

**“AN ANALYSIS OF SOCIO EFFECTIVE STRATEGIES USED BY THE  
ENGLISH STUDY PROGRAM STUDENTS IN SPEAKING ENGLISH”**

*(A Descriptive Qualitative Study of English Study Program Students at Fourth  
Semester in IAIN Curup)*

**THESIS**

**This thesis is submitted to fulfill the requirement  
for ‘sarjana’ degree In English Language Education**



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*Assalamu'alaikum wr.wb*

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama **Romli, NIM. 13551064** Mahasiswa IAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul **“AN ANALYSIS OF SOCIO AFFECTIVE STRATEGIES USED BY THE ENGLISH STUDY PROGRAM STUDENTS IN SPEAKING ENGLISH”**

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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

*Wassalam mu'alaikum, wr.wb*

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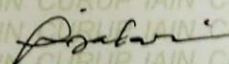
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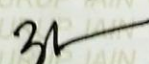
  
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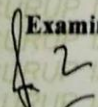
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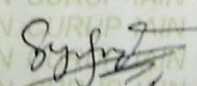
  
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## PREFACE

All praises be to Allah SWT that the Researcher had finally finished writing his thesis entitled ***“AN ANALYSIS OF SOCIO AFFECTIVE STRATEGIES USED BY THE ENGLISH STUDY PROGRAM STUDENTS IN SPEAKING ENGLISH”*** *(A Descriptive Qualitative Study of English Study Program Students at Fourth Semester in IAIN Curup)*.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State Islamic Institute (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the Researcher hopes that this thesis will be useful to those who are interested in this field of study.

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The researcher finished this thesis entitled *“An Analysis of Socio Affective Strategies Used By The English Study Program Students in Speaking English” ( A Descriptive Qualitative Study at Fourth Semester in IAIN Curup)*. This thesis is submitted to fulfill the requirement for “sarjana degree in English Language Education of IAIN Curup.

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The researcher realized this still needs suggestion in order to make thesis more valuable.

May Allah SWT gives the best reward and bless us. Amin ya robbal'alamin

*Wassalammu'alaikumWr.Wb.*

Curup, 2018

The Researcher



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# MOTTO AND DEDICATION

**“NEVER LOSE HOPES BECAUSE GOD IS ALWAYS BY YOUR SIDE”**

**“THE BEST PLEASURE IN LIFE IS DOING WHAT PEOPLE SAY YOU CAN NOT DO”**

**Praise is to Allah SWT, lord of the universe. The Most Gracious, the Merciful. This thesis is proudly dedicated to:**

**BAK ( Langani ) & MAK ( Nurhayati )**

**“I am proud of having you both, my angles of life who always give best pray, love, support, suggestions, attention, and motivation for my successful life. I love you, thank you so much for everything”**

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**My almamater IAIN Curup**

## **ABSTRACT**

**Romli**, 2018 “An Analysis of Socio Affective Strategies Used by the English Study Program Students in Speaking English” (A Descriptive Qualitative Study of English Study Program Students at Fourth Semester in IAIN Curup).” Thesis. IAIN Curup

**Advisor** : Bayu Senjahari, M.Pd, M.Ed

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This research is about socio affective strategies used by the English Study Program students in speaking English. The fourth semester students of Study Program were as the subject of the research. The purposes of this research were to know how the students used socio-affective strategies and why they used the strategies. The researcher used descriptive method in which the researcher only described the fact-finding related to the socio-affective strategies. In collecting the data, the researcher used questionnaire and interview. The instruments used were list of questionnaire and interview guideline. Based on the result of questionnaire and interview, the researcher got that: 1) The English students of fourth semester used socio affective strategies in speaking by asking questions such asking for clarification or verification and asking for correction, working together with peers, temporary pair, and small group or proficient users of English in speaking, empathizing with others, lowering anxiety, encouraging themselves and taking emotional temperature; 2) The reasons of the students used socio-affective strategies in speaking were in order they could avoid misunderstanding in a conversation or a communication, increase their ability in speaking, cooperate with others to increase their speaking performance, enhance self-worth and social acceptance, motivate them in performing their speaking, challenge them to get new experience and to be better learners, reduce stressed, and discover feelings, attitudes, and motivations concerning language in general, as well as specific language tasks especially speaking.

***Key Words: Socio, affective, strategies***

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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Languages are used as a mean of communication. We need language to communicate with others. People have to master English to communicate with foreigner because it is used as international language. There are four language skills in English. One of them is speaking. Speaking happened when all students and teacher make a discussion in the class.

Speaking skill is one of the most difficult aspects of language learning.<sup>1</sup>Another reason for the effective learning foreign language to children is that they are still in the optimum age, the time when they are full ready to born languages. Furthermore, some psychological factors, such as the strong desire and less risk taking, also make them learn language more easy. For children the willingness to communicate with others is so high. Therefore, the teacher of language must try to increase the childhood's motivation of English.

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<sup>1</sup>Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, An Analysis of Factors Influencing Learners' English Speaking Skill. (Malaysia: School of Education Studies, University Sains Malaysia, International journal of Research in English Education, Online Published on 2017), P.34

To be a good learner is not easy. We must think, how do we think of ourselves as a good learner? In the class, the teacher has responsible for many types. Such as for interaction, for helping students grow in self-awareness and their ability to relate to other, for clarifying values, for promoting moral development, and for a host of objectives.

Most, language teaching in school is now in the teaching of English as a first foreign language. That is why a teacher must guide the students for expressing their idea, their feeling, and everything they have in their mind. Because pupils can learn, that each of sense is gateway to observe different characteristic or properties of objects<sup>2</sup>. By hearing, we can know able such as loudness, pitch, and rhythm and by touching, we understand about the size, shape and texture of object. By testing, we can feel that it is so bitter or so sweet etc.

We receive or not in modern era English becomes international language, so we must prepare for our students that they can survival their life in modern era. According to Brown said that English, as becoming bilingual is a way of life. Everyone and fiber of your being is being affected in some way as you struggle to reach beyond the confines of your first language and into a new culture, a new way of thinking, feeling, and acting. Total

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<sup>2</sup> Peter. 1977. *Macro sociological Theory of Social Structure*. Published by: The University of Chicago Press.p;4 accessed on 7<sup>th</sup> January 2018 from <http://www.jstor.org/stable/2777764>.



commitment, total involvement, a total physical, intellectual and emotional response is necessary to successfully send receive message in a second language.<sup>3</sup>

From that explanation above we can know if English takes an important part in many countries, so it is not surprising to learn it. However, English will be difficult for student who has enough time for learning; and it will be more difficult for those who do not have chance and time. Then they try to find the suitable ways of doing it. That is why English is given the priority as the first foreign language to be taught to the student from elementary school until to the university. It is taught as one of the compulsory subject and given automatically the primary status among other foreign languages.

Why the researcher is interested to investige speaking because speaking is said to relate to language expressed orally and to be active or productive skill. As Bailey and Savage states that speaking is an activity requiring the integration of many subsystems. For many people, speaking is

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<sup>3</sup>H. Douglas Brown, *Principles of Language Learning & Teaching*, (New York: Longman, 2000), 4<sup>th</sup> Ed. p. 1

seen as the central skill.<sup>4</sup> It means that speaking is one of productive skill and central skill of English.

To mastery of English, we must master of speech. According to Allen said that the speech is the foundation of all other linguistic skill.<sup>5</sup> It means that to master English the students must have strategies in speaking English. By using some strategies the students can be good speaker. In IAIN Curup, especially for English study program, the students should be able to speak English to support the regulation from English Study Program that forces the students to speak in English as long as the students are in the area of English study program which called English zone. As the English language learners, English Study Program of fourth semester students as the highest grade who take speaking Subject that are required to have improvement in speaking English. So, the researcher decided to choose fourth semester to be investigated. To achieve the requirement, the students should have strategies to improve their speaking.

One of strategies in speaking English that can be used is socio affective strategies. Socio-affective strategies are those which are non-academic in nature and involve stimulating learning through establishing a

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<sup>4</sup>Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (USA: Heinle&Heinle, 2001), 3<sup>rd</sup> Ed. P.103

<sup>5</sup>Allen, Harold B, *The Linguistic Atlas of the Upper Midwest*. (Minneapolis: University of Minnesota Press.2009). P.48. Accessed on 10<sup>th</sup> January 2018 from <http://journals.sagepub.com/doi/abs/10.1177/0075424290023001-202>

level of empathy between the instructor and student.<sup>6</sup> It can be said that the instructor and the students have unity to excite to activity in speaking class.

Based on the pilot study done by the researcher, In IAIN Curup, the English Study Program Students of fourth semester not only have to speak a long area of English study program, but also they are active in speaking class. The researcher often found the students cooperate with their friend in speaking English, they learn by asking their partner, they also ask the lecturer to have clarification of the words they have pronounced correct or not. They also lowered their anxiety by laughing and deep breathing. Then they could keep speaking smoothly. That is why the researcher is interested to investigate the socio affective strategies that have been applied by the English study program students especially in speaking. The researcher's reasons in choosing socio-affective strategies are; the socio affective strategy of speaking English in college may have an effect on the quality of students' speaking English and based on the rationale, the researcher is interested in knowing how the socio affective strategies of speaking English has been conducted so far. English Study Program is the educational background of the students. Because, if the student have good educational background, they will be good in English Then, the students will have good attitude towards speaking English.

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<sup>6</sup>Elzana, Habte, Gbar, *Importance of Socio-affective Strategies in the Using EFL for Teaching Mainstream Subjects*, (Colombia: Universidad de La Sabana, 2000), P. 2

Related to the previous studies on this research in the chapter II, the researcher got that three of them investigated about English Learning Strategy in speaking generally with different level of students, one of the strategy that mentioned was socio affective strategies which not detailed expalined. One of them investigated about the Effect Of Socio-Affective Language Learning Strategies And Emotional Intelligence Training On English As A Foreign Language (EFL) Learners“ Foreign Language Anxiety In Speaking Classes that the result was statistically significant decrease in the participating studetnts’ overall anxiety levels. And one other investigated about Students’ problem in learning English speaking that said more practice, increase the vocabulary mastery, increase the motivation, use the interesting strategy, give opportunities to all students, keep to speak English, join the extra class of English are the ways to solve the kinds of problems in learning English speaking. Based on the previous study above, the researcher concludes that one of the ways to solve the kinds of problems in learning English speaking is use the interesting strategy. One of the strategy that interesting to investigate is socio-affective strategy that has been mentioned in the result of previous studies as one of strategy can be used in learning English. In addition the effect of socio-effective strategy is good for language learners especially in speaking, such as reducing anciety significantly. Therefore researcher becomes interested to conduct about socio affective strategies in speaking English especially for English study program since this strategy gives benefit

to students in speaking, so that the researcher wants to know how to use socio affective strategies based on the phenomenon that the researcher found on the field as the researcher explained in the previous paragraph.

Realizing the importance of socio affective strategies to speaking ability, the researcher would like to conduct a research entitled “*An Analysis of Socio Affective Strategies Used by the English Study Program Students in Speaking English*” (A Descriptive Qualitative Study of English Study Program Students at Fourth Semester in IAIN Curup)

## **B. Research Questions**

Based on the background above, the researcher has formulated two research questions:

1. How do the students of English study program use socio affective strategies in speaking?
2. Why do the English study program students use socio affective strategies in speaking?

## **C. The Objectives of the Research**

The objectives of the research are:

1. To find out how the students of English study program use socio affective strategies in speaking

2. To know the reasons of the English study program students use socio affective strategies in speaking

#### **D. Delimitation**

The researcher in this research focused on the socio affective strategies used by the English study Program students at fourth semester in speaking English in order to know how and why the students of English study program use socio affective strategies in speaking. The socio affective strategies comes from affective strategies and social strategies. The researcher limited this research on speaking skill especially on the socio-affective strategies and the reason.

