

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



RESEARCH PAPER

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

Arranged by:

RIZQI ARIEF BUDIMAN

A320150028

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

2019

APPROVAL

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

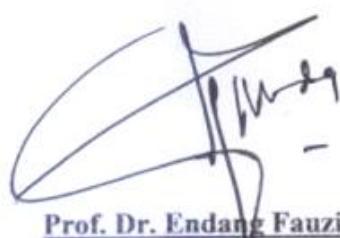
RESEARCH PAPER

Arranged by:

Rizqi Arief Budiman

A320150028

Approved to be Examined by Consultant



Prof. Dr. Endang Fauziati, M.Hum

NIK: 0274

ACCEPTANCE

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

RESEARCH PAPER

Arranged by

RIZQI ARIEF BUDIMAN
A 320 150 028

Accepted and Approved by the Board of Examiners School of Teacher Training and
Education Muhammadiyah University of Surakarta

On, 22nd July 2019

The Board Examiners:

1. Prof. Endang Fauziati, M.Hum

(Chair Person)

2. Mauly Halwat hikmat, Ph. D

(Examiner I)

3. Drs. Djoko Srijono, M. Hum

(Examiner II)



PRONOUNCEMENT

I'm as the researcher, signed on the statement below:

Name : Rizqi Arief Budiman

NIM : A320150028

Study/Program: Department of English Education

Title : Socio-affective Strategies Used by Good Students to Improve Their English Achievement: A Case Study at SMP Muhammadiyah 4 Sambi Boyolali

Consciously, I confirm that this publication article entitled "*Socio-affective Strategies Used by Good Students to Improve their English Achievement: A Case Study at SMP Muhammadiyah 4 Sambi Boyolali*" is originally worked by myself and it has obeyed the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism or compilation by another person as a whole in a part. I clarify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this publication article has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

Date: 4th July 4, 2019



(Rizqi Arief Budiman)

MOTTO

- Sometimes later become never
- Those who never give up, they are the future

DEDICATION

I dedicate this research paper whole heartedly to:

- My beloved mother: Mrs Sari,
- My beloved father: Mr Pranoto,
- My beloved sisters: Mrs Wita and Miss Rahma.

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

ABSTRACT

This research aimed at (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 strategies 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 students at SMP 4 Muhammadiyah Sambi Boyolali on period 2019. The data source were six good students who had test score above 80 as the informants. In collecting the data, the researcher used open-ended questionnaire, in-depth interview and document analysis. The data were analysed by using Miles and Hubberman, (1994) steps, they are: the data reduction, the data display and the drawing conclusion / verification. The result of this study showed that 14 of 16 types of socio-affective strategies which used by students to help them in improving their English achievement. The types are: using relaxation, deep breathing or meditation, using music, using laughter, making positive statements, rewarding yourself, listening to your body, writing a language learning diary, discussing your feelings with someone else, asking for clarification, asking for correction, cooperating with peers, cooperating with proficient users of the new language, developing cultural understanding and becoming aware of others' thoughts and feelings. This research also found the variation of the students' preference types of socio-affective strategies. The various types are using progressive relaxation, deep breathing or meditation and cooperating with others or peers.

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

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 enam siswa yang baik yang memiliki nilai tes di atas 80 sebagai informan. Dalam mengumpulkan data, peneliti menggunakan kuesioner terbuka, wawancara mendalam dan analisis dokumen. Data dianalisis dengan menggunakan langkah-langkah Miles dan Hubberman, (1994), yaitu: reduksi data, menampilkan data, dan penarikan kesimpulan / verifikasi. Hasil penelitian ini menunjukkan bahwa 14 dari 16 jenis strategi sosial-afektif yang digunakan oleh siswa untuk membantu mereka dalam meningkatkan prestasi bahasa Inggris mereka. Jenis strateginya adalah: menggunakan relaksasi, pernapasan dalam atau meditasi, menggunakan musik, menggunakan tawa, membuat pernyataan positif, memberi hadiah ke diri sendiri, mendengarkan tubuh Anda, menulis buku harian belajar bahasa, mendiskusikan perasaan Anda dengan orang lain, meminta klarifikasi, meminta koreksi , bekerja sama dengan teman sebaya, bekerja sama dengan pengguna mahir bahasa baru, mengembangkan pemahaman budaya dan menjadi sadar akan pikiran dan perasaan orang lain. Penelitian ini juga menemukan variasi tipe preferensi strategi sosial-afektif siswa. Jenis-jenisnya adalah menggunakan relaksasi progresif, pernapasan dalam atau meditasi dan bekerja sama dengan orang lain atau teman sebaya.

