

**AN ANALYSIS OF SOCIO-AFFECTIVE STRATEGIES USED
BY STUDENTS IN SPEAKING SKILL: A Case Study at
Muhammadiyah University of Makassar**



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Partial Fulfillment of the
Requirement for the Degree of Sarjana Pendidikan in English Department*

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ABSTRACT

A. GINA ALFIYAH KARINA. 2021. *An Analysis of Socio-Affective Strategies Used by Students in Speaking Skill: A Case Study at Muhammadiyah University of Makassar* A thesis of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by Nurdevi Bte Abdul and Sujariati.

This research was aimed at finding out (1) The socio-affective strategies students used in speaking skill, (2) How the students apply the socio-affective strategies in their speaking skill, and (3) Why the students applied socio-affective strategies. The numbers of the subjects are four students, two female and two male. These research subjects are English Education students at Muhammadiyah University of Makassar, and the object of this study is to know students' socio-affective strategies in speaking skill. The instruments which are used to collect the data are observation and interviews. Data analysis are using reading/memoing, describing, and classifying data.

A result of the data analysis showed that all students used socio-affective strategies, including: (1) asking for clarification, (2) cooperating, (3) self-talk, and (4) self-reinforcement in their speaking. The students applied all those types of socio-affective strategies, but they had main types which frequently used. The students claimed that the Socio-affective strategies very useful for them, such as self-talk encourage students to be more relaxed before speaking and self-reinforcement, cooperation, and asking for clarification, motivated to improve speaking skills by interacting with their friends, lecturers or native speaker. Based on the data obtained, the research concludes that the Socio-Affective strategies gave benefits to students' speaking.

Keywords: *Socio-Affective Strategies, Types of the Strategy, and Speaking Skill.*

ABSTRAK

A. GINA ALFIYAH KARINA. 2021. Analisis Strategi Sosio-Afektif yang Digunakan Siswa dalam Keterampilan Berbicara: Studi Kasus di Universitas Muhammadiyah Makassar Tesis Jurusan Bahasa Inggris, Fakultas Pelatihan Dan Pendidikan Guru, Universitas Muhammadiyah Makassar. Dipandu oleh Nurdevi Bte Abdul and Sujariati.

Penelitian ini bertujuan untuk mengetahui: (1) Tipe strategi Sosio-Afektif yang digunakan siswa dalam keterampilan berbicara, (2) Bagaimana siswa mengaplikasikan strategi Sosio-Afektif dalam keterampilan berbicara mereka, dan (3) Mengapa mereka menggunakan strategi Sosio-Afektif dalam keterampilan berbicara mereka. Penelitian ini memutuskan 4 siswa, 2 perempuan dan 2 laki-laki dari Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar sebagai subjek penelitian. Penelitian ini menggunakan wawancara untuk pengumpulan data.

Hasil analisis data penelitian ini menunjukkan, semua siswa menggunakan strategi sosio-afektif seperti (1) Bertanya untuk Klarifikasi, (2) Kerja sama. (3) Berbicara Sendiri, dan (4) Penguatan Diri. Para siswa mengaplikasikan semua tipe strategi Socio-Afektif, tapi mereka memiliki satu tipe yang paling sering mereka gunakan. Para siswa mengklaim bahwa stratgei Sosio-Afektif sangat berguna bagi mereka, seperti berbicara sendiri mendorong siswa menjadi lebih tenang sebelum berbicara dan penguatan diri, kerja sama, serta menanyakan klarifikasi memotivasi mereka untuk meningkatkan keterampilan berbicara mereka dari berintraksi dengan orang lain.

Berdasarkan data yang diperoleh, penelitian menyimpulkan bahwa strategi sosio-afektif memberikan manfaat terhadap keterampilan berbicara siswa

Kata Kunci: Strategi Sosio-Afektif, Tipe Strategi, dan Keterampilan Berbicara.

MOTTO:

**"THIS IS JUST ONE OF MANY THINGS; EVERYTHING WILL BE
OKAY. LET'S BE HAPPY!"**

**"FOR INDEED, WITH HARDSHIP [WILL BE] EASE. INDEED, WITH
HARDSHIP [WILL BE] EASE."
-Q.S. AL-INSYIRAH (94:5-6)**

DEDICATION

A Thesis for My Beloved Family

Especially for My Lovely Father,

My Strongest Mother,

My Best Sisters,

My Best Friend

Also,

My self

I deserve this a billion times.

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February 2021, Makassar

The researcher

A. Gina Alfiyah K.

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CHAPTER I

INTRODUCTION

A. Background

In learning English, there are four skills that students have to master, such as listening, speaking, writing, and reading. The following discussion in this paper is mainly focused on speaking. According to Sa'diyah (2010), speaking is used to express and translate thoughts, ideas, and feelings into the spoken form. Hence, speaking plays an important role in communicating.

Although speaking is an important role, some Indonesian students think speaking is the hardest aspect and becomes not confident when required to speak English, especially in speaking class. Furthermore, the students also could not develop their cultural understanding to increase their knowledge of English culture. They did not empathize, especially with native speakers. They thought that they were not able to speak English. They were afraid of making mistakes in using English to talk even though they have enough vocabulary. They become not confident, making them so frightened, cannot think clearly, and cannot concentrate. They have lost the words and sentences in their mind. They are difficult to expressing words, sentences, or ideas in English. According to Dincer & Yesilyurt (2017), speaking skills are considered difficult skills among the other four skills (writing, speaking, listening, and reading).

In this case, having the self-confidence to speak is needed to make them able to speak English well. So, they need to find an effective strategy to motivate themselves in speaking English. Based on Sa'diyah (2010), students need to

regulate and control emotions, motivations, and attitudes toward learning to improve their speaking. Good control can help them to learn through contact and interaction with others.

Because of the issues above, this research aims to know a strategy that students use to improve their speaking skills. The strategies were a great help to encourage students to reveal words, sentences, or ideas in their way and made them feel confident to speak out everything in their mind, especially when they have an interaction with others. The researcher believes that there are so many strategies for improving speaking skills. With this strategy, besides improving their speaking skills, they can be more confident in interacting with others, especially using English. The strategy is Socio-affective strategies.

According to Mehrgan (2013), Socio-affective strategies are strategies associated with mediating social activity and transacting with others. This strategy can apply to every teacher in the teaching and learning process, especially in speaking English, and this strategy has many advantages for the teacher and the students. Tajzadeh et al. (2013) explained that the advantages of using socio-affective strategies could lower anxiety by using some mental technique and can solve the problems through teacher-student, peer interaction, or interaction with a native speaker. Besides, socio-affective strategies can lead to better performance in speaking ability.

The studies about Socio-affective strategy in student's speaking skills are abounding. The first is the study by Hakim & Suniar (2019). This study's objective was to find how the teacher used socio-affective strategies to enhance

students' motivation in speaking. This study involved 21 students and an English teacher. The result had positive toward using socio-affective strategy in teaching speaking and helped the students enhance their motivation and confidence in speaking. The similarity between the research above and this research is using socio-affective strategies in speaking skills. The difference is in the research is the research above is aim to improve students' motivation, but in this research is aim to know students' strategy in their speaking skill.

The Second is the study by Christie and Listyani (2018). The objective of this study was to find teachers' strategies to improve students' self-confidence in speaking. This study involved 30 students and 4 English teachers. The study had a positive result that the strategy successfully improved students' self-confidence in speaking and got some benefits, enhanced students' speaking, helped them in their pronunciation, increased their vocabulary, and made a class speaking more fun. The similarity between the research above and this research is in improving students' self-confidence in speaking skills. The difference is in the research is the research above focused on teachers' strategies, but this research only focuses on socio-affective strategies.

The third is the study by Sa'diyah (2010). This study's objective was to determine students' self-confidence in speaking before implementing Socio-affective strategies. This study involved 39 students from the 2nd grade of Junior high school. The results of the research are that using Socio-affective strategies can improve students' self-confidence in speaking English. The similarity between the research above and this research is using socio-affective strategies. The

difference is in the research approach that research is Classroom Action Research, but this research is a qualitative case study.

Based on the previous related study above, the researcher indicates that Socio-affective strategies could be improving students speaking skills. After discussing the positive references regarding the use of Socio-affective strategies above, the researcher also expects to get some good results in the same English skill with the different participants. That might be different results. The researcher also concerns with analyzing students' socio-affective strategies at the Muhammadiyah University of Makassar in their speaking skills. The Socio-affective strategies used by students in improving their speaking skills will be explaining in the next chapter.

B. Research Problem

Related to the background above, the writer formulates a research problem as:

1. What are the Socio-Affective strategies used by the students in their speaking skills?
2. How do the students apply the Socio-Affective strategies in their speaking skills?
3. Why the students apply Socio-Affective strategies?

C. The Objective of The Study

Based on the research problem above, the objective of this research is :

1. To know Socio-Affective strategies in students speaking skills.
2. To know how Socio-Affective strategies are applying in their speaking skills.
3. To know why students apply Socio-Affective strategies.

D. Significance of The Study

This research expects to be beneficial information for many people in the learning process, such as:

1. For educationists, this research is expected to contribute theoretically and practically to English teaching development.
2. For the students, this research is expected to give them a way to learn English and make them confident to speak English.
3. For the researcher, this research is expected to contribute to the researcher who wants to conduct more complex research.

