

**SOCIO-AFFECTIVE STRATEGIES USED BY THE STUDENTS
TO IMPROVE THEIR ENGLISH SPEAKING SKILL : A CASE
STUDY IN SECOND SEMESTER AT MUHAMMADIYAH
UNIVERSITY OF SURAKARTA**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department**

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APPROVAL

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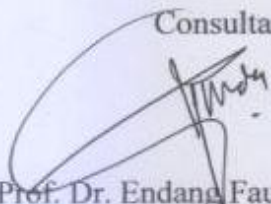
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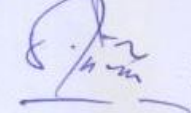

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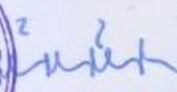
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TESTIMONY

Herewith, I testify that there is no plagiarism in this article publication. There is no other work that has been submitted to obtain the bachelor degree and as far as I concerned there is no opinion that has been written or published before, except the written reference which are referred in this paper and mentioned in the bibliography

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Surakarta, August 16th, 2019

The Researcher



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Abstrak

Tujuan penelitian ini untuk mengetahui : (1) penggunaan strategi social-affektif oleh siswa kelas speaking semester kedua di UMS. (2) Kecenderungan siswa dalam menggunakan indikator dari strategi social-affektif. Subject dari penelitian ini adalah siswa kelas speaking semester kedua di UMS, dan objek dari penelitian ini adalah fokus dalam mengetahui minat siswa menggunakan strategi social-affektif. Jenis penelitian ini adalah kualitatif. Metode yang digunakan adalah melalui observasi, kuesioner, dan wawancara. Analisis data menggunakan data reduksi, tampilan data, dan kesimpulan atau verifikasi. Hasil dari penelitian ini adalah hampir semua siswa menggunakan strategi social-affektif, antara lain : (1) mengurangi kecemasan, (2) mendorong diri , (3) mengontrol emosi, (4) bertanya, (5) bekerjasama dengan orang lain, (6) bersimpati dengan orang lain.

Kata Kunci : social-affektif strategi, tipe dari strategi, dan keterampilan berbicara

Abstract

The aim of this study is to find out: (1) the use of a social-affective strategy by speaking students in the second semester at UMS. (2) The tendency of students to use indicators from social-affective strategies. The subjects of this study are second semester speaking class students at UMS, and the object of this study was focused on knowing students' interests using social-affective strategies. This type of research is qualitative. The method used is through observation, questionnaires, and interviews. Data analysis using data reduction, data display, and conclusions or verification. The results of this study are that almost all students use social-affective strategies, including: (1) lowering your anxiety, (2) encouraging yourself, (3) taking your emotional temperature, (4) asking question, (5) cooperating with others , (6) empathizing with others.

Key Words : socio-affective strategies, types of the strategy, and speaking skill.

1. INTRODUCTION

Speaking in public is something that really requires courage. Students are trained to speak in front of other students, so that they dare to practice in the community. Speaking includes the main skill that we have to learn in order to interact with others. Thornbury, Scott (2005) states that the four skills are important but talking about speaking lessons, this is important thing. Because students must face native

speakers to interact directly. It means that to be able to speak in class or in other occasion is a challenge because speaking represent our grammar in compile a sentence, represent our pronunciation , fluency and so on.

In each lesson, students apply several learning strategies in order to achieve learning goals. Learning strategies applied by students themselves. Students are free to use any strategy. According to (Scarcella & Oxford, 1992: 63) learning strategy is defined as a learning technique or as a way for students to learn more easily in order to improve their own achievements many experts have classified learning strategies.

One of the learning strategies used by students is socio-affective strategies. 2nd semester speaking students use this strategy a lot. 2nd semester speaking learning about pulic speaking. so, students must practice speaking in public or in front of other students. . The social-affective learning strategy is a technique used to deal with emotional and socio-cultural challenges that they encounter in their learning process. According to Oxford (1990) classifies the categories of socio-affective strategies into six categories. There are three categories from social strategies and three categories from affective strategies.

Social affective strategies can help students improve learning more effectively. According to (Oxford, 2003: 14), helping students cooperated with others and understand new language. It means that this strategy is very helpful, especially students learning by working together.

The researchers were very interested in seeing the socio-affective strategies used to improve their speaking skills.What the strategies are used by semester II students in the Department English of Education at Muhammadiyah University Surakarta

The researcher takes some previous study related to socio-affective strategies. Those are : Jayanti Vijaya, Rosyidah (2012) conducted a research with title "*Socioaffective Strategies in Reading*". Khaliliaqdam, Salam (2013) "*The Effect of Social-Affective Strategies on Students Test Anxiety in Various Sexes*". Zeynaly, Siamak, Simin Zeynali & Seyyed. F.P.M (2015) "*The Effect of Social-Affective Strategies in Increasing Reading Comprehension among Iranian EFL*

Learners". The finding was relevant with Rosyidah's study (2012). She found 13 indicators which were used by students reading class. The preference of him finding was taking emotional temperature strategies through taking risk wisely and cooperating with others.

