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 consequences in the form of any sanction such as a losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, October 22nd, 2019

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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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8. My best friends of TBI E 2015 who have given me big spirit.
Last but far from least, the researcher 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

Serang, October 22\textsuperscript{nd}, 2019

The Researcher

Aswati
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-affetive 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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That the undergraduate research paper of Aswati has been approved by the board of Examiners as a partial fulfillment of the requirements for the Sarjana Degree in English Education Department

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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 فَإِنَّما يُجَاهِدُ لِنَفْسِهِۚ إِنَّ اللَّهَ لَغَيْنُ 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)
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