E. Scope of The Study

This research will analyse students' socio-affective strategies in their speaking skills and know-how and why they use those types of socio-affective strategies in their speaking skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The researcher uses three previous studies. The first is Hakim and Suniar (2019) research, in their thesis entitled: Socio-Affective Strategies in Enhancing Students' Speaking Motivation. Their study aims to find ways for teachers to use socio-affective strategies to enhance students' motivation in speaking English and describe students' perceptions of socio-affective strategies in increasing speaking motivation. Their thesis explained how socio-affective strategies could enhance students' speaking motivation. The similarity between the research above and this research is using socio-affective strategies in speaking skills. The difference is in the research is the research above is aimed to improve students' motivation, but this research is aim to know students' strategies in their speaking skills.

The second research is the research by Christie and Listyani (2018), in their thesis entitled: Teachers' Strategies to Improve Students' Self-Confidence in Speaking. Their study aims to find teachers' strategies to improve students' self-confidence in speaking at SMK 1 and SMK 2 in Tamiang Layang. The similarity between the research above and this research is strategies in speaking skills. The difference is in the research is the research above focused on teachers' strategies, but this research only focuses on socio-affective strategies.

The third research is the research by Sa'diyah (2010), in her thesis entitled: The Implementation of Socio-affective strategies to Improve Students'

Self-confidence in Speaking (A Classroom Action Research with Students Grade VIII A At SMP Pondok Modern Selamat – Kendal In the Academic Year of 2009/2010). This study aims to analyze students' self-confidence in speaking before and after the implementation of Socio-affective strategies. The similarity between the research above and this research uses socio-affective strategies in speaking. The difference is in the research approach that research is Classroom Action Research, but this research is a qualitative case study.

B. Some Pertinent Ideas

1. Concept of Speaking

a. Definition of Speaking

Speaking is an important skill in learning English that students should master, besides reading, listening, and writing. Speaking has many functions, such as to express an idea, feeling, and thought orally. Speaking is needed in communication because speaking as a tool to interact with other people.

There are so many definitions of speaking, according to the experts. Nunan (2006) states speaking as the use of language confidently and quickly with fluency. Speaking is the ability to speak fluently and presupposes not only to process information or language directly or 'on the spot,' but also the ability to get knowledge of language features. (Harmer, 2007)

According to Putra (2017), speaking is the main instrument in communication. It conveys or expresses the speaker's thoughts and ideas to the listener as a two-way process, including producing, receiving, and processing

information. While Abdul (2013) states that speaking uses the word and produces the sound to express ourselves, ideas, feelings, thoughts, and needs are ordinary.

Fulcher (2003) in Anita (2016) defines speaking as using language to communicate with two or more people as participants. Therefore, the researcher concludes that speaking can express ideas, feelings, thoughts, and process information by interacting with other people orally.

b. Aspects of Speaking

As quoted in Putra (2017), Brown (1980) states that speaking should fulfil three aspects:

- a. Fluency is the ability to speak accurately and fluently. Signs of fluency are a reasonably fast speed of speaking and only a small number of pauses.
- b. Pronunciation is the ability to produce easily understandable articulation.
- c. Comprehension is the ability to understand speakers' intentions and general meaning.

Quoted in Handayani (2012), Haris (1974) states that speaking has some aspects, such as

- a. Pronunciation refers to the persons' way of pronouncing the words. People who are learning English as a foreign language should understand and use English pronunciation and other skills.
- b. Grammar is the study of the system, structure, rules, and pattern of language.

- c. Fluency refers to the person's way of expression quickly and easily when he has a dialogue with another person.
- d. Vocabulary refers to the words used in language. Vocabulary is important in learning English, especially speaking, because, without words or vocabulary, we can't speak at all.
- e. Accuracy is related to the closeness of a measurement with the true value of the quantity under measurement.
- f. Comprehension is the ability to understand the speakers' intention and general meaning.

Based on the explanation above, there are five aspects of speaking: fluency, grammar, pronunciation, vocabulary, and comprehension.

c. Types of spoken language

According to Sa'diyah (2010) states there square measure two kinds of spoken language, there are:

a) Monologue

In monologues, once one speaker uses spoken language for any length of time, as in speeches, lectures, readings, and news broadcasts, the hearer must process long stretches of speech without interruption. The monologue is split into two terms; they are planned and unplanned.

b) Dialogue

Dialogues are involved two or a lot of speakers. They might be divide into those exchanges that promote social relationships (interpersonal) and people that the aim is to convey propositional or factual information (transactional).

d. Problems in speaking

In mastering English speaking skills, some problems may appear in the mastering process. For instance, according to Afisa (2015), students feel anxious about speaking English because they find it difficult to use words appropriately. Furthermore, Putra (2017) states several reasons for speaking class problems: there is a fear of losing face, low proficiency in the target language, personality, and lack of confidence. The other similar factors come from Normawati and Muna (2015) say that students' obstacles in speaking activities are the inability to deliver words and feel shy in speaking. Thus, as a result, some factors affect students' speaking, such as anxiety, low confidence, shyness, and difficulty expressing an idea, words, or inappropriate sentence way.

e. Three areas of knowledge in speaking

Sa'diyah (2010) mentions language learners need to recognize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.

- b. Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- c. Social and cultural rules and norms (turn-taking, rate of speech, relative roles of participants): understanding how to take into account who is speaking, whom, in what circumstance, about what, and for what.

2. Language Learning Strategies

a. Definition of Language Learning Strategies

Learning strategies are needed in practising English, especially in speaking skills. There are so many definitions of language learning strategies by experts. Oxford (1990) defines learning strategies as steps that students take in enhancing their learning. Scarcella in Murcia (2001) states that learning strategies are defined as behaviours, specific actions, steps, or techniques such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task-used by students to enhance their learning.

O'Malley and Chamot (1990) in Yamith (2010) define language learning strategies as special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information. By those definitions above, the researcher can conclude that language learning strategies can help students become better and confident learners. In this research, the researcher will focus on socio-affective strategies.

b. Categories of Language Learning Strategies

Oxford (1990) in Maulid (2020) described language learning strategies as memory, cognitive, compensation, metacognitive, affective, and social strategies. In comparison, O'Malley and Chamot (1990) in Yamith (2010) divide language learning strategies into three main categories: metacognitive, cognitive, and socio-affective. (See table 1).

Table 2.1: Categories of Language Learning Strategies

O'Malley and Chamot (1990)	Oxford (1990)
Metacognitive strategies: Express executive function and involve planning, monitoring, and evaluating learning activities. Cognitive strategies: Limited to specific learning tasks and involve more direct manipulation of the learning material itself. Socio-affective strategies: Related to mediating social activity and transacting with others.	Direct strategies: Directly involve the mental processing of the target language. <i>Cognitive strategies</i> are the mental strategies learners use to make sense of their learning, <i>memory strategies</i> are used to store information, and <i>compensation strategies</i> help learners overcome knowledge gaps and continue communicating. Indirect strategies: Support and manage language learning without directly involving the target language. <i>Metacognitive strategies</i> help learners to regulate their learning. <i>Affective strategies</i>

	are concerned with the learner's requirements, such as confidence, while <i>social strategies</i> lead to increased interaction with the target language.
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Based on Yamith (2010), the concept of learning strategies by O'Malley and Chamot (1990) refers to the interaction and affective control through peer cooperation, interaction with others, mediating social activities, and asking clarification questions, self-talk, and self-reinforcement. To Oxford (1990), effective strategies consist of lowering one's anxiety, encouraging oneself, and taking one's emotional temperature, whereas social strategies deal with asking questions, cooperating with others, and empathizing with others.

3. Socio-Affective Strategies

a. Definition of Socio-Affective Strategies

In English learning and teaching, teachers need a strategy to achieve their students' goals, such as improving students' self-confidence, enhancing students' speaking skills, etc. One of the strategies that teachers can be used is socio-affective strategies. According to Oxford (1990), Saeidi & Khaliliaqdam (2013) defines socio-affective strategies that are non-academic and deal with intriguing learning by setting up a level of empathy between the instructor and students. They consist of considering factors such as emotions and attitudes.

O'Malley and Chamot (1990) in Abelardo (2017) define socio-affective strategies as strategies that help learners regulate and control emotions,

motivations, and attitudes toward learning and help learners learn through contact and interaction. Mehrgan (2013) states that socio-affective strategies are the types of strategies associated with mediating social activity and transacting with others. Based on the definition of socio-affective strategies from some experts, the researcher can conclude that socio-affective strategies help learners control their emotions, attitude, and social interaction with others.

b. Types of Socio-Affective Strategies

Brown (2007) in Sa'diyah (2010) stated the socio-affective strategies divided into two subs strategies:

- 1) Asking Questions: The learners may ask questions for clarification to their teacher or native speaker (asking for repetition, explanation, paraphrase, or examples). Otherwise, the learners also may ask for correction when they are difficult to pronounce words or know the good pronunciation of their teacher or native speaker.
- 2) Cooperation: the language learners may use the cooperative strategy to do their work to get feedback and more information from other learners. The learners can work with native speakers, usually done outside the classroom when there is a school visit to a tourist spot that many tourists generally visit (native speakers).

