



Effects of Socio-Affective Strategies on Students' Self-Confidence in Classroom Speaking Activities

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Abstract: This research was to investigate the implementation of socio-affective strategies to improve students' self confidence in classroom speaking activities. This research was conducted in two cycles. The subjects of this study were the students of this school grade VIII A. The number of the subjects was thirty five students. The instruments which are used to collect the data are observation questionnaire and field note. The student who had strong desire in cycle I was 23 students, in cycle II was 33 students. The student who used visual contact in cycle I was 21 students, in cycle II was 28 students. The student who spoke aloud in cycle I was 22 students, in cycle II was 29 students. The student who used their gestures in cycle I was 24 students, in cycle II was 29 students. The student who comprehended the material in cycle I was 28 students, in cycle II was 32 students. Based on the results of the research, it can be concluded that using Socio-affective strategies can improve students' self-confidence in speaking English.

INTRODUCTION

Castillo (2015) says language is nothing but human subjects in as much as they speak, say and know. Languages are a few things coming from the inner of the speaking subject manifest within the significant international purpose of individual speaker. Language used as a means of communications with other people, as a tool to express ideas and wishes. Language also is tightly woven into human experience that it is scarcely possible to imagine life without it. It means without language hard to imagine how people can cooperate and get along with one another. Language is very important in each facet of our live as a result of it permits individuals to speak in an exceedingly manner that allows the sharing of common ideas. Language in all its complexity can be acquired through a variety of modalities

i.e., sound (speech), sight (writing), and visual motion (signs) – an adequate concept of bilingual should allow for any of these realizations. the researcher can say that the function of language is for communication. People use language to communicate each other. Without language people can not do anything such as asking help, giving argument and showing their feelings.

It is very easy for people to communicate with other people in one culture and country using a same language. But, they will face many problems to communicate with people in different cultures and countries. For example: The Indonesian communicates with the Americans. Then, they need to learn the target language to make the communication goes smoothly and not misunderstanding each other.

English is an effective language to communicate with other people around the world who have different languages “English language has removed the language barriers between different countries. However, it ought to be a customary language that might be used to communicate with different countries. It is also used in the spoken and written forms in all field of science. As an International language, English has been used in many countries in the world as means of their International contact.

In Indonesia one of basic demand needed by students in preparing themselves to face global era is skill to use English language as language communication in oral or writing. The government of Indonesia has included English language into curriculum of junior and senior high school. This action intends to improve students' human resource especially in English language. The Indonesian students are expected to be able to communicate in English. There are four language skills that students have to master, they are listening, speaking, reading and writing. But, in this research focus on students' ability of speaking because a skill in speaking English will help students in developing their intellectual, social, and emotional.

Speaking plays an important role in foreign language setting. It is accustomed categorical and translate thought, ideas and feeling into language in spoken form. But, many Indonesian learners are not confident when they are required to speak English especially in speaking class and their English teachers are less in giving motivation and using strategies in order to create them become confident students. Whereas, self-confidence is very important for learners in learning foreign language.

When people are not confident they become so frightened, that they can't think clearly, can't concentrate, can't remember what they had intended to say.

They have lost the words and sentences to speak. That also behave for Indonesian Students when they are not confident, they can't improve their ability in English speaking. The effect is they can have low need to learn English particularly in speaking.

Because of the issues above, The English teachers need some strategies to improve students' self-confidence. Explaining about self-confidence, Yen-li says that “Regulating and controlling emotions, motivations and attitudes toward learning are needed by English learners to improve their self- confidence, the good control can help them to study through contact and interaction with others.” So, Socio-affective strategies are needed.

Brown, in Syafrri states that “Socio-affective strategies, on the other hand, deal with students' interactions with others.” On other hand, Syafrri states about socio-affective strategies that “It is the strategy which is non-academic in nature and involve stimulating learning by establishing a level of empathy between the lecturer and student. It is supported by considering factors such as emotions and attitudes.”

Socio-affective strategies have two sub strategies; they are the cooperative strategy and the asking for clarification strategy. The success of cooperative learning is represented by affective domain and team-building. Team-building is really needed for groups to get to know each other and develop the trust and skills to work together. The success of asking for clarification strategy can be reached by individual meeting with the teacher. During the meeting, the teacher can apply open-ended questions for the students and have relaxed conversations with the students in order to know the students' difficulties they encounter while studying in speaking class. In this case, the researcher wants to implement socio-affective strategies to improve students'

self-confidence in speaking especially in speaking class.

