SOCIO-AFFECTIVE STRATEGIES USED BY GOOD STUDENTS TO IMPROVE THEIR ENGLISH ACHIEVEMENT A CASE STUDY AT SMP MUHAMMADIYAH 4 SAMBI BOYOLALI

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

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FACULTY OF TEACHER TRAINING AND EDUCATION

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APPROVAL

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PUBLICATION ARTICLE

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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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SOCIO-AFFECTIVE STRATEGIES USED BY GOOD STUDENTS TO IMPROVE THEIR ENGLISH ACHIEVEMENT A CASE STUDY AT SMP MUHAMMADIYAH 4 SAMBI BOYOLALI

Abstrak

Penelitian ini bertujuan untuk menemukan dua tujuan, yaitu: (1) jenis strategi sosial-afektif yang digunakan oleh siswa yang berprestasi untuk meningkatkan prestasi bahasa Inggris mereka di SMP Muhammadiyah 4 Sambi Boyolali dan (2) preferensi jenis sosial-afektif yang digunakan siswa berprestasi untuk meningkatkan prestasi bahasa Inggris mereka di SMP Muhammadiyah 4 Sambi Boyolali. Penelitian ini adalah penelitian kualitatif deskriptif dalam format studi kasus. Data berasal dari kuesioner terbuka dan wawancara mendalam kepada siswa berprestasi di SMP 4 Muhammadiyah Sambi Boyolali pada periode 2019. Sumber data adalah siswa itu sendiri sebagai informan. Dalam mengumpulkan data, peneliti menggunakan kuesioner terbuka, wawancara mendalam dan dokumentasi. Data dianalisis menggunakan langkah-langkah Sutopo (2006), yaitu: reduksi data, menampilkan data, dan penarikan kesimpulan / verifikasi. Hasil penelitian ini menunjukkan bahwa 87,5% dari jenis strategi sosio-afektif yang diusulkan oleh Oxford (1990) mendukung siswa untuk meningkatkan prestasi bahasa Inggris mereka. Penelitian ini juga menemukan bahwa menggunakan relaksasi progresif, mengambil nafas dalam-dalam atau meditasi dan bekerja sama dengan orang lain atau teman sebaya adalah preferensi siswa terhadap jenis disosio-afektif strategi yang dapat meningkatkan prestasi bahasa Inggris mereka.

Kata kunci: strategi sosial-afektif, strategi pembelajaran bahasa, pembelajaran

Abstract

This research aimed of finding two objectives, namely, (1) the types of Socio-affective strategies used by good students to improve their English achievement in SMP Muhammadiyah 4 Sambi Boyolali and (2) the students' preference types of socio-affective which used by good students to improve their English achievement in SMP Muhammadiyah 4 Sambi Boyolali. The study was descriptive qualitative research in the format of a case study. The data were from open-ended questionnaire and in-depth interview to the good achiever students at SMP 4 Muhammadiyah Sambi Boyolali on period 2019. The data source were the students itself as the informant. In collecting the data, the researcher used open-ended questionnaire, in-depth interview and documentation. The data were analysed by using Sutopo's (2006) steps, they are: the data reduction, the data display and the drawing conclusion / verification. The result of this study showed that 87.5% of the types of socio-affective strategies proposed by Oxford (1990) are supporting the students to improve their English achievement. This research also found that the use of relaxation, take a deep breath and cooperating with

others or peers are the students' preference types of socio-affective which can improve their English achievement.

Keywords: socio-affective strategies, language learning strategies, learning

1. INTRODUCTION

The orientation of teaching and learning has changed from old-style one - which concern on teachers' role and teaching technique - to the involving students in the teaching learning activities. Which the major attention is how the students can maximize their personal ways to get a better experience in language learning. A suitable language learning strategy will impact to their language competence and their confidence in learning process. some researches prove that language learners which use their own strategy in their learning have better outcome than who don't. Students that apply the strategies understand what supposed to do to carry some assignment, they become students who are focused on learning inside or outside classroom.

LLSs or Language Learning Strategies is the way used by students to learn about and to ease their learning. LLSs has several strategies so the students can choose which are suitable with their selves, so the learning become faster and more enjoyable. There are several classifications in language learning strategies, namely, socio-affective strategy, metacognitive strategy, cognitive strategy, memory strategy and the last, compensation strategy. In the other words, Language learning strategies (LLSs) are defined as tactics or actions which self-directed and successful language learners select to use during their language learning process so that they can achieve their learning goals faster, more easily, and enjoyably (Oxford, 1990).