Besides that, as quoted in Yamith (2007), O'Malley and Chamot (1990) discussed socio-affective strategies that refer to interaction and affective control through questioning for clarification, cooperation, self-talk, and self-

		wisely, and rewarding yourself (Oxford, 1990)
	Taking one's emotional temperature	Listening to your body; using a checklist; writing a language learning diary; discussing your feelings with someone else (Oxford, 1990)
	Self-talk	Reducing anxiety by using mental techniques that make one feel competent to do a learning task (O'Malley and Chamot, 1990)
Social Strategies	Asking questions	Asking for an explanation, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to the self (O'Malley and Chamot, 1990) Asking for clarification and asking for correction (Oxford, 1990)
	Cooperating with peers (others)	Working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance (O'Malley and Chamot,

reinforcement. They are the main socio-affective strategies, which are defined as follows:

- a. Questioning for Clarification: Asking for an explanation, verification, rephrasing, or examples about the material or the task; self-questioning.
- b. Cooperation: Peer work to solve a problem, pool information, learning task checking, language activity modelling, and feedback on oral or written performance.
- c. Self-talk: Reducing anxiety by using mental techniques.
- d. Self-reinforcement: Providing personal motivation by arranging a reward for oneself.

According to Yamith (2007), there is a complete list of socio-affective strategies. (See table 2).

Table 2.2: Complete List of Socio-Affective Strategies

Socio-Affective Language Learning Strategies		
Affective Strategies	Lowering one's anxiety	Using progressive relaxation, deep breathing or meditation; using music, and using laughter (Oxford, 1990)
	Encouraging oneself (self-reinforcement)	Providing personal motivation by arranging rewards for oneself when a language learning activity has been complete (O'Malley and Chamot, 1990) Making positive statements; taking risks

		1990) Cooperating with peers and cooperating with proficiency users of the new language (Oxford, 1990)
	Social-mediating activities (Exposing oneself to social activities in TL) and transacting with others	Active participation in learning tasks, start and maintain conversations (show interest, use follow-up questions, make comments, etc.)
	Empathizing with others	Developing cultural understanding and becoming aware of others thoughts and feelings (Oxford, 1990)

Based on the explanation above, the researcher concludes that there are four types of socio-affective strategies: questioning for clarification, cooperation, self-talk, and self-reinforcement. In this research, the researcher not focuses on one type and focuses on all types of socio-affective strategies that are questioning for clarification, cooperation, self-talk, and self-reinforcement. The researcher wants to know what the types that appeared on the students are.

c. Socio-Affective Strategies in Speaking

The socio-affective strategies concern how learners elect to interact with other learners or their teacher. If possible, they may interact with native

speakers. Syafri (2016) states that Socio-Affective strategies can be regarded as a powerful approach for English learners to accelerate their speaking skills and vigorously interact with a native speaker. Sa'diyah (2010) mentions socio-affective strategies ranked as the most effective strategies for enhancing students' learning. Socio-affective strategies help learners in learning and make them will be able to learn through contact and interaction with others and to get their self-confidence in speaking English.

Aswati (2019) states that in learning to speak, the students can apply socio-affective strategies in two strategies: asking for clarification and correction and cooperating with others. In asking for clarification and correction, the students can make small conversations with their friends or teacher and ask for clarification about the topic they do not understand. Students may ask for some explanations from the teacher when they find difficulties. And the teacher has to explain to make them understand the subject.

The second strategy in socio-affective is cooperating with others. This strategy consists of two strategies: Cooperating with peers and cooperating with proficient users of the new language. By those strategies helps students to develop and evaluate their performance, especially using cooperating with others.

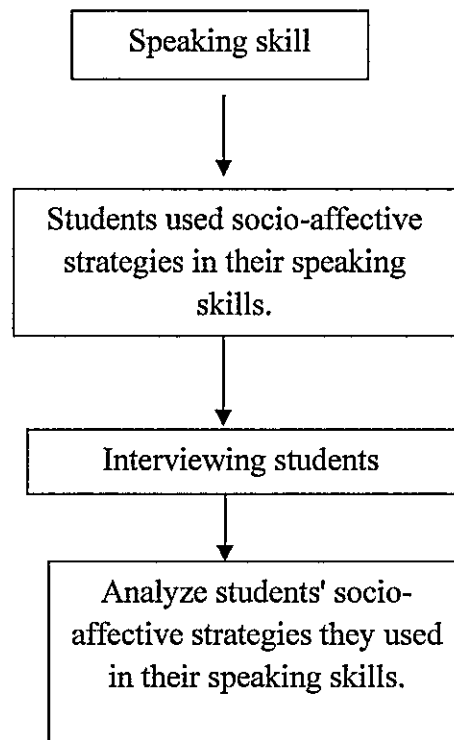
c. Conceptual Framework

Figure 2.1. Conceptual Framework

The conceptual framework above describes the research that the researcher will conduct. First, the researcher takes the students' who used socio-affective strategies in their speaking skills. Second, the researcher will interview the student to know more about what and how they use socio-affective strategies in their speaking skill. Finally, the researcher will analyze the socio-affective strategies students used in their speaking skills.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used a qualitative method with a case study research design. Gay et al. (2012) assume that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., non-numerical) data to gain insights into a particular phenomenon of interest. Meanwhile, a case study is one of the qualitative research used to study in-depth a person, a family, a social group, a social institution, or a community to understand the unit's life cycle. (Adnan, 2012)

The researcher used this research design because she just focused on one phenomenon. It is the socio-affective strategies used by students in their speaking skills.

B. Subject of Research

This research was conducted at the Muhammadiyah University of Makassar. The students who were involved in this study are students from the English Education Department. However, in the process, not all students from English Education are including. Students who used as samples met the criteria according to what is needed by the researcher. The researcher took four students, two females and two males, whoever learned and did these strategies with the researcher and good at speaking English.

C. Research Instrument

The research instrument and the type of data collection in this study was an interview. Interviews are distinguished by their degree of formality and structure. Based on Gay et al. (2012), some interviews are structured, with a specified set of questions to be asked, whereas others are unstructured, with questions prompted by the interview flow. Semi-structured interviews combine both structured and unstructured approaches.

Therefore, the researcher used semi-structured interviews as one of the instruments used to collect data about opinions, beliefs, and feelings about socio-affective strategies in their own words. The researcher did an interview offline. The interview is done by giving some questions that have been prepared previously by researchers. Interviews will be conducted to answer the research problem: students' socio-affective strategies in their speaking skills. The interview questions consist of thirteen items.

D. The Procedure of Data Collection

There were some processes in the procedure of data collection in this research. The researcher interviewed students' socio-affective strategies in their speaking skills—the researcher interviewed by direct interview. The students would answer the questions that the researcher about their Socio-Affective strategies has prepared. After gathering the interview data, the researcher transcribes the results, summarizes the findings, and draws some conclusions from such findings.

E. The Technique of Data Analysis

As stated by Gay et al. (2012), data analysis in qualitative research leads to previous studies relating to the title supported. The results of the study have an undeniable atmosphere, and in summarizing carried out reliably and accurately. Therefore qualitative researchers must go through several steps, starting with data collection, checking data, comparing previous data and new data, and making notes based on what is obtained in the field. And the final step is making plans to obtain new data.

In this study, the researcher was analyzing the data after the data from the interview collected. According to Gay et al. (2012), there are three steps in analysis data:

1. Reading/Memoing Data

The first is reading, or memoing data; the researcher was read data that has been collected from the start starting from interviews. The things that the researcher considers important will be written in the form of a memo due to reading data.

2. Describing Data

After gathering the data from the interview, the second was the researcher describing the data. In this case, the researcher was an overview of the data generated in general that can be obtained from reading and scraping data. In this step, the first question will also be answered from the research question about students' socio-affective strategies in their speaking skills.

3. Classifying Data

The final stage in the analysis of qualitative data was classifying. Classifying data is a grouping of data into more detail than previous data. The researcher transcribed the results, summarized the findings, and drew some conclusions from such findings. The researcher can conclude data analysis. Besides that, researchers also made implementations and suggestions based on data information.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter will discuss the results of research that researchers have conducted. This chapter will describe the final results of the research conducted by the researcher.

A. Findings

The research finding is the answer to problem statements formulated before. This study aims to describe: (1) the socio-affective strategies students used in their speaking, (2) the way they applied socio-affective strategies in their speaking and (3) why they choose and applied the socio-affective strategies, four students from the English Education Department conducted this research with two male students and two female students on November 18th 2020 – January 7th 2021 at the Muhammadiyah University of Makassar. The data was presented based on an interview with the students who ever learned and did the strategies before. To answer the research questions, the researcher analysed the data by using three steps: reading/memoing, describing data, and classifying data. Those would be described below:

1. The Socio Affective Strategies Used by Students in Speaking Skill

To answer the first research question about students' socio-affective strategies in speaking skill, the researcher used a semi-structured interview.

The researcher found that the students used socio-affective strategies in their

speaking. There are four types or part of socio-affective strategies: 1) Questioning for clarification, 2) Cooperation, 3) Self-talk, and 4) Self-reinforcement.

a. Questioning for Clarification

Questioning for clarification is one of the types of socio-affective strategies. This type means students can ask her/his friends, lecturers, or native speakers about their difficulties or misunderstanding in learning speaking.

Based on the data interview with the students:

Extract 1: Prefer to Talk

1st students – AF

R : Do you always ask the lecturer if you have difficulties in speaking?

AF : yeah, rarely.

R : Do you always ask your friends when you have difficulties or misunderstanding the words in speaking?

AF : Yeah, that's a. I prefer talk. I prefer ask my friends than ask the lecturers first, so I talk. I discuss with my friend first when I don't know the words, but if I don't have a solution or I don't have a aa a a good answer, then I ask the lecturer.

(Interview conducted on November 18th)

From extract 1, the student prefers to talk or ask her friends if she has difficulty speaking. If she cannot find the answer or get the solution from her friends, she chooses to ask the lecturer.