#### **E. The Significant of the Research**

In writing this research, the researcher hopes:

1. Practically: this research is hoped in order to give contribution on the students so that they can use socio affective strategies especially on speaking
2. Theoretically: the result of the study can be used to reference work for study of the other subject.

## **F. Definition of Key Terms**

### **1. Speaking**

Speaking is one of four skills in learning language. Speaking is said to relate to language expressed through the oral medium; speaking is said to be active or productive skill.<sup>7</sup>

According to Bailey and Savage, an activity that requires the integration of many subsystems is speaking. It is as central skill for many people.<sup>8</sup> Speaking in this research means the student's speaking in fourth semester of English study program.

### **2. Socio-affective Strategy**

Oxford said, "socio-affective strategies are the strategies that help learners regulate and control emotions, motivations, and attitudes toward learning, as well as help learners learn through contact and interaction with others".<sup>9</sup> In this research, the researcher means the socio-affective strategies that used by the fourth semester students of English study program.

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<sup>7</sup>H. G. Widdowson, *Teaching Language as Communication*, (London: Oxford University Press, 1978), P.57.

<sup>8</sup>Marianne Celce-Murcia, *Op.Cit*

<sup>9</sup>Rebecca L. Oxford, *Language Learning Strategies; What Every Teacher Should Know*, (Boston: Heinle & Heinle Publishers, 1990). P. 1

## **G. Systematic of The Research**

The explanation of this research is organized into 5 chapters:

Chapter I : Introduction, in this chapter describe about: background of the research, research questions, objectives of the research, delimitation, significance of the research, definition of key terms, and systematic of the research.

Chapter II is review of related literature, it deals with review of related theories and review of related findings.

Chapter III : Research methodology, it deals with kind of the research, subject of the research, technique for collecting data, instrument of the research, and the data analysis

Chapter IV : Finding and discussion. In this chapter researcher explains and interprets the result of the research.

Chapter V : is conclusion and suggestion. It deals with conclusion and suggestion.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Speaking

Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people—like auctioneers or politicians—may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability—until, that is, we have to learn how to do it all over again in a foreign language.

The first point to emphasize is that speech production takes place in real time and is therefore essentially linear. Speaking involves utterance (that is to say, the spoken equivalent of sentences), speech is produced utterance-by-utterance, in response to the word-by-word and utterance-by-utterance productions of the person we are talking to (our interlocutor). This contingent nature of speech, where by each utterance is dependent on a preceding one, accounts for its spontaneity.<sup>10</sup> So, people try to speak fluently and clearly to make their interlocutors understand what they speak.

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<sup>10</sup> Scott Thornbury, *How to Teach Speaking*, (New York: AddisonWesleyLongman.Inc.2005), P.2.

According to Hornby, “Speaking is making use of language in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech”.<sup>11</sup>

Speaking is the verbal use of language to communicate with others. Speaking can be described as an act of producing voice through the use of the vocal cords and vocal apparatus to create a linguistic act designed to convey information.

### **B. The Function of Speaking**

The functions of speaking are classified into three; they are speech activity which is quite distinct in term of form and function and requires different teaching approaches.<sup>12</sup> The detail explanation of the functions of speaking as bellow:

#### a) Talk as Interaction

Talk as Transaction means to situation where the focus is on what is said or done. So that, the main purpose of this type is the message should be understood clearly and accurately by speaker and also listeners. It is different with the first function, where the talk as interaction is hoped in order to create a good social interaction..

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<sup>11</sup>AS.Hornby.*OxfordAdvancedLearners’Dictionary*,(NY:OxfordUniversityPress, 2000) , P.1140.

<sup>12</sup>Brown and Yule in Jack C. Richards. 2006. *Developing Classroom Speaking Activities; From Theory to Practice*, accessed on 18<sup>th</sup> April 2018 from [http://www.proffesor\\_jackrichard.com/developing-classroom-speaking](http://www.proffesor_jackrichard.com/developing-classroom-speaking)

This type is required the students' ability to speak English in natural way in order to create a good interaction. That is why this situation is avoided by the English students who often loose for some words and for those who feel difficult in conveying their ideas. Of course, this situation can be a disadvantage for some learners where the ability to use talk as interaction can be important.<sup>13</sup> It means that this situation must be resolved by students in speaking in order to have interaction well.

Based on the explanation above, the speaking has the function as interaction means speaking used by students to exchange about the information. The speaker conveys the message and then, the listener understand what the speaker has said. Therefore, the English study program students should have strategy to use in speaking in order to have a good interaction. One of the strategies is called socio-affective strategy.

b) Talk as Transaction

Talk as transaction is focused on situation of what is said or done. The central focus is the message and making oneself understood clearly and accurately, rather than the participants and how they interact socially with other.

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<sup>13</sup>*Ibid*

Talk as transaction is distinguished into two different types. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Where priority is the information should be understood. The second type is transaction which focuses on obtaining good or services, such as servicing out the costumer by receptionist in the hotel. In this type of spoken language, students and teachers usually focus in meaning or on talking their way to understanding.<sup>14</sup> In conclusion, in talk as transaction the English study program students should focus on how they speak English in order the other speaker could understand.

In speaking, talk as transaction is easier than talk as interaction because it only focuses on messages delivered to the others. Also, talk as interaction is more easily planned since current communicative materials a rich source of group activities, information-gap activities and role plays. Related to this research, socio-affective strategies support the students to apply the function of speaking well such interaction and transaction, because the socio affective strategies provide many ways to make the students keep the students to talk as interaction or as transaction.

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<sup>14</sup>. *Ibid*

c) Talk as Performance

Talk as Performance is same with public talk or public speaking. That is, talk with transfer information before an audience such as morning talks, public announcements, and speeches. The form of talk as performance is monolog rather than dialog.<sup>15</sup>

From the explanation above, talk as performance requires the effective way in order to make the listeners or audients can receive the information from speaker's address as much as possible. As English language learners, the English study program students, especially at fourth semester should be able to use this function of speaking. It could be in giving a class report about a school trips, conducting a class debate, making a sales presentation, and giving a lecture. It means that, in speaking class the students also have to perform based on the instruction or direction given by the teacher or lecturer.

### **C. Language Learning Strategies**

This section discuss about language learning strategies which include: (1) language learning strategies, (2) socio-affective strategies.

#### **1. Language Learning Strategies**

Learning strategies are “steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is

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<sup>15</sup>*Ibid*

essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.”<sup>16</sup>

By this definition above, we can conclude that the implementation of learning strategies in language class can help students become better than before and improve students’ ability in speaking. In this research, the researcher used Socio-affective strategies in English speaking.

## **2. Socio-affective Strategies**

There are three major types of strategy are distinguished, in accordance with the information processing model, on which their research is based. The three learning strategies are cognitive strategies, metacognitive strategies and socio-affective strategies.<sup>17</sup> As director cognitive strategies, which learners apply directly to the language itself. Indirect or metacognitive strategies, in which learners manage or control their own learning process.<sup>18</sup> Socio-affective

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<sup>16</sup>Marianne Celce-Murcia, *Op.Cit.*, p.359

<sup>17</sup>Rod Ellis, *The Study of Second Language Acquisition*,(UK: Oxford University Press,1994),p.536

<sup>18</sup> H. Douglas Brown, *Op.Cit.*, p. 217

strategies concern the ways in which learners elect to interact with other learners and native speakers.<sup>19</sup> In addition,

O'Malley et al. said, the socio-affective strategy as one of the three learning strategies which include the meta cognitive strategy and the cognitive strategy. Socio-affective strategies are the strategies that help learners regulate and control emotions, motivations and attitudes toward learning, as well as help learners learn through contact and interaction with others.<sup>20</sup>

The Socio-affective strategies concern the ways in which learners elect to interact with other learners or their teachers, if possible, they may interact with native speaker. Socio-affective strategies strongly consider the student's relation to society as a whole ranging from family to the global community. Socio-affective strategies ranked as the most effective strategies in terms of enhancing learning among students. In this strategy, the relationship between instructor and students is important.

The use of Socio-affective strategies is needed to help learners to regulate and control their emotions, motivations and attitudes toward learning. So, they will be able to learn through contact and interaction

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<sup>19</sup>Rod Ellis, *Op.Cit* p. 538

<sup>20</sup>Yen-Lin Chou, Promoting Learners' Speaking Ability by Socio affective Strategies, (USA: The University of Southern California), P.2. from <http://itesli.org/>.Retrieved on January 31,2018,7:44 am.

with others and to get their ability in speaking English during the speaking class activities.

#### **D. Types of Socio-affective Strategies**

Social affective strategies are very important because in learning language because language is used in communication and communication occur between people. Brown divided socio-affective strategies into two sub strategies<sup>21</sup>:

##### 1) Asking question

The learners may ask question for clarification to the teacher or native speakers (asking a teacher or other native speaker for repetition, paraphrase, explanation and/or examples). The learners may ask correction from their teacher or native speaker.<sup>22</sup> When learners are difficult in pronouncing words or they want to know the good pronunciation, they may ask their teacher to repeat the pronunciation and then, they can repeat what the teacher says.

Language learners may ask some explanations from the teacher when they find the difficulties. And the teacher has to explain what their students ask in order to make them understand about the subject.

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<sup>21</sup> H. Douglas Brown, *The Principle of Language Learning and Teaching*, (New York: Pearson Education, Inc., 2007) 5<sup>th</sup> Ed. P. 135

<sup>22</sup>Rod Ellis, *Op.Cit*, p. 538



## 2) Cooperation

Chamot gives as example 'cooperation' (working with one or more peers to obtain feedback, pool information or model a language activity).<sup>23</sup> The language learners may use the cooperative strategy to do their work in the class to get a feedback and more information from other learners. When we talk about cooperation, we will remember the cooperative learning. The learners may use the cooperative learning in order to improve racial elation among them. In this strategy, the learners must share with group mates in order for the group to achieve its common goal.

In teachings peaking, there are many types of cooperative learning, such as:

### a) Discussions<sup>24</sup>

Discussions are probably the most commonly used activity in the oral skills class. Typically, the students are introduced to a topic via a reading, a listening passage, or a video tape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the

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<sup>23</sup>*Ibid*

<sup>24</sup>Marianne Celce-Murcia, Op.Cit., p.106

like. Teachers must take care in planning and setting up a discussion activity. There are two types of discussion:

(1) Group Work

The teacher can put students in large group, since this will allow them to do arrange of tasks for which pair work is not sufficient or appropriate. Thus students can write a group story or role-play situation which involves five people.

In general, it is possible to say that small groups of around five students provoke greater involvement and participation than larger groups. They are small enough for real inter personal interaction, yet not so small that members are over reliant upon each individual. Because five is an odd number, it means that a majority view can usually prevail.<sup>25</sup>

(2) Pair works

In pair work, students can practice language together, study a text, research language or take part in information-gap activities. They can write dialogues, predict the

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<sup>25</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (UK: Cambridge “ Longman” 2008) P . 117

content of reading text, or compare notes on what they have listened to or seen.

Pair work allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.<sup>26</sup> It means that the students speak English without any guidance from anyone else.

b) Role plays<sup>27</sup>

Other major speaking activity type is the role play, which is particularly suitable for practicing the socio cultural variations in speech acts, such as complimenting, complaining, and the like. Depending on student level, role plays can be performed from prepared scripts, created from a set of prompts and expressions, or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.

In addition, according to Oxford socio affective strategy comes from affective strategies and social strategies. Affective refers to emotions, attitudes, motivations, and values. Three main sets of affective strategies

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<sup>26</sup>*Ibid*, p.116

<sup>27</sup>Marianne Celce-Murcia, *Op.Cit*,p.107

are lowering your anxiety, encouraging yourself, and taking your emotional temperature.<sup>28</sup> Meanwhile, three sets of social strategies are asking questions, cooperating with others, and empathizing with others.