The difference in current research with previous research is the difference in subject, data collection, and research objectives. The objectives of this research is to find out the interests of students using a socio-affective strategy in speaking class.

2. METHOD

This research was qualitative research. The subject was the students' speaking in second semester at Muhammadiyah University of Surakarta and the object was techniques. There are three collecting of the data. 1) observation was conducted in speaking class at Muhammadiyah University of Surakarta, 2) questionnaire proposed by Oxford theories, 3) in-depth interview by students and lecturer. The data source was taken field notes, interview script, event and informant. Techniques for analyzing data was data reduction, data display, conclusion and verification. Data reduction as the process of selection and drawing of the data to be the field notes. Data display is one of the methods to arrange the data in order to draw conclusion. The verification is done by re-checking the data, information and the conclusion to draw a valid final conclusion.

3. FINDING AND DISCUSSION

The researcher shows the finding. The finding determined into two parts. They are : 1) The Socio-Affective Used by Students to Improve Their Speaking English, and 2) The Preferences in Using Socio-Affective Strategies to Improve Their English Speaking Skill.

3.1. The Socio-Affective Used by Students to Improve Their Speaking English

The researcher found that students were used by Oxford theory. There are lowering your anxiety, encouraging yourself, taking your emotional temperature, asking questions, cooperating with others, empathizing with others.

3.1.1 Lowering Your Anxiety

Anxious attitude in learning languages is a description of the importance of learning, but high anxiety can affect learning. Affective strategies can help reduce anxiety by controlling emotions by laughing, relaxing, listening to music, and taking a deep breath.

R: "Are there many students who feel insecure when speaking in front of the class?"

L: "Most of them are confident, students speak fluently or not, not because they lack confidence, but because students lack preparation and lack of competence. Students also lack practice.

(Interview, on June, 26 2019)

3.1.2 Encouraging Yourself

Making students more independent students, encouraging themselves, will help students make wise decisions, and reward themselves. It means that students try to make decisions wisely and students are prouder of themselves. it can be practiced by always making the heart and mind be happy.

R: "Do the students always fulfilling well-assigned tasks?"

L: "Mostly yes, students have fulfilled their duties well".

(interview, conducted on June, 26 2019)

3.1.3 Taking Your Emotional Temperature

There are four steps in managing emotions, namely feeling, motivating, behaving in completing language tasks.

R: "Are the students experience change to be better in speaking English?"

L: "According to my observations, every meeting has always had one-on-one feedback from their performance. I noticed when I gave the message 'don't read the text, but speak as if it looks natural. In the last meeting, from one class which had 70% read the text, now only two of the 22 students were still reading".

(Interview, conducted on June, 26 2019)

3.1.4 Asking Question

This indicator means students can ask other students, teachers, native speakers about any difficulties or misunderstanding of students regarding learning.

R: “How many students dare to ask?”

L : “Yes often, there are students ask in every meeting. But the question is not always about material. For example, how about meeting assignments for next week.

(Interview, conducted on June, 26 2019)

3.1.5 Cooperating with Others

Cooperating is learning in a shared way or finding solutions together with discussion. Collaborating with one person or more in getting the ability or expertise in language learning.

R: “Do all students want to take part in working in groups in the class?”

L : “Yes, I see all students always work together. there are one or two groups which for example 'I (Miss Susi) always emphasize if in speaking proportion each member must be in balance, but there are still group members who are not balanced'. But for the problem of working, students have collaborated well.

(Interview, conducted on June, 26 2019)

3.1.6 Empathizing with Others

Empathy can increase the ease of language learning, it means that students who have a high sense of empathy will find it easier to get new things.

R : “Do the students always pay attention to native speakers or people who are more fluent when speaking in English?”

L : “Yes, because you can be fluent in English and understand better”.

(Interview, conducted on June, 26 2019)

3.2 The Preferences in Using Socio-Affective Strategies to Improve Their English Speaking Skill

The results show that students apply 11 out of 16 socio-effective strategies. Students are able to push themselves to ensure what they are doing. The 11 indicators are used by students as follows:

3.2.1 Cooperating with colleagues

Cooperating with colleagues is the indicator of socio-affective strategies that mostly students needed. In learning of speaking English, students are very enthusiastic about how to learn to use cooperating with others.

R : "Do students always choose to study in groups with other students when speaking in English?"