Extract 2: Talking to Friends

2nd students – SNB

R : Do you always ask the lecturer if you have difficulties in speaking?

SNB : Yes I often do it. But actually I prefer talk to my friends that when I have aaa difficulties in learning speaking.

R : Do you always ask your friends when you have difficulties or misunderstanding the words in speaking?

SNB : Ya, I always talk to my friend especially my classmates for example when I found difficulties in speak up, I talk to myself, aaa I asking to my friend to help me to solve the that problem.

(Interview conducted on January 7th)

In extract 2, the student often asks her lecturer in learning speaking, but she always talks to her friends when difficulties in speaking and asking them to help or solve her problem.

Extract 3: One of the Easy Ways

3rd students – MAT

R : Do you always ask the lecturer if you have difficulties in speaking?

MAT : Yes, sometimes I ask my lecturer if I do not understand with some words or how the words pronoun.

R : Do you always ask your friends when you have difficulties or misunderstanding the words in speaking?

MAT : Yes, because sometimes I didn't get to ask my lecturer, I prefer to ask my friends because it is one of the easy ways to talk about.

(Interview conducted on December 3rd)

In extract 3, the students sometimes ask his lecturer, but he prefers to ask his friends because it is one of the easy ways to talk and share about.

Extract 4: Asking Friends

4th Students – NIM

R : Do you always ask the lecturer if you have difficulties in speaking?

NIM : Yes. I will ask the lecturer if I find things that are not understandable, because with this it can be a separate reference in clarifying something that I do not understand.

R : Do you always ask your friends when you have difficulties or misunderstanding the words in speaking?

NIM : Yes, I will also ask friends if I have problems in speaking, because sometimes my friend is more understand than me and honestly I prefer to ask my friends rather than my lecturer.

(Interview conducted on December 10th)

In extract 4, the students will ask the lecturer if he found the understandable things in speaking but prefer to ask his friends when they understand more than him.

Based on the extracts resulting from interviews with the students about questioning for clarification, the researcher classifies that the students often ask their friends or other students more than asking questions with the lecturers or native speakers. The researcher found all four students more comfortable asking their friends an explanation if they misunderstood or difficulties speaking rather than asking the lecturers. These comfortable feelings arise because they are the same age and their thoughts are almost the same.

b. Cooperation

In cooperating, there is a part, namely cooperating with colleagues. It means having collaboration with one person or more in getting the ability

or expertise in language learning. There are many ways to cooperate, such as using a discussion with classmates to find a solution, having a speaking community, or interacting with native speakers.

Based on the interview with the students:

Extract 5: Discussing a Problem

1st students – AF

R : Do you speak English with your friends frequently?

AF : yeah, only particular time.

R : How do you apply using English with your friends?

AF : By discussing a problem or topic that happens or viral now also asking each other about the topic. Sometimes if we have difficulty in speaking, we keep motivating and correcting each other

R : Have you ever having interaction with native speakers?

AF : Ya I ever, when I got an assignment to interview foreigners. It lasted quite a while and it's pretty good for me. Also i ever participate in Learning Express involving 2 countries Singapore and Indonesian. I interacted a lot with foreigners related to language; habits which are made me learn a lot to socialize with other people.

(Interview conducted on November 18th)

In Extract 5, the student speaks English with her friends' only at a particular time. The student applied using English by discussing a problem or hot topic with her friends. During the discussion, the student and her friends kept motivating and correcting each other. The student also ever had interaction with native speakers by getting an assignment to interview foreigners and participated in an event involving foreigners.

Extract 6: Having a Small Talk

2nd students – SNB

R : Do you speak English with your friends frequently?

SNB : Yes with only my classmates, and actually I am joining in an English course and that place I often speaks English

R : How do you apply using English with your friends?

SNB : Mm actually our mentor in that English course always asks to all the students to speak up around the class. So, when I with my friends I always speak English, when we are discussing some cases or we are just have a small talk or chitchat using English.

R : Have you ever having interaction with native speakers?

SNB : Yes I have in the last 3 months, I ever join an international cultural exchange online and I was I spoke with the native from Singapore using zoom meeting.

(Interview conducted on January 7th)

In extract 6, the student always speaks English with her classmates and in her English course. The students applied using English by speaking up around the course class, discussing some cases, or having small talk with their friends. She also ever joined an international cultural exchange online so that she could interact with native speakers.

Extract 7: Using Discussion Method

3rd students – MAT

R : Do you speak English with your friends frequently?

MAT : Yeah, often when my friends and I were given assignments by a lecturer or while in an English club.

R : How do you apply using English with your friends?

MAT : The way that I use is to use the discussion method maybe things related to lessons or things that make us interested in speaking English.

R : Have you ever having interaction with native speakers?

MAT : Yes, when I am in a study of languages where the speaker is a native speaker. And I ever when in an activity, let's call it a Learning Express, where in this activity we expect to have interaction using English with students from Singapore as our work partners in a project that is social in nature.

(Interview conducted on December 3rd)

In extract 7, the student often speaks English with his friends in the English club or the class when he got an assignment from the lecturer. The student applied to speak English by using the discussion method with his friends. They discussed things related to lessons or exciting things. The students also interact with native speakers by joining an event or studying languages where the speaker is a native speaker.

Extract 8: Practice with Friends

4th Students – NIM

R : Do you speak English with your friends frequently?

NIM : Yes, I often do speaking English with my friends, especially when we meet and talk each other.

R : How do you apply using English with your friends?

NIM : I do speaking English with my friends more often through direct practice with them, such as every time I meet each other and practice pronunciation by correcting each other's mistakes with the help of a translator on the phone.

R : Have you ever having interaction with native speakers?

NIM : Yes I ever, I have spoken to native speakers several times, such as at a tourist spot, or at a place that has held an event that involves

several native speakers, such as book reviews or seminars held by expert speakers from abroad.

(Interview conducted on December 10th)

In extract 8, the student often speaks with his friends when they meet in the class or outside. The student applied speaks English by direct practice with his friends and by correcting each other's mistakes.

Based on the extracts resulting from the interview with the students about cooperation, the researcher found that the students used to use a cooperating strategy in Socio-Affective strategies with their friends. They discuss some cases or hot topics by using English while in the classroom or outside, having interaction with the native speaker also being one of the socio-affective strategies they used in their speaking. Some of them interacted with the native speaker by joining a campus event called Learning Express with students from Singapore. Some of them have interaction with native by visited tourist spots.

c. Self-talk

Self-talk is one of the types of socio-affective strategies. This type is used to reducing anxiety by using mental techniques like deep breathing or meditation. Based on the data interview with the students:

Extract 9: Important Thing

1st students – AF

R : Do you always meditate (take a deep breath) before speaking?

AF : Yap that is my important thing because a meditation make us more confident maybe or make us better when talking with others sometimes I aa take a depth breath and hold it for 3 second (practice: and then like this take a deep breath hold it and exhale it slowly like that) I always repeat it in three times and for me it is one of obligation to do when speaking.

R : Do you use other things, except meditation before speaking?

AF : Pray. I feel very strong and confident after praying. This also includes self-talk, right? That's why I'm very happy with this strategy.

(Interview conducted on November 18th)

In extract 9, the student always did meditation, like take a deep breath in her speaking. This is an important thing for the student because it could make her more confident when talking with others. Besides, take a deep breath, the student also did pray before speaking because she felt very strong and confident.

Extract 10: Can be Relax

2nd students -- SNB

R : Do you always meditate (take a deep breath) before speaking?

SNB : Ya, that's kind of things that I often do it. When I am doing to speak up in front of people, I always not always but I often take a deep breath so I can be relax before speak up in the front of people.

R : Do you use other things, except meditation before speaking?

SNB : Not really, only take a deep breath and be relax

(Interview conducted on January 7th)

In extract 10, the student often did meditation before speaking. By using meditation like taking a deep breath, the students can relax before speaking up in front of people.

Extract 11: Speak Up in Front of People

3rd students – MAT

R : Do you always meditate (take a deep breath) before speaking?

MAT : Not always but sometimes I did it, especially before I speak in front of people like in the public speaking class or in an event that make me speak up in front of many people.

R : Do you use other things, except meditation before speaking?

MAT : Yeah, he other things that I do except meditation is saying "Bismillah" before speaking.

(Interview conducted on December 3rd)

In extract 11, the students sometimes did meditation like take a deep breath. The student used it before speaking in front of many people, like in the public speaking class or join.

Extract 12: Reduce Anxiety

4th Students – NIM

R : Do you always meditate (take a deep breath) before speaking?

NIM : Yes, I often do meditation (take a deep breath) before speaking, because doing meditation can reduce my anxiety and make it easier for me to speak in front of people and talk with others

R : Do you use other things, except meditation before speaking?

NIM : Yeah, I was listened a classical music before speaking, so that it makes me more focused and calm without causing excessive nervousness.

(Interview conducted on December 10th)

In extract 12, the student often did meditation before speaking. The student did take a deep breath as his meditation. The student could reduce his anxiety and make him easier to speak in front of people. Besides taking a deep breath, the student also listened to classical music before speaking because it could make him more focused and calm.

Based on the extracts resulting from the interview with the students about self-talk, the researcher classifies that the students always meditate before speaking. They used meditation by taking a deep breath before speaking in front of people, like their lecturer, friends, or society. Another self-talk student used in their speaking except take a deep breath is to pray, listen to classical music, etc. They said meditation is beneficial for them. It can help them reduce their anxiety and made them relaxing before speak.

d. Self-reinforcement

Self-reinforcement is how students provide personal motivation by arranging rewards for themselves when language learning, like speaking activity, has been complete. There are so many kinds of rewards. It can be things, a compliment, etc. Based on the data interview with the students:

Extract 13: Complimenting self

1st students – AF

R : Do you always reward yourself after you do something well in speaking?