The following table shows the socio affective strategies clearly:

<b>Affective</b>	<b>Social</b>
Lowering your anxiety 1. Using progressive relaxation, deep breathing, or meditation 2. Using music 3. Using laughter	Asking Question 1. Asking for clarification or verification 2. Asking for correction
Encouraging yourself 1. Making positive statements 2. Taking risks wisely 3. Rewarding yourself	Cooperating with others 1. Cooperating with peers 2. Cooperating with proficient users of the new language
Taking your emotional temperature 1. Listening to your body 2. Using a checklist 3. Writing a language learning diary 4. Discussing your feelings with someone else	Empathizing with others 1. Developing cultural understanding 2. Becoming aware of others' thoughts and feeling

Based on the table above, the Oxford explained more detail of each strategy:<sup>29</sup>

### 1. Affective

The three sets of affective strategies are explained below as they apply to various language skills.

<sup>28</sup> Rebecca L. Oxford. *Op.Cit.*, P. 140.

<sup>29</sup>*Ibid*

a. Lowering your anxiety

In any of the four skills, anxiety can play a strong role. Speaking the new language often causes the greatest anxiety of all. The following strategies help learners to lower their anxiety, no matter which skill or combination of skills is involved.

(1) Using progressive relaxation, deep breathing, or meditation

Progressive relaxation involves alternately tensing and relaxing all the major muscle groups, one at a time. Deep breathing is often an accompaniment to progressive relaxation. The simple act of deep breathing brings greater calmness almost immediately. Meditation means focusing on a mental image or sound to center one's thoughts. A few minutes of relaxation in the classroom or at home using progressive relaxation, deep breathing, or meditation will help learners accomplish their learning tasks more peacefully and more efficiently.

(2) Using Music

This strategy is useful before any stressful language task. Five or ten minutes of soothing music can calm learners and put them in positive mood for learning.

### (3) Using Laughter

The use of laughter is potentially able to cause important biochemical changes to enhance the immune system, so many hospitals are now using “laughter therapy” to help patients relax. Language learners too, can benefit from laughter’s anxiety reducing powers. Laughter brings pleasure to the classroom.

## b. Encouraging Yourself

### (1) Making Positive Statements

When used before or during a language activity, positive statements are for self-encouragement. For example, before presenting a talk in Japanese, Rose says to herself, “I’m sure I can get my point across, even if I make errors”

### (2) Taking Risks Wisely

This strategy involves a conscious decision to take reasonable risks regardless of the possibility of

making mistakes or encouraging difficulties. For example, Grigori decides to prod himself to speak in his beginning English class, though he is afraid of sounding like a fool, but he intends to say something sensible and not just blurt out something irrelevant.

### (3) Rewarding Yourself

Learners often expect to be rewarded only by external sources, such as praise from teacher, a good grade on a test, or a certificate of accomplishment. However, learners need more reward than they get externally. Here are the examples of rewarding yourself, George rewards himself for good work by watching a favorite TV show. Elgard eats a big pizza. Lindsay goes out shopping. Lois calls up a friend for a long chat, and many others.

#### c. Taking Your Emotional Temperature

This set of strategies for affective self-assessment involves getting in touch with feelings, attitudes, and motivations through a variety of means. The strategies described here enable learners to notice their emotions, avert negative ones, and make the most of positive ones.

## 1. Listening to your body

One of the simplest but most often ignored strategies for emotional self-assessment is paying attention to what the body says. Performance in all four language skills is affected by the learner's physical state. Language learners need to learn to pay attention to these physical sensations frequently. "Tuning in" to the body can be a first step toward greater emotional self-understanding and control. For example, Regina feels her stomach knotting up and her legs going weak just before she has to talk with a native speaker of Thai, so she knows she is nervous and decides to do something about it. Pardee, a learner of German, has a headache, realizes that it is coming from tension about performing in German, and determines that he will relax a bit more every day.

## 2. Using a checklist

A checklist helps learners in a more structured way to ask themselves questions about their own emotional state, both in general and in regard to specific language tasks and skills. Here are examples of this strategy in action. Alton made a checklist about



what he wants to say in his speech, Zaria realizes through using a checklist that she feels more at ease and less scared about learning English than she felt bored.

### 3. Writing a language learning diary

Language learning diaries or journals are narratives describing the learner's feelings, attitudes, and perceptions about the language learning process. Some learners like to share their diaries or journals with other people. For example, Lorelei, a student of Spanish, gets a new perspective by sharing her language learning diary with her sister, who is not studying Spanish.

### 4. Discussing your feeling with someone else

Language learners often need to discuss with other people. Discussion of feeling can also take place outside of class with a friend, a parent, a counselor, or a native speaker of the language. Encourage students to express their feeling about the language learning process and discover what they need to be better learners.

## 2. Social

The social strategies consist of three strategies below:

### a. Asking questions

This set of strategies includes both asking for clarification or verification and asking for correction.

#### (1) Asking for Clarification or Verification

Asking for clarification involves asking the more proficient speaker to slow down, paraphrase, repeat, explain, or otherwise clarify what he or she has said.

Asking for verification means checking to make sure that something has been rightly understood.

#### (2) Asking for correction

This strategy is mostly used in speaking and writing, because errors which are almost obvious to other people occur in producing the new language. In spoken conversation, learners can ask the other person for correction of important problems, those which cause confusion or offense. For example, Paige is sure that she has made an error when her Spanish friend looks surprised at what she says, so she asks to be corrected.

b. Cooperating with others

Because language in all its aspects is a social act, cooperating with other people is essential. This cooperation requires that the learner interact well with both peers and more proficient language users.

(1) Cooperating with peers

This strategy involves a concerted effort to work together with other learners on an activity with a common goal or reward. Here is the example of cooperating with peers in speaking. Barbro and Stefan, regular language learning partners at the advanced level of English, have daily telephone conversation with each other, thus receiving listening and speaking practice in the company of a friend.

(2) Cooperating with proficient users of the new language

This strategy applies to all four skills. When used for listening and speaking, this strategy involves taking specific steps to enhance communication with a proficient user of the new language. For example, Lynda reminds herself to keep Rudolph, her German-speaking friend, informed of her own speaking listening needs (e.g slowing down, repeating). She

knows she must listen actively, ask questions, and observe natural feedback like gesture, facial expression, and body distance.

c. Empathizing with others

Understanding and producing the language involves empathy with other people, especially with individuals from the target culture.

(1) Developing Cultural Understanding

Background knowledge of the new culture often helps learners understand better what is heard or read in the new language. Such knowledge also helps learners know what is culturally appropriate to say aloud or in writing.

Outside of the classroom, encourage students to find out all they can do about the target culture through reading, going to lectures, or watching films in the target language. All these activities develop greater cultural awareness, which is necessary for achieving proficiency in the new language.

Here are some instances of developing cultural understanding. Paco, who is studying in England, listens to the BBC to try to get a flavor of the culture.

Lucretia looks at department store catalogs from France to understand more about French culture.

(2) Becoming aware of other's thoughts and feelings

Learners can purposely become aware of fluctuations in the thoughts and feelings of particular people who use the new language. Such awareness brings learners closer to the people they encounter, helps them understand more clearly what is communicated, and suggests what to say and do.

Observing the behavior of others during face-to-face communication often sharpens this awareness. Listening carefully to what is said, what is left unsaid, enables learners to become more aware of the mind set of other people. For example, Ramon observes the physical signals and speech of his teacher, so he can be more aware of the teacher's mood and thoughts.

Based on the explanation above, from the theory of Brown and Rebecca L. Oxford, the researcher is interested to choose Rebecca theory's because socio affective strategies are described very strong and detailed.

## **E. The Role of Socio-affective Strategies in Promoting Learning**

The socio-affective strategies are mainly used to solve linguistic or communicative problems to accomplish course tasks or to meet academic objectives. The following are specific roles of socio-affective strategies:

- a. Encouraging students to share their anxiety with the group members and the teacher
- b. Using soft tone of voice and smile
- c. Encouraging positive thinking to increase students' self confidence
- d. Letting students know about their progresses
- e. Not criticizing students for their mistakes
- f. Using humor and creating cheerful atmosphere
- g. Helping learners learning how to learn and focusing on the use of language as a tool in both bringing meaning and obtaining meaning from learning activities.
- h. Inter playing between teachers, learners, and tasks, and a view of learning as arising from collaborations and interactions with others.
- i. Developing team work skills and seeing individual learning as essentially related to the success of group learning.

- j. Language acquisition as an unpredictable developmental process requiring a communicatively interactive and cooperative negotiation of meaning on the parts of learners to influence their own developing language system. (Theory and Practice in Language Studies. 2, p. 269-274, February 2018).

#### **F. Review of Related Study**

There are related studies which have been done by the others researcher. Iskandar conducted her research entitle “Analysis English Learning Strategies Used by the Deaf Students in SLB-B Karya Mulia Surabaya”. The research investigated students’ strategies in speaking skill. The research used descriptive qualitative method. The data were collected and obtained from observation and interview. The result show that the memory strategies are the most strategy used by the respondents whereas affective strategies are the least strategy used. In addition to use these strategies, the support from the teacher and parents is very important to help them learn a new language. Furthermore, in conclusion show that In socio-affective strategies, there is no strategy which not appropriate in mastering speaking skill because the students had to more practice in speaking English and if they

did not understand about the material, they had to ask the teacher or their smarter friends to explain more detail about the material<sup>30</sup>

Syaripah, in 2013 investigated *English Learning Strategy Preferences of The Learners From The Same Ethnic Background*. The researcher found that the same ethnic background students preferred using all of learning strategies in learning English. They are Direct Strategies and Indirect Strategies. Direct strategies consist of three strategies, namely memory strategy, cognitive strategy, and compensation strategy. Indirect strategies also consist of three types; meta-cognitive strategy, affective strategy, and social strategy. The students preferred these strategies cooperatively to support their learning. To make learning became effective; they used these strategies unconsciously and continuously. Although the students were comfort to study with the same ethnic background students, but it did not mean that they did not have good interaction with friends that was from the other ethnic background. The student also appraised each other, kept the feeling of each other without hurting someone else, and listened to the other's opinion.<sup>31</sup>

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<sup>16</sup>Ismi Berliantika Iskandar, *Analysis of English Learning Strategies Used by the Deaf Student in SLB-B KaryaMulia Surabaya: A Case Study*. Thesis of Universitas Brawijaya. 2014, from <http://jimbastrafib.studentjournal.ub.ac.id/index.php/jimbastrafib/article/.../269>, Retrieved on December 5th 2017.

<sup>31</sup>Syaripah, *English Learning Strategies Preferences of The Learners from The Same Ethnic Background*. Unpublished thesis IAIN Curup, 2013.



