

CHAPTER I

INTRODUCTION

A. Background of the Study

Communication in language is the important needed for people to interaction with others. Not only to communicate in our country but also in other country or abroad you have to use language to speak with other people. English is included in the international language known by the world. Although each country has their own language but sometimes, they use English language to communicate with new people. In Indonesia English language must be learnt by people since Elementary School or primary school until university.

Learning English language requires four skills: listening, speaking, reading and writing. The main skill that we have to learn in order to communicate is speaking skill. Thornbury, Scott (2005: 8) 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 represents our grammar in compile a sentence, represent our pronunciation, fluency and so on. Speaking also requires mentality to interact with others. Nunan (1991: 51) also states that mastering foreign language learning is a good achievement in speaking skill. Mastery is an important aspect in learning foreign languages. It means that people must know the art of speaking in learning a foreign language and it is proven if they can communicate with bring conservation in the target language.

According to Salahudin (2008: 16) good speaking skills can be heard when he is able to speak fluently. This means that students must learn to master language lessons so that they can be categorized into good speech. Students can master language learning by arranging the language correctly. Many students arrange words into a correct sentence is not easy. They

need to think about finding the right words. It was experienced by students speaking second semester. They still feel less confident speaking up in front of other students.

Students' speaking of second semester overcome this by using learning strategies. the application of learning strategies can help students learn more easily. According to (Scarcella& Oxford, 1992: 63) learning strategy is defined as a learning technique for students to learn more easily in their own success orders. Many experts have classified learning strategies.

One of the students learning strategies used is socio-affective strategies. 2nd semester speaking students use this strategy a lot. 2nd semester speaking learning about public speaking, so, students must practice speaking in public or in front of other students.

At the Muhammadiyah University of Surakarta especially in the English Department of Education researchers were interested in speaking II because they spoke in public so students had to talk to other people called dialogue about people, objects, society and so on.

Researchers want to know the interest of students in learning to speak in class using social-affective strategies. This strategy is used in speaking classes because researchers obtain data by observing in the class.

Based on the background above, 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 of English Language Education at Muhammadiyah University Surakarta. Therefore, the researcher decides to carry out a research entitled **“SOCIO-AFFECTIVE STRATEGIES USED BY THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT TO IMPROVE THEIR ENGLISH-SPEAKING SKILL: A CASE STUDY IN THE SECOND SEMESTER AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA.”**

B. Problem Statement

Based on the background of study, the researcher formulates the problem statements as follows:

1. What is the socio-affective used by students to improve their speaking skill in the classroom?
2. What are the students' preferences in using socio-affective strategies in speaking class?

C. Limitation of the Study

Based on the problem identification, the researcher focuses on the use of socio-affective strategies in learning public speaking. It is conducted in the second semester students in Department of English Education at Muhammadiyah University of Surakarta.

D. Objective of the Study

The specific objectives of the study are:

1. To identify the socio-affective strategies used by the 2nd semester students in Department of English Education at Muhammadiyah University of Surakarta.
2. To know the student's preference in learning speaking using socio-affective strategies in the 2nd semester students in Department of English Education at Muhammadiyah University of Surakarta.

E. Significance of the Study

The researcher intends the results of this study to be useful to the reader theoretically and practically.

1. Theoretical Significance

In the theoretical significance, the result of this research the researcher provided valuable information and reference to improve the knowledge on learning speaking by using socio-affective strategies.

2. Practical Significance

a. For the teacher

The significance of this research for the teacher is can create the effectiveness of learning speaking by using socio-affective strategies to change the students to be active students.

b. For the students

The students are expected to be able to improve their speaking skill by using socio-affective strategies.

c. For the reader

The researcher hopes that the reader can exploit the information that exists in the result of the research to increase their understanding about socio-affective strategies in teaching speaking.

F. Research Paper Organization

Research paper organization is made to make it easier to understand, as follows :

Chapter I consists of background of the study, problem statement, limitation of the study, objectives of the study, significance of the study, and research paper organization.

Chapter II consists of previous study, learning strategy, socio-affective strategies, and speaking skill.

Chapter III consists of type of the research, setting of the research, subject of the research, object of the research, data and data source, method of collecting data, technique for analyzing data, credibility of the data.

Chapter IV consists of research finding and discussion.

Chapter V consists of conclusion, pedagogical implication, and suggestion.