AF : Maybe just like compliment to myself.

R : Is there another reward you give to yourself?

AF : Ya, I do my favorite activities such as watching YouTube, singing, and do henna art sometimes.

(Interview conducted on November 18th)

In extract 13, the student gave her rewards by complementing and did her favourite activities such as singing, watching, and doing henna art.

Extract 14: Giving Small Rewards

2nd students – SNB

R : Do you always reward yourself after you do something well in speaking?

SNB : Yes, I often do it too when I have several exercise and when I already finish my exercise I give myself, I always give myself small rewards like cause I love eat chocolate so when I finished my exercise I buy chocolate for myself. That's I think the small reward for myself.

R : Is there another reward you give to yourself?

SNB : Yeah, actually I love watching movie especially documentary movie. So after I finish all of my exercise yeah I give time to myself to watching my favorite movie.

(Interview conducted on January 7th)

In extract 14, the student often gave herself rewards, especially when she already finished her exercise. The student gave small rewards like buying and eating chocolate and watching her favourite movie.

Extract 15: Complimenting and More Practice

3rd students – MAT

R : Do you always reward yourself after you do something well in speaking?

MAT : Not always, but sometimes when I did something well in speaking I just reward myself with a compliment and then I do more practice to make my speaking be better again.

R : Is there another reward you give to yourself?

MAT : Another reward, I will say "Alhamdulillah" and say thanks to Allah.

(Interview conducted on December 3rd)

In extract 15, the student did not always give rewards for himself, but sometimes he rewards himself with a compliment and then did more practice. By did that, the student could make his speaking better again. Besides compliment and did practice, the student also rewards himself with said 'Alhamdulillah' and thanks to Allah.

Extract 16: Buying Food

4th Students – NIM

R : Do you always reward yourself after you do something well in speaking?

NIM : I rarely reward myself for doing something well. Because in my opinion everything I do well is still lacking, so I need to improve in the future.

R : Is there another reward you give to yourself?

NIM : Sometimes, I bought food for rewarding myself but it's really not so often.

(Interview conducted on December 10th)

In extract 16, the student sometimes rewards himself by bought food. It is not so often because the student thought what he did still lacking and needed more improvement to be motivated did his best in speaking.

Based on the extracts resulting from the interview with the students about questioning for clarification, the researcher classifies that the students did self-reinforcement by giving themselves rewards after doing well in their speaking. There are many kinds of rewards they did for themselves, such as buying their favourite food, complimenting themselves, and doing their hobbies, like watching movies, singing, etc. By doing this kind of rewards they can motivating their self in increasing their speaking

2. How Students Applied Socio-Affective Strategies in their Speaking

The researcher used semi-structured interviews to answer the second research question about how the students applied socio-affective strategies in their speaking. The researcher found that they used socio-affective strategies in their speaking. Based on the students' interview, they have used all these socio-affective strategies, such as asking for clarification, cooperation, self-talk, and self-reinforcement. In applied those strategies, the students have different ways to apply these strategies; it was explained by the data from the interview with students.

Based on the data interview with the students:

Extract 17: Prefer doing Self-Talk

1st students – AF

R : What socio-affective strategies did you applied on your speaking?

AF : Actually I use those strategies also, but I prefer doing self-talking to make my mentality better when I am in presentation in class or maybe talking with others.

R : *How do you apply that strategy on your speaking?*

AF : *I usually take a deep breath and hold it for 3 times before i do something like speak in front of my friends when I am in presentation.*

(Interview conducted on November 18th)

In extract 17, the student used those socio-affective strategies but she prefers did self-talk. The student felt self-talk could make her mentality better, especially when she in presentation or talk with others. The student used self-talk by did take a deep breath and hold it for 3 times before speaking.

Extract 18: Self-talk is Most Useful Strategies

2nd students – SNB

R : *What socio-affective strategies did you applied on your speaking?*

SNB : *Actually I use I am using those all of these strategies but aaa if I should pick up one aaa the most useful strategies of socio-affective is self-talk.*

R : *How do you apply that strategy on your speaking?*

SNB : *Mm about self-talk in my speaking aa when I am in the classroom and I have a chance to speak up I always aaa take one minute before speak up to talk with my-self about eee I talk to my-self that I can speak up in front of people I give my-self smooth motivation before speak up so I can be more confidence.*

(Interview conducted on January 7th)

In extract 18, the student used all of these socio-affective strategies, but she thought self-talk is the most beneficial strategies of socio-affective strategies. The student used self-talk when she in the classroom and one minute before speak up in front of people. The student took a deep breath, and talked

with herself, gave herself smooth motivation to be more confident in speaking up.

Extract 19: Prefer applied cooperation

3rd students – MAT

R : What socio-affective strategies did you applied on your speaking?

MAT : Actually, sometimes I did all of these socio-affective strategies but I usually or I prefer applied cooperation in my speaking.

R : How do you apply that strategy on your speaking?

MAT : Eee actually I use this strategy ee I am concern in cooperation strategy because that can make me to get more information and that can give fit back on oral and written performance with other friends. The way I used cooperation is making a group of discussion and talking about some interest issues or ideas by using English.

(Interview conducted on December 3rd)

In extract 19, the student sometimes did all of the socio-affective strategies types, but the student prefers applied cooperation in his speaking. The student used cooperation in his speaking by making a group of discussion and discussed some interest issues. The student chooses cooperation because it can make him get more information and fit back from other friends in group discussion.

Extract 20: Often use questioning for clarification

4th Students – NIM

R : What socio-affective strategies did you applied on your speaking?

NIM : In learning speaking, I use social effective strategies, such as questioning for clarification, cooperation, self-talk, and self-

reinforcement. Among the four strategies I more often use questioning for clarification, such as finding and making important notes about something that has been studied and clarifying the truth, and asking questions to my friends if I don't understand or having difficulty in speaking specially.

R : How do you apply that strategy on your speaking?

NIM : I often ask my friends when I have difficulty in speaking or I am using Google to search the answer such as if I forget the English of some words I search it on Google or online dictionary.

(Interview conducted on December 10th)

In extract 20, the student used four types of socio-affective strategies, but he often used questioning for clarification. The student made an important note about the things that he studied, then he clarifying the truth by asking his friends, his lecturer or search it on Google.

Based on the data analyses from the interview, the researcher classifies that students have their ways of applying these socio-affective strategies. Two of them choose using self-talk as their types of socio-affective strategies, and the other choose cooperation and asking for clarification. Students who choose self-talk applied this strategy with having meditation before speaking in front of people, such as taking a deep breath and giving themselves motivation. They used this strategy to decrease their anxiety.

On the other hand, the student who chooses cooperation was applied to having a small group and discussed some ideas or issues. The student who chooses to ask for clarification was applied this with asked his friends. For instance, if he found it difficult to speak, he asked his friends or searched it in Google or an online translator like he forgot some English words.

3. Why Students Applied Socio-Affective Strategies

In this point, to answer the last research question about why the students applied socio-affective strategies in their speaking, the researcher used a semi-structured interview. Based on the interview, the researcher found that the students have their reason to use these socio-affective strategies in their speaking:

Extract 21: A very precise strategies

1st students – AF

R : Why do you use these socio-affective strategies?

AF : For me this strategy is so important and we often use in our daily speaking unconsciously because we always face a problem and need a solution. With this strategy we can solve it all as well; a very precise strategy to improve our language and also our social life between others.

(Interview conducted on November 18th)

In extract 21, the student thought these socio-affective strategies is an important strategy. The student said that these strategies are often used in our daily speaking and could solve our speaking problem as well. So, this strategy is a very precise strategy that can improve our language and social life.

Extract 22: Giving Motivation

2nd students – SNB

R : Why do you use these socio-affective strategies?

SNB : I use these strategies because mm yeah socio affective strategies can improve my motivation in learning English. Why I say so because for example give a self-reward. Giving a self-reward can encourage me to be more motivated in learning English and for self-talk it; this strategy can help me to be more confidence before speaking yeah that's why I really love to do to use this socio-affective strategies.

(Interview conducted on January 7th)

In extract 22, the student used these socio-affective strategies to improve her motivation in learning English. Self-reward can encourage her to be more motivated to learn English, and self-talk could help her be more confident before speaking.

Extract 23: Improve Speaking

3rd students – MAT

R : Why do you use these socio-affective strategies?

MAT : These strategies help me to improve my speaking, although it needs some times to build and make it to be better.

(Interview conducted on December 3rd)

In extract 23, the student used these socio-affective strategies because he found these strategies could improve his speaking, although it is not instant and needs times to make it better.

Extract 24: Really Helping

4th Students – NIM

R : Why do you use these socio-affective strategies?

NIM : I used these strategies because it does really help me especially in my speaking. With self-talk like meditation I can be more relax, with self-reinforcement myself feel motivated, and with cooperation and asking for clarification I did practice and improve my speaking by having interaction with other people.

(Interview conducted on December 10th)

In extract 24, the student used these socio-affective strategies because every type of these strategies has their benefits. Self-talk could make the student more relax, self-reinforcement makes him feel motivated, while

cooperation and clarification can build interaction with others and improve his speaking.