Alfiyanaini, In her thesis entitled “*a study on students’ learning strategies In speaking skill of the eleventh grade students in MAN 1 Surakarta*”. The research investigated the students’ learning strategies in speaking skill and the strength and the weakness of the strategies used by students in boarding school MAN 1 Surakarta. The research used descriptive qualitative method. The data were collected from observation and interview. The result of the study showed that the students applied almost all of the strategies proposed by O’Malley et al including meta-cognitive strategies, cognitive strategies, and socio affective strategies in mastering speaking skills. In metacognitive strategies, the students use four strategies, namely: selective attention, self-management, self- monitoring, and self-evaluation. In cognitive strategies, the students used ten strategies, namely: Resourcing Translation, Repetition, Grouping, Deduction, Imagery, Keyword Method, Inference and Note taking. And in socio-affective strategies, the students used two strategies namely: cooperation and question for clarification. In her research, she also found that those strategies give get the strength when they apply those strategies, such as students get many new vocabularies, they can fluently in speaking and they know how to pronounce those words and more confidence in Speaking English. Beside the strength, the students also have their weakness. They are in their grammar, because they more focus in their speaking and tend to ignore grammar.<sup>32</sup>

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<sup>32</sup>MiftaAlfiyanaini, *A Study on Students’ Learning Strategies in Speaking Skill of The Eleventh*

Kahraman, in the research entitled “*The Effect Of Socio-Affective Language Learning Strategies And Emotional Intelligence Training On English As A Foreign Language (EFL) Learners’ Foreign Language Anxiety In Speaking Classes*”<sup>33</sup>. The research explored the possible effects of socio-affective language learning strategies (LLSs) and emotional intelligence (EI) training on EFL students’ foreign language anxiety (FLA) in speaking courses and showed that the students mostly liked the training activity Give and Receive Compliments, which aimed to teach the “interpersonal relationship” competence of EI and the social LLS of “cooperating with others”. On the other hand, the activity that the students enjoyed the least was Use the System of ABCD, which aimed to address the affective LLS of “lowering your anxiety” and the EI skill of “impulse control”. Furthermore, the thematic analysis of student and teacher interviews demonstrated that the training was enjoyable, beneficial in general, and useful in diagnosing the feeling of foreign language anxiety; nevertheless, that some strategies and skills were difficult to apply and some training activities were mechanical and unattractive were the other reported common ideas. Kahraman’s research has similarity with this study which is both of studies used the socio-affective strategies as the main theory that socio-affective strategies but both studies

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*Grade Students in MAN Surakarta Boarding Scholl in The Academic Year 2015/2016*. Thesis of IAIN Surakarta. 2017, from <http://eprints.iaian-surakarta.ac.id/708/>, Retrieved on March 27<sup>th</sup> 2018.

<sup>33</sup>Fatma Gurman Kahraman, “*The Effect Of Socio-Affective Language Learning Strategies And Emotional Intelligence Training On English As A Foreign Language (EFL) Learners’ Foreign Language Anxiety In Speaking Classes*”. Master’s Thesis of Bilken University, 2013, from: <http://thesis.bilkent.edu>. retrieved on March 17<sup>th</sup> 2018.

have different in many aspect, such as from the kind of the research; where Kahraman's research is an experimental quantitative study, meanwhile, this research is descriptive qualitative research. The location in conducting research, time, research questions also research methodology are totally different.

The last, Swari, she investigated "Students' problem in learning English speaking."<sup>34</sup> By using depth observation and also interview she found that shyness, nervousness, fear of making mistakes, lack of confidence, limited of practice, environment factor, mother tongue used dominantly, and low of motivation as the kinds of students' problems in learning speaking. And also there are some ways to solve the problems in learning English speaking, both from the students' and the teachers' sides. More practice, increase the vocabulary mastery, increase the motivation, use the interesting strategy, give opportunities to all students, keep to speak English, join the extra class of English are the ways to solve the kinds of problems in learning English speaking.

Based on the researches above, the researcher found the differences between the researches postulated earlier with this research. The differences are the time, location, purpose, kind of the research and subject of the

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<sup>34</sup> Devi Novita Sari, *A Study on Students' Problems in Learning English Speaking English at the Second Grade of SMP Negeri 1 Talaga*. Thesis of IAIN Syech Nurjati Cirebon, 2014, from <http://repository.syekhnurjati.ac.id>, Retrieved on March 27<sup>th</sup> 2018

research. In this research the researcher focused on the socio-affective strategies used in students speaking at fourth semester of English study program in IAIN Curup. The researcher found the different socio-affective strategies used by the fourth semester students. Here, the researcher analyzed the socio-affective strategies used by the students in speaking by using Oxford's theory, they are asking questions, cooperating with others, empathizing with others, lowering anxiety, encouraging yourself and taking emotional temperature. The researcher found how these strategies used by the students to support their speaking. From this research, it will be known whether or not socio-affective strategies are better to be used by the students in speaking English.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Kind of the Research**

The researcher used descriptive method which is described in qualitative way. As stated by Meleong that qualitative research is research which analyze are not using statistic or number. Qualitative research is research that building opinion in detail and careful in words form.<sup>35</sup> This research is one of qualitative research that is a case study. Creswell said:

“Types of qualitative case studies are distinguished by the size of the bounded case, such as whether the case involves one individual, several individual, a group, an entire program, or an activity. They may also distinguished in terms of the intent of the case analysis.”<sup>36</sup>

It means that qualitative case study that involves individual or group, program or activity, and also document analysis. Here, the researcher involved the fourth semester students of English study program. In this research, the researcher described how the students of English study program use socio affective strategies in speaking.

#### **B. Subject of the Research**

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<sup>35</sup>Lexy J. Meleong 2005. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya. P. 6.

<sup>36</sup> Jhon W. Creswell, 2007. *Qualitative Inquiry and Research Design*. USA: Sage Publication., p.74.

In this research, the subject is the fourth semester students of English study program in IAIN Curup. There are 52 students as the subject. The researcher is interested to observe the fourth semester students because of their strategies in speaking English, especially about socio-affective strategies.

### **C. Technique of Collecting Data**

The researcher used some techniques in collecting the data. They are:

#### **1. Questionnaire**

In collecting the data of the socio affective strategies used by fourth semester students of English study program, the data was collected by using questionnaire. According to Wilkinson and Birmingham, the questionnaire is the favoured tool of many of those engaged in research, and it can often provide a cheap and effective way of collecting data in a structured and manageable form.<sup>37</sup> The questionnaire is used to collect the data about the respondents' aspect in studies and include the question about the respondent habit in study and their strategies. The questionnaire divided into two types. They are close ended and open ended as the popular type of questions. Whereas, the literature illustrates the close ended as structured and open ended as unstructured ones. Close ended questions have sufficient alternatives to select or to fit in the information given by the respondent. However, open ended are open for the

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<sup>37</sup>David Wilkinson and Peter Birmingham. *Using Research Instruments A Guide for Researcher*. (London: Routledge Falmer, 2003) , P.7

answer. In this research, the researcher used close ended question which has two alternative responses “yes” and “no”. The researcher used closed ended question because it could answer the research questions of this research and simple. The questionnaire is as following:

**Table 3.1**

**The Indicators of Questionnaire**

<b>Socio Affective Strategies</b>	<b>Category</b>	<b>Indicator</b>	<b>Yes</b>	<b>No</b>
Learners involvements either in interaction with another person or ideational control over affect.	1. Asking Questions	Asking for clarification or verification		
		Asking for Correction		
	2. Cooperating with Others	Cooperating with peers		
		Cooperating with proficient users of the new language		
	3. Empathizing with others	Developing Cultural understanding		
		Becoming aware of others thought and Feelings		
	4. Lowering anxiety	Using progressive relaxation, deep breathing, or meditation		
		Using music		
		Using laughter		
	5. Encouraging oneself	Making positive statements		
		Taking risk wisely		
		Rewarding oneself		
	6. Taking emotional temperature	Listening to ones body		
		Using checklist		
		Writing a language learning diary		
		Discussing ones feeling with someone else		

## 2. Interview

Interview used in this research was semi-structured interview. Gay further explains that semi-structured interview is to take advantage of strengths of interviews.<sup>38</sup> Catherine says that in semi-structured interview the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews.<sup>39</sup>To do this interview, the same questions need to be asked in each interview. However, the researcher also wants the interview to remain flexible so that other important information can still arise. Fetterman describe interviewing as the most important data collection technique a qualitative research processes.<sup>40</sup>

Purpose of interviewing people is to find out what is on their minds what they think or how they feel about something. As Patton in the book of Fraenkel and Wallen has remaked: We interview people to find out from them those things we cannot directly observe. The issue is not whether observational data is more desirable. Valid or meaningful than self-report data. The fact of the matter is that we cannot observe everything. We cannot observe feelings, thoughts, and intentions. We cannot behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an

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<sup>38</sup>L.R, Gay, *Education Research: Competence for Analysis and Application*, (Florida International : 2000), P. 275

<sup>39</sup>Chatherine Dawson, *Practical Research Methods*, (Wiltshire: Cromwell Press. 2002). P. 28

<sup>40</sup> Jack R. Fraenkel. Norman E. Wallen, *How to Design and Evaluate Research in Education*. Seventh Edition , (New York : McGraw Hill. 2009 ). P. 445



observer. We cannot observe how people organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things.

Interview is conducted to obtain information and required data appropriate to research objective. Therefore, the researcher will prepare the questions before interview is begun. Generally, interview is an essential source of evidences for qualitative study. The interview in this research is aimed to find reason of students' used socio affective strategies in learning speaking English.

In this research, to answer the second research question about the reasons of the students in using socio affective strategy, the researcher needs to interview the students who used socio affective in their speaking. So, not all of the students would be interviewed. The researcher chose the students who used the socio affective strategy based on the result of student's answers in answer the questionnaire. It means that the researcher used purposive sampling in interviewing the students.

## **D. Instruments of the Research**

### **1. Questionnaire**

In this research, the researcher also used questionnaire as the instrument in collecting the data. After the researcher got the data from the questionnaire, the researcher noted the data, then the researcher analyzed the data by using this questionnaire based on the theory of socio affective strategies in speaking used by the students. The following table is questionnaire for the researcher to collect the data:

**Table 3.2**  
**The Questionnaire**

<b>Category</b>	<b>Indicator</b>	<b>Sub Indicator</b>	<b>Item</b>	<b>Yes</b>	<b>No</b>
1. Asking Questions	Asking for clarification or verification	1. Asking the speaker to repeat	I ask the speaker to repeat if I do not understand		
		2. Asking the speaker to paraphrase	I ask the speaker to paraphrase if I am confused and I do not comprehend the meaning		
		3. Asking the speaker to explain	I ask the speaker to explain if I do not understand		
		4. Asking the speaker to slow down	I ask the speaker to slow down if I do not understand and need speaker to speak distinctly		
		5. Asking the speaker to give example	I ask the speaker to give example if I do not understand what the meaning and need speaker to give the specific sample or illustration		

		6. Asking if a specific utterance is correct	I ask if a specific utterance is correct to the speaker		
		7. Paraphrasing to get feedback	I paraphrase to get feedback		
		8. Repeating to get feedback	I repeat to get feedback		
	Asking for Correction	Asking someone for correction	I ask the speaker for correction of important problem such as, those which cause confusion or offense while I am speaking		
2. Cooperating with Others	Cooperating with peers	Work together with regular learning partner	<ul style="list-style-type: none"> <li>1. I work together with my regular learning partner to increase my speaking performance</li> <li>2. I work together with regular learning partner to enhance my self-worth</li> <li>3. I work together with my regular learning partner to enhance my social acceptance</li> </ul>		
		Work together with temporary pair	<ul style="list-style-type: none"> <li>1. I work together with my temporary partner to increase my speaking performance</li> <li>2. I work together with my temporary partner to enhance my self-worth</li> <li>3. I work together with my temporary partner to enhance my social acceptance</li> </ul>		
		Work together with small group	<ul style="list-style-type: none"> <li>1. I work together in small group discussion to increase my speaking performance</li> <li>2. I work together in small</li> </ul>		

			group discussion to enhance my self-worth 3. I work together in small group discussion to enhance my social acceptance		
	Cooperating with proficient users of the new language	Working with native speaker or proficient users of the new language	1. I communicate with native speaker to enhance my communication skill especially in speaking 2. I communicate with proficient users of English to enhance my communication skill especially in speaking		
3. Empathizing with others	Developing Cultural understanding	Trying to empathize with another person through learning about the culture, and trying to understand the person's relation to that culture.	1. I learn the cultural artifacts from travelling abroad. 2. I learn the cultural artifact from visiting any ethnic enclaves that exist in my own community. 3. I try to find out about the culture of language target by reading. 4. I try to find out about the culture of language target by going to lectures 5. I try to find out about the culture of language target by watching films		

