

## AN ANALYSIS OF THE USE OF SOCIO-AFFECTIVE STRATEGY IN TEACHING SPEAKING ENGLISH

\*Daniel Ursilenton Wiser Sumang<sup>1)</sup>, Darmawan<sup>2)</sup>, Maf'ula<sup>3)</sup>

<sup>1,2,3)</sup> English Education Study Program, Faculty of Teacher Training and Education  
Tadulako University, Palu

\*[danielwisersumang@gmail.com](mailto:danielwisersumang@gmail.com)

### ABSTRAK

*Penelitian ini dilakukan melalui metode Library Research yang menjelaskan penerapan strategi sosio-afektif dalam pengajaran berbicara bahasa Inggris. Tujuan dari penelitian ini adalah untuk mendeskripsikan langkah-langkah penerapan strategi sosio-afektif untuk mendorong siswa dalam mengajar berbicara bahasa Inggris. Sumber data diambil dari 5 penulisan ilmiah tentang penerapan strategi sosio-afektif yang dipublikasikan periode 2017-2020. Hasil studi pustaka mengungkapkan bahwa dalam menggunakan strategi sosio-afektif, guru atau dosen menggunakan enam langkah strategi seperti mengurangi kecemasan siswa, mendorong diri mereka untuk berbicara, mengendalikan emosi, bertanya, bekerja sama dengan orang lain, dan berempati dengan orang lain, berdasarkan Oxford (1990). Para siswa pasti memiliki respon positif terhadap penggunaan strategi sosio-afektif dalam pengajaran berbicara bahasa Inggris. Mereka berpikir bahwa strategi sosio-afektif dapat membantu mereka untuk meningkatkan kemampuan, motivasi, dan kepercayaan diri mereka dalam berbicara bahasa Inggris. Disimpulkan bahwa penggunaan Strategi Sosio-Afektif dalam pengajaran berbicara bahasa Inggris efektif untuk meningkatkan keterampilan berbicara siswa. Dengan kata lain, perbedaan dalam prosedur pengajaran tidak berdampak negatif terhadap kemampuan berbicara siswa.*

**Kata Kunci:** Strategi Socio-Affective, Pembelajaran Bebahasa Inggris.

### ABSTRACT

This study was conducted through Library Research method which describes the implementation of socio-affective strategy in teaching speaking English. The aim of this study is to describe the steps on the implementation of socio-affective strategy to encourage students in teaching speaking English. The data sources were taken from scientific writing on the implementation of socio-affective strategy from 5 scientific writings. The results reveal that in using socio-affective strategies, the teacher or lectures used six steps of strategies such as reducing students' anxiety, encouraging themselves to speak, controlling emotion, asking question, cooperating with others, and empathizing with others based on Oxford (1990). The students definitely have positive response toward the use of socio-affective strategy in teaching speaking English. They thought that socio-affective strategies is possible help them to enhance their ability, motivation, and confidence in speaking skill. It is concluded that using Socio-Affective Strategies in teaching speaking English is effective to increase students' speaking skill. In other words, differences in the teaching procedures do not negatively impact the students speaking ability. the teaching procedures do not negatively impact the students speaking ability.

**Keywords:** Socio-affective Strategy, Teaching Speaking English.

## **INTRODUCTION**

Public speaking needs courage. To be able to speak in front of public, students must be trained properly to speak at least in front of their friends before they dare to do in a community. Learning speaking cannot be separated from learning other language skills in order to interact with others.

By looking at the current issue of English subject, teaching English to students is really challenging. English teachers in Indonesia mostly have a difficulty in motivating the students. It is because the students have kind of issues of expressing something by using English. For instance: students have lack of motivation, lack of confidence, anxiety, especially when they try to speak to other friends.

Therefore, “Socio-affective Strategy” is really helpful to describe and motivate a person to interact with. It can be an exact solution for the students who want to improve the ability in speaking English.

## **METHOD**

In this research, the researchers used qualitative research design which is Library Research method. Library research is a research activity carried out by collecting information and data with the help of various materials in the library such as reference books, similar results of previous research, articles, notes, and various journals related to the problem to be solved. The primary data was taken from a book written by the proponent of Socio-Affective Strategies Oxford 1990 which is Learning Strategies. The secondary data collected from the document on the implementation of Socio-affective Strategies based on the studies conducted from 2017-2020. Meanwhile, the secondary data were obtained from academic writing, including: five (Journals-Articles) which has the deepest correlation based on the previous research of socio-affective strategies implementation, such as Robyansyah (2020), Hakim (2019), Indriana (2019), Kurniawan (2017), and El-sakka (2019).

