

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter describes the conclusions and suggestions from the findings of the research and discussion that has been conducted in teaching using socio-affective strategy to improve students' speaking achievement.

#### A. Conclusion

In the finding and discussion section, it is explained that in the preliminary research, researchers conducted a test for preliminary, and there were 5 students out of 34 who had a minimum score, and the percentage score of the test for preliminary showed 15%. Then the researcher gave a treatment in the form of the implementation of a socio-affective strategy in a narrative theme to the students, which was conducted in one cycle consisting of four days. After the researcher carried out one cycle, a cycle 1 test was held to see the students' speaking achievement as a result of the application of the socio-affective strategy. The cycle 1 test results showed 29 students out of 34 students reached the minimum score and showed a percentage value of 85%, which has reached the student success criteria of 70%. In this research, the three aspects assessed, namely pronunciation, fluency, and vocabulary, also showed improved results. In this case, it shows that the use of the socio-affective strategy can improve students' achievement in 9th grade at MTsN 3 Blitar.

The students' achievement increased after the researcher implemented a socio-affective strategy for one cycle. The researcher motivated the students about the importance of speaking skills at the

beginning of each lesson, explained narrative, and continued with the explanation of socio-affective strategy. After that, the socio-affective steps began with group formation, followed by making narrative stories according to the theme of each meeting by discussing per group. The researcher only allows students to ask questions to group friends first, and then if they have finished making the story, students are allowed to ask the researcher for clarification. After that, the researcher asked the students to tell the story they had finished making.

## **B. Suggestion**

From the above conclusions, the researcher provides several suggestions that are expected to help teachers and students.

1. Teachers must carefully prepare everything needed during learning before starting class. Especially when the teachers meet problems in the classroom. Teachers must be able to find solutions to solve problems found in class.
2. Students should often practice speaking in front of the class to fight the fear of mispronunciation or lack of knowledge about some vocabulary.
3. Socio-affective strategy is not only used for narrative theme learning but can also be used in other English learning themes and also not only for grade 9 but also for other classes by adjusting the needs of learning themes and other classes.