

**SOCIO-AFFECTIVE STRATEGIES USED BY STUDENTS IN SPEAKING CLASS AT
SMP MA'ARIF 1 PONOROGO : A CASE STUDY AT EIGHTH GRADE B CLASS**

THESIS



By

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FEBRUARY 2020

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ABSTRACT

ROBIANSYAH, MAULID. 2020. Socio-Affective Strategies Used by Students in Speaking Class at SMP Ma'arif 1 Ponorogo: a Case Study at Eighth Grade B Class. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo, Advisor: Pryla Rochmahwati, M.Pd.

Key Word: Socio-affective strategies and teaching speaking

Teaching English language especially in speaking skills has to consider some techniques and strategies in teaching and learning process, one of them is socio-affective strategies. The researcher was interested to analyze the socio-affective strategies that the teacher applied in teaching speaking.

The purpose of this research was to scrutinize the socio-affective strategies used by students in speaking class at SMP Ma'arif 1 Ponorogo: a case study at Eighth Grade B Class. To reveal what the socio-affective strategies applied in teaching speaking at Eighth Grade B class; the researcher formulated the problem statements into: 1) how is the implementation of socio-affective strategies ?, 2) how is the role of teacher in supporting the socio-affective strategies used by students in speaking class at SMP Ma'arif 1 Ponorogo ?.

This research employed qualitative approach, and the design was case study was conducted on the Eighth Grade B class of SMP Ma'arif 1 Ponorogo, and focused on the description of using socio-affective strategies in teaching speaking at the Eighth Grade B class of SMP Ma'arif 1 Ponorogo. The data in this research is collected through interview, observation, reviewing the documents. The data were analyzed by using data Matthew B Miles and Michael Hubberman's view of data reduction, data display and drawing conclusion.

The result of this research revealed that (1) the implementation of socio-affective strategies is divided into three activities namely; Pre activities, main activities, and the last activities. In pre activities there are two activities, greeting and apperception. In main activities, teacher applied "socio-affective strategies. The findings that. In the last activities the teacher gave an evaluation and motivation. In evaluation activity a teaching and learning process need to be evaluated. (2) Those the role of the teacher is as follow in supporting the implementation of socio-affective strategies at Eighth Grade B Class of SMP Maarif 1 Ponorogo is very important

because as a teacher holds an important position in the learning process. The roles teachers play in English Language Teaching (ELT) field are mostly of an assessor, organizer, facilitator, prompter, motivator, participant, monitor, model, etc



APPROVAL SHEET

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P O N O R O G O

CHAPTER I

INTRODUCTION

A. Background of the Study

Language achieves a genuinely global status when it develops a special role that is recognized in every country.¹ It represents the culture and value of people in a country. Every one uses language as equipment of communication. It has an important role in human life. Everybody can explore their ideas, thought information to another by language.

There are thousand languages in the world. One of them is English language. In this era, people feel that English is very important. Someone who wants to connect with the universal world has to learn this language. Every aspect of human life such as communication, politics, education, science, and technology involves English as the tools of communication. English is regarded as a foreign language in Indonesia which formally taught in Indonesia from elementary school up to university. In the education field, English is potentially required. This condition is reasonable enough since English plays an important role.

English has four basic language skills. They are speaking, reading, and writing. listening. Speaking and writing are productive skills. Meantime, listening and reading are included receptive skills. The four skills are learned by the people to make them understand English well. It is taught to develop the students' language qualification. It is learned by the students to communicate.

To communicate well with people around the world, the most important skill to be mastery by the students is speaking. Speaking itself is interpreted as a interactive process of

¹ David Crystal, *English as Global Language*, (Second Revised Edition) (New York: Cambridge, 2003), 3.

building meaning that involves manufacturing, receiving and cultivating information.² It is an important skill to promote human quality in their communication and interaction with others. Speaking can be learned by people to conduct communication directly. It can be used by people to maintain a human relationship. They can use it to convey the purpose of information.

Furthermore, Richards state that the acquisition of speaking skills in English is a priority for many second-language or foreign-language learners. Therefore, learners frequently evaluate their triumph in language learning as well as the effectiveness of their English course on the basis of how much they feel they improved in their language competence.³ It means that speaking is an important skill that must be learned in English Foreign Language. Indeed, the students' achievement will be measured by their speaking ability. In other word, they have good achievement it mean that students can speak well in English.

Speaking skill is used to transfer information, concepts, explain things, conduct a discussion with other people. and certain people with our stories. So, some information can be taken and shared by people to another communicatively. It is like Willing's perception in Bailey and Nunan's book, communicative learners like talking to a friend in English, listening to native speakers and learning through conversation. Speaking is a complex skill requiring the simultaneous use of different abilities which often develop different rates. It means the mastering of speaking skills needs to be practiced continuously. Speaking needs more time to be mastered by several people since it is not a simple skill. It is needed in every

² Kathleen M. Bailey and David Nunan (Series Editor), *Practical English Language Teaching Speaking* (Boston: Mc Graw Hill, 2005), 2.

³ Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice* (Cambridge University Press,2008), 19

teaching and learning process, to answer questions, to ask questions, to conduct a discussion, to do a presentation, etc. So, language is used continuously as a media for communication in mastering the target language.

Based on the facts gathered from observation at SMP Ma'arif 1 Ponorogo there were some problems with the teaching speaking process in the Eighth-grade B class of SMP Ma'arif 1 Ponorogo. Speaking English was difficult for them, but the teacher did not give much attention to it. They had boring activities in the English class. Many students face some problems dealing with Speaking English. They have difficulties in producing appropriate English utterances and lack self-confidence to speak English. They are embarrassed and not confident to speak English in front of their teacher and friends. They often feel afraid of making a mistake when they speak English. Furthermore according to one of the English teacher the students feel difficult to study in speaking because their self-confident and motivation in speaking is low.⁴

In this case, for every teacher, the most challenging task is to grab a student's attention and effectively convey the message. A teacher should be creative in creating suitable and attracting activities to help their students improve their oral production since English teachers play important roles to support and to help their students practice English in class. Their prime motive is to make sure that the ideas are thoroughly explained to the students. They aim to impact each lesson in such a way that it creates a lasting impression on their minds. Another important aspect that concerns teachers are how to continuously hold the attention of the students throughout a classroom session. Making the teaching-learning process an interesting, entrancing, and beneficial experience is also of prime

⁴ Based on interview with an English teacher Mrs. Ari Zandy and observation at SMP Ma'arif 1 Ponorogo, at 3 December 2019

importance for the teachers. However, the most important point is giving motivation in teaching-learning activity. Motivation is an important aspect that can lead students to learn successfully. The role of motivation in the learning process is really important to achieve the goals. Without high motivation, learners with good notable abilities can not achieve their goals. In line with this, the use of various language learning strategies to support the teaching and learning process of speaking is important. Language learning strategies vary widely and they are divided into distinct categories. Oxford described language learning strategies are mainly classified as memory, cognitive, compensation, metacognitive, affective, and social strategies.⁵

Socio-affective strategies as a part of language learning strategies separately under the category of indirect language learning strategies. In a comprehensive definition, Kahraman defines socio-affective are the mental and physical activities that language learners consciously choose to regulate their emotions and interactions with other people during their language learning process.⁶ In more detail, according to O'Malley and Chamot in Lystiana Nurhayat Hakim and Yuan Suniar define socio-affective strategies as 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.⁷

Furthermore, According from the journal is made by Lystiana Nurhayat Hakim and Yuan Suniar which has the title *Socio-Affective Strategies in Enhancing Students' Speaking Motivation*. The objective of this research is to solve the students' problems and enhance their speaking ability. a teacher has to be able to use language-learning strategies especially

⁵ Rebecca L.Oxford, *Language Learning Strategies: What Every Teacher Should Knows*. (Boston: University of Alabama:1990), 16.

⁶ Kahraman. F.G. “*The Effective of Socio-Affective Language Learning Strategies and Emotional Intelligence Training on English as a Foreign Language (EFL) Learners' Foreign Language Anxiety in Speaking Classes*,” (Thesis, Bilkent University, 2013), 2.

⁷ Lystiana Nurhayat Hakim and Yuan Suniar, “*Socio-Affective Strategies in Enhancing Students' Speaking Motivation*”. Vol. 6 No.1, Jurnal Basis 2019, 128.

socio-affective strategies that can involve students in practicing speaking and give motivation. The study utilized qualitative research. The finding of the study indicated that the implementation of the socio-affective strategies was successful in improving the students' speaking ability since the criteria of success were achieved. They assume that using socio-affective strategies can improve Speaking mastery. From their research can be concluded that there was an influence of the use of socio-affective strategies in teaching speaking.⁸

Besides that previous research from a journal is made by Afrina which has a title *Socio Affective Strategies Used in Speaking III by The English Department Students of STAIN Batusungkar*. The Objectives of the study are to find out whether there is an improvement in students' speaking skills by using socio-affective strategies. In conducting the research-, the writer applied qualitative research design as the research methodology. From her research can be concluded that there was an influence of the use of socio-affective strategies in teaching speaking. It is can be seen They thought that socio-affective strategies helped them to enhance their motivation and confidence in speaking.⁹ Departing from the problems above, the researcher intends to know the implementation of socio-affective strategies used in their class, under the title **“Socio-Affective Strategies Used by Students in Speaking Class at SMP Ma’arif 1 Ponorogo : A Case Study at Eighth Grade B Class”**.

B. Research Focus

The problems related to the research, it focused to get a clear and right explanation. To avoid far-ranging discussion, this study just focuses on the use of socio-affective

⁸ *Ibid*, 131.

⁹ Afriana, “*Socio Affective Strategies Used in Speaking III by The English Department Students of STAIN Batusungkar*”. *Journal Basis*, Vol.3,1, (2015), 87.

strategies in teaching speaking skills at the Eighth Grade B Class students of SMP Ma'arif 1 Ponorogo.

C. Statement of the Problems

In line with the background of the study, the problem at this research is formulated as follows:

1. How is the implementation of Socio-Affective Strategies used by students in speaking class at SMP Ma'arif 1 Ponorogo?
2. How is the role of the teacher in supporting the Socio-Affective Strategies used by students in speaking class at SMP Ma'arif 1 Ponorogo?

D. Objectives of the Study

Concerning the statement of the problem, the objective of this study is to explain the implementation in teaching speaking by socio-affective strategies at Eighth Grade B class students, as well as explain the teacher's role in supporting the Socio-Affective Strategies used by students in speaking class at SMP Ma'arif 1 Ponorogo.

E. Significances of the Study

The results of this research are expected to describes the design and implementation of socio-affective strategies to give more useful information and contributions to the educational environment, theoretically, and practically.

1. Theoretically

- a. The result of the study will be useful to scientific teaching-learning in the education field.

- b. This study can be used as information and reference for other researchers who want to conduct further research with a similar research topic.

2. Practically

The researcher hopes that this research will give benefits to the teacher, students, school, and the other researcher.

- a. For the students, this research positively will give the encouragement to improve their ability, especially in speaking ability. So, It will make students more aware of learning techniques in the learning process.. They also will be more enthusiastic to obtain the foreign language as their own need not as compulsory.
- b. For the teacher who teaches English, especially in SMP Ma'arif 1 Ponorogo, the result of this research is expected to give information, input, even suggestion to the better improvement of their duty as educators to help their students gain meaningful and useful learning. This research is expected to help the teacher who uses socio-affective as teaching strategies in teaching speaking skills. The teacher can maximize the strengths of socio-affective strategies for teaching speaking and can minimize the weaknesses of socio-affective strategies for better learning.
- c. For the school, especially for SMP Ma'arif 1 Ponorogo, the research finding of this research is expected to give clear and detail descriptions dealing with the implementation of socio-affective strategies in teaching speaking skills, the problems faced by the students and the teacher's way to solve the problems. Hopefully, in the future in teaching English especially in teaching speaking, the school will apply more various strategies and media.

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- d. For the other researcher, the result of this research can be used as input in the teaching-learning process, especially in teaching speaking. It is expected that this research to be a foothold when raising the same research.

F. Organization of Thesis

This research report is organized as follows:

CHAPTER I : Introduction

In this chapter, the researcher writes the aspects related to starting points. It is composed of background study, identification and limitation of the problem, statement of the problem and problem solving, objectives of the study, significances of the study.