	Becoming aware of others thought and Feelings	Observing the behaviors of others as a possible expression of their thoughts and feelings, and when appropriate, asking about thoughts and feelings of others.	I observe the behaviors of speakers as a possible expression of their thoughts and feelings, and when appropriate, asking about thoughts and feelings of others.		
4. Lowering anxiety	Using progressive relaxation, deep breathing, or meditation	<ol style="list-style-type: none"> <li>1. Alternately tensing and relaxing all the major muscle groups in the body, as well as the muscle in the neck and face, in order to relax.</li> <li>2. Breathing deeply from diaphragm</li> <li>3. Using meditating technique by focusing on a mental image or sound</li> </ol>	<ol style="list-style-type: none"> <li>1. I use the technique of alternately tensing and relaxing all the major muscle groups in the body, like doing relaxation gesture for muscle in the neck and face in order to relax.</li> <li>2. I use the technique of breathing deeply from diaphragm to relax.</li> <li>3. I use the technique of meditating by focusing on a mental-image or sound to relax.</li> </ol>		
	Using music	Listening to soothing music , such as a classical	I listen to soothing music, such as a classical concert , as the way to relax		

		concert , as the way to relax			
	Using laughter	Using laughter to relax by watching a funny movie, reading a humorous book, listening a joke , etc.	I use laughter to relax by watching a funny movie, reading a humorous book, listening a joke , etc.		
5. Encouraging yourself	Making positive statements	Saying or writing positive statements to oneself in order to feel more confident learning the new language.	<ol style="list-style-type: none"> <li>1. I use the technique of Saying positive statements to myself in order to feel more confident learning English.</li> <li>2. I use the technique of writing positive statements to myself in order to feel more confident learning English.</li> </ol>		
	Taking risk wisely	Pushing oneself to take risks in a language learning situation. Risks must be tempered with good judgment.	I push myself to take risks in a language learning situation, even though there is a chance of making a mistake or looking foolish.		
	Rewarding yourself	Giving oneself a valuable reward for a particularly good performance in the new language	I give myself a valuable reward for a particularly good performance in the new language		
6. Taking	Listening to	Paying	1. I pay attention to signals		

emotion alteration	your body	attention to signals given by the body.	<p>given by my body when I have negative feeling like tension, anxiety, fear and outrage tighten the muscles and affect all the organs of the body.</p> <p>2. I pay attention to signals given by my body when I have positive feeling like happiness, pleasure, contentment, and excitement.</p>		
	Using checklist	Using a checklist to discover feelings, attitudes, and motivations concerning language learning in general, as well as specific language tasks.	I make a checklist to assess my feelings and attitudes about English learning every day or every few days.		
	Writing a language learning diary	Writing a diary or journal to keep track of events and feelings in the process of learning a new language	<p>1. I write language learning diary that describe feeling, attitudes, and perception about language learning process, and I like to share my diary with other people in order to get a new perspective about language target.</p> <p>2. I write language learning diary that describe feeling, attitudes, and perception about language learning process, but I like to keep my diaries or journals private to inject more energy and variety in to</p>		

			the learning situation.		
	Discussing ones feeling with someone else	Discuss with another person to discover and express feeling about language learning process and tell what you need to be better learners	I discuss with another person (lecture, friend, relative) to discover and express my feeling about language learning process and tell what I need to be better learners		

## 2. Interview Guideline

The researcher must have interview guidance to indicate what questions are to be asked, in what order and how much additional prompting or probing is permitted.<sup>41</sup> Interview guidance is a list of several questions in interview to get the information from subject of the research.<sup>42</sup> It was used when the researcher interviewed the Students in orders to attain standardize comparable data from each respondent. All interviews must be conducted in essentially the same manner.

There are some questions that related with socio affective strategies. They were based on Oxford's theory as indicator in making questions. The researcher chose the benefits of socio affective strategies because to know what are the factors that make students used socio affective strategies in speaking. In interviewing English study program students at fourth semester, the research ask

<sup>41</sup>Chatherine Dawson. *Op. Cit.* P. 66

<sup>42</sup> L.R Gay, *Educational Research, Competencies for Analysis and Application*, (Florida: Florida Product, 2003), p. 292



them by using interview guideline as organized in table below to some students in English and several of them in Bahasa. The researcher ask the participant in English for some students who are surely feeling comfortable in answering the question in English, in the other condition, some students prefer to use bahasa in answering the question. Due to this condition, the researcher used two options first, using English and using bahasa as the second option. The researcher realized that to get real information, the researcher should use the language that make the subject of the research feel comfortable. In this research, bahasa is also used in interview in order to get simple understanding and depth information. According to Fink, the questions wording in interview should use language that is comprehensible to the target population.<sup>43</sup> it means that, to get the real information about the reason of the English study program student used socio-affective strategies in speaking English, the researcher ask students in Bahasa in order to make them easily in exploring and explaining their ideas. Another reason of using bahasa in interview is based on the research questions and also the delimitation of this research, the researcher focuses to know how and why the students of the English study program at fourth semester use socio affective strategies in speaking English only without testing their ability in speaking English.

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<sup>43</sup> Allene G, Fink, *How to Conduct In Person Interviews for Surveys 5(5<sup>th</sup>)*, (London: Sage Publication, Inc., 2002), 2<sup>nd</sup> Ed. P. 25

**Table 3.3**

**The Interview Guideline**

Category	Indicator	Sub Indicator	Question Guideline
1. Asking Questions	Asking for clarification or verification	1. Asking the speaker to repeat	Why do you ask the speaker to repeat if you do not understand?
		2. Asking the speaker to paraphrase	Why do you ask the speaker to paraphrase if you are confused and you do not comprehend the meaning?
		3. Asking the speaker to explain	Why do you ask the speaker to explain if you do not understand?
		4. Asking the speaker to slow down	Why do you ask the speaker to slow down if you do not understand and need speaker to speak distinctly?
		5. Asking the speaker to give example	Why do you ask the speaker to give example if you do not understand what the meaning and need speaker to give the specific sample or illustration?
		6. Asking if a specific utterance is correct	Why do you ask if a specific utterance is correct to the speaker?
		7. Paraphrasing to get feedback	Why do you paraphrase to get feedback?
		8. Repeating to get feedback	Why do you repeat to get feedback?
	Asking for Correction	Asking someone for correction	Why do you ask the speaker for correction of important problem such as, those which cause confusion or offense while you are speaking?
2. Cooperat	Cooperating	Work together with	1. Why do you work together with

ing with Others	with peers	regular learning partner	<p>your regular learning partner to increase your speaking performance?</p> <p>2. Why do you work together with regular learning partner to enhance your self-worth?</p> <p>3. Why do you work together with your regular learning partner to enhance your social acceptance?</p>
		Work together with temporary pair	<p>1. Why do you work together with your temporary partner to increase your speaking performance?</p> <p>2. Why do you work together with your temporary partner to enhance your self-worth?</p> <p>3. Why do you work together with your temporary partner to enhance your social acceptance?</p>
		Work together with small group	<p>1. Why do you work together in small group discussion to increase your speaking performance?</p> <p>2. Why do you work together with your temporary partner to enhance your self-worth?</p> <p>3. Why do you work together in small group discussion to enhance your social acceptance?</p>
	Cooperating with proficient users of the new language	Working with native speaker or proficient users of the new language	<p>1. Why do you communicate with native speaker to enhance your communication skill especially in speaking?</p> <p>2. Why do you communicate with proficient users of English to enhance your communication skill especially in speaking?</p>
3. Empathizing with others	Developing Cultural understanding	Trying to empathize with another person through learning about the culture, and trying to understand the	<p>1. Why do you learn the cultural artifacts from travelling abroad?</p> <p>2. Why do you learn the cultural artifact from visiting any ethnic enclaves that exist in your own community?</p> <p>3. Why do you try to find out about</p>

		person's relation to that culture.	<p>the culture of language target by reading?</p> <p>4. Why do you try to find out about the culture of language target by going to lectures?</p> <p>5. Why do you try to find out about the culture of language target by watching films?</p>
	Becoming aware of others thought and Feelings	Observing the behaviors of others as a possible expression of their thoughts and feelings, and when appropriate , asking about thoughts and feelings of others.	Why do you observe the behaviors of speakers as a possible expression of their thoughts and feelings, and when appropriate, asking about thoughts and feelings of others?
4. Lowering anxiety	Using progressive relaxation, deep breathing, or meditation	<p>1. Alternately tensing and relaxing all the major muscle groups in the body, as well as the muscle in the neck and face, in order to relax.</p> <p>2. Breathing deeply from diaphragm</p> <p>3. Using meditating technique by focusing on a mental image or sound</p>	<p>1. Why do you use the technique of alternately tensing and relaxing all the major muscle groups in the body, like doing relaxation gesture for muscle in the neck and face in order to relax?</p> <p>2. Why do you use the technique of breathing deeply from diaphragm to relax?</p> <p>3. Why do you use the technique of meditating by focusing on a mental-image or sound to relax?</p>
	Using music	Listening to soothing music , such as a classical	Why do you listen to soothing music, such as a classical concert , as the way to relax?

		concert , as the way to relax	
	Using laughter	Using laughter to relax by watching a funny movie, reading a humorous book, listening a joke , etc.	Why do you use laughter to relax by watching a funny movie, reading a humorous book, listening a joke ?
5. Encouraging yourself	Making positive statements	<ol style="list-style-type: none"> <li>1. Saying positive statements to oneself in order to feel more confident learning the new language.</li> <li>2. writing positive statements to oneself in order to feel more confident learning the new language</li> </ol>	<ol style="list-style-type: none"> <li>1. Why do you use the technique of saying positive statements to yourself in order to feel more confident learning English?</li> <li>2. Why do you use the technique of writing positive statements to yourself in order to feel more confident learning English?</li> </ol>
	Taking risk wisely	Pushing one-self to take risks in a language learning situation. Risks must be tempered with good judgment.	Why do you push yourself to take risks in a language learning situation, even though there is a chance of making a mistake or looking foolish?
	Rewarding yourself	Giving oneself a valuable reward for a particularly good performance in the new language	Why do you give yourself a valuable reward for a particularly good performance in the new language?
6. Taking emotional temperature	Listening to your body	Paying attention to signals given by the body.	<ol style="list-style-type: none"> <li>1. Why do you pay attention to signals given by your body when you have negative feeling like tension, anxiety, fear and outrage tighten the muscles and affect all the organs of the body?</li> </ol>

			2. Why do you pay attention to signals given by your body when you have positive feeling like happiness, pleasure, contentment, and excitement?
	Using checklist	Using a checklist to discover feelings, attitudes, and motivations concerning language learning in general, as well as specific language tasks.	Why do you make a checklist to assess your feelings and attitudes about English learning every day or every few days?
	Writing a language learning diary	Writing a diary or journal to keep track of events and feelings in the process of learning a new language	<p>1. Why do you write language learning diary that describe feeling, attitudes, and perception about language learning process, and you like to share your diary with other people in order to get a new perceive about language target?</p> <p>2. Why do you write language learning diary that describe feeling, attitudes, and perception about language learning process, but you like to keep your diaries or journals private to inject more energy and variety in to the learning situation?</p>
	Discussing ones feeling with someone else	Discuss with another person to discover and express feeling about language learning process and tell what you need to be better learners	Why do you discuss with another person (lecture, friend, relative) to discover and express your feeling about language learning process and tell what you need to be better learners?

## **E. Technique of Data Analysis**

In this research, the researcher analyzed the data by using the following procedure:<sup>44</sup>

### **a. Identifying**

The researcher identified the socio affective strategies of the data based on Oxford's theory. Then, identifying data in each socio affective strategies used by the students. The researcher will identify the kinds of context clues in reading text, then wrote all the context clues appear on the text both syntactic clues and semantic clues on each text in the reading section which the title has been mentioned in this chapter.

### **b. Classifying**

In this research, the researcher started to classify each of data socio affective strategies that are used in speaking based on each item of Oxford's theory. The researcher classified which social affective strategies are used in speaking in the table checklist.