## **FINDINGS AND DISCUSSION**

### **FINDINGS**

In this study, the researchers found the way to reveal the implementation of socio-affective strategy under the fundamental sources that have been utilized by the previous researchers. According to the (Oxford (1990: 17), there are three components in the social domain. The components are ask, cooperation, and empathy. Besides, there are also three components in the affective domain. The components are relaxation, motivation, and confidence. These components are basically used in teaching speaking that aim to involve learning conducive to interact with others.

## **DISCUSSION**

Teaching is a process of transferring knowledge between teachers and students in the teaching environment (school). A teacher needs a method or strategy to create effective teaching speaking. To make the students understand the material easily, the teacher must have an appropriate method or strategies. The researchers employed socio-affective strategies in teaching students' speaking skills as the preference in library research.

Having reviewed five academic writings in the form of skripsi and journals, it was found that not all researchers followed the rules provided by the proponents (Oxford 1990). Although the papers reviewed use either adopted or adapted teaching procedures, the results remain the same, that using Socio-affective strategy in teaching speaking English is effective to improve learners' speaking skill.

This research involves six strategies for the students. Based on the data analysis on the previous part, there were several findings that were found in relation to students' socio-affective strategies. As for the detailed explanation about teaching speaking learning activity used socio-affective strategies is described as follows:

- a) Activity: 1) In the first meeting on the early activity after students pray together, the teacher gave motivation in the teaching and learning process as a part of affective strategies (making positive statements) to increase their enthusiasm for learning English. 2) In the core activity, students learned about the present continuous tense. 3) In this activity, teachers and students used and applied social strategies namely asking questions and cooperating with other. 4) The teacher asked the students about the material and also the students asked the teacher when they had the problems. 5) In the last activity, the

teacher asked about the students' impression of giving feedback from difficulty, unpopular things, and others. After that teacher closes the meeting with pray together and greet.

In applying socio-affective strategies in teaching speaking English, Hakim provided the procedures in an activity that will light up where the teaching speaking learning process goes to. It is basically adapted by Oxford (1990) as follows:

- a) Reducing Students' anxiety: Make students relaxed whenever they are afraid of using English and let students take a breath to minimize their anxiety before their performance in front of the class.
- b) Encourage Themselves: Encourage students to speak English even when they are afraid of making a mistake and give students a reward/reinforcement or treat them when they do well in English.
- c) Controlling Emotion: Let students talk to someone else about how they feel when they are learning English.
- d) Asking Question: Let students ask question in English and let students talk to the other person slowly or say it again if they don't understand something in English.
- e) Cooperating with Others: Make students practice English with other students and make other students work successfully in a group.
- f) Empathizing with Others: Make students volunteer activities.

Therefore, Hakim (2019) stated that those kinds of six categories of socio-affective strategies are really affective to help the learners in enhancing their speaking motivation.

**Indriana (2019).** She found that students used Oxford theory (1990). There are lowering your anxiety, encouraging yourself, taking your emotional temperature, asking questions, cooperating with others, and empathizing with others.

The results of this study show that students apply eleven out of sixteen socio-effective strategies. Students are able to push themselves to ensure what they are doing. The eleven indicators are used by students as follows:

- a) Cooperating with colleagues: Cooperating with colleagues is the indicator of socio-affective strategies that mostly students needed. In learning of speaking

English, students are very enthusiastic about how to learn to use cooperating with others.

R : "Do students always choose to study in groups with other students when speaking in English?"

S : "yes, I am more happy when studying speaking in group, it will reduce my nervousness when speaking in front of a private class".

- b) Ask for Corrections: This is the second category of eleven categories that students use to learn speaking English. Students often ask other students or lecturers to get the right answers.

R : "do you always ask your lecturer or friend when you have difficulty understanding the material".

S : "yes, because if I don't ask them I will feel like learning failure."

- c) Listening to Your Body: There are still many students who respect themselves, this is evidenced by their condition. Students often follow the feelings they experience. So, students often do things according to their feelings at that time.

R : "Do you feel happy after learning speaking English class?"

S : "yes, because I like learning about language".

- d) Using Laughter: Using laughter indicators, it can reduce the burden on their minds after learning is complete. things they used to do, joking with their friends.

R : "Do you often watch comedies or listen to jokes to reduce your burden of mind?"

S : "yes, that is the way I often do with my friends as entertainment during many tasks".

- e) Making More concerned with Others: Students can practice by dialogue with other students or native speakers. Students who practice speaking English more often, the vocabulary they get becomes more and more.

R : "Do you now dare to apply your English language skills to real life?"

S : "yes, sometimes when in speaking class I speak to my friends using English, but more often write by message".