CHAPTER II : Review of Related Literature

This chapter presents reviews on related literature to provide information concerned theoretical background that consist of the general concept of speaking, teaching speaking, the general concept of socio-affective strategies and previous research finding.

CHAPTER III : Research Methods

This chapter presents the research methodology which has a goal of guiding to work systematically. The research methodology covers a set of research activities conducted by the researcher. It covers the research object, setting and research subject characteristics, data collection technique, and data analysis.

CHAPTER IV : Research Findings

This chapter contains a description of general data and specific data. General data presents a brief description of the profile of the

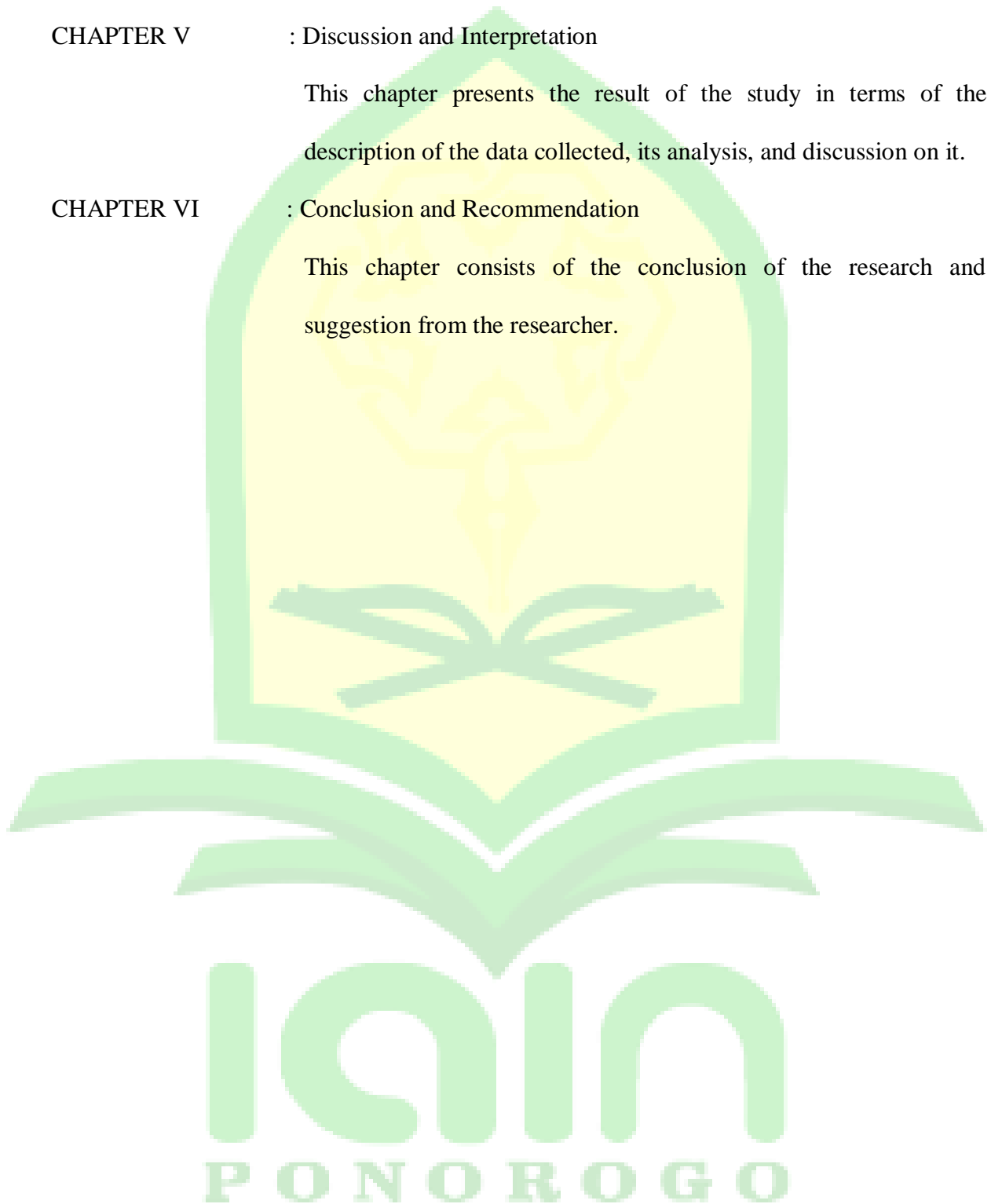
research location. Specific data presents finding obtained from observations or interviews related to the statement of the problems.

CHAPTER V : Discussion and Interpretation

This chapter presents the result of the study in terms of the description of the data collected, its analysis, and discussion on it.

CHAPTER VI : Conclusion and Recommendation

This chapter consists of the conclusion of the research and suggestion from the researcher.



CHAPTER II

PREVIOUS RESEARCH FINDINGS AND THEORETICAL FRAME WORK

In this chapter, The researcher dig up information from previous research findings as a material for comparison both about the weaknesses or strengths that already exist. In addition, researchers also dig up information from various theories related to the research object, so this thesis based on the scientific foundation.

A. Previous Research Findings

In this part the researcher will show some previous study that is guidance :

First, previous research from a journal is made by Afrina which has a title *Socio Affective Strategies Used in Speaking III by The English Department Students of STAIN Batusungkar*. The Objectives of the study are to find out whether there is an improvement in students' speaking skills by using socio-affective strategies. In conducting the research-, the writer applied qualitative research design as the research methodology and descriptive as research design. From her research can be concluded that there was an influence of the use of socio-affective strategies in teaching speaking. It is can be seen They thought that socio-affective strategies helped them to enhance their motivation and confidence in speaking.¹⁰

Second, previous research from the journal is made by Lystiana Nurhayat Hakim and Yuan Suniar which has the title *Socio-Affective Strategies in Enhancing Students' Speaking Motivation*. The objective of this research is to solve the students' problems and enhance their speaking ability. a teacher has to be able to use language-learning strategies especially socio-affective strategies that can involve students in practicing speaking and give motivation. The study utilized qualitative research. The finding of the study indicated that the implementation of the socio-affective strategies was successful in improving the

¹⁰ Afriana, "Socio Affective Strategies Used in Speaking III by The English Department Students of STAIN Batusungkar". *Journal Basis*, Vol.3,1, (2015), 87.

students' speaking ability since the criteria of success were achieved. They assume that using socio-affective strategies can improve Speaking mastery. Related to the result of this research, the researcher concludes that in using socio-affective strategies, the teacher used 6 strategies such as reducing students' anxiety, encouraging them to speak, controlling emotions, asking a question, cooperating with others and empathizing with others. From their research can be concluded that there was an influence of the use of socio-affective strategies in teaching speaking.¹¹

Third, previous research from thesis is made by Kahraman. F.G which has a title *The Effective of Socio-Affective Language Learning Strategies and Emotional Intelligence Training on English as a Foreign Language (EFL) Learners' Foreign Language Anxiety in Speaking Classes*. The writer applied a mixed methods research model which use both quantitative and qualitative approaches. The result of this study revealed that instructing students the socio-affective language learning strategies along with emotional intelligence skills were successful in reducing the high Foreign Language Anxiety (FLA) in speaking classes. Despite the change in the overall anxiety levels of the students, their perceptions' of the use, effectiveness, and difficulty of the socio-affective strategies did not show a significant difference before and after the training. Two strategies received a statistically significant change in the student's preference to use after the training. These strategies were both affective language learning strategies, which are: Lowering your anxiety, rewarding yourself.¹²

¹¹ Lystiana Nurhayat Hakim and Yuan Suniar, "Socio-Affective Strategies in Enhancing Students' Speaking Motivation". Vol. 6 No.1, (Jurnal Basis 2019), 131.

¹² Kahraman. F.G. "The Effective of Socio-Affective Language Learning Strategies and Emotional Intelligence Training on English as a Foreign Language (EFL) Learners' Foreign Language Anxiety in Speaking Classes," (Thesis, Bilkent University, 2013), 130.

Fourth, Previous research is made by Mohd Sahandri Gani Hamzah, Katrin Shamshiri, and Nooreen Noordin which has a title *Effects of Socio-Affective Strategy Training on Listening Comprehension*. The current study proposes that socio-affective strategies training in IELTS preparation listening classes can lead to better comprehension. test familiarity, risk raking, self-confidence, peer learning, more interaction and consequently better results in IELTS listening tests. Students should be exposed to explicit strategy instruction which results in transfer and should be taught how to listen effectively to different listening tasks. The student may employ fewer or more socio-affective strategies for specific tasks. The teachers should be aware of the nature of the task, and other strategies that are more likely to be more helpful for specific tasks. Students' internal traits such as proficiency, intelligence, attitude, motivation, etc. Should be considered before judging upon their strategy use. The objective of this research is to investigate the effect of socio-affective strategy instruction on collage students' listening comprehension achievements. Thus, the results interpreted here may have other explanations that are far beyond the scope of this study. It is recommended that socio-affective strategies training be investigated further to see whether it affects using other strategies or if the control group employs other strategies (memory, cognitive, metacognitive, and compensation). Without being trained.¹³

Fifth, the previous research from a journal is made by Siamak Zeynali, Simin Zeynali, Seyyed Fariborz Pishdadi Motlagh which has a title *The Effects of Socio Affective Strategy in the Enhancement of Reading Comprehension among Iranian EFL Learners*. This study adopted quasi-experimental design with proficiency test to find the homogeneity of groups. The objective of this research is to investigate the effects of socio-affective

¹³ Mohd Sahandri Gani Hamzah, Katrin Shamshiri, and Nooreen Noordin, "Effects of Socio-Affective Strategy Training on Listening Comprehension," *European Journal of Social Sciences*.11(4), 695.

strategies in the enhancement of reading comprehension in Iranian EFL learners and also the present study aimed to determine the relationship between socio/affective strategy and reading comprehension in Iranian intermediate EFL learners. From their research, the researcher concludes that there are outcomes that show that using socio-affective strategies was a more helpful factor for learners to answer reading comprehension questions.¹⁴

Those the previous research findings show that socio-affective strategies give the positive impact for the students. There are different from the researcher's thesis they are a mixed methods research, descriptive research, quasi experimental as research design, and researcher research is qualitative research and case study as the research design.

B. Theoretical Frame Work

1. Speaking

a. Definition of Speaking

Speaking is a very imperative part of people's daily life. We communicate and relate with others through speaking. Speaking is one of the skills that have to be mastered by students in language classes. In learning English the mastery of speaking skills is a priority, especially for foreign language learners. However, it is not easy for students to communicate in English. They have to think more often and deeply when speaking English. Many experts define speaking in many ways.

Lynna Cameron says that speaking is the active use of language to express meanings so that other people can make sense of them.¹⁵ She adds that the attention

¹⁴ Siamak Zeynali, Simin Zeynali, Seyyed Fariborz Pishdadi Motlagh, "The Effects of Socio Affective Strategy in the Enhancement of Reading Comprehension among Iranian EFL Learners," *International Journal of Language and Linguistics*, 4 (2-1): 9-22, (University of Tabriz, Iran, 2015), 1.

¹⁵ Lynne Cameron, *Teaching Languages to Young Learners* (United Kingdom: Cambridge University Press, 2001), 40.

to precise details of language is required to speak in a foreign language in order to share understandings with other people. Moreover, Kathleen M. Bailey and David Nunan state that speaking itself is interpreted as a interactive process of building meaning that involves manufacturing, receiving and cultivating information ¹⁶ It means that speaking is the process of delivering and receiving information to each other till they got game understanding.

Additionally, Jack C. Richards said that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Accordingly, learners often appraise their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they improved in their language proficiency.¹⁷ It means that speaking becomes a barometer successful for the students' learning the second language.

From some definitions above, it could be concluded that speaking is the process of making utterances by using words or sounds loudly in order to make connection, communicating the ideas and conveys the information between human beings.

b. The Nature of Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Notwithstanding its importance, for many years, teaching speaking has been underestimated and English language teacher has continued to teach speaking just as a repetition of drills or memorization of dialogues. Nevertheless, today's world necessitates that the goal of teaching should improve students' communicative skills

¹⁶ Kathleen M. Bailey and David Nunan (Series Editor), *Practical English Language Teaching Speaking* (Boston: Mc Graw Hill, 2005), 2.