### **c. Analyzing and describing**

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<sup>44</sup>Matthew B. Miles and Michael Huberman, *Qualitative Data Analysis*. Second Edition (California: Sage Publication Inc.,1994), p.10-12.

In analyzing, the researcher analyzed how the students use socio affective strategies in speaking. After that, the researcher analyzed the data from each strategy more deeply. Finally, the researcher will describe the data gotten and make conclusion from the result of analysis which gives detail description related to context clues perspectives. The last is the researcher took some conclusions based on the research. The result of analyzing was described in chapter IV in detail.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion of this research. The researcher describes the findings and discussion based on the result of questionnaire and interview. The researcher describes about how the students of English study program used socio-affective strategies and why the students used the strategies.

#### **A. FINDINGS**

After doing interview and distributing the questionnaire, the researcher found:

##### **1. How The Students of English Study Program Used Socio-Affective Strategies in Speaking**

The students were given questionnaire about socio-affective strategies based on the theory of Oxford to know how the students of English study program used socio-affective strategies. There are six strategies of socio-affective, they are asking questions, cooperating with others, empathizing with others, lowering anxiety, encouraging yourself, and taking emotional temperature. There were fifty two students that answered the questionnaire, the questionnaire was distributed to the students from 14<sup>th</sup> April to 20<sup>th</sup> April 2018.

From the result of questionnaire, the researcher found that there were some socio-affective strategies that used by the students, and how they used the strategies based on the students' answer.

a. Asking Questions

The researcher found the students used asking questions but they did not use all parts of asking clarification or verification and asking for correction.

1. Asking for clarification or verification

The students used asking for clarification or verification by asking the speaker to repeat if they do not understand except two students. Then the students used asking question by asking the speaker to paraphrase if they are confused and they do not comprehend the meaning except seven students. The students also asking the speaker to explain if they do not understand except three students. There were students who asking the speaker to slow down if they do not understand and need the speaker to speak distinctly except nine students. After that, the students ask the speaker if they do not understand what the meaning and need speaker to give the specific sample or illustration except six students. Asking if a specific utterance is correct also used by the students. There were also students who paraphrase to get feedback, except nine students. The

students who used asking questions by repeating to get feedback were thirty five students.

## 2. Asking for Correction

There were thirty five students too who used asking questions by asking someone for correction of important problem such as those which cause confusion or offense while they are speaking.

Based on the result of the student's answer on the questionnaire that given to them. The researcher found all of the students used asking questions in their speaking. There were nine students who totally used asking questions as one of socio-affective strategies. They used asking questions by asking the speaker to repeat if they do not understand, asking the speaker to paraphrase if they are confused and they do not comprehend the meaning, asking the speaker to explain if they do not understand, asking the speaker to slow down if they do not understand and need the speaker to speak distinctly, asking the speaker to give examples if they do not understand what the meaning and need the speaker to give the specific sample or illustration, asking the speaker if a specific utterance is correct, paraphrasing to get feedback, repeating to get feedback, and asking the speaker for correction of important problem such as those which cause confusion or offense while they are speaking.

## b. Cooperating with others

There are some ways to use cooperating with others. First, cooperating with peers namely working together with regular learning partner, temporary pair, and small group, and cooperating with proficient users of English.

### 1. Working Together with Regular Learning Partner

There were forty six students who cooperate with peers by working together with regular partner to increase their speaking performance, forty four students who used cooperating with peers by working together with regular learning partner to enhance self-worth. Then there were thirty five students used it by working together with regular learning partner to enhance social acceptance. The students also worked together with temporary pair, thirty nine students to increase their speaking performance, forty students to enhance self-worth, and thirty five students to enhance social acceptance. The last one, by working together with small group, there were forty six students used it to increase their speaking performance, forty six students used it to enhance self-worth, and forty three students used it to enhance social acceptance.

### 2. Cooperating with Proficient Users of English

By cooperating with proficient users of the new language is one of the ways in cooperating with others. The students used this strategy

by working with native speaker or proficient users of English language. There were eight students used it by communicating with native speaker to enhance communication skill especially in speaking, and thirty five students used it by communicating with proficient users of English language such as Pakistani friend contact in their social media in this finding is in Whatsapp application to enhance communication skill especially in speaking. The last, there were seven students used cooperating with others totally by working together with regular learning partner, temporary pair, small group discussion, native speaker and proficient user of English.

Based on the explanation above all of the students used cooperating with others by working with peers (regular learning partner, temporary pair, small group) and cooperating with proficient users of English language by working with native speaker or proficient users of English language to enhance communication skill especially in speaking.

c. Empathizing with others

In empathizing with others, there are developing cultural understanding and becoming aware of others thought and feeling.

1. Developing Cultural Understanding

Based on the students' answer on the questionnaire, the researcher got that there were only three students used developing cultural

understanding by learning the cultural artifacts from travelling abroad, sixteen students used it by learning cultural artifact from visiting any ethnic enclaves that exist in their own community, forty students used it by trying to find out about the culture of English by reading, forty three students used it by trying to find out about the culture of English by going to lectures, and forty seven students used it by trying to find out about culture of English by watching films.

## 2. Becoming Aware of Others Thought and Feeling

There were thirty six students who used becoming aware of others thought and feeling by observing the behaviors of speakers as a possible expression of their thoughts and feelings of others. On the other hand, there were only two students used this strategy totally, both by developing cultural understanding and becoming aware of others thoughts and feelings.

In conclusion, all the students used this strategy although with different ways, such as first, developing cultural understanding by learning cultural artifacts from travelling abroad, visiting any ethnic enclaves that exist in own community, reading, going to lectures, and watching film. Second, becoming aware of others thought and feeling by observing the behavior of speakers as a possible expression of their thoughts and feelings and asking about thoughts and feelings of others.

#### d. Lowering anxiety

Lowering anxiety consists of using progressive relaxation, deep breathing, or meditation, using music, and using laughter. The students who used lowering anxiety totally were five students. The other forty seven students also used it, but they did not use it totally.

##### 1. Using Progressive Relaxation, Deep Breathing, or Meditation

They used progressive relaxation, deep breathing, or meditation by using the technique of alternately tensing and relaxing all the major muscle groups in the body, like doing relaxation gesture for muscle in the neck and face in order to relax, using the technique of breathing deeply from diaphragm to relax, and using the technique of meditating by focusing on a mental-image or sound to relax.

##### 2. Using Music

The students used music by listening to soothing music, such as classical concert as the way to relax. The students usually listen to music through headset and most of the students listen to classical music or pop music.

##### 3. Using Laughter

The last by using laughter, the students did it by using laughter to relax by watching a funny movie, reading a humorous book, listening a joke, etc.

e. Encouraging yourself

In encouraging yourself, there are making positive statements, taking risk wisely, and rewarding your-self.

1. Making Positive Statements

There were twenty seven students who did encouraging self totally, and the other students used it also but not all of them. First, making positive statements, the students did it by using the technique of saying and writing positive statements to themselves in order to feel more confident learning English.

2. Taking Risk Wisely

The students also did taking risk wisely by pushing themselves to take risks in a language learning situation, even though there is a chance of making a mistake or looking foolish.

3. Rewarding yourself

Then the students did rewarding themselves by giving themselves a valuable reward for a particularly good performance in English.

f. Taking emotional temperature

Taking emotional temperature consists of four ways, they are listening to your body, using checklist, writing a language learning diary, and discussing ones feeling with someone else.



### 1. Listening to Your Body

There were only four students who used all of these ways totally, and the other students used some of them. First, the students did listening to their bodies by paying attention to signals given by their bodies when they have negative feeling like tension, anxiety, fear, and outrage tighten the muscles and affect all the organs of the body or when they have positive feeling like happiness, pleasure, contentment, and excitement.

### 2. Using Checklist

The students did using checklist by making a checklist to assess their feelings and attitudes about English learning every day or every few days.

### 3. Writing A Language Learning Diary

The students did writing language learning diary that describe feeling, attitude, and perception about language learning process and they like to share their diaries with other people in order to get a new perspective about English or to keep their diaries or journals private to inject more energy and variety into the learning situation.

### 4. Discussing Ones Feeling with Someone Else

The last, the students did discussing ones feeling with someone else by discussing with another person (lecture, friend, relative) to

discover and express their feeling about language learning process and tell what they need to be better learners.

## **2. Why The English Study Program Students Used Socio-Affective Strategies in Speaking**

There are some different reasons of each student who was interviewed about socio-affective strategies. The following are the students' reasons to use socio-affective strategy.

### **a. Asking questions**

As the researcher explains on the finding, that most of the students used strategy of asking questions because of some reasons.

#### **1) Asking for Clarification or Verification**

The students asked for clarification or verification by asking the speaker to repeat, explain, paraphrase, slow down, and give example or illustration because of avoiding misunderstanding. The following are the students' answers in interview when the researcher asked about why the student asked the speaker to repeat, explain, paraphrase, slowdown, and give example or illustration :

*“Because the key of communication is understanding, in order to be understood each other. So when there is misunderstanding information I ask my partner to repeat what she or he said”*

Based on the answer above, it means that the student did it because the student did not understand and there is a misunderstanding

information that the student got, so the student asked the speaker to repeat what he or she said. The student also asked the speaker to explain, paraphrase, slow down, and give example to get the information clearly.

*“Yes, of course. Because the purpose of explaining is to make the information is clear. So if there is unclear information so I ask to explain more. If we have not good listening so the explanation must be slow and suitable with our capability in listening”*

*“Because of explanation is not only a definition, so we need examples because usually if we explain without examples, that will be incomplete”*

It means that the students need clear information from the speaker so the student asked the speaker to explain distinctly, the speaker also should slow down in speaking to make the utterance can be accepted well, and give example or illustration in order the student could understand what the speaker mean. The students also used paraphrasing and repeating when they speak English because they need feedback, when the others did not understand what they mean how they could get feedback from others. It is suitable with the theory of Oxford who said that asking for verification means checking to make sure that something has been rightly understood.<sup>45</sup>

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<sup>45</sup>*Ibid*

## 2) Asking for Correction

The students asked for correction, such the students asked the speaker to make sure that the utterance is correct because the students wants to know and get the correct one of the utterance that they want to say, as the following student said:

*“Because we talk using foreign language or other people language so we need a corrector to measure what we say is correct or not to minimize a mistake in the future”*

From the statement above, the researcher got that the students need corrector to measure their speaking whether their utterance is true or not to minimize mistakes in the future. As Oxford said that in spoken conversation, learners can ask the other person for correction of important problems, those which cause confusion or offense.<sup>46</sup> So the students used this strategy also to avoid confusion or offense in a conversation or communication.

### b. Cooperating with others

This strategy involves a concerted effort to work together with other learners on an activity with a common goal or reward.<sup>47</sup> By cooperating with others, the students can increase their ability in speaking

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<sup>46</sup>*Ibid*

<sup>47</sup>*Ibid*

and they get their confidence by practicing each other and also it helps the students can socialize each other. The following answers support this reason:

*“I think speaking is a practice that we cannot do alone. Although we practice alone in front of a mirror the result will be zero if we do not have a partner to speak”*

*“Learning with temporary partner, although we seldom meet but we are better to be invited to cooperate”*

*“Working together with temporary partner to find self-confidence to enhance our self-worth”*

*“Working together with a group discussion to enhance self-worth because each group has different ability, there we can find what we don't know before and help us in speaking ability”*

*“I we learn in group discussion that the member of group can accept us automatically we also can be involved in the group and accepted in social life”*

From the statements above, it means that cooperating with regular learning partner can help the students to practice speaking to enhance self-worth because the students could know their ability in speaking then they could appreciate themselves in speaking English. Working together with temporary partner also help the students to get new knowledge, experience, and confidence to enhance self-worth and social acceptance. Besides that, the students also worked together with proficient users of English because the reason below:

*“if we communicate with native speaker directly, we will know more how to use English like native speaker exactly, so, we realize that we make many errors in using English especially in speaking before”*

*“Communicating with other English users because they also learn foreign language same with us, so we also share tips of studying English and ask about challenge such how to solve problems in speaking English”*

It can be concluded that by communicating with native speaker for example foreigner from America or England and also proficient users of English who comes from different country such as foreign friend from Pakistan, the students can share the problem or difficulty and tricks in speaking English. The researcher got the point is there were some reasons that make the students to cooperate with others such peers (regular partner leaning, temporary partner learning, small group discussion) and with proficient users of English because they want to increase their speaking skill, to enhance their self-worth and social acceptance.

c. Empathizing with others

The reasons of the students in empathizing with others are:

1) Developing Cultural Understanding

The students empathized with others by reading because it is easy to do, the following is the answer of one student when the researcher interviewed her:

*“Learning culture of English by reading, from reading we can add knowledge so in the future we know the culture of how the people there, so we can know the illustration for ourselves, if we meet foreigners we can take ourselves how to speak with them”*

The researcher, take conclusion that the students develop culture understanding of English by reading because the students could not go abroad to learn about the culture of English so they read books or some other resources to get information about culture of English in order they can get knowledge about English itself.

