

## **STATEMENT OF ORIGINALITY**

I here with declare that the research paper I wrote as a partial fulfillment of the requirement for the Sarjana Degree and submitted to the English Education Department, the Faculty of Education and letters wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal are intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any concequences in the form of any sanction such as alosing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

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## ACKNOWLEDGEMENT

*Assalamu'alaikum Wr. Wb.*

There is no valuable words to be said but all praises be to Allah, the almighty God, the lord of the world, the Master of the day after, the creator of everything in this universe, who has given the mercy, direction, guidance, fluency and pleasure. It would be possible for the researcher to finish this paper.

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Last but far from least, the reseracher realizes that this paper is far from being perfect, so the researcher hopes this paper will be useful especially for the researcher and for any readers or any researchers. Therefore the researcher would like to accept some suggestions to correct this weakness of this paper.

***Wassalamu'alaikum Wr.Wb***

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## ABSTRACT

**Aswati. 152301921.** 2019. The Implementation of Socio-Affective Strategies to Improve Students' Self-Confidence in Classroom Speaking Activities. (*A Classroom Action Research at the Eight Grade of MTs Kulni Cikande-Serang in Academic Year 2019/2020*)

This research investigates the implementation of socio-affective strategies to improve students' self confidence in classroom speaking activities. The background of the study in this research is based on the problems as follow: 1) The phenomena that students are not confident in speaking English in their class especially when they speak in front of audience, 2) The low self-confidence caused low speaking score and ability in English speaking. The problems of this research can be stated as follows: 1) How is students' self confidence in speaking class before the implementation of Socio-affective strategies?, 2) How is the implementation of Socio-affective strategies in improving student's self confidence in speaking class?, 3) How is the improvement of students' self-confidence in speaking class before and after the implementation of Socio-affective strategies?, The study was conducted at MTs Kulni Cikande- Serang in the academic year of 2019-2020. The implementation of Socio-affective strategies in teaching speaking at MTs Kulni Cikande-Serang is a Classroom Action Research Which is aimed at improving students' self-confidence in speaking. 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 descriptive quantitative and qualitative are used to analysis the data. The results of the analysis are used to describe the improvement of students' self confidence. The student who had strong desire in cycle I was 23 students, in cycle II was 33 students. The students 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.

*Key words: speaking, socio-affective strategies, self-confidence, classroom action research*

**THE IMPLEMENTATION OF SOCIO-AFFECTIVE STRATEGIES TO  
IMPROVE STUDENTS' SELF-CONFIDENCE IN CLASSROOM  
SPEAKING ACTIVITIES**

*(A Classroom Action Research at the Eight Grade of MTs Kulni Cikande-Serang in  
Academic Year 2019/2020)*

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## THE BOARD OF EXAMINERS' APPROVAL

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## **A Brief Biography**

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During her time of studentship, she involved some organizations, from internal organization she followed Association of English Student (HMJ TBI) for two periods and from external organization she followed The Muslim Students' Association (HMI) and the primordial organization is Serang Students' Association (HAMAS). She is very enjoyed with her organization without forgetting her obligation of study.

## **DEDICATION**

I dedicate this paper to my beloved parents and sister, who always give me their greatest love, advice and spirit, no matter what. They are my best friend, my source of joy, my savior, they are my light of life :

*Mr. Saidin H. Ahmad*

*Mrs. Siti Asiah*

*Asriati*



## MOTTO

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ الْعَالَمِينَ

*“And whoever strives only strives for (The benefit of) himself. Indeed, Allah is free from need of the world”*

**(Q.S: Al-Ankabut: 6)**

## TABLE OF CONTENTS

STATEMENT OF ORIGINALITY .....	i
ACKNOWLEDGEMENT .....	ii
ABSTRACT .....	iv
LEGALIZATION OF DEAN FACULTY .....	v
THE BOARD OF EXAMINERS' APPROVAL .....	vi
A BRIEF BIOGRAPHY .....	vii
DEDICATION .....	viii
MOTTO .....	ix
TABLE OF CONTENT .....	x
LIST OF TABLES .....	xii
LIST OF GRAPHICS .....	xv
LIST OF APPENDICES .....	xvi

### CHAPTER 1 INTRODUCTION

A. Background of the Study .....	1
B. Statement of Problems .....	5
C. Objectives of the Study .....	6
D. Significance of the Study .....	6
E. Definition Variable of Operational	
1. Implementation of Socio-affective Strategies .....	7
2. Improve Students' Self-Confidence .....	8
3. Classroom Speaking .....	9
F. Organization of the Writing .....	10