¹⁷ Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice* (Cambridge University Press,2008), 19

because only in that way, students can declare themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Teaching speaking is a very significant part of foreign language learning. The ability to communicate in foreign language learning contributes to the student's success in school and real life. There are three basic reasons why it is important it is a good idea to give students a speaking task, which provokes them to use it.¹⁸

- 1) Rehearsal : Getting students to have free discussion gives them opportunity to practice discussions outside the classroom.
- 2) Feedback : Speaking tasks where students are trying to use all and all the languages they know provides feedback for both teachers and students.
- 3) Engagement : Good speaking activities must be motivating . If all the students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will tremendous satisfaction from it.¹⁹

Meanwhile, for the principles for teaching speaking, Kathleen presents the principles for teaching speaking for the more specific context, they are principles for teaching speaking in beginning learners, intermediate learners, and advanced level learners. In this research, the researcher will only provide the principles for teaching speaking in beginning learners. Further, the principles for teaching speaking in the beginning learners have three principles. These principles are providing something for learners to talk about, create opportunities for students to interact by using

¹⁸ Jeremy Harmer, *How to Teach English*, (England: Longman, 1998), 87

¹⁹ *Ibid*, 88.

groupwork or pairwork, and manipulate physical arrangements to promote speaking practice.²⁰

The first principle is to provide something for learners to talk about. When people choose to speak, it is usually about something. They want something, or they find a topic or incident interesting and want to comment on it. They wish to share ideas or emotions. There is usually some communicative need that moves people to talk. Teachers should attend to the communicative needs and purposes of language learners. Sometimes in language classrooms, teachers seem to forget the natural joy and enthusiasm of talking about something interesting or accomplishing a genuine purpose for communicating with others.

Thus, one key principle in teaching speaking is that teachers should provide something for learners to talk about. This doesn't mean that only teachers can nominate topics not all. Teachers should be open to those topics that the learners want to talk about, and incorporate them into lessons whenever possible.²¹

The second principle is to create opportunities for students to interact by using groupwork or pairwork. Sometimes students perhaps especially those at the lower levels can be anxious about speaking out in class. One way to overcome their reticence and increase their opportunities to speak is to use pairwork and groupwork. According to Pennington in Kathleen M. Bailey and David Nunan using pairwork and groupwork can improve learners' motivation and promote choice, independence, creativity, and realism. Pairwork and groupwork also provide feedback to the learner from sources other than the teacher.

²⁰ Kathleen M. Bailey and David Nunan (Series Editor), *Practical English Language Teaching Speaking* (Boston: Mc Graw Hill, 2005), 36.

²¹ Kathleen M. Bailey and David Nunan (Series Editor), *Practical English Language Teaching Speaking* (Boston: Mc Graw Hill, 2005), 37.

Pairwork and groupwork are configurations of people for doing activities, rather than activity types per se. Pairwork, as the name suggests, involves two students working together to complete a task or exercise using the target language. Groupwork is three or more students working together. Pairwork and groupwork have been widely used by teachers in Communicative Language Teaching (CLT).²²

The third principle is to manipulate physical arrangements to promote the speaking practice. It can be difficult to get students to talk with one another in a new language, but the difficulty is often exacerbated by the traditional classroom arrangement of desks facing forward toward the teacher's zone. Changing the physical environment can encourage speaking activities, partly because it partially alters the power structure of the traditional English classroom.²³

2. Learning Strategies

a. The Nature of Learning Strategies

Every learning process requires a manner or strategy to be adapted to achieve the main purpose of learning. Among the important things in the process of learning are "what" to use for learning and "how" to use it. However human beings are involved with many and different strategies while they are learning a language, some of these strategies are giving the ultimate benefit, yet some others are not effective. The term "learning strategies" means different things and researchers have defined it in many ways. The modest definition provided by Brown in Afdalmaqon A Hardan who talked about learning strategies as a process the may

²² Kathleen M. Bailey and David Nunan (Series Editor), *Practical English Language Teaching Speaking* (Boston: Mc Graw Hill, 2005), 38.

²³ *Ibid*, 39.

contribute directly to learning.²⁴ Oxford went beyond the previous definitions to give a more focused definition. Oxford defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations."²⁵

Additionally, Ellis said that the study of learning strategies takes substantial promise, both for language pedagogy and for explaining individual differences in second language learning. It is probably true to say, however, that it still in its infancy. For this reason, perhaps discussions of learning strategies typically conclude with the problems that have surfaced and that need to be addressed before progress can be made.²⁶

b. Definitions of Language Learning Strategies

Rubin in Afdalmaujon A Hardan defined language learning strategies as behaviors, steps, or techniques that language learners apply to facilitate language learning.²⁷ Moreover, the definition by Oxford also included cognitive, emotional, and social aspects of language learning strategies that enhance learners' language learning proficiency and self-confidence Next Ghani in Afdalmaujon A Hardan defined language learning strategies as specific actions, behaviors, steps, or techniques that students frequently use to improve their progress.²⁸

²⁴ Afdalmaujon A Hardan, "Language Learning Strategies : General Overview, *Procedia Social and Behavioral Sciences*," 4th International Conference on New Horizons in Education, 106 (2013), 1713.

²⁵ Rebecca L.Oxford, *Language Learning Strategies: What Every Teacher Should Know*. (Boston: University of Alabama:1990), 8

²⁶ Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press: 1994), 558.

²⁷ Afdalmaujon A Hardan, "Language Learning Strategies : General Overview, *Procedia Social and Behavioral Sciences*", 4th International Conference on New Horizons in Education, 106 (2013), 1715.

²⁸ *Ibid*, 1715.

c. Taxonomy Language Learning Strategies

Language learning strategies have been classified by many scholars. However, most of their attempts to classify language learning strategies reflect more or less the same categorizations of language learning strategies without any radical changes. In what follows, Rubin's, and Oxford's taxonomies of language learning strategies will be handled:

Oxford divided language learning strategies into two main classes : direct strategies and indirect strategies.²⁹ The direct are beneficial to the students because they help store and recover information. The strategies help learners to produce language even when there is a gap in knowledge and, they also help to understand and use the new language.³⁰ Besides, indirect strategies are strategies help learners regulate the learning process.³¹

Rubin in Afdalmaujon A Hardan, who is pioneered in the field of strategies, makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. These strategies are:

- 1) Learning Strategies
- 2) Communication Strategies
- 3) Social Strategies³²

²⁹ Rebecca L.Oxford, *Language Learning Strategies: What Every Teacher Should Knows*. (Boston: University of Alabama:1990), 16.

³⁰ Deepak K Samida, "Language Learning Strategies", 2

³¹ *Ibid*, 3

³²Afdalmaujon A Hardan, "Language Learning Strategies : General Overview, *Procedia Social and Behavioral Sciences*", 4th International Conference on New Horizons in Education, 106 (2013),1719.

Also, Oxford's said that the taxonomy of learning strategies is shown in the following³³:

1.1 Table of the learning strategies: Overview

Source: Adapted from Oxford,1990, Language Learning Strategies: What Every Teacher Should Knows, 17.

No.	Taxonomy		
1	Direct Strategies	Memory	Creating mental linkages
			Applying images and sounds
			Reviewing well
			Employing action
	Cognitive		Practicing
			Receiving and sending messages strategies
			Analyzing and reasoning
			Creating structure for input and output
	Compensation Strategies		Guessing intelligently
			Overcoming limitations 5in

³³ Rebecca L.Oxford, *Language Learning Strategies: What Every Teacher Should Knows*. (Boston: University of Alabama:1990), 17.

			speaking and writing
2.	Indirect Strategies	Metacognitive Strategies	Centering your learning
			Arranging and planning your learning
			Evaluating your learning
		Affective Strategies	Lowering your anxiety
			Encouraging yourself
			Taking your emotional temperature
		Social Strategies	Asking questions
			Cooperating with others
			Empathizing with others

d. Definitions of Socio-Affective Strategies

Socio-affective strategies are a part of language learning strategies to learn a language successfully. Affective strategies help to regulate emotions, motivations, and attitudes. Meanwhile, Social strategies help students learn through interaction with others.³⁴ Furthermore, Habte-Gabr in Lystiana Nurhayathet Hakim and Yuan Yuniar, proposed that socio-affective strategies are strategies that using feelings in the teaching-learning process include empathy between the learners and the

³⁴ Rebecca L.Oxford, *Language Learning Strategies: What Every Teacher Should Knows*. (Boston: University of Alabama:1990), 135.

instructors to build a positive effect because the relationship between of them is important. They also state that socio-affective strategies are the most stated effective strategies to increase student's learning.³⁵

1.2 Table of the Indirect Strategies: Overview

Source: Adapted from Oxford,1990, Language Learning Strategies: What Every Teacher Should Knows, 20.

Indirect Strategies	Metacognitive Strategies	Centering your learning
		Arranging and planning your learning
		Evaluating your learning
	Affective Strategies	Lowering your anxiety
		Encouraging yourself
		Taking your emotional temperature
	Social Strategies	Asking questions
		Cooperating with others
		Empathizing with others

a. Social Strategies

³⁵ Lystiana Nurhayat Hakim and Yuan Suniar, "Socio-Affective Strategies in Enhancing Students' Speaking Motivation," Vol. 6 No.1, Jurnal Basis 2019, 128.

A language is a form of social behavior, it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. Three sets of social strategies, each set comprising three specific strategies (see Table 1.3) are included here : Asking Questions, Cooperating with Others, and Empathizing with Others. These can be remembered by using their acronym, ACE.

1.3 Table of the Social Strategies: Overview

Source: Adapted from Oxford,1990, Language Learning Strategies: What Every Teacher Should Knows, 21.

Social Strategies	Asking questions	<ol style="list-style-type: none"> 1. Asking for clarification or verification. 2. Asking for correction
	Cooperating with others	<ol style="list-style-type: none"> 1. Cooperating with peers 2. Cooperating with proficient users of the new language
	Empathizing with others	<ol style="list-style-type: none"> 1. Developing cultural understanding 2. Becoming aware of others'

		thoughts and feelings
--	--	-----------------------

Furthermore, Oxford said that one of the most basic social interactions is asking a question, an action from which learners gain a great benefit. Asking questions helps learners get closer to the intended meaning and thus aids their understanding. It also helps learners encourage their conversation partners to provide larger quantities of “input” in the target language and indicates interest and involvement. In addition to asking questions, cooperating in general with peers and with more proficient users of the target language is imperative for language learners.

Cooperation implies the absence of competition and the presence of group spirit. To promote cooperative language learning strategies, either inside and outside the classroom, it might be necessary to help learners confront and possibly modify their culturally defined attitudes toward cooperation and competition. Besides that, Empathy is the ability to "put yourself in someone else's shoes". In order to better understand that person's perspective. Empathy is essential to successful communication in any language. It is especially necessary, although sometimes difficult to achieve, in learning another language. However, social strategies can help all learners increase their ability to empathize by developing cultural understanding and becoming aware of others' thoughts and feelings.³⁶

³⁶ Rebecca L.Oxford, *Language Learning Strategies: What Every Teacher Should Knows*. (Boston: University of Alabama:1990), 146.

a. Affective Strategies

Furthermore, as mentioned by Oxford said that the term affective refers to emotions, attitudes, motivations, and values. It is impossible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies. As shown in the table, three main sets of affective strategies exist : lowering your anxiety, encouraging yourself, and taking your emotional temperature.