This study focused on socio-affective strategies because it has important position to improve students learning, as Horwitz (2001) stated that to discuss about foreign language leaning with reliable finding, they have to consider the emotion of the learners because it has correlation to the students academical results. In this research, socio-affective strategies covered how the students used the strategies which was matched with the surrounding conditions to solve their matters and how they organized affect, manner and dignity in learning English

whereas promoting themselves in the process of improving language learning. There are a lot of types in socio-affective strategy in Language learning, so, the researcher tried to find out the most often used and most advantageous types for improving English achievement in the level of junior high school. Due to the reasons above, the researcher makes this research under the tittle "Socio-affective strategies used by student's good achiever to improve their English achievement: A case study at SMP Muhammadiyah 4 Sambi Boyolali"

There were several previous studies that support this research. Vijaya's (2012) finding indicated that the learner applies 13 of 16 socio-affective strategies, about 81% to improve the performance in English learning. Boakye's (2012) finding, the result showed that there is a significant improvement in reading ability between intervention groups compared to the control groups. Simsek and Balaban (2010) in Zeynali at all (2015) research, who indicated a positive connection between the usage of socio-affective strategies in helping second language learners' and reading understanding. Chou (2004) in Ataallah (2016) research which postulated that social-affective strategies have the potential to improve learners' communicative competence and motivation. Hammi's (2017) finding which stated that 92% participants agree that these strategies improve their speaking skill and value their importance and effectiveness.

The researcher wanted to limit the scope of this study only on the socio-affective strategies used by good students on 8th grade at SMP Muhammadiyah 4 Sambi Boyolali. The researcher took six students, 4 females and 2 males. The researcher used socio-affective strategies proposed by Oxford (1990).

The researcher formulated the objectives of the study to describe socio-affective strategies used by good students to improve their English achievement in SMP Muhammadiyah 4 Sambi Boyolali and to describe the preference types of socio-affective strategies which used by good students to improve their English achievement in SMP Muhammadiyah 4 Sambi Boyolali.

2. METHOD

The objectives of this research were to describe the types of Socio-affective strategies used by good students to improve their English achievement in SMP Muhammadiyah 4 Sambi Boyolali and to describe the preference types of socio-affective strategies which used to improve their English achievement in SMP Muhammadiyah 4 Sambi Boyolali. The study was descriptive qualitative research in the format of a case study. The subject of this study was six students with consists 4 females and 2 males of 8th grade of SMP Muhammadiyah 4 Sambi Boyolali who have good achievement in English lesson The data took from giving open-ended questionnaire that consists of 16 questions based on Oxford (1990) classification of socio-affective strategies and in-depth interview to the good students at SMP 4 Muhammadiyah Sambi Boyolali on period 2019. The data source were the students itself as the informant. In collecting the data, the researcher used open-ended questionnaire, in-depth interview and documentation. The data were analysed by using Sutopo's (2006) steps, they are: the data reduction, the data display and the taking conclusion or verification.

For the data validation, the researcher used the trustworthiness based on four types proposed by Lincoln & Guba, (1985). This research was confirmed to verify its credibility by providing the relevant data taken from direct informant where the researcher interviewed directly to the good students at SMP 4 Muhammadiyah Sambi Boyolali. This study presented setting the of the school and the students being interviewed so that the readers can judge whether the results of this study are applicable to their settings. In this study, the trasncribe process was checked and jugged by my honest friend with Bachelor's degree qualifications to reach the dependability. In this study, to achieve the confirmability: the technique for collecting and analysing the data were explained in detail to the readers. Moreover, the data of interview was recorded without any modification from the participants and the researcher. The data were backed up and transcribed properly.

3. FINDING AND DISCUSSION

3.1 Finding

3.1.1 Types of Socio-affective Strategies used by Good Students.

According to Oxford classification, Socio-affective strategies are divided into six sub strategies with 16 types in it.

3.1.1.1 Using relaxation, deep breathing

This type can be applied in a lot of situations in learning English, especially, when dealing with the mental of the students.

"Yes, I used deep breathing to get rid of nervousness or to increase my self-confidence"

(Questionnaire S3, May 9th 2019)

According to the result of questionnaire and interview, the researcher found that some students used deep breathing to get rid of nervousness, doubt and to increase self-confidence and used deep breathing and relaxation before going to the front of the class. Those are some ways how progressive relaxation, deep breathing and meditation applied in learning process.

3.1.1.2 Using music

Listening to music can have a very calming outcome on people thoughts and physiques, particularly slow, quiet traditional music.

"Yes, in order to reduce the tension in learning"

(Questionnaire S1, May 9th 2019)

From the result of the interview, the researcher found that music also can reduce the tension or the anxiety. Most of the student listened to the music at house, actually at night. They used music as the tool of absorption the attention, so the student can focus in their learning.

3.1.1.3 Using laughter

. In class, laughter increases learning, discovery, and creativity by motivating students to participate with new and confusing knowledge.