### CHAPTER II THEORETICAL FRAMEWORK

A. Speaking	
1. Definition of Speaking .....	11
2. Types of Speaking .....	13
3. The Function of Speaking .....	14
4. The Element of Speaking .....	15
5. Classroom Speaking Activities .....	17
B. Self-Confidence	
1. Definition of Self-Confidence .....	20
2. The Characteristic of Self-Confidence .....	23
3. Self-Confidence in Teaching Learning Speaking .....	26
4. The Indicators Things to reach Self-Confidence .....	29

C. Learning Strategies	
1. Definition of Language Learning Strategies .....	28
2. Types of Language Learning Strategies .....	29
D. Socio-Affective Strategies	
1. Definition of Socio-affective strategies.....	30
2. Types of Socio-affective Strategie .....	32
3. The Procedure of Using Procedure Socio-affective Strategies in Teaching Speaking	
4. The Application of Socio-affective Strategies .....	40
E. Previous Study .....	41
F. Conceptual Framework .....	44
 <b>CHAPTER III METHODOLOGY OF THE RESEARCH</b>	
A. Research Design.....	47
B. Research Site .....	48
C. Subject of The Research.....	48
D. Types of Data .....	49
E. Technique of Data Collecting	
1. Observation.....	49
2. Questionnaire .....	50
3. Field Note .....	50
F. Analysis Data .....	52
G. Research Procedure.....	56
 <b>CHAPTER IV RESEARCH FINDINGS</b>	
A. Descriptions of Data.....	61
1. Pre-Cycle .....	61
2. Cycle-1 .....	65
3. Cycle-2 .....	79
B. Students' Self-Confidence Analysis .....	91
C. Interpretations of Data.....	105
 <b>CHAPTER V CONCLUSION AND SUGGESTIONS</b>	
A. Conclusions .....	129
B. Suggestions .....	132
C. Closure .....	135
 <b>BIBLIOGRAPHY</b> .....	 136
<b>APPENDICES</b> .....	140

## LIST OF TABLES

Table 3.1 The Outline of Observation Checklist Form.....	50
Table 3.2 The Observation Scoring (Guttman Scale).....	50
Table 3.3 The Questionnaire Scoring (Likert Scale).....	51
Table 3.4 The Outline of Questionnaire.....	52
Table 3.5 The Percentage of Interpretation Score.....	56
Table 3.6 The Research Procedures of Cycle1.....	58
Table 3.7 The Research Procedures of Cycle2.....	59
Table 4.1 The Result of Students' Self-Confidence Observation in Pre-Cycle.....	62
Table 4.2 Expressions of Asking and Giving Opinion.....	67
Table 4.3 The Result of Students' Self-Confidence Observation in Cycle1.....	70
Table 4.4 Observation Sheet of Students' Activity and Teacher's Competence Meeting I in Cycle 1.....	72
Table 4.5 Description of observation Sheet of Interest Activation and Students' Motivation Meeting I in Cycle 1.....	73
Table 4.6 Description of Observation Sheet of Learning Process Meeting I in Cycle 1.....	74
Table 4.7 Description of Observation Sheet of teacher's Competence Meeting 1 in Cycle 1.....	74
Table 4.8 Observation Sheet of Students' Activity and Teacher's Competence Meeting II in Cycle 1.....	75
Table 4.9 Description of observation Sheet of Interest Activation and Students' Motivation Meeting II in Cycle 1.....	76
Table 4.10 Description of Observation Sheet of Learning Process Meeting II in Cycle 1.....	77
Table 4.11 Description of Observation Sheet of teacher's Competence Meeting II in Cycle 1.....	77
Table 4.12 Table 4.4 The Result of Students' Self-Confidence Checklist Form in Cycle 2.....	81
Table 4.13 Observation Sheet of Students' Activity and Teacher's Competence Meeting I in Cycle 2.....	84
Table 4.14 Description of observation Sheet of Interest Activation and Students' Motivation Meeting I in Cycle 2.....	85
Table 4.15 Description of Observation Sheet of Learning Process Meeting I in Cycle 2.....	85
Table 4.16 Description of Observation Sheet of teacher's Competence	