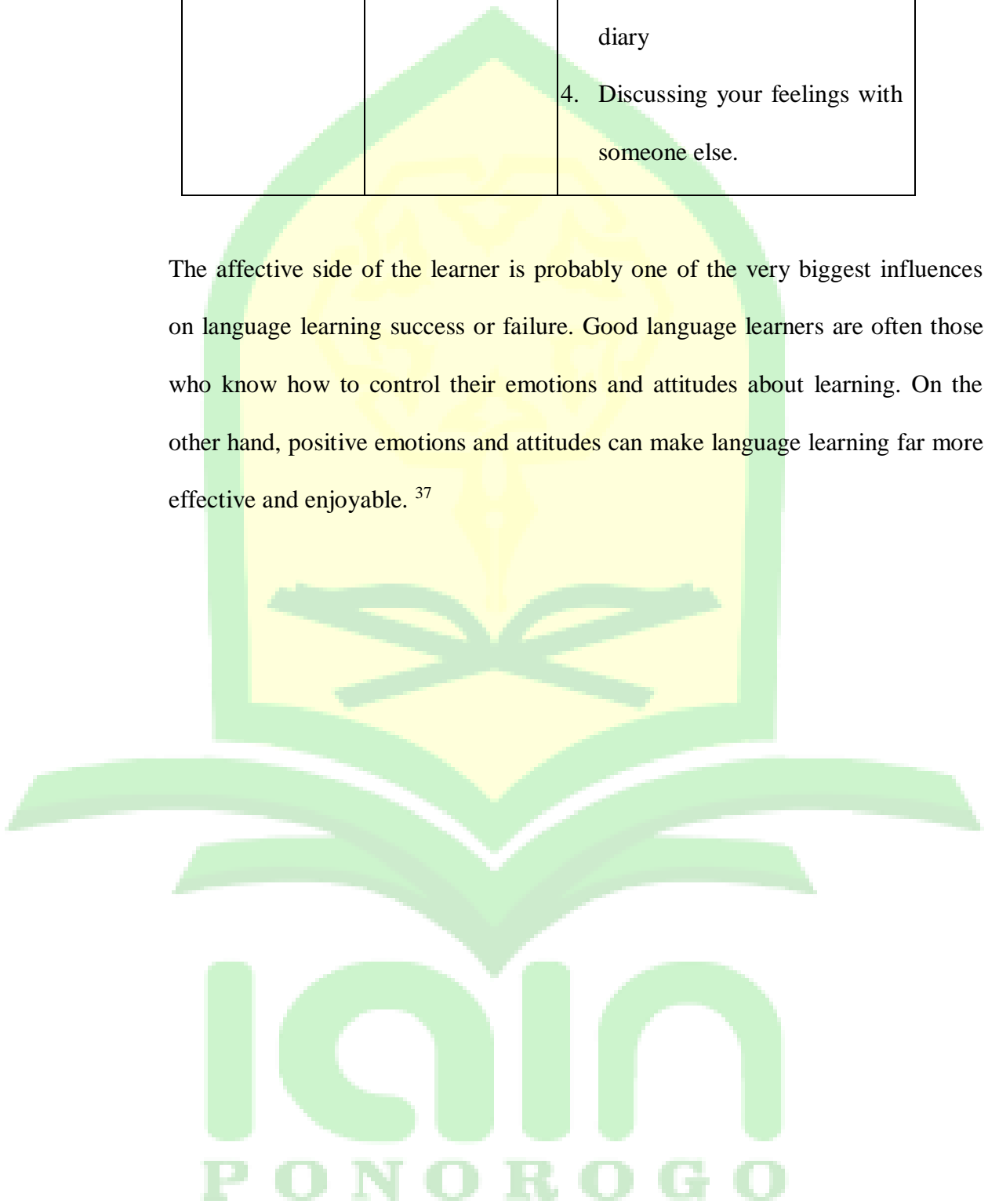
1.4 Table of the Affective Strategies : Overview

Source: Adapted from Oxford,1990, Language Learning Strategies: What Every Teacher Should Knows, 21.

	Lowering your anxiety	<ol style="list-style-type: none"> 1. Using progressive relaxation, deep breathing, or meditation 2. Using music 3. Using laughter
Affective Strategies	Encouraging yourself	<ol style="list-style-type: none"> 1. Making positive statement 2. Taking risks wisely 3. Rewarding yourself
	Taking your emotional	<ol style="list-style-type: none"> 1. Listening to your body

	temprature	<ol style="list-style-type: none"> 2. Using chocklist 3. Writing a language learning diary 4. Discussing your feelings with someone else.
--	------------	--

The affective side of the learner is probably one of the very biggest influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning. On the other hand, positive emotions and attitudes can make language learning far more effective and enjoyable.³⁷



³⁷ *Ibid*, 140

CHAPTER III

RESEARCH METHODS

This chapter presents research methods that involves a set of research activities conducted by the researcher. It covers research design, researcher's role, research setting, data source, procedure data collection, data analysis technique, checking of data validity, and research procedure. Besides that, research methods has a purpose of leading the research study regularly.

A. Research Design

This research applied a qualitative approach in the first model as the approach. The qualitative research is concerned with qualitative phenomena relating to or enclosing quality or kind.³⁸ Mackey and Gass explain in brief the definition that qualitative research can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures.³⁹ Qualitative research is conducted through intense or prolonged contact with a field or life situation. These situations are typically banal or normal ones, reflective of the everyday life of individuals, groups, societies, and organizations. Matthew B Miller and Michael Hubertman state that the researcher attempts to capture on the perceptions of local actors from the inside, through a process of deep attentiveness, of empathetic understanding and of suspending or bracketing preconceptions about the topic under discussion.⁴⁰

The additional case study as the research design. Yin defines a case study as "A case study is an empirical inquiry that investigates a contemporary phenomenon (the 'case') within its real-life context, especially when the boundaries between phenomenon and

³⁸ C.R , Kothari, *Research Methodology: Methods and Techniques* (Second Revised Edition) (New Delhi: New Age International Publishers, 2004), 3.

³⁹ Alison Mackey and Susan M. Gass, *Second Language Research: Methodology and Design* (London: Lawrence Erlbaum Associates Publishers, 2005), 162.

⁴⁰ Matthew B Miller and Michael Hubertman, *an Expanded Sourcebook Qualitative Data Analysis* (California: Sage Publication, 1994) 6

context may not clearly evident".⁴¹ The researcher employed the case study research to describe the teaching speaking using socio-affective strategies at SMP Ma'arif 1 Ponorogo.

B. Researcher's Role

Creswell said, "The characteristic of qualitative research is as key instrument."⁴² It means that researcher has a role as an actor and data collector. In qualitative research, however, it is thought that the researcher can learn the most about situation by participating and become immersed in the situation they are studying. So, in this research, the researcher is very important, because the researcher is a key instrument in this qualitative research and researcher plays as a data collector.

In particularly, the researcher to get data is collected naturally by observing and interviewer. The researcher made interaction and communication with the students. The teacher and the other informant to get data about teaching speaking of SMP Ma'arif 1 Ponorogo especially in speaking class at Eighth Grade B Class.

C. Research Setting

In this section, the researcher describes the research design applied in the Eighth Grade B Class of SMP Ma'arif 1 Ponorogo, Cokromenggalan, Ponorogo in the academic year 2019/2020. The researcher took place at SMP Ma'arif 1 Ponorogo because this school is one of the private schools that already National Standard School (SSN). Therefore important to know the strategies of learning to become a reference for other private schools.

⁴¹ Robert K. Yin, *Case Study Research: Design and Methods* (California: Thousand Oaks, 2003), 13.

⁴² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methodss Approaches (Third Editions)*, (California:SAGE Publications: 2009), 175.

Furthermore, The researcher chooses Eighth Grade B Class of SMP Ma'arif 1 Ponorogo as the research setting. The researcher found that the students' speaking is still low. Therefore, the researcher is interested in conducting this research.

D. Data Source

The term data refers to the rough materials researcher collect from the world they are studying, they are particulars that form the basis of analysis. Data produced from such sources may include field notes, interview transcripts, video, document photographs or tape recordings, and so on.⁴³The data source in this research are:

1. Human beings, the Eighth Grade B Class students of SMP Ma'arif 1 Ponorogo about the teaching strategies at their class and the English teachers of SMP Ma'arif 1 Ponorogo to give responses on students' perception about the teaching strategies.
2. Non-human, including documents from Administration Office Staff of SMP Ma'arif 1 Ponorogo (historical of SMP Ma'arif 1 Ponorogo, vision, mission, and goal, geographical location, organization structure, condition of teachers and students, facilities and infrastructure).

⁴³ Ian Dey, *Qualitative Data Analysis A User Friendly Guide for Social Scientists* (London : Routledge: 1993), 15

E. The Technique of Data Collection

There many kinds of a technique of collecting data such as interview, observation, questionnaire, documentation, and test. Furthermore, the extensive data collection to make a matrix that contains types of data (interview, observation, documentation, audiovisual materials).⁴⁴To get the data is very important to choose the best techniques. To collect the data research needs an instrument. There are some instruments to collect data, they are:

a. Observation

According to Mason, observation usually refers to methods of producing data that implicate the researcher suppressing in a research setting and systematically observing dimensions of that setting interaction, relationships, action, events.⁴⁵

It means everything in relation to the working project performed and the topic of research must be observed. The data taken from the observation are the location of the school, the structure of the school organization, the condition of the teacher and students, the method used by the teacher and the school facilities, In this case, the data as a fact in the field to complete the data of the research are collected and recorder.

By the observation, the researcher observes directly of teachers' strategy in Teaching Speaking at SMP Ma'arif 1 Ponorogo during the teaching-learning process.

b. Interview

The interview method of collecting data involves the presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews.⁴⁶ The interview of this research is meeting some bodies for formal consultation or

⁴⁴ John Creswell. W. *Qualitative Inquiry & Research Design Choosing Among Five Approaches* (London: SAGE Publication, Inc.2007), 129.

⁴⁵ Alison Mackey, et al., *Second Language Research Methodology and Design* (London: Lawrence Erlbaum Associates, publishers, 2005), 175.

⁴⁶ Kothari, *Research Methodology: Methods and Techniques* (Second Revised Edition), 97.

examination. In performing interviews that the first must be compiled is a list of persons that will be interviewed : Mrs. Ary Zandy Faradilla, S.Pd as the English teacher of SMP Ma'arif 1 Ponorogo.

They give the information dealing with the research question. The data which gathered from the interview are:

- 1) The students at Eighth Grade B Class students of SMP Ma'arif 1 Ponorogo.
- 2) The English teacher at SMP Ma'arif 1 Ponorogo.

c. Documentation

The document is a note of the past event. It can be in the form of written text, picture, or another monumental creation. It completes an interview and observation as techniques for collecting data. In this research, the researcher wanted to get data about the vision and mission of the school, teacher condition, administrator condition, students' condition, the infrastructure and the organization structure of SMP Ma'arif 1 Ponorogo in academic 2019/2020.

F. The Technique of Analyzing Data

The data analysis is gotten when the researcher observes the object of research. It can be gotten from the observation directly or interview the informants. Data analysis can be completed and develop while the researcher collects the data from the research object. The process is qualitative research cycles and will be conducted simultaneously. In terms of qualitative data analysis, Bogdan stated that "Data Analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other material that you accumulate to increase your understanding of them and to enable you to present what you

have discovered to others".⁴⁷ Miles and Huberman define analysis as consisting of three concurrent flows of activity. Data reduction, data display, and conclusion drawing/verification.⁴⁸ According to the components of data analysis, the researcher starts the research by collecting data of research related to speaking problems at the Eighth Grade B class students of SMP Ma'arif 1 Ponorogo. It can be gotten from the observation or interview during research happens. The data collection can help the researcher to analyze and evaluate the result of the research.

The core of qualitative analysis lies in these related processes of describing phenomena, classifying it, and seeing how our concepts interconnect.⁴⁹ The stage of interactive analysis applied in this research are presented as follow:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data appear in written-up field notes or transcript. Data reduction is occurring as the researcher decides (often without full awareness) which conceptual framework, which case, which research questions, and with data collection approaches to choose.⁵⁰ In this stage, the researcher need separate the accurate data from the inaccurate ones. Through the data reduction the researcher focuses on the data will be analyzed. It can easier the researcher to continues the collecting the data.

2. Data Display

The second major flow of analysis activity it data display. Generically, a display is an organized, compressed assembly of information that permits conclusion, drawing,

⁴⁷ Sugiono, *Memahami Penelitian Kualitatif*, 87-88.

⁴⁸ Matthew B. Miles and A. Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis: Second Edition*, (United States of America: SAGE Publications, 1994), 10

⁴⁹ Sugiono, *Metode Penelitian Kuantitatif, kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 225.