Then the students went to lectures to improve their English because in lecturing they can get much information that they do not know before such the on the student’s answer below:

*“If in lecture we study more deeply than when we were in SMA or learning English by ourselves. Because in lectures, there are lecturers that guide and help us”*

From the statement above, the researcher got that the students want to get more knowledge of English culture because by lecturing they can get many information about culture of English itself through some subjects such Cross Cultural Understanding, Sociology, Pragmatics, and many others which support them to develop cultural understanding. The answer below proved that the students like to watch TV to develop cultural understanding:

*“Looking for information about culture by watching films especially from America we can learn about the accent in English, so we can get what we don’t know before from film”*

From the statement above, the researcher concludes that the students also like watching movie because it is one way of learning culture of English to know how the accent of English and also the pronunciation, and many others. As Oxford said that outside of the classroom, encourage students to find out all they can do about the target culture through reading, going to lectures, or watching films in the target language. All these activities develop greater cultural awareness, which is necessary for achieving proficiency in the new language.<sup>48</sup> In conclusion, the students also used this strategy for achieving proficiency in English language.

## 2) Becoming Aware of Others’ Thoughts and Feelings

Listening carefully to what is said, what is left unsaid, enables learners to become more aware of the mind set of other people.<sup>49</sup> It means that the students became aware of others’ thoughts and feeling because when the student know about someone feeling or thoughts so the students could begin the conversation well.

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<sup>48</sup>*Ibid*

<sup>49</sup>*Ibid*



*“Yes, we should be aware of others’ feeling and thoughts. For examples, if the speaker that we want to talk to is in bad mood, so we need to think how to begin the conversation”*

From the statement above, we can know that by becoming aware to others’ feelings or thoughts, the students can look at the situation when they want to speak with someone else. By knowing the feelings or thoughts, the students could know how to begin the conversation well.

d. Lowering anxiety

In any of the four skills, anxiety can play a strong role. Speaking the new language often causes the greatest anxiety of all.<sup>50</sup>There are many reasons why the students lower their anxiety. The following is one of the answers:

*“Because people have different way to relax self, breathing deeply makes me more calm and can deliver arguments correctly”*

*“Using meditating because the focus should be in one, if I don’t focus I will not catch what someone said to me”*

From the statement above, in lowering anxiety, the students used progressive relaxation, deep breathing, or meditation to make them relax before speaking English in order the student can get ready to say what to say and focus on the point of what to say.

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<sup>50</sup>*Ibid*

Using music and laughter also done by the students because in speaking English they need to relax such the answer below:

*“Because listening music such jazz music we can feel more peaceful, calm or relax our thoughts”*

*“Laughing can explore good emotion, so if we are funny and happy we will be able to control emotional”*

It means that the students that listening music and laughter can make the student calm and relax too and it can reduce stressed. In conclusion, to get the relaxation the students need to do some ways such breathing deeply or meditation to be relax and focus, listening to music that can make them relax, and laughter such watching funny movie or reading fun book to make their condition become relax before going to perform their speaking.

e. Encouraging self

The students encouraged themselves by making positive statements, taking risk wisely, and rewarding themselves.

1) Making Positive Statement

As Oxford said that when used before or during a language activity, positive statements are for self-encouragement that may come from inside the learners.<sup>51</sup> In this research, the students made positive statements such saying a positive statement or writing it on a book,

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<sup>51</sup> Ibid., p.143

because from this positive statement the students can get motivation to speak English.

*“Because when saying positive statement without we realize that it can make us confident”*

*“Sometimes if we talk we often forget, so we can write in a place that we can see every day, furthermore we can remember the positive statement to motivate ourselves*

It means that when the students said positive statement to themselves or wrote the positive statements for themselves they could get motivation and create self-confidence in doing something especially speaking.

## 2) Taking Risk Wisely

Besides, the students took risk wisely in performing although they will make a mistake, because they have to be brave to perform whatever will happen, in order they can know their weaknesses to make them better in learning such on the student’s answer below:

*“Because in life we need to take a risk or challenge if we are only in comfort zone. Studying is not serious, and the result will be minimized”*

It means that the students taking risk wisely because they should be brave and take the opportunity in order they can learn from a mistake or their performance before to get the better on in the future. It is appropriate with what Oxford said in his theory that this strategy

involves a conscious decision to take reasonable risks regardless of the possibility of making mistakes or encountering difficulties.

### 3) Rewarding Yourself

The students lower their anxiety by rewarding themselves to, such after they have performed their speaking well, they went hang-out with friends or ate a favorite food because it can decrease their stressed.

*“Yes, ourselves. We need compliment or reward from others but also from ourselves, we need to give special reward for ourselves for example after we have performed speaking well, we eat favorite food or watch favorite film.”*

It can be concluded that the students need to reward themselves except from external reward after getting good achievement in speaking or passing examination well. As Oxford said that learners often expect to be rewarded only by external sources, such as praise from teacher, a good grade on a test, or a certificate of accomplishment. However, learners need more reward than they get externally.

#### f. Taking emotional temperature

The English students of fourth semester used this strategy by listening to the body. It means that the students paid attention to signals given by the body when they have negative feeling like tension, anxiety, fear, and outrage tighten the muscles and affect all the organs of the body, or positive feeling like happiness, pleasure, contentment, and excitement.

In taking emotional temperature, the students listened to signals given by the body. It means the students should look the situation of body before speaking. The following answer explains about that:

*“Yes, we should know the condition of our body. For example if we were in fear such trembling, it signals that we are not ready to speak, so we can do something like body movement. When we are happy we also should control our happiness in order we speak well “*

From the statement above, before speaking the students should look the condition of the body in order the students could control the emotional or condition of the body to begin a conversation or a communication each other. As Oxford said performance in all four language skills is affected by the learner’s physical state. Language learners need to learn to pay attention to these physical sensations frequently.<sup>52</sup> The students have some ways to take their emotional temperature. Then, the students also used checklist because it helps the students to be structured in speaking so they could speak very well.

The students also wrote language learning diary to help them to know the progress of their learning by writing what they feel in learning process especially speaking to be a lesson for them, they keep the diary to be a note that remain them how their progress in speaking

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<sup>52</sup>*Ibid*

English and they also can share the diary to get new perspective from the other people.

*“I wrote a language learning diary, because by writing diary we can remind the important lesson that useful for us, then why I keep my diary, because we do not know the other reaction of what we did, some people may think that is over”*

*“learning diary could be our note in learning process, then it could be shared to someone, so we will get the other perception of someone so we can learn from that”*

The students also discussed their feeling with someone else such friend, sister, brother, or lecturers to get the solution of their problem or difficulties in speaking English.

*“It more in asking advice, because maybe there is something wrong in studying or having problem in speaking, that will be easier to ask advice with friends, or lecturers”*

In conclusion, taking emotional temperature to make themselves to be appropriate in speaking English and to improve their speaking by listening to their body, using checklist to make their speaking to be structured, writing diary about learning process especially achievement in speaking then the students can share the diary to get new perspective about their learning, discussing with friends, relatives, and others to solve problem or difficulties in speaking English.

## **B. DISCUSSION**

### **1. How The Students of English Study Program Used Socio-Affective Strategies in Speaking**

Based on the explanation on the finding, the researcher discusses about how the students of English Study Program used socio-affective strategies in speaking especially fourth semester students. Socio-affective strategy comes from affective strategies and social strategies. Affective refers to emotions, attitudes, motivations, and values. Three main sets of affective strategies are lowering your anxiety, encouraging yourself, and taking your emotional temperature.<sup>53</sup> Meanwhile, three sets of social strategies are asking questions, cooperating with other, and empathizing with others.

#### **a. Asking Questions**

In this research, asking questions used by the students as one of socio-affective strategies. The students used this strategy by:

##### **1) Asking for Clarification or Verification**

The students used asking for clarification by asking the speaker to slow down, paraphrase, repeat, explain, or otherwise clarify what the speaker has said. So the students asked the speaker to repeat, paraphrase, and explain if they did not understand. Then the students asked the speaker to slow down if they did not understand and need the speaker to speak distinctly, the students also asked the speaker to

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<sup>53</sup>Rebecca L. Oxford. *Op.Cit.*, p.140

give example if they did not understand what the meaning and need the speaker to give the specific sample or illustration. The students asked to the speaker too if a specific utterance is correct. After that, the students paraphrased and repeated what they were saying in order the other understood and to get feedback. As Oxford said that asking for clarification involves asking the more proficient speaker to slow down, paraphrase, repeat, explain, or otherwise clarify what he or she has said.<sup>54</sup> It can be concluded that the students have done all of these to help them in speaking English.

## 2) Asking for Correction

In spoken conversation, learners can ask the other person for correction of important problems, those which cause confusion or offense.<sup>55</sup> To avoid confusion or offense, the students asked the speaker for correction, in spoken conversation, learners can ask the other person for correction of important problems, those which cause confusion or offense.<sup>56</sup> In this research, the researcher found that the students asked the speaker for correction when they were speaking English. For example, the student is sure that she or he made an error when her or his friend looks confused at what she or he said, so she or he asks to be corrected.

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<sup>54</sup>*Ibid*

<sup>55</sup>*Ibid*

<sup>56</sup>*Ibid*



b. Cooperating with others

Because language in all its aspects is a social act, cooperating with other people is essential. This cooperation requires that the learner interact well with both peers and more proficient language users.<sup>57</sup> It means that based on the result of the questionnaire, the students used cooperating with peers and more proficient English users.

1) Cooperating with Peers

First, cooperating with peers, according to Oxford this strategy involves a concerted effort to work together with other learners on an activity with a common goal or reward. In this research, the English students of fourth semester used this strategy by working together with regular learning partner to increase speaking performance, to enhance self-worth and social acceptance such as having conversation in English outside the classroom learning, thus receiving listening and speaking practice.

2) Cooperating with Proficient Users

According to Oxford, this strategy applies to all four skills. When used for listening and speaking, this strategy involves taking specific steps to enhance communication with a proficient user of the

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<sup>57</sup>*Ibid*

new language.<sup>58</sup>The fourth semester English students also did cooperating with proficient users of English language. Some of the students used it by communicating with native speaker or proficient users of English to enhance their speaking skill. In this case, the native speakers can be near and also can be far from them. It means that the communication can happen face to face or via telephone, messenger, social media, and so on.

c. Empathizing with others

According to Oxford, understanding and producing the language involves empathy with other people, especially with individuals from the target culture.

1) Developing Cultural Understanding

Background knowledge of the new culture often helps learners understand better what is heard or read in the new language. It means that the English students of fourth semester should have background knowledge of the English culture to help them understand what they heard in the English language. In this research, some of the fourth semester students of English study program used this strategy by learning the cultural artifacts from travelling abroad, from visiting any ethnic enclaves that exist in their own community, by reading, by going to lectures, and by watching films which provided English

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<sup>58</sup>*Ibid*

language. For instance, the students can look at the cross culture understanding book to understand more about the culture of English.