The two strategies of socio-affective strategies are implemented in this research. They are the discussion in pair for practicing the dialogue and discussion in group for practicing role-play. These two strategies will be implemented in a classroom action research with the student grade VIII-A of MTs KULNI Cikande-Serang-Banten in the academic year 2019/2020. The implementation of socio-affective strategies to improve students' self-confidence in speaking classroom activities will be focused on this research. These two strategies are expected to improve students' self-confidence in classroom speaking activities.

THEORETICAL SUPPORT

A. Speaking

Speaking is one of the four skills that should be mastered beside listening, reading and writing. Speaking has an important role in daily life that is to convey someone's mind directly. Speaking is a tool for someone to express what he has in mind, emotion, and to influence or persuade other people to do or to take action.

Brown, in Mahboobeh, Mahmood, and Saeed Ganji (2014) state speaking is an interactive process of constructing meaning which is comprised of producing and receiving information. So, people try to speak fluently and clearly to make their interlocutors understand what they speak.

Based on the definitions above, the researcher can conclude speaking is the activity of what people mind to be spoken language. Speaking as one of the productive skill has the important thing for communicating to each other. It is clearly that speaking complex process than other skill. It can be concluded speaking is ability says words to express or to submit mind, feeling, and idea. Speaking also is being capable of speech,

expressing or exchanging thoughts through using language.

B. Self-Confidence

Self-confidence may be a term took to describe how secure someone is in their own choices and actions.

Genctan, in Haidar states that "Self-confidence is defined as an individual's recognition of his own abilities, loving himself and being aware of his own emotions." On other hand, Azmandian states that "Self-confidence is the manifestation and expression of self-esteem to the outside world." It is means self-confidence is the pre requisite to beautiful and productive relationships. Those who have great self-confidence and combine it with humility and congeniality create a cheerful, attractive, and adored image.

C. Learning Strategies

Learning strategies is useful to expend this definition by saying that learning strategies are specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more affective, more transferrable to new situations.

According to O'malley and Chamot, in Demirel, and Eguten define them as, "The special thoughts or behaviors that individual used to help them comprehend, learn, or retain new information."

1. Type of learning startegies

Whereas according to O'Malley and Chamot's framework, there are three major types of strategy are distinguished, in accordance with the information- processing model, on which their research is based. The three learning strategies are cognitive strategies, metacognitive strategies and socio-affective strategies. In this research, the researcher used socio-affective

strategies as the strategies in teaching and learning speaking.

D. Socio-affective Strategies

Oxford, In Siamak, Simin, and Seyyed stated that "Socio-affective strategies are those which are non-academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and students. They include considering factors such as emotions and attitudes.

On other hand, Tamim (2016) says social-affective learning strategies are the different mental and behavioral mechanisms learners use either to come to grips with emotional and socio-cultural challenges they encounter in their learning method or to increase their learning capacities.

METHOD

A. Research Design

In doing this research, the researcher used a classroom action research as an attempt to increase students' self-confidence in speaking by implementing socio-affective strategies.

Classroom action research took in this research as the approach. As we all know that classroom action research is a number of procedures that is used to increase teaching learning process in classroom.

Classroom Action Research is a reflection to activity which is intentionally appeared and happened in class. In this research used a Classroom Action Research (CAR) designed by Kemmis and Mc. Taggart (2010) model that consist of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycle.

B. Research Site

In this research, the participants are the students grade 8th in second semester

specifically class VIII-A of MTs KULNI Cikande-Serang who are learning English as Foreign Language. There are 35 students as participants; it consists of 12 male students and 23 female students they are 13-14 years old. The school is located in Cikande Serang- Banten.

C. Technique of Data Collection

The most important thing in this research is collecting the data that can determine the result of the research. Some techniques are used in collecting data in this research are: Observation, questionnaie, and fieldnote.

1. Observation

The guided observation was used to observe the participants in their teaching-learning process, especially in speaking classroom. The researcher observed three times during the research. The first observation centered on their issues in speaking and their initial condition before the action.

The next two observations more focused on the students' improvement of their self-confidence in speaking after implementing Socio-affective strategies. The "observation check list and students' activity and teacher's competence checklist form and students' self-confidence observation checklist form" was used as the instrument of the research.

Rating	Score
Yes	1
No	0

Table 1. The Observation Scoring (Scale Guttman

2. Questionnaire

The questionnaire is a number of questionnaire or statement used to gain information from respondents about the respondent themselves or their knowledge, belief, etc.

According to Creswell, he states that “Elucidates two kinds of questionnaire namely open-ended and close-ended. An open-ended questionnaire is a list of questions which requires the respondents’ answer freely by their own opinion. While close-ended questionnaire is list of questions provide all possible alternative answers.” It is the technique of collecting data by giving the respondents a list of questions in written form.