⁵⁰ Miles, Matthew B, *Qualitative Data Analysis*, (United States of America: SAGE Publications, 1994),

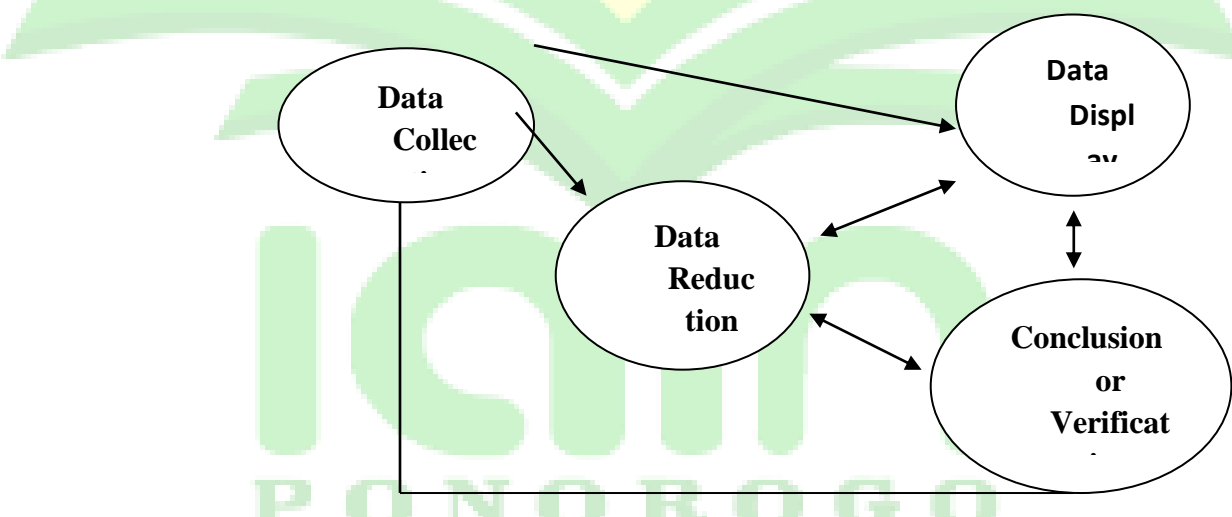
and action. Looking at displays helps us to understand what is happening and to do something-either analyze further or take action-based on that understanding.⁵¹ In this stage, the researcher present the data into design that will be done in form of short statement, charts, graphs, matrices, and networks.

3. Conclusion Drawing or Verification

Conclusion drawing in our view only half of Gemini configuration. Conclusion are also verified as the analyst proceeds. Verivication may be as brief as fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set.⁵²

In this stage, the researcher is making a conclusion. The conclusion is a form of thick description. The conclusion is the answers of the researcher problems that have been formulated.

Based on the reason, the stage of data analysis can be showed in this picture :



⁵¹ *Ibid*, 11.

⁵² Miles, Matthew B, *Qualitative Data Analysis*, (United States of America: SAGE Publications, 1994), 11.

Figure 1.1 Data Analysis Mattew B Miles and Michael Hubberman's view

Based on the data analysis above, concluded that the first stage, the researcher do the gathering of data. Gantering the data based on the data that have been collected as documentation, observation, and interview. Then, data that have been collected must be reducted which one will be used appropriate with the requirements necessary. The last is make conclusion or the verification data. Data it is mean that data from occur in the field which has been observed by researcher. Based on statement above, qualitative data analysis is continues.

G. Checking Validity of Findings

The researcher takes triangulation techniques to get valid and reliable data. Moelong states that use the order things outboard of data to check or as a comparator toward this data.⁵³ Furthermore, the researcher takes the triangulation method to check the data validity. Wahyuni explained that the idea behind triangulation is that the more agreement of different data sources on a particular issue, the more reliable the interpretation of the data. Triangulation is typically a strategy for improving the validity and reliability of the research or evaluation of findings.⁵⁴ Denzi and Lincoln explained that triangulation has several forms to ensure validity, they are source triangulation, investigator triangulation, location triangulation of rival explanation, the use of peer debriefing, negative case analysis, number checking, even prolonged engagement, so on.⁵⁵

⁵³ Lexy J. Moelong. *Metodologi Penelitian Kualitatif*, 248.

⁵⁴ *Ibid*, 40

⁵⁵ *Ibid*, 41-42

In this research study, the researcher takes source triangulation to insure the result of the research. Source triangulation involves gathering data from multiple sources to reduce and understand any differences/biases held by people in various roles.⁵⁶ The researcher involves several sources to conduct triangulation in checking data validity, those include researcher's observation, interview results by students and English teachers, and even students' study reports of English teachers to reinforce the data validity. A researcher checks the data validity from the comparison between observation results during conduct research in SMP Ma'arif 1 Ponorogo and collects information when conduct interviews with participants from Eighth-grade students. Moreover, the researcher strengthen the result of comparison with the English teacher's perspective. The perspective of English teachers contains teacher's observation about students' problems in speaking.

H. Research Procedure

There are four procedures in this research, they are:

1. Planning

This procedure includes arranging the research plan, choosing the research field or research location, organizing permission, observing and all of something related to the research.

2. Application

This second procedure involves: understanding the research preparation, entering the field, and interact with the subject while collecting data. They are:

- a) Observing the used of socio-affective strategies in speaking class at SMP Ma'arif 1 Ponorogo

⁵⁶ *Ibid*, 41

- b) Analyzing data
- c) Making a conclusion and suggestion

3. Reporting

In the last activity, the researcher writes a research report about the socio-affective strategies used by students in speaking class at SMP Ma'arif 1 Ponorogo : a case study at Eighth Grade B Class.



CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher would like to explain about description of general data and specific data. General data presents a brief description of the profile of the research location. Specific data presents finding obtained from observations or interviews related to the statement of the problems.

A. General Data

1. The Establishment History of SMP Ma'arif 1 Ponorogo

Originally founding SMP Ma'arif 1 Ponorogo begins from SMI (Sekolah Menengah Islam). When it SMI has many students and SMI is the only Junior High School that proud of Jam'iyah Nahdatul Ulama' Ponorogo.

SMP Ma'arif 1 Ponorogo founded in 1948 or 3 years after Indonesian independence. The first headmaster is Mr. Sumarto. One year the leadership has changed Mr. Arifin as the principal. In 1952, the management of SMI changed lead by Mr. Kelvin Ronowidijoyo. One year later in 1953 the name of SMI was changed to SMP NU and was lead by Mr. Gutoyo as the principal. Officially in 1955 SMP NU built a new building on Jl. Batorokatong 13. Consecutively since 1953-1975 SMP NU lead by Mr. Ahmad Zaenuri, Mr. Cahyono, Mrs. Siti Sofiyah (1961), Mr. Pitoyo (1961-1975), Mr. H. Ahmad Wiyono (1975-2001) in his leadership, and then Mr.H Ahmad Wiyono was changed SMP NU to SMP Ma'arif 1 Ponorogo. Then lead by Mr. Sukamto (2001-2004) at the time of Mr. Sukamto was changed SMP Ma'arif 1 Ponorogo to SLTP Ma'arif 1 Ponorogo. Then, Mr. H Moh. Zaini (2004-2005), Mr. Drs. Sugeng Prawoto (2006-2013) at this time SLTP

Maarif 1 Ponorogo changed back to SMP Maarif 1 Ponorogo. Then, the leadership was continued by Mr. Suharjono (2013-now).⁵⁷

2. The Geographical Location of SMP Maarif 1 Ponorogo

SMP Maarif 1 Ponorogo is the location within urban areas, easily accessible via public transportation or private vehicle. SMP Maarif 1 Ponorogo is located on the Jl. Bathoro Katong No.13, Krajan, Cokromenggalan, Kec. Ponorogo, Kab. Ponorogo.⁵⁸

3. Vision, Mission of SMP Maarif 1 Ponorogo

a. Vision

Vision of SMP Maarif 1 Ponorogo is “Berimtaq, Beriptek, Berbudaya & Berakhlak Mulia”.

b. Mission

To realize the vision mentioned above, SMP Maarif 1 Ponorogo has the following missions:

- 1) Religion value in the practice of everyday life (Berakhlakul Karimah).
- 2) Improving academic achievement and non-academic.
- 3) Preparing learning in mastering science and technology.
- 4) Cultivate discipline and a high work ethic.
- 5) Cultivate personality and noble character.⁵⁹

c. The Structure of SMP Maarif 1 Ponorogo

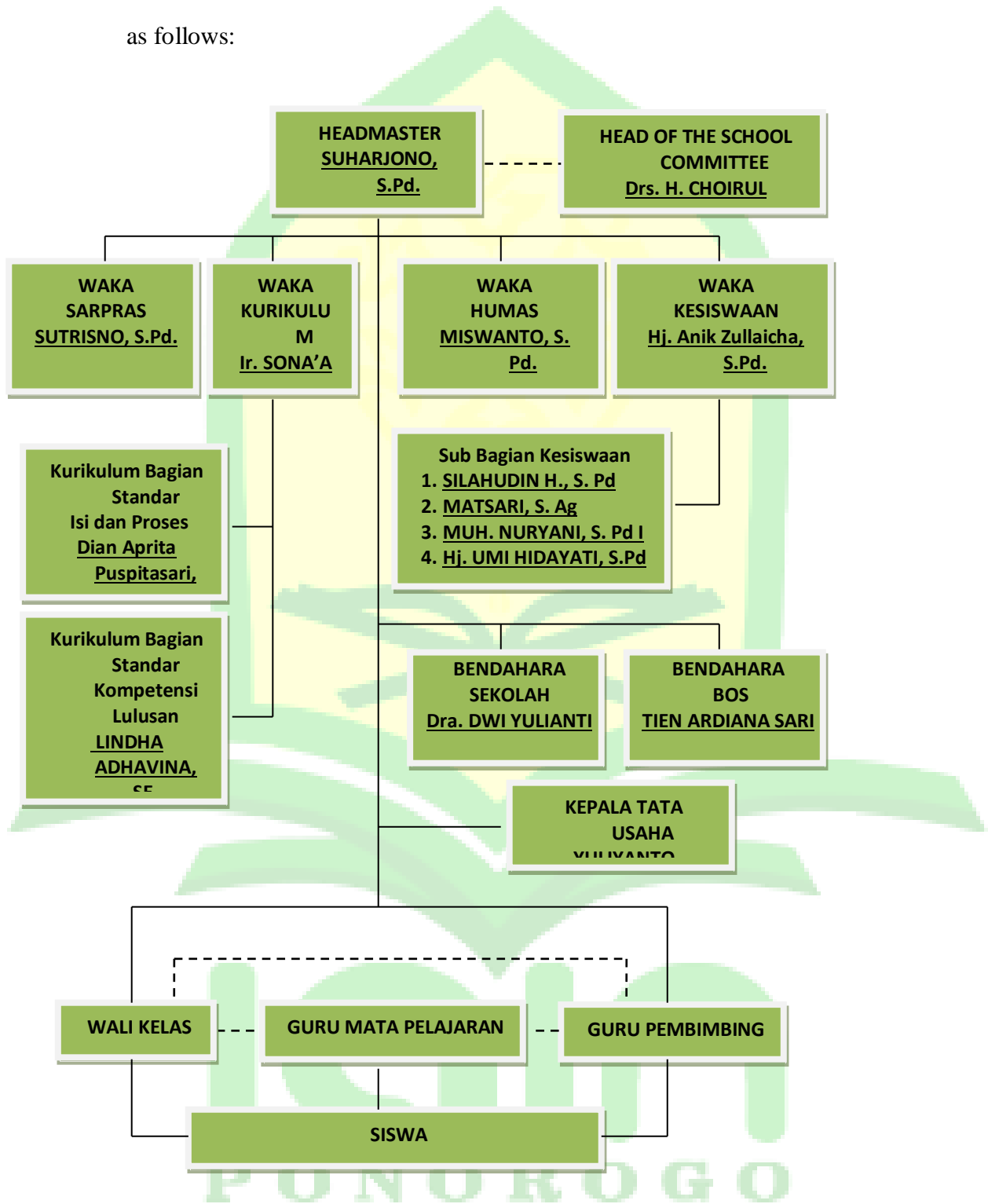
To establish good cooperation in implementing the vision and mission and achieving the goals of education in SMP Maarif 1 Ponorogo needed an organizational structure that will have the functions and roles of each. This

⁵⁷ Look at Documentation Transcript number: 01/D/07-02/2020

⁵⁸ Look at Observation Transcript number: 01/O/05-02/2020

⁵⁹ Look at Documentation Transcript number: 02/D/07-02/2020

organizational structure is an idea associated with the power lines and responsibilities of the entire organization. The organizational structure of SMP Ma'arif 1 Ponorogo is as follows:



———— = Garis Komando
 - - - - - = Garis Koordinasi⁶⁰

Figure 1.2 The Organization Structure of SMP Ma'arif 1 Ponorogo

d. Teacher and Student Data of SMP Ma'arif 1 Ponorogo

1) Teacher Data

Teacher plays an important role at an educational institution because teachers are directly involved and responsible for the success of the teaching and learning process. The situation of teacher/lecturers SMP Ma'arif 1 Ponorogo in the year 2019/2020 amounted to people, with details as male and female.⁶¹

