

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the international languages used by many people in this world and its use is carried out in daily life. Therefore, even with people from countries out there about many aspects of daily human life such as technology, economy, social, and politics. Speaking, Reading, Writing, and Listening are the four components of English. But the most important thing to work on is your ability to communicate is speaking. Because communication is an important aspect of life, by communicating using well-organized language, it will be easier to communicate with anyone.

Many students still find it difficult to put into words their ideas in English even if they are already fluent in the spoken language. Learning a foreign language will make a someone that difficult if haven't learned the method. On the other hand, students expect to share ideas, information and feelings with each other. Practicing using language is important to learn because it is part of one of the communications in speaking in developing student's speaking skills. The students will not be able to speak fluently if they do not practice the language properly, correctly, and accurately.

English is a compulsory subject taught in junior high school in Indonesia, and students must master four language skills: listening, speaking, reading, and writing. Students must understand the material, both oral and written, in order to achieve good results in class. Speaking is an essential communication skill, so students are frequently expected to master this skill. According to Richard, one of the main characteristics of the approach in language teaching is that it begins with spoken language. Speaking abilities are important in many ways, especially for students studying a language. Speaking ability

is extremely useful in assisting students in expressing their ideas. It is necessary for interaction between the teacher and the students.

The main aspect of communication is the concept of speaking, which is defined as the activity of people expressing their ideas orally confidently and without fear of making mistakes, and speaking is defined as an interactive process constructing meaning that involves producing, receiving, and processing information orally using the organ of speech. Fluency necessitates not only knowledge of language features, but also the ability to process information and language on the fly, while the socio affective concept is focus on providing a stimulus for better management of student's attitudes, motivations, and emotions towards learning, socio affective is mental and physical activity consciously chosen by language learners to regulate and control their emotions, motivations, and attitudes towards learning, and they can learn through contact and interaction with other people and gain confidence in English. One English teacher at MTs Daarul Hidayah using socio affective strategy to improve student's speaking skills, and researcher want to know what teachers do behind socio affective strategy, because this strategy is very interesting to study and know more deeply. The teacher's role in improving English is very influential in improving student's English, one of which is by using strategies.

Rossiter conducted a previous study titled "The Effect of Affective Strategy Training in the ESL Classroom" that used socio affective strategies to improve speaking skills. His study aimed to look at how affective strategy instruction affected measures of second language proficiency and self efficacy. This study included 31 adult secondary-level ESL students enrolled in a full-time ESL program at a Canadian post-secondary institution. The findings revealed that study participants found affective strategy instruction to be the most useful in classroom activities and in real-life situations. This is largely due to participants' increased comfort with the interlocutor, the researcher, and the context.

Based on previous study, the researcher concludes that socio affective strategy are very helpful for improving the language skills of students, especially in speaking skills.

However, this study will investigate the application of socio affective strategy using a case study that focuses on details and examines the performance of teachers in implementing socio affective strategy to their students in school.

B. Identification of Problem

The identification of the problem in this research was because the researcher saw that students were less motivated in learning to speak English, they were less motivated because they had not found effective strategies to apply in learning speaking. Then the English teacher at MTs Daarul Hidayah looked for effective ways to increase their motivation in learning. Then, the next problem its namely that students are afraid of making mistakes when speaking English, even though mistakes in English pronunciation are also one of the habituation processes in learning English, these mistakes will also make students more accustomed to accepting that mistakes are okay as long as they are made. they don't stop learning. From the error process, the teacher explains that feeling wrong in English pronunciation is normal. Then the last problem is that students lack confidence when learning to speak. This is because students still feel nervous and embarrassed to be in front of their classmates.

C. The Statements of Problem

1. How is the teacher apply socio affective strategy in teaching English?
2. What is the students response about socio affective strategy?
3. What are the obstacles found from teachers and students perspective?

D. Objectives of Study

1. To know the application of socio affective strategy taught by the English teacher at MTs Daarul Hidayah.
2. To know the students responses about socio affective strategy.
3. To know the obstacles found from teachers and students perspectives.

E. The Significance of Study

This study is hoped to be useful:

1. For the Students

This study was expected to be able to improve the students' speaking skill.

2. For the Teacher

This study was expected to give consideration or alternative for the English teacher in understanding the concept of teaching speaking through theories stated in this study.

3. For the Readers

Hopefully the readers can use this thesis as an idea for the future and use it as motivation.

F. Previous Study

Study by Halimatus Sa'diyah with the title "*The Implementation of Socioaffective Strategies to Improve Student's Self Confidence in Speaking (a classroom action research with students of VIII a class at SMP Pondok Modern Selamat Kendal)*" This research was a classroom action research on the use of socio affective strategy to improve students' self confidence in speaking. Its aims are to describe the use of Socio affective strategies to improve students' self confidence in speaking and to describe students' achievement in Speaking after being taught by using Socio affective strategies.

There were two cycles, Although the difficulties came up during the action, based on the observation the researcher concluded that most of students were more confident while practicing the conversation in dialogue and role play (Socio affective strategy) than the initial condition. In addition, in the last cycle the students also got the high mean of the speaking achievement 73.02. The students' speaking achievement was improved in every action. In the pre observation, the mean of class speaking score was 62.87, in the cycle I was 67.59 and in the cycle II was 73.02. It

told the researcher that the improvement of self confidence influenced the students' speaking achievement.¹

Nirmala (2012) who conducted research and took the title "*Effectiveness of Social Affective Strategies in Improving Students' Speaking Ability*". She found it Socio-affective strategy is a good strategy to improve students' speaking ability especially in accuracy and fluency.

All The above researchers agree that by using socio affective strategies in teaching, English, especially in speaking skills, can help students improve their public speaking skills and researchers came to the conclusion that socio affective strategies that include work together not only in the course of learning not only in the classroom but also in every day just speak English with classmates, teachers, and friends.²

G. Organization of Writing

To make this research easy to comprehend, the researcher will divide this research into five chapters:

The first chapter discusses about introduction that consist of the background of study, identification of problem, statement of problem, objective of study, the significance of study, previous study and organization of writing.

The second chapter discusses about the theoretical framework that the first consist of definition of speaking, basic type of speaking, teaching and learning process, the micro and macro skills in speaking, and the definition of socio affective strategy.

The third chapter discusses about methodology of the research that the first consist of method of research, the participant, the technique of data collecting, and the technique of data analysis.

¹Halimatus Sa'diyah, *The Implementation of Socioaffective Strategies to Improve Student's Self Confidence in Speaking (a classroom action research with students of VIII a class at SMP Pondok Modern Selamat Kendal)*", 2017.

² Nirmala, *Effectiveness of Social Affective Strategies in Improving Students' Speaking Ability*, 2012.

The fourth chapter discusses about the result of the research the first consist of the description about how the teacher apply socio affective strategy, the way of applying socio affective, the students response about socio affective strategy, and the obstacle found from teacher and students perspective.

The fifth chapter discusses about conclusion and suggestion.