Meeting 1 in Cycle 2 .....	86
Table 4.17 Observation Sheet of Students' Activity and Teacher's Competence Meeting II in Cycle 2.....	87
Table 4.18 Description of observation Sheet of Interest Activation and Students' Motivation Meeting II in Cycle 2.....	88
Table 4.19 Description of Observation Sheet of Learning Process Meeting II in Cycle 2.....	88
Table 4.20 Description of Observation Sheet of teacher's Competence Meeting II in Cycle 2.....	89
Table 4.21 The Result of Student's Self Confidence Using Observation Checklist Form Based on Number Students per-Indicator.....	91
Table 4.22The Result of Observation Checklist Form in Percentage.....	92
Table 4.23The Result of Questionnaire of Students' Self-Confidence Per-student BeforeImplementing Socio-affective Starategies in pre-cycle .....	93
Table 4.24The Category of the QuestionnaireBefore Implementing Socio-affective Strategies in pre-cycle .....	94
Table 4.25Recapitulation of Sudents' Self-Confidence Qetionnaire Per- Statement Before Implementing Socio-affective Starategies .....	95
Table 4.26 Questionnaire Percentage per-Statement Before Implementing Socio-affective Strategies Using Likert Scale .....	97
Table 4.27The Result of Questionnaireof Students' Self-Confidence Per-Student After Implementing Socio-affective Starategies in cycle 2.....	99
Table 4.28The Category of the Questionnaire After Implementing Socio-Affective Strategies in Cycle 2 .....	100
Table 4.29Recapitulation of Sudents' Self-Confidence Qetionnaire Per- Statement After Implementing Socio-affective Starategies .....	101
Table 4.30 Questionnaire Percentage per-Statement After Implementing Socio-affective Strategies Using Likert Scale .....	103
Table 4.31 The Percentage of students' self-confidence Improvement Based on Observation Checklist Form .....	105
Table 4.32TheResult of Qetionnaire per-Statement Before Implementing Socio-affective Starategies .....	107
Table 4.33TheCategory of Qetionnaire per-StudentBefore Implementing Socio-affective Starategies .....	108

Table 4.34	The Result of Questionnaire per-Statement After Implementing Socio-affective Startegies .....	115
Table 4.35	TheCategory of Questionnaire per-Statement After Implementing Socio-affective Startegies .....	116
Table 4.36	The Questionnaire Prcentage of students' self-confidence Improvement per-Statement .....	123

## LIST OF GRAPHICS

Graphic 3.1 The Outline Board of Classroom Action Research Procedures	57
Graphic 4.1 The Result of Observation Checklist Sheet in Pre-Cycle .....	64
Graphic 4.2 TheResult of Observation Checklist Sheet in Cycle 1 .....	72
Graphic 4.3 The Result of Observation Checklist Sheet in Cycle 2 .....	83
Graphic 4.4The Improvementof Observation Checklist Form Students' Self-Confidence .....	105
Graphic 4.5The Avarage of Questionnaire Result Per-Statement .....	125

## LIST OF APPENDICES

Lesson plan cycle 1 .....	141
Lesson plan cycle 2 .....	151
Syllabus .....	162
Teaching Material Cycle 1 & 2.....	164
Students' Attendance .....	167
List of students' Group .....	169
Classroom observation checklist form pre-cycle/1/2.....	170
The result of pre cycle based on Observation Checklis Form .....	171
The result of cycle 1 based on Observation Checklis Form .....	172
The result of cycle 2 based on Observation Checklis Form .....	173
Observation sheet of students' activity and teacher's competence meeting 1 in cycle 1 .....	174
Observation sheet of students' activity and teacher's competence meeting 2 in cycle 1 .....	175
Observation sheet of students' activity and teacher's competence meeting 1 in cycle 2 .....	176
Observation sheet of students' activity and teacher's competence meeting 2 in cycle 2 .....	177
The Questionnaire of Students' self confidence Before Implementing Socio-affective Strategies .....	178
The Result of questionnaire before implementing of socio-affective strategies.....	181
Recapitulation of sudents' self-confidence per-statement before implementing socio-affectivs strategies.....	183
Questionnaire Percentage Per-Statement Before Implementing Socio- affective Strategies.....	188
The result of Questionnaire of student's self-confidence Per-student Before Implementing Socio-affective Strategies in pre-Cycle .....	189
The Questionnaire of Students' self confidence After Implementing Socio- affective Strategies.....	191
The Result of questionnaire after implementing of socio-affective strategies	194
Recapitulation of sudents' self-confidence per-statement after implementing socio-affectivs strategies.....	196
Questionnaire Percentage Per-Statement after Implementing Socio- affective Strategies.....	201
The result of Questionnaire of student's self-confidence Pe-student After Implementing Socio-affective Strategies in Cycle 2 .....	202



Sample of Students’ Observation Checklist Form ..... 204

Sample of Students’ Questionnaire Before Implementing Socio-affective  
startegies..... 207

Sample of Students’ Questionnaire After Implementing Socio-affective  
startegies..... 210

Consultation Book..... 213

The official statement letter of adviser of paper ..... 215

The official statement letter of research permission ..... 217

Documentations ..... 221