Tabel 1.5
 Teachers Data of SMP Ma'arif 1 Ponorogo
 Academic Year 2019/2020

NAMA	L	NUPTK	MULAI TUGAS	KET
Suharjono, S.Pd	L	5260 7386 3920 0003	11/06/84	Kepala Sekolah
Umaya, S. Pd	P	4258 7376 3930 0003	01/03/80	Guru
Sungaji, M. Pd I	L	5242 7386 4120 0033	16/07/86	Guru
Moh. Wahyudi A., S.Pd	L	8050 7386 4020 0003	11/07/87	Guru
Dra. Dwi Yulianti	P	2047 7456 4730 0023	28/09/92	Guru
Sutrisno, S.Pd	L	5159 7426 4620 0003	11/07/87	Guru
Sakti Riono, S.Pd	L	8261 7406 4220 0003	01/07/92	Guru
Dra. Hj. N. Julaeha	P	6857 7456 4830 0012	18/06/92	Guru
Ir. Sona'a	L	2156 7396 4120 0013	15/07/93	Guru
Dwi Binti Maryeti, S.Pd	P	3860 7466 4730 0002	05/09/94	Guru
Hj. Mulyati, S.Pd	P	4643 7426 4230 0002	15/07/95	Guru
Siti Juwariyah, S.Pd	P	4941 7486 5030 0012	15/07/97	Guru
Ida Ardyana, S.Pd	P	1157 7526 5430 0013	15/07/97	Guru
Anik Zullaicha, S.Pd	P	4443 7496 5130 0023	15/07/97	Guru

⁶⁰ Look at Documentation Transcript number : 03/D/07-02/2020

⁶¹ Look at Documentation Transcript number: 04/D/08-02/2020

Matsari, S.Ag	L	0147 7506 5320 0043	25/07/98	Guru
Drs. Sugiharto	L	2442 7446 4720 0023	19/07/99	Guru
Sudarmaji, SE	L	6952 7426 4320 0002	01/07/00	Guru
Drs. Suryo Irawan	L	1136 7466 4820 0005	01/07/00	Guru
Titin Indarsih, S. Pd	P	1734 7386 4030 0012	01/02/04	Guru
Dhani Ainur Rifai, S.Pd	L	4144 7596 6120 0013	06/04/05	Guru
Rina Hidayati, S.Si	P	9640 7596 6030 0012	27/07/05	Guru
Lindha Adhavina, SE	P	0351 7586 6030 0023	Aug-05	Guru
Yuli Romaiyah, S.Pd	P	2047 7586 5930 0013	17/07/06	Guru
Umi Hidayati, S.Pd	P	3233 7406 4040 0003	18/07/06	Guru
Sri Hidayati, S.Pd	P	1952 7396 3930 0002	18/07/06	Guru
Munawar, S.Pd	L	1142 7516 5420 0013	01/01/06	Guru
Septaria Kristina, SE	P	2262 7596 6130 0013	28/06/05	Guru
Miswanto, S.Pd	L	4755 7596 6220 0002	29/06/05	Guru
Silahudin Hudaya, S. Pd	L	5257 7496 5220 0023	18/07/08	Guru
Dian Aprita P., S. Pd	P	6741 7636 6430 0112	30/06/05	Guru
Ary Zandy F., S. Pd	P	7662 7626 6330 0022	2007	Guru
Wachida Rofika, S. Pd	P		14/07/14	Guru
Miskun, S. Pd	L		18/07/14	Guru
Muh. Nuryani, S.Pd I	L		15/07/14	Guru
Hendrik M., S. Pd I	L		16/07/14	Guru
Imam Nurkholis, S. Sos I	L		2012	Guru
Abi Muttaqin J., S. Pd	L	9433 7656 6620 0012	2008	Guru
Asep Dwi Pamungkas	L		18/7/16	Guru
Aulia Kanzul H., S. Pd	P		18/7/17	Guru
Erinta Eka R., S. Pd	L		2/1/2018	Guru
Rizki Anggoro P. S. Pd	L		18/7/17	Guru
Imam Fathul F., S. Pd I	L		18/7/17	Guru
Nanik Sri Isdiyanti, S. Pd	P			Guru
Lestari Indah, S. Pd	P	6040 7476 4830 0013		Guru
Dwi Puji Lestari, S. Pd	P			

2) Student Data

Students who are on their intent here are to officially become SMP Ma'arif 1 Ponorogo student and enrolled in the school ledger. The state of male and female students as researchers conducted in 2019/2020 amounted to 362. The details are as follows:⁶²

⁶² Look at Documentation Transcript number: 05/D/08-02/2020

Tabel 1.6
Students Data of SMP Ma'arif 1 Ponorogo

(Past 7 years)

Tahun Pelajaran	Kelas VII		Kelas VIII		Kelas IX		Jumlah (Kls. VII + VIII + IX)	
	Jumlah		Jumlah		Jumlah		Siswa	Rombel
	Siswa	Rombel	Siswa	Rombel	Siswa	Rombel		
2013/2014	134	6	199	9	220	10	553	25
2014/2015	195	9	134	6	192	9	521	24
2015/2016	147	7	198	9	132	6	477	22
2016/2017	135	8	142	7	188	9	553	24
2017/2018	131	6	221	9	141	7	493	22
2018/2019	121	5	128	5	215	9	464	19
2019/2020	111	5	131	5	120	5	362	15

4) Facilities of SMP Ma'arif 1 Ponorogo

Facilities at an educational institution are an absolute that must exist and must meet educational needs. Facilities function to the continuity of teaching and learning activities so that students can learn to get the science as expected by the educational institution, or students themselves. The details of facilities of SMP Ma'arif 1 Ponorogo are as follows:⁶³

Tabel 1.7
Data Sarana dan Prasarana

Jenis Ruangan	Jumlah	Ukuran	Kondisi
Ruang Kelas	24	-	Baik
Perpustakaan	1	144 m ²	Baik
Lab. IPA	1	144 m ²	Baik
Ruang Keterampilan	1	72 m ²	Baik
Ruang Kesenian	1	24 m ²	Baik
Lab. Bahasa	1	72 m ²	Baik
Lab. Komputer	1	72 m ²	Baik

⁶³ Look at Documentation Transcript number: 06/D/08-02/2020

Ruang Kepala Sekolah	1	40 m ²	Baik
Ruang Kurikulum	1	30 m ²	Baik
Ruang Guru	1	120 m ²	Baik
Ruang Tata Usaha	1	26.64 m ²	Baik
Ruang Tamu	1	9 m ²	Baik
Gudang	1	36 m ²	Baik
Dapur	1	18 m ²	Baik
Kantin	1	144 m ²	Baik
KM/WC Guru	2	6 m ²	Baik
KM/WC Siswa	14	6 m ²	Baik
BK	1	16.2 m ²	Baik
UKS	2	36 m ²	Baik
PMR/Pramuka	1	72 m ²	Baik
OSIS	1	22.95 m ²	Baik
Mushola	2	432 m ²	Baik
Parkir	1	1200 m ²	Baik
Ruang Ganti	2	28 m ²	Baik
Koperasi	2	45 m ²	Baik
Lapangan Olahraga	1	752 m ²	Baik
Lapangan Upacara	1	729 m ²	Baik

B. Presentation Specific Data

1. The Implementation of Socio-Affective Strategies at Eighth Grade B Class at SMP Ma'arif 1 Ponorogo in Academic Year 2019/2020

Every teacher in each school applied a different method in teaching speaking. It is caused by the condition, students' abilities, facilities, and policies in every school were different. By choosing a suitable method in teaching speaking, the teacher could create an active class. On the other hand, students would be interested in speaking and got a good mark in the examination.

In preparation for the learning activities, a teacher has to plan things that will be made and used in conducting the learning activities, including a selection of appropriate learning strategies. In the election of learning strategies, a teacher, of course, has a reason why the strategies is used. The teacher in SMP Ma'arif 1 Ponorogo

applies socio-affective strategies in teaching speaking at the Eighth years. Mrs. Ary Zandy Faradilla reveals the implementation of socio-affective strategies as follows:

From the observation done by the researcher on the first day on February, 06th 2020, the implementation of socio-affective strategies is as follows: Before starting the lesson, the teacher prepared the lesson. The teacher prepared a lesson plan for this lesson. Besides that, the teacher also prepared the material that was used for the lesson. The material was taken from books, the internet, and other resources. The teacher prepared the English module, list of attendance and set of assessments. After all, preparation was already, the teacher went to the class. The English lesson was about 2 hours, each hour for around 40 minutes.

The classroom is at Eighth Grade B Class, The condition of the class is very clean. Eighth Grade B Class had 28 students. The teacher starts the lesson by saying a greeting and reciting a Holy Qur'an. After the teacher gave the apperception, the teacher gave the material (presentation). Teachers explained and discussed "Present continuous tense". The student listened to the explanation and asked questions when they found difficulty in understanding the material. The teacher gave an example of how to write a correct sentence into the present continuous tense. Then, the teacher divided students into 7 teamwork. After it, the teacher asked students to discuss how to make a sentence into the present continuous tense. After that, the teacher asked every student of each group shows their sentences in front of the class. the teacher gave some evaluation. Generally, the student feels confident when they explanation with the English language. After that, the teacher reviewed the materials and concluded. The class was done. ⁶⁴

⁶⁴ Look at Observation Transcript number: 02/O/06-02/2020

Based on observation, the implementation of socio-affective strategies are as follows:

1) Preparation

Every learning process must have good arrangement. Good arrangement gives a contribution to how the class will run. Besides that, it can make the class well organized. The English teacher: Mrs. Ary Zandy Faradilla follows as:

- a) Preparing a lesson plan. A lesson plan is used to describe the procedure or implementation of the technique in the learning process to reach the particular basic competence stated in the content standard.
- b) Preparing material is taught in teaching speaking by using this strategies and media from relevant books, internet, and other resources.
- c) Preparing teaching media that are used to support the teaching and learning of socio-affective strategies. The kind of learning strategies are chosen based on the material and the theme is the next book.⁶⁵

2) Application

The presentation of the application of socio-affective strategies in teaching speaking in speaking class at the Eighth Grade B Class of SMP Ma'arif 1 Ponorogo is divided into three activities, there are pre-activities, whilst activities, and post activities.

a) Pre-activity

In pre-activity are the activities are done by the teacher before the teaching and learning process is started. These activities include:

⁶⁵ Look at InterviewTranscript number: 01/I/12-02/2020

(1) Greeting

In the first meeting, the teacher says greeting to the students. Then, the teacher guided the students reciting a holy Qur'an. After that, the teacher asks whether anyone is absent or not. Further, the teacher builds the students' motivation in the teaching and learning process as a part of Affective Strategies (Making positive statements) intending to increase their enthusiasm for learning English.

(2) Apperception

The teacher gives apperception to stimulate the student's prior knowledge by asking them some questions related to the material.

b) Whilst activity

Whilst activities are the activities conducted by the teacher during the teaching and learning process. These activities are:

(1) The first step of teaching, usually it will take time around 5 minutes. In the preparation stage, the teacher will be giving the material to the students.

This activity can be a simple discussion between teachers and students.

The teacher also applied social strategies namely Asking Questions.

Furthermore, the teacher can start to interact with the students by asking a simple question:

(a) What do you know about present continuous tense?

(b) What is the purpose of our material today?

(2) The second step of teaching is teachers share the paper contains present continuous tense to every student. After that, the teacher gave some explanation about the material.

(3) The third step of teaching is the give instruction for the students to make a group, every group contains four students. Then, the teacher gives instructions again for the students to read and discuss how to make a correct sentence into present continuous tense.

(4) The fourth step of teaching is that the teacher instructed every group to present their work in front of the class with explained in English language. The teacher also applied social strategies namely cooperating with others.⁶⁶

c) Post activity

Post activity is a closing part of teaching. In this step, the teacher must give some feedback to the students about their work. For example, if the students explain with the wrong answer, the teacher can be corrected the answer of the student. And then, the teacher allows the students to conclude the material. The teacher completes a conclusion for the students and gives the standing applause for all the students as a part of affective strategies that is rewarding yourself.

