %) had good visual contact, 11 students (28.20 %) who spoke aloud, 13 students (33.34 %) who used their gestures and only 16 students' speaking are comprehensible (41.02 %). Those factors were caused by the boring models of speaking activity and they were afraid making mistakes in structure, pronunciation, word order and diction. In fact, they were rarely practice their conversation in front of the audiences. The students' speaking achievements' mean was only 62.87.
2. The implementation of Socioaffective strategies to improve students' self confidence in speaking has been applied through action research. The material of speaking was about expressions of asking for, giving and refusing to give help/something and offering, accepting and refusing an offer of some help. 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 Socioaffective strategies were applied to the students in their learning process. In the second cycle, the discussion in group and performing role play as the Socioaffective strategies were applied to the

students in their learning process. During the teaching learning process, the teacher always encourage the students such as: the teacher 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. The students speaking also should be comprehensible. The teachers' encouragement also one of the characteristic of Socioaffective strategies. The teacher asked the students' problems during the teaching learning process. Beside that, the students also ask the teacher for clarification such as: Asking about the difficult material, asking the teacher to repeat the pronunciation and give some examples of the expression.

3. The students' self confidence in speaking after the implementation of Socioaffective strategies increased significantly. It was proven by the comparison of the results of observation in pre observation, cycle I and cycle II. The comparison of the results has been explained in chapter IV.
4. The improvement of students' self confidence in speaking before and after the implementation of Socioaffective strategies are shown in the results of self confident improvement. The indicator of strong desire was increased from 30.77 % to 92.30 %, it increased 61.53 %. In the indicator of students' visual contact, before the action was 46.15 % and after the action was 69.23 %, so it increased 23.08 %. The indicator of speaking aloud before the action got 28.20 % and after the action got 71.79 %. It means that the result increased 43.59 %. The students' gesture before the action was 33.34 % and after the action got 64. 10 %. So, it increased 30.76 %. For the students' speaking comprehension before the action was got 41.02 % and after the action was 89.74 % , it increased 48.72 %.

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, Socioaffective strategies is only an alternative strategy to improve students' self confidence in speaking. Having finished conducting this research, the writer considers some suggestions in order to improve self confidence in speaking skill, especially for the teacher, the students, and the reader. The writer'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 confident in speaking English.
- b. Teacher is suggested to be creative in teaching speaking, because by giving interesting technique/media, students will have an interest to learn speaking more.
- c. Teacher should have some strategies and ways to improve students' self confidence in speaking English.

2. For students

- a. Students should be brave and self confident in speaking. They shouldn't be afraid in making mistakes of structure, pronunciation, word order and diction. 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 grammatical

errors, wrong dictions and bad pronunciation 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.

3. For next researcher

The writer admits that there are so many limitations in conducting research. The writer realizes that this thesis 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 writer suggests the next researcher to implement socioaffective strategy not only to improve students' self confidence but also to improve students' speaking achievement. This socioaffective strategy also can be implemented in all grade even for the university students. In implementing this socioaffective 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 writer for finishing this thesis smoothly. Although, there are many mistakes that the writer done and far from the perfection. Those are caused the limitation of the writers' knowledge and ability. The writer expects beneficial suggestions and correction for this thesis. The writer expects this thesis useful for the writer herself and especially for all the readers.