Based on the interview result, the researcher can conclude that every type of socio-affective strategies positively impacted students who used it. Self-talk helps them in reducing their anxiety and made them more relax before speaking. Self-reinforcement helps them motivated themselves in learning, speaking, or did something well. Asking for clarification and cooperation helped them find a solution when they had difficulty and can improve their speaking by interacting with others.

B. Discussion of Findings

In this section, the researcher discusses three main things in accordance with the research problems described in Chapter 1. The researcher discusses the socio-affective used by students in speaking, how they applied the socio-affective strategies and why they applied socio-affective strategies in speaking. This is clarified as follows:

1. The Socio-Affective Strategies Used by Students in Speaking Skill

In the background, the researcher has explained that the students' problem in speaking is not new. There have been several studies examining this matter. Those socio-affective strategies became the students' solution for their speaking problems. The students' socio-affective strategies are in line with some experts; one of them is O'Malley and Chamot (1990) theory.

The types of socio-affective strategies are asking for clarification, cooperation, self-talk, and self-reinforcement. These strategies expected to add positive things in the process of students speaking or learning speaking.

The researcher found that students were used all of the types of socio-affective strategies but had their main socio-affective strategies. It is relevant to Zeynaly's finding (2015) that students use all indicators of socio-affective strategies because of their interests; it can make it easier for students to understand the material provided.

The researcher also found in asking for clarification, the students more comfortable asking for an explanation from their friends if they got misunderstanding or difficulties in speaking rather than asking the lecturers. In cooperation, they discussed some cases or hot topics using English while in the classroom or outside, being one of their ways. Meanwhile, in self-talk and self-reinforcement, the students used meditation by taking a deep breath to reduce their anxiety before talking or speaking up and buying things as a reward for motivating themselves to increase their speaking.

2. How Students Applied Socio-Affective Strategies in their Speaking

In the previous study by Indriana, she found that students' socio-affective strategies component is cooperating with others. The dominant strategy used by the students was cooperating with others. While in this research, the researcher found that the students used all indicators of socio-affective strategies. There are asking for clarification, cooperation, self-talk,

and self-reinforcement. Students frequently used self-talk, cooperation and asking for clarification in their speaking. On the other hand, for this research, it is irrelevant to Kamaral's findings (2013) that "asking questions, cooperating with other people" are used at a low-frequency level. All strategies related to social strategy are low.

The students most enjoyed if using asking for clarification with their friends. They felt comfortable because they are the same age and their thoughts are almost the same. In cooperation, the students made a group and discussed some cases or hot topics; in self-reinforcement, most students only complimented themselves as rewards. While in self-talk, the students used meditation, like take a deep breath before speaking.

3. Why Students Applied Socio-Affective Strategies

According to the result of the interview with students, the researcher found that the students feel that socio-affective strategies help enhance their speaking ability. The strategies help them reduce their anxiety, make them more relaxed before speaking, and motivate them to speak well. It is relevant with Tajzadeh et al. (2013) that using socio-affective strategies can lower anxiety by using some mental technique and can solve the problems through teacher-student, peer interaction or interact with native. Socio-affective strategies also can lead to better performance in speaking ability.

Students also have a positive perception that socio-affective strategies brought a positive impact on them. Self-talk helps them in reducing their

anxiety and made them more relax before speaking. Self-reinforcement helps them motivated themselves in learning, speaking, or did something well. Asking for clarification helped them find a solution when they had difficulty, and cooperation could improve their speaking by interacting with others.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data gathered and analyzed from the interview, the researcher concludes the result of the study as follows:

1. The first research problem related to the result of the interview, the students are used all of the indicators of socio-affective strategies in their speaking. Students used asking the question, cooperation, self-talk, and self-reinforcement. Students used those indicators to improve their speaking English. Students can improve their speaking skills by communicating with others often.
2. Related to the second research problem, even though students used all of the socio-affective strategies, they have their ways of applying these socio-affective strategies. It can be showed by the result of students interview; two of them choose using self-talk as their types of socio-affective strategies, and the other choose cooperation and asking for clarification.
3. Based on the third research problem, the interview result showed that socio-affective strategies positively impacted the students. Self-talk helps them in reducing their anxiety and made them more relax before speaking. Self-reinforcement helps them motivated themselves in learning, speaking, or did something well. Asking for clarification and cooperation helped them find a solution when they had difficulty and can improve their speaking by

interacting with others. So, it can be concluding that socio-affective strategies give benefits to students' speaking.

B. Suggestion

After completing research on Socio-Affective strategies used by students in speaking skill at Muhammadiyah University of Makassar, the researcher tries to present future researchers' suggestions.

This research is far from perfect and has the limitations needed to realize research development to perfect this research's perfection. The research hopes that further researchers can develop this research by conducting other research related to socio-affective strategies. The researcher also hopes that by using this research as a reference, further researchers can develop it to better research students' socio-affective strategies in speaking skill.

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APPENDICES

APPENDIX A
RESEARCH INSTRUMENT
INTERVIEW GUIDE

Name :

Class :

Adress :

Date & Time :

1. How far do you know about socio-affective strategies?
2. What socio-affective strategies did you applied on your speaking?
3. How do you apply those strategies on your speaking?
4. Do you always ask the lecturer if you have difficulties in speaking?
5. Do you always ask your friends when you have difficulties or misunderstanding the words in speaking?
6. Do you speak English with your friends frequently?
7. How do you apply using English with your friends?
8. Have you ever having interaction with native speakers?
9. Do you always reward yourself after you do something well?
10. Are there other rewards you give yourself?
11. Do you always meditate (take a deep breath) before speaking?
12. Do you use other things, except meditation before speaking?
13. Why do you use these strategies?

(Adopted and modified from Indriana (2019))

APPENDIX B

TRANSCRIPTION

First Interview AF (Female)

Conducted on 18th November 2020

R : Hello, Good Morning

AF : Hi, Good Morning

R : Thank you for your time today. Before we move to the 1st question, could you introduce yourself?

AF : Okay my name is Ainun Fatikasari as well right now I am doing my thesis that means I am in last semester.

R : Okay Ai, I'll interview you about socio affective strategies. So I'll ask you some question about that strategies and if u don't mind let's move to the 1st question. How far do you know about socio-affective strategies?

AF : Ok. Socio-affective strategies as I know it's a strategies we used in our daily life with people around us, as i know there are 4 types of this strategies first is self-questioning like asking each other, second cooperation, next is self-talk and last is self-reinforcement like motivating each other. That's all I know about this strategy.

R : What socio-affective strategies did you applied on your speaking?

AF : Actually I use those strategies also, but I prefer doing self-talking to make my mentality better when I am in presentation in class or maybe talking with others.

R : How do you apply those strategies on your speaking?

AF : I usually take a deep breath and hold it for 3 times before i do something like speak in front of my friends when I am in presentation.

R : Do you always ask the lecturer if you have difficulties in speaking?

AF : yeah, rarely.

R : Do you always ask your friends when you have difficulties or misunderstanding the words in speaking?

AF : Yeah that's a, i prefer talk. I prefer ask my friends than ask the lecturers first so I talk I discuss with my friend first when I don't know the words but if I don't have a solution or I don't have a aa a good answer than I ask lecturer.

R : Do you speak English with your friends frequently?

AF : yeah, only particular time

R : How do you apply using English with your friends?

AF : By discussing a problem or topic that happens or viral now also asking each other about the topic. Sometimes if we have difficulty in speaking, we keep motivating and correcting each other.

R : Have you ever having interaction with native speakers?

AF : Ya I ever, when I got an assignment to interview foreigners. It lasted quite a while and it's pretty good for me. Also i ever participate in Learning Express involving 2 countries Singapore and Indonesian. I interacted a lot with foreigners related to language; habits which are made me learn a lot to socialize with other people.

R : Do you always reward yourself after you do something well?

AF : Maybe just like compliment to myself.

R : Are there other rewards you give yourself?

AF : Ya, i do my favorites activities such as watching YouTube, singing, and do henna art sometimes

R : Do you always meditate (take a deep breath) before speaking?

AF : Yap that is my important thing because a meditation make us more confident maybe or make us better when talking with others sometimes I aa take a depth breath and hold it for 3 second (practice: and then like this take a deep breath hold it and exhale it slowly like that) I always repeat it in three times and for me its one of obligation to do when speaking.

R : Do you use other things, except meditation before speaking?

AF : Pray. I feel very strong and confident after praying. This also includes self-reinforcement, right? That's why I'm very happy with this strategy.

R : Why do you use these strategies?

AF : For me this strategy is so important and we often use in our daily unconsciously because we always face a problem and need a solution. With this strategy we can solve it all as well; a very precise strategy to improve our language and also our social life between others.

R : Okay Ai, that's all my question, thanks for your time today and have a nice day.

AF : Your welcome Gina, have a nice day too.

Second Interview SNB (Female)

Conducted on 18th November 2020 and 7th January 2021

R : Hello, Good Afternoon

SNB : Afternoon Gina

R : Thank you for your time today. So today I would like to interview about socio-affective strategies that you used on your speaking, but could you introduce yourself before?

SNB : Okay my name is Siti Nurkaya Basri but you always call me Yaya. I am in English education department in 9th semester now and yeah that's all.

R : Okay Yaya, for the 1st question How far do you know about socio-affective strategies?

SNB : Mmm Socio effective strategies I think that's an English learning ee socio affective strategies is the way to encourage our learning motivation by using self-talk, meditation, cooperation and also asking. That's I think

R : What socio-affective strategies did you applied on your speaking?