3) Evaluation

Evaluation is very important aspect in teaching and learning process. Evaluation conducted to determine the result of the learning process. In this evaluation, the teacher giving evaluation in oral presentation/oral performance, it means that the teacher gives scoring to the students from the students to perform presentation ideas in front of the class and process teaching and learning. On the other hand, the teacher evaluates children's speaking through aspects of pronoun,

⁶⁶ Look at InterviewTranscript number: 02/I/12-02/2020

word organization, and fluency. One important thing to expect is that students can feel confident when they speak without fear of making mistakes.⁶⁷

The data above supported by an interview with the English teacher in Eighth Grade B Class on February, 12th 2020. This is an interview with Mrs. Ary Zandy Faradilla about the implementation of socio-affective strategies, as follow:

"In short, the implementation of this strategy divided into three steps, there are pre-activities, whilst activities, and post activities. In pre-activities, I say hello and check student's attendance. In whilst activities, I explain the material to be learned, share the present continuous tense, have the students discuss with the group, and presentation in front of the class. In post activities, I review, and discuss the material today and chose the lesson with the little motivation".⁶⁸

Besides the interview, the researcher also does observation. Researchers entering the area of SMP Ma'arif 1 Ponorogo, the researcher's mind became a fresh mind, because the researcher saw the building are new. After waiting an hour break was complete, the researcher came into class Eighth Grade B Class. The first floor of the west, seemed sweet boys and girls sit neatly. After that, From the observation done by the observer on the first day on February, 06th 2020, the implementation of socio-affective strategies is as follows: Before starting the lesson, the teacher prepared the lesson. The teacher prepared a lesson plan for this lesson. Besides that, the teacher also prepared the material that was used for the lesson. The material was taken from books, the internet, and other resources. The teacher prepared the English module, list of attendance and set of assessments. After all the preparation was already, the teacher went to the class. The English lesson was about 2 hours, each hour for around 40 minutes.

⁶⁷ Look at InterviewTranscript number: 01/I/12-02/2020

⁶⁸ Look at InterviewTranscript number: 03/I/14-02/2020

The classroom is at Eighth Grade B Class, The condition of the class is very clean. Eighth Grade B Class had 28 students. The teacher starts the lesson by saying a greeting. After the teacher gave the apperception, the teacher gave the material (presentation). Teachers explained and discussed "Present continuous tense". The student listened to the explanation and asked questions when they found difficulty in understanding the material. The teacher gave an example of how to write a correct sentence into a present continuous tense. Then, the teacher divided students into 7 teamwork. After it, the teacher asked students to discuss how to make a sentence into the present continuous tense. After that, the teacher asked every student of each group to show their sentences in front of the class. the teacher gave some evaluation. Generally, the student feels confident when they explanation with the English language. After that, the teacher reviewed the materials and concluded. The class was done.⁶⁹

Based on the observation and interview, about using socio-affective strategies at the Eighth Grade B Class of SMP Ma'arif 1 Ponorogo it can be informed that the teaching and learning process of English skills especially in speaking skill by three steps of general, three are pre-activities, whilst activities, and post activities.

Three are several steps that should be done by the students that will help the students to more active in the class. It means that the steps of socio-affective strategies, the students were divided into a group, and then the students read the paper and discuss it with a friend in a group. At the end of class, they had to present their work in front of the class.

⁶⁹ Look at Observation Transcript number: 03/O/06-02/2020

As for the detailed explanation about speaking learning activity used socio-affective strategies is described as follows:

1) First meeting

In the first meeting on the early activity after students pray together, the teacher gave motivation in the teaching and learning process as a part of affective strategies (making positive statements) to increase their enthusiasm for learning English. In the core activity, students learned about the present continuous tense. In this activity, teachers and students used and applied social strategies namely asking questions. The teacher asked the students about the material and also the students asked the teacher when they had the problems. In the last activity, the teacher asked about the students' impression of giving feedback from difficulty, unpopular things, and others. After that teacher closes the meeting with pray together and salam.

2) Second meeting

At the second meeting, like the first meeting. Before the teacher started to learning, she greets the students, asks about their news, and explains the activity for today. The teacher continued on the first meeting about the present continuous tense. From this meeting, the teacher used and applied social strategies namely cooperating with others (cooperating with peers) with a student to make dialogue with their group than practice the dialogue. After that teacher gives some questions to students and students answered. From this activity, the teacher gives some feedback and gave motivation in the teaching and learning process as a part of affective strategies (making positive statements) to increase their enthusiasm for learning English. Furthermore,

Teachers used and applied affective strategies (rewarding yourself) for their students and also make a result of this learning activity and closing the activity.

3) Third meeting

At the third meeting, greeting the same with the first and second meeting because a teacher always applied socio-affective strategies. In the core activity, students learned about the degree of comparison. In this activity, the teacher explains to students the explanation about the degree of comparison. teacher and students used and applied social strategies namely asking questions. The teacher asked the students about the material and also the students asked the teacher when they had the problems.

From the closing activity, the teacher concludes and asked students' perceptions. The meeting was closed by pray together and not forget, teacher, advised to give motivation.

4) Fourth meeting

From fourth meeting activity not different from the third meeting. a teacher continued the material about the degree of comparison. In this meeting, a teacher used and applied social strategies (asking for clarification or verification) when she gives some simulation of how to spell a new vocabulary to the students. When students make a wrong spelled, a teacher gives some clarification. Furthermore, the teacher used and applied social strategies namely cooperating with others (cooperating with peers). Then, the teacher divided students into 7 teamwork. After it, the teacher asked students to make a sentence on how to apply a degree of comparison. After that, the teacher asked

every student of each group shows their sentences in front of the class. The teacher makes the result of this learning activity and closing the activity.

2. The Role of Teacher in Supporting the Socio-Affective Strategies Used by Students in Speaking Class at SMP Ma'arif 1 Ponorogo in Academic Year 2019/2020.

The role of the teacher in supporting socio-affective strategies is important for the implementation of this program. It can be used to measure the programs' success. In this event, the researcher observed the role of teachers in supporting the socio-affective strategies used in speaking class at Eighth Grade B Class of SMP Ma'arif 1 Ponorogo.

On the other hand, teachers play the greatest role in developing students' speaking skills. In line with that, from the conducted observation on February, 13th 2020, the researcher found that the teacher always helps when students face a problem and give an idea of how to solve the problem. So, the students were enthusiastic about participating in learning. Besides, while the result of an interview with Mrs. Ary Zandy Faradilla is as follows:

“At the same time, I always play my role not only limited as the facilitator but also I always work multi-tasking. I can be an organizer, assessor, prompter, motivator, participant, monitor, feedback provider, model, etc. Besides, in using and implementing socio-affective strategies I always position that I am also a student because when we can position us well between being educators and students, we can get more leverage in applying this strategy. If there are things that are less than optimal, I can maximize what is lacking from this strategy”.⁷⁰

Based on the observation and interview result has been done by the researcher, it was known that the role of the teacher in supporting the implementation of socio-affective

⁷⁰ Look at Interview Transcript number: 04/I/14-02/2020

strategies at Eighth Grade B Class of SMP Ma'arif 1 Ponorogo is very important because as a teacher holds an important position in the learning process.



CHAPTER V

DISCUSSION

In this chapter, based on the statements of the problem, the researcher discusses the result of the research. The result of the research taken from the result of the observation, interview, and documentation had to be analyzed. The researcher discusses the result of the research which has done at Eighth Grade B Class of SMP Ma'arif 1 Ponorogo. The discussion explains as follows:

A. The Implementation of Socio-Affective Strategies Used by Students in Speaking Class at Eighth Grade B Class at SMP Ma'arif 1 Ponorogo.

Teaching is a process of transferring knowledge between teachers and students in the teaching environment (school). A teacher needs a method or strategy to create effective teaching speaking. To make the students understand the material easily, the teacher must have an appropriate method or strategies. The English teacher in SMP Ma'arif 1 Ponorogo used socio-affective strategies in teaching students' speaking skills.

The socio-affective strategies encourage students' belief with their own/develop their self-confidence when they should speak in front of the class. Furthermore, Habte-Gabr in Lystiana Nurhayat Hakim and Yuan Yuniar, proposed that socio-affective strategies are strategies that using feelings in the teaching-learning process include empathy between the learners and the instructors to build a positive effect because the relationship between of them is important. They also state that socio-affective strategies are the most stated effective strategies to increase student's learning.⁷¹

In using socio-affective strategies, the students have several strategies. This research involves six strategies for the students. Based on the data analysis on the previous

⁷¹ Lystiana Nurhayat Hakim and Yuan Suniar, "Socio-Affective Strategies in Enhancing Students' Speaking Motivation," Vol. 6 No.1, Jurnal Basis 2019, 128.

part, there were several findings that were found in relation to students' socio-affective strategies.

The first strategy for the students in socio-affective strategies was asking question. In the class, the students were demanded to ask each other and their teachers for clarification and correction to increase their speaking. Based on the data analysis of the observation and interview, it was supported that they did strategies of asking questions because they asked clarification and correction. Furthermore, when they speak in the front of the class when on the group work, they did consider the vocabulary that they were going to speak. If they did not know the pronunciation of the vocabulary, they asked clarification and correction from their friends. Based on the data analysis, it can be concluded that the students used asking questions about clarification and correction with the teachers and their friends. Furthermore, Oxford said that asking questions helps students get closer to the intended meaning and thus aids their understanding.⁷²

The second strategy for the students in socio-affective strategies was cooperating with others. Based on the data analysis, it was found that the students used strategy of cooperating with others. In cooperating with others, the students were demanded to cooperate with their friends. From the data analysis, the students did cooperate with others, but they did not cooperate with proficient users. Based on the data observation and interview, it was supported that the students applied cooperating with others especially with their friends or peers and did not applied cooperate with proficient users. The strategy of cooperating with others is a good opportunity for the students to develop their English proficiency if they can train themselves to practice English language. Furthermore, Oxford

⁷² Rebecca L.Oxford, *Language Learning Strategies: What Every Teacher Should Knows*. (Boston: University of Alabama:1990), 145.

said that cooperative learning consistently shows the following significant effects: increase confidence and enjoyment, greater and more rapid achievement, more respect for the teacher, stronger language learning motivation, and more language practice opportunities.⁷³

The third strategy for the students in socio-affective strategies was empathizing with others. In empathizing with others, the students was apply this strategy. Based on the observation and interview, it was supported that the students applied empathizing with others succesfully. For examples, in the main activity, when their friends can not understood, their friends who more understood gave the explanation in the simple ways. However, social strategies, can help all students increase their ability to emphathize by developing cultural understanding and becoming aware of others' thoughts and feelings.⁷⁴

The fourth strategy for the student in socio affective strategies was encouraging yourself. In the class, The teachers used encouraging yourself strategy such as making positif statement and rewarding yourself. For the examples, the teachers gave some motivation and always appreciate the efforts of their students by giving awards like applause, etc. This strategy that the teacher applied was suitable with the effective ways in teaching speaking class. This strategy traying to give a description of being a teacher is not just limited to providing knowledge but to be a figure who provides motivation to their students.

From four strategy of socio-affective strategies that the teacher applied ,these strategies were employed in the speaking class. This strategies very effective used at speaking class. Furthermore, Oxford said that that affective strategies help to regulate emotions, motivation, and attitudes. Meanwhile, social strategies help students learn through

⁷³*Ibid*, 146.

⁷⁴ *Ibid*, 146.

interaction with others.⁷⁵ Besides, O'Malley and Chamot in Lystiana Nurhayat Hakim and Yuan Suniar proposed that socio-affective strategies helps the learners regulate and control emotions, motivations, and attitudes toward learning, as well as learners learn through contact and interacton with with others.⁷⁶ In addition, researcher fined that these all the the characteristic of socio-affctive strategies. Those characters are as follow:

1. Focused on cause to emerge cultural understanding and becoming aware of others' thoughts and feelings.
2. Permit students to become more self-directed.
3. Are flexible.
4. Assist to the main goal, communicative competence.
5. It requires group cooperation and interaction.
6. Concentration to the lesson.

Those all are how socio-affective strategies method implemented in building students' speaking skills at 8th Grade B Class students of SMP Ma'arif 1 Ponorogo.

B. The Role of the Teacher in Supporting Socio-Affective Strategies Used by Students In Speaking Class at Eighth Grade B Class at SMP Ma'arif 1 Ponorogo.