## 2) Becoming Aware of Others Thoughts and Feelings

Some English students of fourth semester used this strategy by observing the behavior of the speakers as a possible expression of their thoughts and feelings, and when appropriate asking about thoughts and feelings of others. Observing the behavior of others during face to face communication often sharpen awareness. Listening carefully to what is said, what is left unsaid, enables learners to become more aware of the mind set of other people.<sup>59</sup> For example, the students may observe the physical signals and speech of their lecturer, so they can be more aware of the lecturer's mood and thoughts. As Oxford said that learners can purposely become aware of fluctuations in the thoughts and feelings of particular people who use the new language.

### d. Lowering your anxiety

As the English language learners, speaking of a new language (English) often causes the greatest anxiety of all. The following strategies help learners to lower their anxiety.

#### 1) Using progressive relaxation, deep breathing, or meditation.

As Oxford said in his book that in any of the four skills, anxiety can play a strong role. Speaking the new language often causes

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<sup>59</sup>*Ibid*

the greatest anxiety of all.<sup>60</sup>In this research, the English students of fourth semester used this strategy by doing relaxation gesture muscle in the neck and face in order to relax, breathing deeply from diaphragm to relax, meditating by focusing on a mental image or sound to relax. According to Oxford, deep breathing low is often an accompaniment to progressive relaxation. The simple act of deep breathing brings greater calmness almost immediately. A few minutes of relaxation in the classroom or at home using progressive relaxation, deep breathing, or meditation will help the students accomplish their learning tasks more peacefully and more efficiently.

## 2) Using Music

This strategy is useful before any stressful language task. The fourth semester students of English Study Program used it by listening to music as the way to relax that can calm them and put them in positive mood for learning.

## 3) Using Laughter

The last is using laughter. The students did using laughter to relax by watching funny movie, reading a humorous book, or listening to a joke. Oxford said that the use of laughter is potentially able to cause important biochemical changes to enhance the immune system.

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<sup>60</sup>*Ibid*

Language learners too, can benefit from laughter's anxiety reducing power. Laughter brings pleasure to the classroom.

e. Encouraging your self

Encouraging yourself consists of making positive statements, taking risk wisely, and rewarding yourself.

1) Making Positive Statement

In this research, the English students of fourth semester did making positive statements by saying or writing positive statements to themselves in order to feel more confident in learning English. For examples, before presenting a talk in English, a student may say to her or his self "I am sure I can get my point across, even I make errors". This positive statements are for self-encouragement. It is suitable with the theory of Oxford that mentioned when used before or during a language activity, positive statements are for self-encouragement.

2) Taking Risks Wisely

This strategy involves a conscious decision to take reasonable risks regardless of the possibility of making mistakes or encouraging difficulties.<sup>61</sup> The English students of fourth semester did it by pushing themselves to take risk in English learning situation even though there is a chance of making a mistake or looking foolish. For instance, a student may decide to prod her or himself to speak in her or his

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<sup>61</sup>*Ibid*

beginning English class, though he or she is afraid of sounding like a fool, but she or he intends to say something sensible and not just blurt out something irrelevant.

### 3) Rewarding Yourself

Learners often expect to be rewarded only by external sources, such as praise from teacher, a good grade on a test, or a certificate of accomplishment. However, learners need more reward than they get externally.<sup>62</sup> Rewarding yourself means the learners need more reward than they get externally such as praise from lecturer, a good grade on a test or a certificate of accomplishment. It can be said that, the learners should reward themselves. In this research, the English students of fourth semester have done rewarding themselves by giving themselves a valuable reward for a particularly good performance in English language. The example of rewarding themselves, the students reward themselves by hanging out to a favorite place and going shopping with friends.

#### f. Taking emotional temperature

The last strategy is taking emotional temperature. There were some ways of students in taking emotional temperature. They are:

##### 1) Listening to the body

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<sup>62</sup>*Ibid*

According to Oxford, one of the simplest but most often ignored strategies for emotional self-assessment is paying attention to what the body says. So, the English students of fourth semester used this strategy by listening to the body. It means that the students paid attention to signals given by the body when they have negative feeling like tension, anxiety, fear, and outrage tighten the muscles and affect all the organs of the body, or positive feeling like happiness, pleasure, contentment, and excitement. The example of this strategy is a student feels headache, he or she realizes that two hours later is his or her turn to perform in English, and determines that he will relax a bit more.

## 2) Using Checklist

The English students used this strategy by using a checklist. A checklist can help learners in a more structured way to ask themselves questions about their own emotional state, both in general and in regard to specific language tasks and skills.<sup>63</sup> In this research, the students used it by making a checklist to assess their feelings and attitudes about English learning every day or every few days. For instance, a student may have a checklist about what he or she wants to say in his speech.

## 3) Writing a Language Learning Diary

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<sup>63</sup>*Ibid*

The students also did writing a language learning diary that describe feeling, attitudes, and perceptions about English learning process and they may like to share the diary with other people in order to get a new perspective about English or to keep the diary to inject more energy and variety into the learning situation. For example, an English student may get a new perspective by sharing his or her language learning diary with his or her sister or brother who is not studying English.

4) Discussing Feeling with someone else

The last one is discussing your feeling with someone else. Language learners need to discuss with other people. Discussion of feeling can also take place outside of class with a friend, a parent, a counselor, or a native speaker of the language. In this research, the English students have done discussing feelings with someone else by discussing with a lecturer, a friend, or a relative to discover and express their feeling about English learning process and tell what they need to be better learners.

**2. Why The English Study Program Students Used Socio-Affective Strategies in Speaking**

Based on the explanation of finding, the researcher describes why the students used socio-affective strategies in their speaking.

a. Asking questions



Most of the students used strategy of asking questions because of some reasons. They are:

1. Asking for Clarification or Verification

The students asked for clarification or verification such the students asked the speaker to repeat, explain, paraphrase, slow down and give example or illustration because of avoiding misunderstanding. Because not all of them understand if someone talk in English too fast and if someone did not talk clearly. The students also used paraphrasing and repeating in order the speaker get the point of information that they intended to.

2. Asking for Correction

The students asked for correction, such the students asked the speaker to make sure that the utterance is correct because the students want to know and get the correct one of the utterance that they want to say.

b. Cooperating with others

There were some reasons that make the students to cooperate with others such peers (regular partner leaning, temporary partner learning, small group discussion) and with native also proficient users of English because they want to increase their speaking skill, to enhance their self-worth and social acceptance. By cooperating with others, the students can increase their ability in speaking and they get their confident by

practicing each other and also it helps the students can socialize each other.

c. Empathizing with others

There were developing cultural understanding and becoming aware of others thoughts and feelings in empathizing with others.

1. Developing Cultural Understanding

Based on the result of interview, the students developed cultural understanding by reading, going to lectures and watching movie or film. The students' reasons are because the students could not go abroad to learn about the culture of English so they read books or some other resources to get information about culture of English in order they can get knowledge about English itself. Then the students went to lectures to improve their English because in lecturing there is lecturer who guides them in learning English, they can get much information that they do not know before. The students also like watching movie because it is one way of learning culture of English to know how the accent of English and also the pronunciation, and many others.

2. Becoming Aware Of Others Thoughts and Feelings

The students became aware of other thoughts and feelings by observing the behaviors of others as possible expression of their thoughts and feeling, and when appropriate, asking about thoughts and

feelings of others because the students could know what they should express when they knew someone's feeling or thoughts such happy or sad, and many more.

d. Lowering anxiety

In lowering anxiety, the students used progressive relaxation, deep breathing, or meditation, music and laughter because in speaking English they need to relax. And to get the relaxation the students need to do some ways such breathing deeply or meditation to be relax and focus, listening to music that can make them relax, and laughter such watching funny movie or reading fun book to make their condition become relax before going to perform their speaking.

e. Encouraging self

The students encouraged themselves by making positive statements, taking risk wisely, and rewarding themselves.

1. Making Positive Statements

The students made positive statements such saying a positive statement or writing it on a book, because from this positive statement the students can get motivation to speak English.

2. Taking Risk Wisely

The students took risk wisely in performing although they will make a mistake, because they have to be brave to perform whatever

will happen, in order they can know their weaknesses to make them better in learning.

### 3. Rewarding themselves

The students lower their anxiety by rewarding themselves to, such after they have performed their speaking well they went hang out with friends or ate a favorite food because it can decrease their stressed.

### f. Taking emotional temperature

The students have some ways to take their emotional temperature. They were listening to their body, using checklist, writing language learning diary, and discussing their feeling with someone else.

#### 1. Listening to Their Body

The students listened to their body means before they speaking English, they should look at the condition of the body in order the students could control the emotional or condition of the body to begin a conversation or a communication each other

#### 2. Using Checklist

Then, the students also used checklist because it helps the students to correct them self and also to be structured in speaking so they could speak very well.

#### 3. Writing Language Learning Diary

The students also wrote language learning diary to help them to know the progress of their learning by writing what they feel in

learning process especially speaking to be a lesson for them, they keep the diary to be a note that remain them how their progress in speaking English and they also can share the diary to get new perspective from the other people.

#### 4. Discussing Their Feeling with Someone Else

The students also discussed their feeling with someone else such friend, sister, brother, or lecturers to get the solution of their problem or difficulties in speaking English.

Based on the explanation above, the result of this research has answered both of the research questions. The researcher concludes that English students of fourth semester used socio affective strategies in speaking by asking questions such asking for clarification or verification and asking for correction, working together with peers, temporary pair, and small group or proficient users of English in speaking, empathizing with others, lowering anxiety, encouraging themselves and taking emotional temperature. The students used those strategies because of some reasons such as in order they could avoid misunderstanding in a conversation or a communication, increase their ability in speaking, cooperate with others to increase their speaking performance, enhance self-worth and social acceptance, motivate them in performing their speaking, challenge them to get new experience and to be better learners, reduce stressed, and discover feelings, attitudes, and motivations concerning language in general, as well as specific language tasks especially

speaking. It means that the relation between these two research questions is the students should know how to use socio affective strategies since this strategy has benefit to increase speaking English skill.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents conclusion and suggestion based on the result of this research which has been explained on the finding and discussion on the chapter four. The following are the conclusion and suggestion of this research.

#### **A. CONCLUSION**

Based on the result of this research, the researcher concludes:

1. The English students of fourth semester used socio affective strategies in speaking by asking questions such asking for clarification or verification and asking for correction, working together with peers, temporary pair, and small group or proficient users of English in speaking, empathizing with others, lowering anxiety, encouraging themselves and taking emotional temperature.
2. There were some reasons why the students used socio-affective strategies in speaking. They were in order they could avoid misunderstanding in a conversation or a communication, increase their ability in speaking, cooperate with others to increase their speaking performance, enhance self-worth and social acceptance, motivate them in performing their speaking, challenge them to get new experience and to be better learners, reduce stressed, and discover

feelings, attitudes, and motivations concerning language in general, as well as specific language tasks especially speaking.

## **B. SUGGESTION**

From the conclusion above the researcher has some suggestions for:

### 1. The students

The socio-affective strategies have benefits to increase the students' speaking ability, that is why the researcher suggests the students of English study program should use these strategies and develop their speaking in learning process and also outside of learning process.

### 2. The lecturers

By using the socio-affective strategies, the lecturers are hoped to help the students to increase the students ability not only in speaking but also in all four skills in English. The lecturers also can try to introduce these strategies to the students to learn English especially.

### 3. The further researchers

This research is hopefully useful for the further researchers, the socio-affective strategies also can be used as the next research in other area and subject with other method of the research and theory.



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## BIOGRAPHY



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After that, the researcher chose IAIN Curup to be his college and English Tadris Study Program as his faculty on 2013 – 2018.