> *"Yes, because laughter can make me relax in*
>
> *learning"*
>
> *(Questionnaire S6, May 9th 2019)*

According to result of interview, the researcher found that 50% of students agreed that laughter can improve their English achievement. They believe that using laughter in the class can make the students relaxed and it strongly encourages students with positive feelings about teaching and learning in the class.

3.1.1.4 Making positive statement

Affirmations are positive utterances that can support people to feel better instantly. It's like forcing ourselves to feel better even not. Using this frequently can change the way to think and the way to solve the problems.

> *"I must be able to! To make my parents proud"*
>
> *(Interview S3, May 9th 2019)*

According to the result of questionnaire and interview the researcher found that making positive statement can improve their English achievement. There are several meaning which students used positive statement in their learning, they are: to be more excited to learn English language, to increase self-confidence, to motivate their selves to be a good English achiever and to optimize their learning.

3.1.1.5 Rewarding yourself

Self-reward is giving yourself a task and then rewarding yourself for the progress you have already made.

> *"maybe I do it every few month"*
>
> *(Interview S6, May 9th 2019)*

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According to the result of questionnaire and interview the researcher found that rewarding yourself type can improve student achievement, but not too much. The percentage above proved that rewarding yourself type is not too used by students.

3.1.1.6 Listening to the body

Listening to body is like giving attention to signals given by the body. The signals may be good or bad so we have to know about ourselves. By knowing ourselves we can respond the signals correctly.

> *"I try to know myself, like knowing my own mood so*
>
> *I can study well"*
>
> *(Interview S1, May 9th 2019)*

According to the result of questionnaire and interview the researcher found that listening to the body can improve students' achievement. They try to understand their selves by looking into inside their body. They learn to know the signals given by their bodies so they know how to respond.

3.1.1.7 Writing a language learning diary

In most basic form, a language learning diary is where you keep a record of what you've learned and what you're learning on your journey to fluency. Learning diaries are a reflection tool.

> *"When I don't understand the lesson, I write it down*
>
> *(in a diary)"*
>
> *(Interview S4, May 9th 2019)*

According to the result of questionnaire and interview the researcher found that writing a language learning diary can improve student achievement, but this type is not too liked by students.

3.1.1.8 Discussing the feelings with someone else

Venting is a great way to release pressure that builds up and makes you feel better immediately. Unless you vent in someone

else or another you will only be buried your emotions and feelings that can cause more problems on the next.

> *"(I told my feelings to my friends) when I got bad*
>
> *result in English lesson"*
>
> *(Interview S2, May 9th 2019)*

According to the result of questionnaire and interview the researcher found that discussing feelings with others can improve the student's achievement. Researcher found that most of the students tell their feelings only to closest friends, they often tell about their troubles in English learning.

3.1.1.9 Asking for clarification or verification

Asking the speaker to repeat, asking if some word is correct or not. This strategy occurs in conversation or speech to find clarification with someone who understand well.

> *"Yes, (I ask for clarification) because sometimes,*
>
> *the material is difficult to be understood"*
>
> *(Questionnaire S3, May 9th 2019)*

According to the result of questionnaire and interview the researcher found that students have a tendency to ask for clarification or verification when the speaker talks too fast and unclear or only to deepen the understanding.

3.1.1.10 Asking for correction

Asking to the speaker or the people who knows about English the correction of the statement or sentence or ever words written on the paper.

> *"Yes, because in order for us to know how our*
>
> *ability in using English"*
>
> *(Questionnaire S4, May 9th 2019)*

According to the result of questionnaire and interview the researcher found that students ask for correction in the several

conditions and purposes, they are: when they have English tasks from the teacher, when they want to improve their English ability, when they want to know their capability in using English, when they want to make sure that their English is right, and when they want to correct their notes about English learning.

3.1.1.11 Cooperating with others or peers

cooperating with others refers to the effort that students do, in order to work collaboratively on the development of an activity or the achievement of a common goal.

> *"Yes, because learning with friends is more optimal*
>
> *than self-study"*
>
> *(Questionnaire S1, May 9ᵗʰ 2019)*

According to the result of questionnaire and interview the researcher found that all students use this type because they often do this in their classroom activities. Especially, when the teacher gives a group assignment, obviously they will do this together with the peers.

3.1.1.12 Cooperating with proficient users of the new language

This strategy allows the students to communicate or interact directly to native or people who have a better understanding in the new language, through simple or complex conversation.

> *"I cooperate with the person who has good*
>
> *understanding in English… she is my sister"*
>
> *(Interview S1, May 9ᵗʰ 2019)*

Based on the finding, the students told that by cooperating with teacher also can ease them to learn about English, there is also student who studies with her sister because her sister kind of proficient user of English.

3.1.1.13 Developing cultural understanding

allowing students to understand the background knowledge of the L2 culture, learners will be more likely to hold the essence or specific ideas of what is heard or read.