SNB : Actually I use I am using those all of these strategies but aaa if I should pick up one aa the most useful strategies of socio-affective is self-talk.

R : How do you apply those strategies on your speaking?

SNB : Mm about self-talk in my speaking aa when I am in the classroom and I have a chance to speak up I always aaa take one minute before speak up to talk with myself about eee I talk to myself that I can speak up in front of people. I give myself smooth motivation before speak up so I can be more confidence.

R : Do you always ask the lecturer if you have difficulties in speaking?

SNB : Yes I Often do it only particular time. But actually I prefer talk to my friends that when I have aaa difficulties in learning speaking.

R : Do you always ask your friends when you have difficulties or misunderstanding the words in speaking?

SNB : Ya I always talk to my friend especially my classmates for example when I found difficulties in speak up, I talk to my self aa I asking to my friend to help me to solve the that problem.

R : Do you speak English with your friends frequently?

SNB : Yes with only my classmates, and actually I am joining in an English course and that place I often speaks English.

R : How do you apply using English with your friends?

SNB : Mm actually our mentor in that English course always ask to all the students to speak up around the class. So, when I with my friends I always speak English, when we are discussing some cases or we are just have a small talk or chitchat using English.

R : Have you ever having interaction with native speakers?

SNB : Yes I have In the last 3 months I ever join an international cultural exchange online and I was I spoke with the native from Singapore using zoom meeting.

R : Do you always reward yourself after you do something well?

SNB : Yes, I often do it too when I have several exercise and when I already finish my exercise I give myself, I always give myself small rewards like cause I love eat chocolate so when I finished my exercise I buy chocolate for myself. That's I think the small reward for myself.

R : Are there other rewards you give yourself?

SNB : Yeah, actually I love watching movie specially documentary movie. So after I finish all of my exercise yeah I give time to myself to watching my favorite movie.

R : Do you always meditate (take a deep breath) before speaking?

SNB : Ya, that's kind of things that I often do it. When I am doing to speak up in front up people I always not always but I often take a deep breath so I can be relax before speak up in the front of people.

R : Do you use other things, except meditation before speaking?

SNB : Not really, only take a deep breath and be relax

R : Why do you use these strategies?

SNB : I use these strategies because mm yeah socio affective strategies can improve my motivation in learning English. Why I say so because for example give a self-reward. Giving a self-reward can encourage me to be more motivated in learning English and for self-talk it; this strategy can help me to be more confidence before speaking yeah that's why I really love to do to use this socio-affective strategies.

R : Okay Yaya that's my question. Thanks for your time today and see you.

SNB : Anytime gin, see you.

Third Interview MAT (Male)**Conducted on 3rd December 2020**

R : Hello

MAT: Hi

R : Thank you for your time today. So today I would like to interview about socio-affective strategies that you used on your speaking, but could you introduce yourself before we start?

MAT: Okay my name is Muh. Azhar Thalib but you can call me Azhar. Now I am in 9th semester.

R : Okay Azhar, for the 1st question How far do you know about socio-affective strategies?

MAT: Socio-Affective strategies is strategy that can help us on reduce our anxiety and control emotion in learning specially in speaking by having interaction with others.

R : What strategies did you applied on your speaking?

MAT: Actually, sometimes I did all of these socio-affective strategies but I usually or I prefer applied cooperation in my speaking.

R : How you applied those strategies on your speaking?

MAT: Eee actually I use this strategy ee I am concern in cooperation strategy because that can make me to get more information and that can give fit back on oral and written performance with other friends. The way I used cooperation is making a group of discussion and talking about some interest issues or ideas by using English.

R : Do you always ask the lecturer if you have difficulties in speaking?

MAT: Yes, sometimes I ask my lecturer if I do not understand with some words or how the words pronoun.

R : Do you always ask your friends when you have difficulties or misunderstanding the words in speaking?

MAT: Yes, because sometimes I didn't get to ask my lecturer, I prefer to ask my friends because it is one of the easy ways to talk about.

R : Do you speak English with your friends frequently?

MAT: Yeah, often when my friends and I were given assignments by a lecturer or while in an English club.

R : How do you apply using English with your friends?

MAT: The way that I use is to use the discussion method maybe things related to lessons or things that make us interested in speaking English.

R : Have you ever having interaction with native speakers?

MAT: Yes, when I am in a study of languages where the speaker is a native speaker. And I ever when in an activity, let's call it a Learning Express, where in this activity we expect to have interaction using English with students from Singapore as our work partners in a project that is social in nature.

R : Do you always reward yourself after you do something well?

MAT: Not always, but sometimes when I did something well in speaking I just reward myself with a compliment and then I do more practice to make my speaking better.

R : Are there other rewards you give yourself?

MAT: Another reward, I will say "Alhamdulillah" and say thanks to Allah.

R : Do you always meditate (take a deep breath) before speaking?

MAT: Not always but sometimes I did it, especially before I speak in front of people like in the public speaking class or in an event that make me speak up in front of many people.

R : Do you use other things, except meditation before speaking?

MAT: The other things that I do except meditation is saying "Bismillah" before speaking.

R : Why do you use these strategies?

MAT: These strategies help me to improve my speaking, although it needs some times to build and make it to be better.

R : Okay Azhar that's my question. Thanks for your time today and see you.

MAT: Okay, see you.

Fourth Interview NIM (Male)

Conducted on 10th December 2020

R : Good Afternoon

NIM : Afternoon

R : Thank you for your time today. So today I would like to interview about socio-affective strategies that you used on your speaking, but could you introduce yourself before we start?

NIM : Okay my name is Nur Imam M Anis but you can call me Imam. Now I am in 9th semester on English education Unismuh Makassar.

R : Okay Imam, for the 1st question How far do you know about socio-affective strategies?

NIM : What I know about this strategy is a strategy that require interaction and emotional connection with each other or our self, such as having interaction with teacher, friends, or Family, and reduce anxiety by using meditation, listening music, write a diary, or etc.

R : What socio-affective strategies did you applied on your speaking?

NIM : In learning speaking, I use social effective strategies, such as questioning for clarification, cooperation, self-talk, and self-reinforcement. Among the four strategies I more often use questioning for clarification, such as finding and making important notes about something that has been studied and clarifying the truth, and asking questions to my friends if I don't understand or having difficulty in speaking specially.

R : How do you apply those strategies on your speaking?

NIM : I often ask my friends when I have difficulty in speaking or I am using Google to search the answer such as if I forget the English of some words I search it on Google or online dictionary.

R : Do you always ask the lecturer if you have difficulties in speaking?

NIM : Yes. I will ask the lecturer if I find things that are not understandable, because with this it can be a separate reference in clarifying something that I do not understand.

R : Do you always ask your friends when you have difficulties or misunderstanding the words in speaking?

NIM : Yes, I will also ask friends if I have problems in speaking, because sometimes my friend is more understand than me and honestly I prefer to ask my friends rather than my lecturer.

R : Do you speak English with your friends frequently?

NIM : Yes, I often do speaking English with my friends, especially when we meet and talk each other.

R : How do you apply using English with your friends?

NIM : I do speaking English with my friends more often through direct practice with them, such as every time I meet each other and practice pronunciation by correcting each other's mistakes with the help of a translator on the phone.

R : Have you ever having interaction with native speakers?

NIM : Yes I ever, I have spoken to native speakers several times, such as at a tourist spot, or at a place that has held an event that involves several native speakers, such as book reviews or seminars held by expert speakers from abroad.

R : Do you always reward yourself after you do something well?

NIM : I rarely reward myself for doing something well. Because in my opinion everything I do well is still lacking, so I need to improve in the future.

R : Is there other rewards you give to yourself?

NIM : Sometimes, I bought food for rewarding myself but it's really not so often.

R : Do you always meditate (take a deep breath) before speaking?

NIM : Yes, I often do meditation (take a deep breath) before speaking, because doing meditation can reduce my anxiety and make it easier for me to speak in front of people and talk with others

R : Do you use other things, except meditation before speaking?

NIM : Yeah, I was listened a classical music before speaking, so that it makes me more focused and calm without causing excessive nervousness.

R : Why do you use these strategies?

NIM : I use these strategies because it does really help me especially in my speaking. With self-talk like meditation I can be more relax, with self-reinforcement myself feel motivated, and with cooperation and asking for clarification I did practice and improve my speaking by having interaction with other people.

R : Okay Iman that's my question. Thanks for your time today and see you.

NIM : You're welcome and see you.

APPENDIX C

STATEMENT LETTER

1st interviewees

LEMBAR PERSETUJUAN MENJADI INFORMAN

Saya yang bertanda tangan dibawah ini menyatakan bersedia menjadi informan dalam penelitian yang dilakukan oleh saudara A. Gina Alfiah Karina, yang berjudul *An Analysis of Socio-Affective Strategies Used by Students in Speaking Skill: A Case Study at Muhammadiyah University of Makassar*

Saya memahami bahwa penelitian ini tidak akan berakibat negatif terhadap diri saya dan akan dijaga kerahasiaannya oleh peneliti serta hanya digunakan untuk kepentingan penelitian. Oleh karena itu, saya bersedia menjadi informan dalam penelitian ini.

Demikian surat pernyataan ini saya buat untuk digunakan sebagaimana mestinya.

Makassar, 10.11.2020

Tertanda


(Atika F.)

2nd Interviewees

LEMBAR PERSETUJUAN MENJADI INFORMAN

Saya yang bertanda tangan dibawah ini menyatakan bersedia menjadi informan dalam penelitian yang dilakukan oleh saudari A. Gina Alfiyah Karina, yang berjudul *An Analysis of Socio-Affective Strategies Used by Students in Speaking Skill: A Case Study at Muhammadiyah University of Makassar*.