- f) Using Progressive Relaxation, Deep Breathing or Mediation: Students familiarize themselves with taking a long breath to reduce their anxiety. This indicator really helps students to reduce their sense of anxiety.

R : "Do you often take a deep breath when you feel anxious?"

S : "yes, that is a way to reduce my anxiety".

- g) Asking for Clarification or Verification: Students who ask the lecturer to repeat the previous explanation.

R : "Do you often ask lecturers to repeat explaining material?"

S : "yes, sometimes I ask lecturers to get the truth".

- h) Making Positive Statements: Students who have this, usually students who have confidence that all that is possible. Students who always try to realize their dreams come true.

R : "Do you like to write positive things about yourself?"

S : "yes of course, this will make my spirit rise".

- i) Taking Risks Wisely: Only a few students have the wisdom to take wise decisions. based on the interview:

R : "Do you have the desire to speak English in public with your friends?"

S : "yes, even though the language that I use is still not completely correct in grammar, but I tried to get used to it".

- j) Rewarding Yourself: By giving applause to other students when presenting something in front of them. But, they are less enthusiastic about giving something as a gift for themselves.

R : "Do you always give presents to yourself after you have succeeded in completing something good?"

S : "yes, but it's not a fancy gift. just refreshing with family or friends".

- k) Discussing Your Feelings with Someone Else: Students are choosing to share stories with other students about complaints of learning experienced.

R : "Do you often share stories with lecturers, friends, or family about complaints when in class?"

S : "yes, usually I share stories with friends and family, rarely do I tell stories to lecturers".

Furthermore, Zeynaly's finding (2015), that students use all indicators of social-affective strategies because of their own interests, it can make it easier for students to understand the material provided. But, it is irrelevant to Kamaral's findings (2013), that all strategies related to social strategy are low.

### **Kurniawan (2017)**

He utilized only the three components of socio-affective strategies which are basically from Oxford (1990) including: asking questions, cooperating with others and empathizing with others to help the learners or alumnus of English Education Study program of Teacher Training and Education Faculty Tanjung Pura University to improve their speaking ability. One of the alumnus is Mrs. A's who was interviewed and asked about her opinion of her job in public relation and division at Polda Kalimantan Barat, the achievements of the work related to her good speaking, and her activities to maintain her speaking skills.

The followings are the steps of utilization of socio-affective strategies used by Kurniawan :

#### **a. Cooperation**

Cooperation covers the following activities, such as practicing giving an order. In her daily activities she always does a task to her daughter to practice some offering in English just for remembering the use of expressions in giving an order or giving an instruction.

#### **a. Questioning for clarification**

Singing English songs is the strategy that used by her to improve her speaking ability. She is singing English song to explore a lot of useful vocabulary, phrases and expressions. The lyrics of the songs are contain various kinds of vocabulary, especially the daily use of English.

#### **b. Empathizing with others**

Exploring a book is one of media that she chose to improve her speaking ability. She explored what is the content of the book and started to identify new words, vocabulary, idioms in romantic novel. She shares the interesting topic to her partner by doing a conversation

Movie is an integral part of learner's lives so it makes perfect sense to bring her into the language skill. Movies as a motivator, also makes the effort of developing language skills more entertaining and enjoyable. Movies provide learners with examples of English used in 'real' situations, particularly interactive language – the language of real-life conversation.

Furthermore, Kurniawan (2017), revealed that by using English songs, Exploring some books and, Watching western movies are relatively better to help the alumnus to maintain English speaking performance.

### **El-sakka (2019)**

There are several steps that El-zakka had provided for the students such as : 1) A speaking performance test was developed by the researcher to measure the participants' level of speaking performance before and after the experiment. The test was divided into four parts. In part one, the examiner asks the examinee some simple personal questions on everyday familiar topics (work, study, food, holidays, friends, festivals, sports ...etc). 2) In the second part, the participants have twenty minutes to read an article and take brief notes on it. Each participant has four minutes to give an oral summary about what s/he read. 3) In part three, the examinees look at a picture card and asked to speak about it for about 5 minutes. Before speaking, the participant has two minutes to make notes. 4) In part four, the examiner and the participant have a discussion relating to the subject area in Part 3.

## **CONCLUSION**

Researchers reveal that in using socio-affective strategies, the teacher used six strategies such as reducing students' anxiety, encouraging themselves to speak, controlling emotion, asking question, cooperating with others and empathizing with others. The students also have positive response toward the use of socio-affective strategy in teaching speaking English. They thought that socio-affective strategies is possible help them to enhance their ability, motivation, and confidence in speaking skill.

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