"I learn a different culture from my distant brothers

and sisters"

(Interview S1, May 9th 2019)

According to the result of questionnaire and interview the researcher found that understanding the culture of the others can sharpen the English skills. The researcher also found that learning of the culture is not happened in the class but also happened out of the class.

3.1.1.14 Becoming aware of others' thoughts and feelings

By asking students to become alert of the thoughts and feelings of the people they meet, they will be more likely to understand in a better way what is the intended meaning of the speech.

"I can feel what my friend feels and thinks"

(Questionnaire S4, May 9th 2019)

According to the result of questionnaire and interview the researcher found that all students have a good empathy with others. By this awareness, each student can put themselves in the right position when the others have some problems so they can have positive relationship which indirectly can improve their learning process in the class.

3.1.2 The Preference Types of Socio-affective Strategies which Used by Good Students

After analyzing the data based on the 16 types purposed by Oxford. According to the interview toward 6 students of SMP Muhammadiyah 4 Sambi Boyolali, the researcher found that preference types are:

3.1.2.1 Using progressive relaxation, deep breathing or meditation

With breathing exercises which actively involved in various mind or body activities, it can help the human's body to relax, recharge, and experience more strength in the face of life stressors.

> *"I prefer to take a deep breath… because I often do*
> *it and take a deep breath in my opinion, it is very*
> *useful to reduce my tension in learning"*
>
> *(Interview S1, May 9th 2019)*

According to the result of interview the researcher found that the students who choose this type as their preference type has several reasons. some student said that she often used this type in her daily learning. Due to the easiness of conducting this type, too many students use this type as their preference type. Taking a deep breath can be very useful to reduce the tension in learning. It also eliminates fear, adds confidence and makes calm and relaxed.

3.1.2.2 Cooperating with others or peers

cooperate with other language students to develop language skills. This strategy can contain a controlling learning impulse toward competitiveness and rivalry.

> *"I often do it with my smart friends so I can ask*
> *material that I don't understand and sometimes I*
> *also ask how to do the homework so it's not wrong"*
>
> *(Interview S3, May 9th 2019)*

According to the result of interview the researcher found that the students choose cooperating with others or peers because they sometimes they don't understand the material well, so they cooperate with others to emphasize and sharpen their understanding for some specific subject. It cannot be denied that asking peers is more comfortable than asking to the teacher.

3.2 Discussion

3.2.1   Types of Socio-affective Strategies used by Good Students.

The finding of the current result is relevant with Boakye's (2012) finding, the result showed that there is a significant improvement in reading ability between intervention groups compared to the control groups. This result is supported by the outcomes of the research established by Simsek and Balaban (2010) in Zeynali at all (2015) research, which indicated a positive connection between the usage of socio-affective strategies in helping second language learners' and reading understanding. It also supported by Chou (2004) in Ataallah (2016) research which postulated that social-affective strategies have the potential to improve learners' communicative competence and motivation. This current research is also relevant with Hammi's (2017) finding which stated that 92% participants agreed that these strategies improve their speaking skill and valued their importance and effectiveness. However, some previous study results are contradicted with the current study, they are Parra (2007) and Karhaman (2013). The finding of Parra (2007) showed that there were only a few types of socio-affective which significantly improved students' proficiency. Only six types of sixteen 37.5% types used students to improve their English proficiency.

3.2.2   The Preference Types of Socio-affective Strategies which Used by Good Students

This current finding is relevant with Vijaya (2012) finding, as he stated that Students controlled emotion through taking risk cleverly and cooperating with peers are the best students' preference types. This finding is also supported by Karhaman (2013), which found that Only two affective strategies which have a substantial growth in their usage: self-reward and lowering the anxiety. This current finding also supported by Magno (2010) in Zeynali at all (2015) research, he stated that Collaboration and asking question for clarification are the major social-affective strategies. This current finding is contradicted with Parra (2007),

Boakye (2012) and AtaAllah (2016). Parra (2007) showed that the types which improve students learning are beliefs, attitudes, anxieties, motivations, are important. While Boakye (2012) told that self-efficacy and motivation were the strongest predictors, with self-efficacy being the best predictor.

4. CONCLUSION

According to the finding and discussion above, the researcher drew the conclusion. The conclusion of the research are as follows:

1) The types of socio-affective strategies used by good students to improve their achievement in SMP Muhammadiyah 4 Sambi Boyolali which the classifications are proposed by Rebecca Oxford (1990) have positive correlation in improving students' achievement. Almost all students use all types of socio-affective to improve their achievement in learning English, only two types which are not used by the students, they are: taking risk wisely and using checklist.

2) The students' preference types of socio-affective strategy which are used by good students are: using relaxation, take a deep breath and cooperating with others or peers.

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