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

ACKNOWLEDGMENT

I would like to thank to my beloved lecturer Prof. Dr. Endang Fauziati, M.Hum, for her understanding and support. She gently guided me through this process. I appreciate her positive comments and respected recommendations. Without her endless support and motivation this study would not have been accomplished.

I am also grateful for the kind-heartedness and support of the SMP Muhammadiyah 4 Sambi Boyolali teachers and students who contributed in this study. I would like to thank them for allowing me access to their school to interview and give questionnaire to the students about the types of Socio-affective strategies used by good students to improve their English achievement. Without their participation this project would not have been possible.

I would like to tell my deepest gratitude to my whole family for their trust in my capability to achieve my goal. They are always there when I need a word of encouragement and prayer. Their love, support and understanding made the accomplishment of this project possible.

A special thank goes to all my friends who contributed in this project without their understanding, positive spirit, support and love, I would not have been able to finish this project.

Salatiga, 4th July 2019

The researcher

Rizqi Arief Budiman

TABLE OF CONTENT

	page
COVER	i
APPROVAL	ii
ACCEPTANCE	iii
PRONOUNCEMENT	iv
MOTTO	v
DEDICATION	vi
ABSTRACT	vii
ABSTRAK	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENT	x
LIST OF FIGURE	xiv
LIST OF TABLE	xv
LIST OF APPENDICES	xvi
CHAPTER I: INTRODUCTION	1
A. Background of the Study	1
B. Limitation of the Study	2
C. Problem Statements	2
D. Objectives of the study	3
E. Significance of the Study	3
F. Research Paper Organization.....	3
CHAPTER II: REVIEW OF RELATED LITERATURE	5
A. Previous Study	5

B.	Positioning of The Current Research	13
C.	Underlying Theory	15
1.	Language Learning Strategies (LLS).....	15
a.	Notion of Language Learning Strategies.....	15
b.	Rubin's Inventory of Language Learning Strategies	16
c.	O'Malley's Inventory of Language Learning Strategies	19
d.	Oxford's Inventory of Language Learning Strategies	19
2.	Second Language Acquisition	27
3.	Socio-affective Strategies	29
a.	Notion of Socio-affective Strategy	29
b.	Kind of Affective Strategies	31
c.	Kind of Social Strategies	49
4.	Academic Achievement	57
CHAPTER III: RESEARCH METHOD		59
A.	Research Type	59
B.	Subject of the Research	60
C.	Object of the Research	60
D.	Setting.....	60
E.	Data and Data Source	61
F.	Technique for Collecting of Data	61

G. Credibility of Data	62
H. Technique of Analysing Data	63
CHAPTER IV: RESEARCH FINDING AND DISCUSSION.....	65
A. Research Finding.....	65
1. Types of Socio-affective Strategies used by Good Students	65
2. The Preference Types of Socio-affective Strategies. Which is Used by Good Students	84
B. Discussion	87
1. Types of Socio-affective Strategies used by Good Students.....	87
2. The Preference Types of Socio-affective Strategies which is Used by Good Students	88
CHAPTER V: CONCLUSION, PEDAGOGICAL IMPLICATION AND SUGGESTION	90
A. Conclusion.....	90
B. Pedagogical Implication	91
C. Suggestion	91

BIBLIOGRAPHY	93
VIRTUAL REFERENCE	100
APPENDICES	101

LIST OF FIGURE

	page
Figure 1. The Overview of Social Strategies	50

LIST OF TABLES

	page
Table 1. The Summary of Rubin's Taxonomy.....	18
Table 2. The Summary of Oxford's Taxonomy.....	24
Table 3. The Result of The Questionnaire	66

LIST OF APPENDICES

	page
Appendix 1. Questionnaire Report.....	101
Appendix 2. Transcribes of Interview	143
Appendix 3. Permit Letter for Research	166
Appendix 4. Certificate of The Research from The School.....	167
Appendix 5. Student Attendance for Grade 8A	168
Appendix 6. Score List for Grade 8A	169