As one of the educational activities, teaching speaking holds an important role that must be conducted truly, therefore the role of the teacher is very important. English Foreign Language (EFL) teachers play the greatest role in developing students'speaking skills. Harmer said that a teacher is like a gardener because he/she plants the seeds and watches

⁷⁵ *Ibid*, 135.

⁷⁶ Lystiana Nurhayat Hakim and Yuan Suniar, "Socio-Affective Strategies in Enhancing Students' Speaking Motivation," Vol. 6 No.1, Jurnal Basis 2019, 128.

them grow.⁷⁷ Students are the field and the seed is seen as the knowledge planted by educators. As gardeners take very good care of the flowers of the rose, water them when necessary, the teacher also plays different roles in the lives of the students not only by planting knowledge in them but also acting as a model in the classroom and outside it with their personal lives.

Furthermore, Vilar in Salcuk Koran proposed that teachers have two primary functions in education: the managerial and the instructional functions.⁷⁸ The latter refers to the conditions that teachers create for learning to take place and the other is the knowledge that the teachers impart in the classrooms. Teachers should undertake these functions synchronously for streamlined language instruction because they can not be separated.

In English Language Teaching classes teachers are expected to teach effectively, to guide students and to keep order in the classroom. Furthermore, Leu in Salcuk Koran state that the most crucial role teachers are expected to play in providing and maintaining a good quality of education.⁷⁹ To achieve this quality, teachers should be promoted to use their energy, knowledge along with motivation. Thus, teachers should play various roles according to the skills and needs of the learners. The roles teachers play in English Language Teaching (ELT) field are mostly of an assessor, organizer, facilitator, prompter, motivator, participant, monitor, model, etc. Furthermore, according to Jeremy Harmer, There are three important roles that teachers can play if they want to get their learners to speak fluently. There are prompter, participant, and feedback provider.⁸⁰

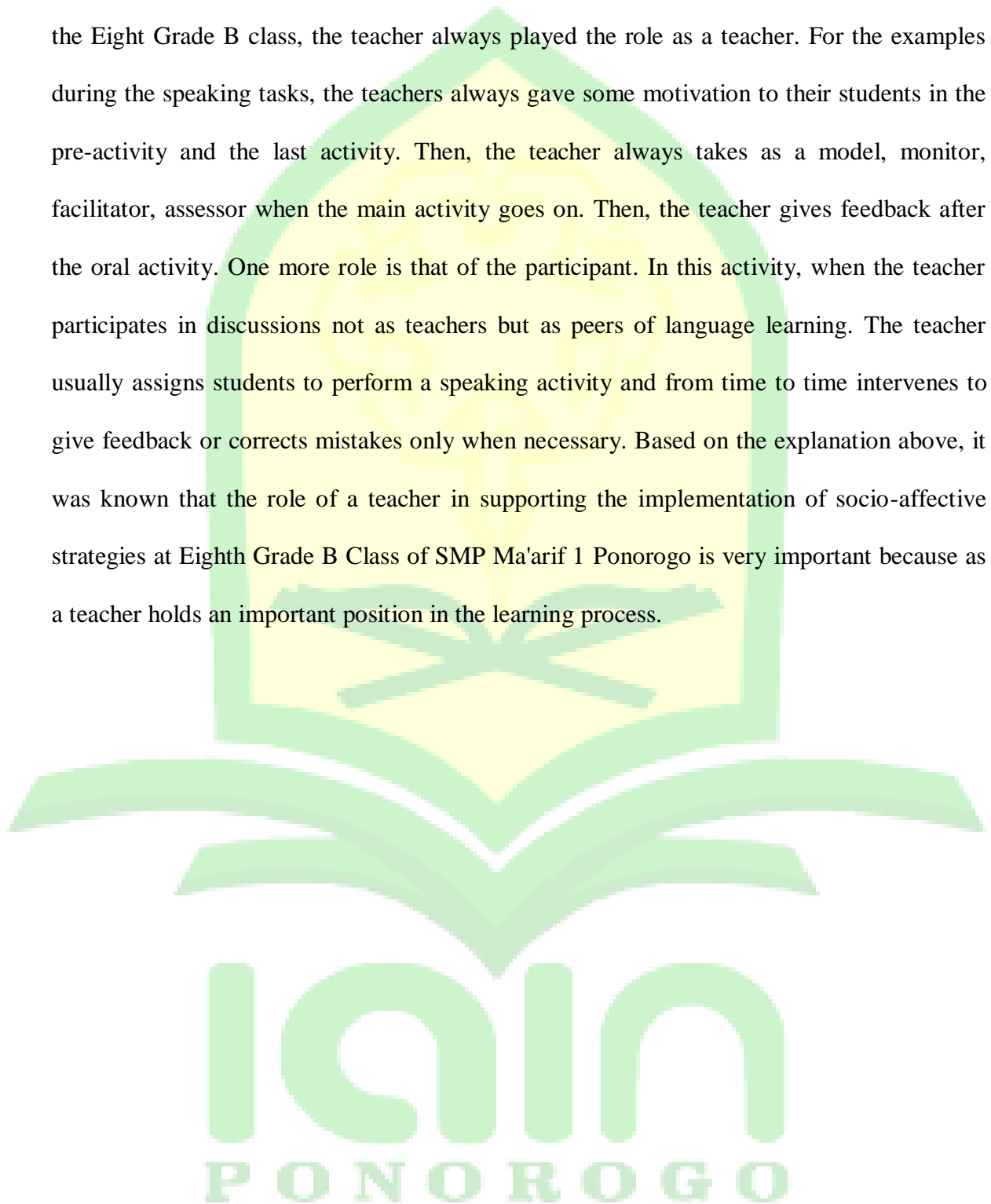
⁷⁷ Harmer, J, *The Practice of English Language Teaching* (4th ed.) (London, Pearson Longman, 2007), 107

⁷⁸ Salcuk, Koran, “*The Role of Teachers In Developing Learners Speaking Skill*,”. (Researchgate, 2015), 407.

⁷⁹ *Ibid*, 407.

⁸⁰ Harmer, J, *The Practice of English Language Teaching* (4th ed.) (London, Pearson Longman, 2001), 275-276.

On the other hand, based on the observation and interview with the teachers and students at Eighth Grade B Class of SMP Ma'arif 1 Ponorogo, the researcher found that in the Eight Grade B class, the teacher always played the role as a teacher. For the examples during the speaking tasks, the teachers always gave some motivation to their students in the pre-activity and the last activity. Then, the teacher always takes as a model, monitor, facilitator, assessor when the main activity goes on. Then, the teacher gives feedback after the oral activity. One more role is that of the participant. In this activity, when the teacher participates in discussions not as teachers but as peers of language learning. The teacher usually assigns students to perform a speaking activity and from time to time intervenes to give feedback or corrects mistakes only when necessary. Based on the explanation above, it was known that the role of a teacher in supporting the implementation of socio-affective strategies at Eighth Grade B Class of SMP Ma'arif 1 Ponorogo is very important because as a teacher holds an important position in the learning process.



CHAPTER VI

CLOSING

To complete this study, the researcher would give some conclusions and offer some suggestions for the teacher, students, and the next researchers.

A. Conclusion

Based on the findings of the research and discussion, then proposed the following conclusion:

1. The implementation of socio-affective strategies is divided into three activities. Pre activities, main activities, and last activities. In pre activities, there are two activities, greeting and apperception. In main activities, the teacher divides the students in some group, giving material and tasks, discussion process, and presentation. In the last activities, the teacher gave an evaluation and motivation.
2. Those the role of the teacher is as follow in supporting the implementation of socio-affective strategies at Eighth Grade B Class of SMP Maarif 1 Ponorogo is very important because as a teacher holds an important position in the learning process. The roles teachers play in English Language Teaching (ELT) field are mostly of an assessor, organizer, facilitator, prompter, motivator, participant, monitor, model, etc

B. Recommendation

Based on the result of the using socio-affective strategies in speaking class at Eighth Grade B Class at SMP Ma'arif 1 Ponorogo, the researcher has some recommendation as follow:

1. For the English Teacher
 - a. Increase the students' motivation and interest in English learning.

- b. Create a more conducive and enjoyable class.
- c. More motivated the students to more active in learning and love to speak English much.

2. For the Institution

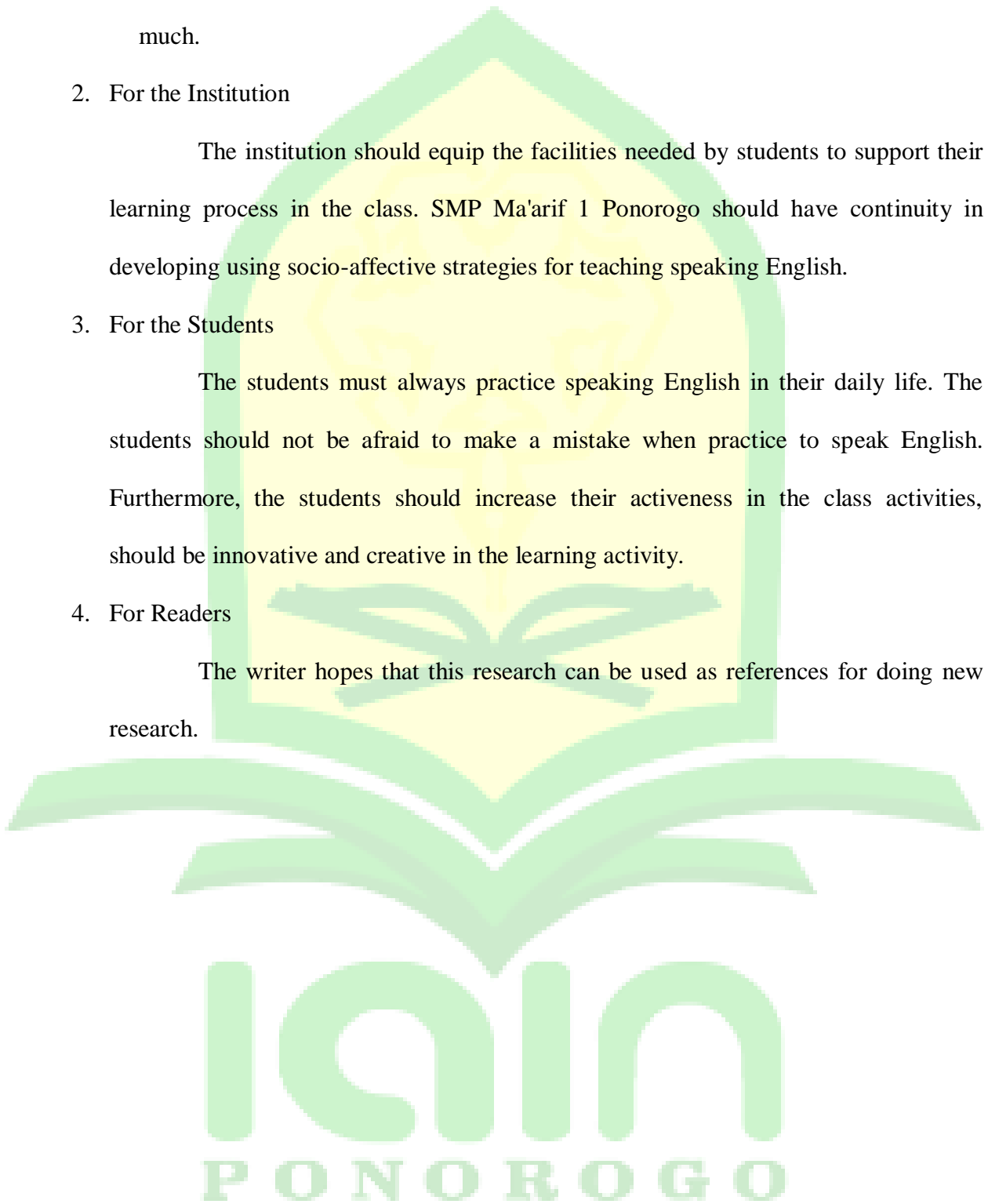
The institution should equip the facilities needed by students to support their learning process in the class. SMP Ma'arif 1 Ponorogo should have continuity in developing using socio-affective strategies for teaching speaking English.

3. For the Students

The students must always practice speaking English in their daily life. The students should not be afraid to make a mistake when practice to speak English. Furthermore, the students should increase their activeness in the class activities, should be innovative and creative in the learning activity.

4. For Readers

The writer hopes that this research can be used as references for doing new research.



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