Saya memahami bahwa penelitian ini tidak akan berakibat negatif terhadap diri saya dan akan dijaga kerahasiaannya oleh peneliti serta hanya digunakan untuk kepentingan penelitian. Oleh karena itu, saya bersedia menjadi informan dalam penelitian ini.

Demikian surat pernyataan ini saya buat untuk digunakan sebagaimana mestinya.

Makassar, 7th January 2021

Tertanda



(Siti Nurkaya B.)

3rd Interviewees

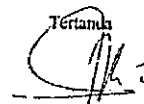
LEMBAR PERSETUJUAN MENJADI INFORMAN

Saya yang bertanda tangan dibawah ini menyatakan bersedia menjadi informan dalam penelitian yang dilakukan oleh saudari A. Gina Alfiah Karina, yang berjudul *An Analysis of Socio-Affective Strategies Used by Students in Speaking Skill: A Case Study at Muhammadiyah University of Makassar*

Saya memahami bahwa penelitian ini tidak akan berakibat negatif terhadap diri saya dan akan dijaga kerahasiaannya oleh peneliti serta hanya digunakan untuk kepentingan penelitian. Oleh karena itu, saya bersedia menjadi informan dalam penelitian ini.

Demikian surat pernyataan ini saya buat untuk digunakan sebagaimana mestinya.

Makassar, 01 Desember 2020

Tertanda

Muhammad Azhar Thahab

4th Interviewees

LEMBAR PERSETUJUAN MENJADI INFORMAN

Saya yang bertanda tangan dibawah ini menyatakan bersedia menjadi informan dalam penelitian yang dilakukan oleh saudari A. Gina Alfiyah Karina, yang berjudul *An Analysis of Socio-Affective Strategies Used by Students in Speaking Skill: A Case Study at Muhammadiyah University of Makassar*.

Saya memahami bahwa penelitian ini tidak akan berakibat negatif terhadap diri saya dan akan dijaga kerahasiaannya oleh peneliti serta hanya digunakan untuk kepentingan penelitian. Oleh karena itu, saya bersedia menjadi informan dalam penelitian ini.

Demikian surat pernyataan ini saya buat untuk digunakan sebagaimana mestinya.

Makassar, 10 Desember 2020

Tertanda


(..... Harman M.)

APPENDIX D

DATA ANALYSIS

In this research, the researcher was analyzing the data based on Gay (2012) steps, there are:

Step 1: Reading/Memoing

- **The researcher read the transcription of interview**
- **The researcher write the important things into a form of memo**

R : What socio-affective strategies did you applied on your speaking?

AF : Actually I use those strategies also, but I prefer doing self-talking to make my mentality better when I am in presentation in class or maybe talking with others.

From the interview excerpt above, the researcher took the keywords *prefer doing self-talk*.

Step 2: Describing Data

Based on the first step, the researcher did the describing data by overview the data generated in general.

The student used those socio-affective strategies but she prefers did self-talk. The student felt self-talk could make her mentality better, especially when she in presentation or talk with others. The student used self-talk by did take a deep breath and hold it for 3 times before speaking.

Steps 3: Classifying Data

In this step, the researcher was classifying data into more detail to answer the research problem.

- The students answer of interview question number 4-12 for answering the 1st research problem *What are the Socio-Affective Strategies used by the students in their speaking skills?*
- The students answer of interview question number 2-3 for answering the 2nd research problem

Research Problem: *How do the students apply the Socio-Affective strategies in their speaking skills?*

Based on the data analyses from the interview, the researcher classify that that students have their ways in applied these socio-affective strategies. Two of them choose using self-talk as their types of socio-affective strategies and the other choose cooperation and asking for clarification. Students who choose self-talk applied this strategy with having meditation before speak in front of people such as take a deep breath and give motivation for their self. They used this strategy to decrease their anxiety.

- The students answer of interview question number 2-3 for answering the 3rd research problem, *Why the students apply the Socio-Affective Strategies.*
- The students answer of interview number 1 as to know how understand students of socio-affective strategies.

APPENDIX E

DOCUMENTATION



▶	SNB 2nd interview	00:00:57	7 Jan
▶	SNB 2nd interview try again	00:07:13	7 Jan
▶	NIM 2nd interview	00:05:38	10 Des 2020
▶	MAT 1st interview	00:06:21	3 Des 2020
▶	MAT 2nd Interview	00:04:11	3 Des 2020
▶	AF 1st interview	00:11:11	18 Nov 2020
▶	SNB 1st Interview	00:10:40	18 Nov 2020





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : A. GINA ALFIYAH KARINA
NIM : 105351119516
Judul Penelitian : *"AN ANALYSIS OF SOCIO-AFFECTIVE STRATEGIES USED BY STUDENTS IN SPEAKING SKILL: A Case Study at Muhammadiyah University of Makassar"*
Tanggal Ujian Proposal : 16/09/2020
Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf Dosen
1	18 th Nov 2020	Interview	Dr. Nurdevi Bte Abdul, S.pd., M.pd.	
2	3 rd Dec 2020	Interview	Dr. Nurdevi Bte Abdul, S.pd., M.pd.	
3	5 th Dec 2020	Interview	Dr. Nurdevi Bte Abdul, S.pd., M.pd.	
4	7 th Dec 2020	Interview	Dr. Nurdevi Bte Abdul, S.pd., M.pd.	
5	10 th Dec 2020	Interview	Dr. Nurdevi Bte Abdul, S.pd., M.pd.	
6	7 th Jan 2021	Interview	Dr. Nurdevi Bte Abdul, S.pd., M.pd.	
7				
8				
9				
10				

Makassar

Mengetahui,

Ketua Jurusan

Ummi Khairi, S.pd., M.Pd.
NBM. 977.847



Pimpinan Sekolah,

Enun Akib, S.pd., M.Pd., Ph.D.





SURAT KETERANGAN PENELITIAN
Nomor : 1215/FKIP/05/A.5-VI/III/1442/2021

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : A. Gina Alfiyah Karina
No. Stambuk : 10535 11195 16
Prodi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan tahun pelajaran 2020/2021 terhitung sejak 14 November 2020 s/d 14 Januari 2021 dalam rangka penyusunan skripsi dengan judul:

"An Analysis of Socio-Affective Strategi Used by Students In Speaking: A Case Study at Muhammadiyah University of Makassar"

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

05 Sya'ban 1442 H
Makassar, -----
18 Maret 2021 M



Dekan,
FKIP Unismuh Makassar,


NBM. 860 934



MAJELIS DIKTILITBANG PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

COUNSELLING SHEET

Full Name : A. Gina Alfiyah Karina
Student ID (NIM) : 105351119516
Department : English Education Department
Research Title : An Analysis of Socio-Affective Strategies Used by Students
in Speaking Skill: A Case Study at Muhammadiyah
University of Makassar
Consultant I : Dr. Nurdevi Bte Abdul, S.Pd., M.Pd.

Date	Chapter	Consultant's Note	Sign
3 February 2021	IV	- Extract the interview results	
17 February 2021	IV	- Add more in discussion - Complete the abstract, acknowledgment, and etc.	
27 February 2021	IV-V	ACC	

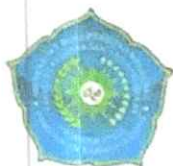
Makassar, March 2021

Approved by.

Head of English Education Department



Nur Shakerati Syam, S.Pd., M.Pd.
NBM. 577 807



**MAJELIS DIKTILITBANG PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

COUNSELLING SHEET

Full Name : A. Gina Alfiyah Karina
Student ID (NIM) : 105351119516
Department : English Education Department
Research Title : An Analysis of Socio-Affective Strategies Used by Students
in Speaking Skill: A Case Study at Muhammadiyah
University of Makassar
Consultant II : Sujariati, S.Pd., M.Pd.

Date	Chapter	Consultants' Note	Sign
23 February 2021	IV	- Add more the results on discussion - Add Gap Findings - Complete abstract, appendices, and etc.	 
25 February 2021	IV-V	ACC	

Makassar, March 2021

Approved by,
Head of English Education Department




NBM. 977 807



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AN ANALYSIS OF SOCIO-AFFECTIVE STRATEGIES USED BY STUDENTS IN SPEAKING SKILL: A CASE STUDY AT
MUHAMMADIYAH UNIVERSITY OF MAKASSAR

From author/researcher

A. GINA ALFIYAH KARINA

ID: 105351119516

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Universitas Muhammadiyah Makassar

Makassar, 27 Rajab 1442 H.
11 March 2021 M

Head of
English Education Department,

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

CURRICULUM VITAE



The researcher, A. Gina Alfiyah Karina was born on 4th of February, 1998 in Ujung Pandang. She is the first child from third siblings. Her father is Mr. Andi Yushar, M.Pd, and her mother is Mrs. Norma Yusuf, S.Pdi. She has two sisters. She started study at SD Inpres Pekkae in 2003 to 2009. In 2009, she continued her junior High School at SMP Negeri 1 Tanete Rilau then graduated in 2012, in the same year, she continued her Senior High School at SMK Pratidina Makassar and finished it in 2015. Finally in 2016, she continued her study as ordinary students specializing in English Education in Faculty of Teacher Training and Education at Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with the title an Analysis of Socio-Affective Strategies Students Used in Speaking Skill: a Case Study at Muhammadiyah University of Makassar.