S : "yes, I am more happy when studying speaking in group, it will reduce my nervousness when speaking in front of a private class".

(Interview, conducted on July 10, 2019)

3.2.2 Ask for Corrections

This is the second category of eleven categories that students use to learn speaking English. Students often ask other students or lecturers to get the right answers.

R : "do you always ask your lecturer or friend when you have difficulty understanding the material".

S : "yes, because if I don't ask them I will feel like learning failure."

(Interview, conducted on July 10, 2019)

3.2.3 Listening to Your Body

There are still many students who respect themselves, this is evidenced by their condition. Students often follow the feelings they experience. So, students often do things according to their feelings at that time.

R : "Do you feel happy after learning speaking English class?"

S : "yes, because I like learning about language".

(Interview, conducted on July 10, 2019)

3.2.4 Using Laughter

Using laughter indicators, it can reduce the burden on their minds after learning is complete. things they used to do, joking with their friends.

R : "Do you often watch comedies or listen to jokes to reduce your burden of mind?"

S : "yes, that is the way I often do with my friends as entertainment during many tasks".

(Interview, conducted on July 10, 2019)

3.2.5 Making More Concerned with Others.

Students can practice by dialogue with other students or native speakers. Students who practice speaking English more often, the vocabulary they get becomes more and more.

R : "Do you now dare to apply your English language skills to real life?"

S : "yes, sometimes when in speaking class I speak to my friends using English, but more often write by message".

(Interview, conducted on July 10, 2019)

3.2.6 Using Progressive Relaxation, Deep Breathing or Meditation

Students familiarize themselves with taking a long breath to reduce their anxiety. This indicator really helps students to reduce their sense of anxiety.

R : "Do you often take a deep breath when you feel anxious?"

S : "yes, that is a way to reduce my anxiety".

(interview, conducted on July 10, 2019)

3.2.7 Asking for Clarification or Verification

Students who ask the lecturer to repeat the previous explanation.

R : "Do you often ask lecturers to repeat explaining material?"

S : "yes, sometimes I ask lecturers to get the truth".

(interview, conducted on July 10, 2019)

3.2.8 Making Positive Statements

Students who have this, usually students who have confidence that all that is possible. Students who always try to realize their dreams come true.

R : "Do you like to write positive things about yourself?"

S : "yes of course, this will make my spirit rise".

(interview, conducted on July 10,2019)

3.2.9 Taking Risks Wisely

Only a few students have the wisdom to take wise decisions. based on the interview:

R : "Do you have the desire to speak English in public with your friends?"

S : "yes, even though the language that I use is still not completely correct in grammar, but I tried to get used to it".

(interview, conducted on July 10,2019)

3.2.10 Rewarding Yourself

By giving applause to other students when presenting something in front of them. But, they are less enthusiastic about giving something as a gift for themselves.

R : "Do you always give presents to yourself after you have succeeded in completing something good?"

S : "yes, but it's not a fancy gift. just refreshing with family or friends".

(Interview, conducted on July 10, 2019)

3.2.11 Discussing Your Feelings with Someone Else

Students choosing to share stories with other students about complaints of learning experienced.

R : "Do you often share stories with lecturers, friends, or family about complaints when in class?"

S : "yes, usually I share stories with friends and family, rarely do I tell stories to lecturers".

(Interview, conducted on July 10, 2019)

4. CONCLUSION

The researcher discussed the current research findings that were compared with the results of the previous research. The researcher also compared with the socio-affective strategy theories. Students' speaking, especially speaking in second semester of Department English Education at UMS. There are two discussion in this section:

- 1) The socio-affective strategies used by good students are in line with Oxford's theory (1990). The researcher found that students were used by Oxford theory. It is relevant with Zeynaly's finding (2015), that students use all indicators of social-affective strategies because of their own interests, it can make it easier for students to understand the material provided. But, it is irrelevant to Kamaral's findings (2013) , that all strategies related to social strategy are low.
- 2) The Preferences in using socio-affective by students to improve their speaking English. The researcher found 11 indicators of socio-affective strategies used by students speaking. The finding was relevant with Rosyidah's study (2012). She found 13 indicators which were used by students speaking class. The preference of him finding was taking emotional temperature strategies through taking risk wisely and cooperating with others. Oxford theory (1990), that cooperating with others or native speakers in the target language until this strategy can be carried out through dialogue, paying attention to the way of speaking and following the lips spoken.

The researcher displayed the conclusion related research questions about the socio-affective used by students and the preferences in using socio-affective by students to improve their speaking English.

Students use almost all the components of socio-affective strategies. The preferences component that is used by students are cooperating with others. The dominant strategy used by the students was cooperating with others. Students can work in groups, and find shared answer solutions.

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