No	For positive items	For Negative items
1	Selalu (Always) is scored 5	Selalu (Always) is scored 1
2	Sering (Often) is scored 4	Sering (Often) is scored 2
3	Kadang-Kadang (Sometimes) is scored 3	Kadang-Kadang (Sometimes) is scored 3
4	Jarang (Seldom) is scored 2	Jarang (Seldom) is scored 4
5	Tidak Pernah (Never) is scored 1	Tidak Pernah (Never) is scored 5

Table 1.2 Questionnaire Scoring (Likert Scale)

3. Field Note

Moleong (2002) says note is useful to know something had been watched, heard and felt in the field research. This note is aimed to arrange the field note.

Field note refer to qualitative notes recorded by scientists or researchers in the course of field research, during and after their observation of specific phenomom students are studying.

In this analysis, the researcher used the field note to know the students condition, situation of the class and everything happened during the research.

D. Analysis of Data

1. Scoring Criteria of Questionnaire Students' Self-Confidence

In classifying the students’ answer of the questionnaire based on Likert Scale, the researcher determines the answer based on the indicators. They are “Always (A)”, “Often (O)”, “Sometime (ST)”, “Seldom (S)”, and “Never (N)”. Thus indicators have each value, which determined as 5 for A, 4 for O 3 for ST, 2 for S, and 1 for N in positive item and 1 for A, 2 for O, 3 for ST, 4 for S, and 5 for N in negative items.

Score Max = (Total Respondent x Highest score of likert scale)

Score Min = (Total respondent x Lowest score of likert scale)

Index (%) =

(Total Score/ Score Maximum) x 100%

a. Counting the percentage by using likert scale:

In counting scores of questionnaire, the researcher counts the mean score of each questions answer by using likert scale, as follows:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{\text{Frequency of each question score} \times 100\%}{\text{Maximun/ideal score of item}}$$

2. Scoring Criteria of Observation Checklist Form

The score of students’ self-confidence from observation checklist form will be analyzed per-aspect. It may be calculated by applying this following formula:

- a. Counting the percentage
 Yes = $1 \times 100\% = 100\%$
 No = $0 \times 100\% = 0\%$

The calculation "Yes" from the observation checklist form =

$$\text{Score of self-confidence per aspect} = \frac{\text{Number of students} \times 100\%}{\text{Total number of students}}$$

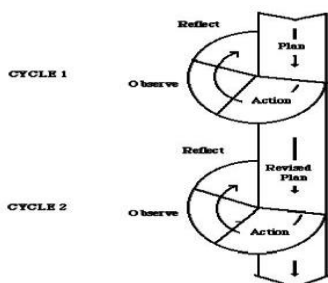
In this research, the researcher process the score of observation and questionnaire based on the criterion of interpretation score:

No	No Percentage	Category
1	86-100%	Extremely Good
2	76-85%	Good
3	60-75%	Fair
4	55-59%	Low
5	≤54%	Very Low

Table 3.5. The Percentage of Interpretation Score

E. Procedure of Research

Classroom action research is the procedure of the classroom activities. The steps of this research were arranged in three phases, those were: pre cycle, cycle I, and cycle 2. There were four activities that ought to be exhausted in one cycle. Its steps in during this research were applying some cycles and it had been implemented to increase students' spirit to resolve their issues. Kemmis and McTaggart (2010) say the four elements consisted of planning, acting, observing, and reflecting. Figure 1.1: Action Research Spiral, Model from Kemmis and McTaggart



RESULT AND DISCUSSION

Five indicators of self-confidence in the observation checklist Compared to the initial condition (pre-cycle) there was improvement of observation percentage from the research. It told the researcher that there was an improvement of self-confidence from the students after being taught by using Socio-affective strategies.

The result of the analysis shows that who had strong desire in cycle I was 23 students, in cycle II was 33 students. The student who used visual contact in cycle I was 21 students, in cycle II was 28 students. The student who spoke aloud in cycle I was 22 students, in cycle II was 29 students. The student who used their gestures in cycle I was 24 students, in cycle II was 29 students. The student who comprehended the material in cycle I was 28 students, in cycle II was 32 students.

1. The Data Analysis of Questionnaire

The average from the percentage of students self-confidence per-statement before implementing of Socio-affective strategies obtained the result is $54.92 = 55\%$ while after implementing the Socio-affectivities strategies obtained the result is $81.87 = 82\%$. Based on the questionnaire, the improvement of students' answers per statement before implementing and after implementing.

CONCLUSION

The students' self-confidence in speaking class before they implemented by Socio-affective strategies was low. Those factors were caused by the boring models of speaking activity and they were not confident and afraid making mistakes in structure, pronunciation, word order and diction.

The implementation of Socio-affective strategies to improve students' self-confident in speaking has been applied through classroom action research

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