

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is nothing but human subjects in as much as they speak, say and know. Language is something coming from the inside of the speaking subject manifest in the meaningful international purpose of individual speaker.<sup>1</sup> Language used as a means of communications with other people, as a tool to express ideas and wishes.<sup>2</sup> Language also is tightly woven into human experience that it is scarcely possible to imagine life without it.<sup>3</sup> It is means without language hard to imagine how people can cooperate and get along with one another. Language is important in every aspect of our live because it allows people to communicate in a manner that enables 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.<sup>4</sup> Some expert definite the language, as follows :

Narey states that “Language is a system of communication structured by it rules of signification, or meaning-making. Language can be constructed in a variety

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<sup>1</sup>Jesus Martinez del Castillo, “The Speech as an Act of Knowing”, In *International Journal of Language and Linguistics*, Vol. 3, No. 6-1 (12<sup>th</sup> of February 2015), 31.

<sup>2</sup>Ramelan, *English Phonetic*, (Semarang: Unnes Press, 2003), 1.

<sup>3</sup>Steven Pinker, *The Language Instinct: The New Science of Language and Mind*, (London: Folio Society Publisher, 2007), 17.

<sup>4</sup>Ila Amalia, “Bilingualism”, In *Available online at Loquen: English Studies Journal*, Vol. 10, No. 02 (July-December 2017), 32.

of sensory or representational modalities, not limited to human speech and writing.”<sup>5</sup>

Dalby states that “Language is palette of sounds, a dictionary of words made up of those sounds, and a grammar of rules of combining the words meaningfully.<sup>6</sup> It is mean thus everyone’s sounds patterns, everyone’s dictionary and everyone’s language rules are original and little different from everyone else’s.

Based on the above statements we can say that the function of language is for communication. People use language to communicate each others. 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 others.

English is an effective language to communicate with other people around the world who have different languages “English Language has removed the

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<sup>5</sup>Marilyn Narey, *Making Meaning: Constructing Multimodal Perspectives of Language, Literacy, and Learning through Art-based Early Childhood Education*, (New York: Springer Publisher, 2009), 2.

<sup>6</sup>Andrew Dalby, *Dictionary of Language: The Definitive Reference to more than 400 Languages*, (London: A & C Black, 2006), 7.

language barriers between different countries.”<sup>7</sup> However, it should be a standard language that could be used to communicate among different countries. It is also used in the spoken and written forms in all fields of science. As an International language, English has been used in many countries over the world as means of their International contact.

In Indonesia one of the basic demands needed by students in preparing themselves to face the global era is the skill to use the English language as a language of communication in oral or written form. The government of Indonesia has included English language into the curriculum of junior and senior high school. This action intends to improve students' human resources especially in the English language. 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 focused 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 a foreign language setting.<sup>8</sup> It is used to express and translate thoughts, ideas and feelings into language in spoken form. But, many Indonesian learners are not confident when they are required to speak English especially in a speaking class and their English teachers are less in giving

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<sup>7</sup> Mudassar Nazir, Shahid Bashir, and Zahid Bashir Raja, “A Study of Second Language Speaking-Anxiety among ESL /intermediate Pakistan Learners”, In *International Journal of English and Education*, Vol. 3 No. 3 (July, 2014), 216.

<sup>8</sup> Saidna Zulfiqar A. Bin Tahir, “Improving Students' Speaking Skill Through Yahoo Messenger at University of Iqra Buru”, In *International Journal of Language and Linguistics*, Vol. 3 No. 3 (15<sup>th</sup> of May 2015), 176.

motivation and using strategies in order to make 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 say.<sup>9</sup> That also behave for Indonesian Students when they are not confident, they can't improve their ability in English speaking. The effect is they will have low desire to study English especially in speaking.

Because of the issues above, The English teachers need some strategies to improve students' self confidence. Explaining about self-confidence, Yen-li Chou 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 learn through contact and interaction with others."<sup>10</sup> So, Socio-affective strategies are needed.

Brown, in Syafri states that "Socio-affective strategies, on the other hand, deal with students' interactions with others."<sup>11</sup> On other hand, Syafri states about socio-affective strategies that "It is the strategy which are non academic in nature and involve stimulating learning by establishing a level of empathy between the

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<sup>9</sup> Dale Carnegie, *How To Develop Self-Confidence and Influence People by Public Speaking*, (London: Vermilion, 1998), 1.

<sup>10</sup> Yen-Lin Chou, "Promoting Learners' Speaking Ability by Socio-affective Strategies," 2<sup>nd</sup> of Desember 2018, <http://www.iteslj.org>.

<sup>11</sup> Hayati Syafri, "Expanding Instructional Model of Socio-affective Strategy for Speaking Skill in Islamic Institution", In *Journal ESTL*, Vol. 4 (2016), 363.

lecturer and student. It is supported by considering factors such as emotions and attitudes.”<sup>12</sup>

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 inspeaking 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 students 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.

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<sup>12</sup> Syafri, *Expanding Instructional*. Vol 4, 363.

**B. Statement of the Problems**

The research is aimed to answer the following questions:

1. How is students' self-confidence in speaking class ?
2. How is the implementation of Socio-affective strategies in improving students' 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 ?

**C. Objectives of the Study**

1. To find out students' self-confidence in speaking before the implementation of Socio-affective strategies.
2. To know how is the implementation of Socio-affective strategies in improving students' self-confidence in speaking.
3. To analyse the improvement of students' self-confidence in speaking before and after the implementation of Socio-affective strategies.

**D. Significance of the Study**

After conducting the study, this research, hopefully will be useful for:

**1. Teachers**

This study is valuable for English teachers to enrich their techniques in teaching speaking and to improve teachers' teaching quality in teaching speaking.

## 2. Students

This study is hoped to be valuable for the students to get their self-confidence in speaking English during their speaking class and they will get their improvement in classroom speaking activity.

## 3. School

The result of this study is hoped to be valuable for school by giving information that socio-affective strategies is one of the good strategies in improving the quality of the school.

## 4. The Development of Knowledge (Teaching-Learning Strategy)

This study is hoped to be valuable as the contributor in educational world that socio-affective strategies can improve students' self-confidence in speaking English.

## E. Definition of Variable Operational

### 1. Implementation of Socioaffective Strategies

Implement is to make something that has been officially decided start to happen or be used.<sup>13</sup>

O'Malley, In Ellis states that, "The socio-affective strategy as one of the three learning strategies which include the metacognitive strategy and the cognitive strategy."<sup>14</sup> On other hand, O'Malley and Chamot state that "Socio-affective strategies are the strategies that help learners regulate and control emotions,

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<sup>13</sup> A. S. Hornby, *Oxford Advanced Learners' Dictionary*, (New York: Oxford University Press, 8<sup>ed</sup>, 2010), 753.

<sup>14</sup> Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), 595.

motivations, and attitudes toward learning, as well as help learners learn through contact and interaction with others.”<sup>15</sup>

The use of Socio-affective strategies is needed to help learners to regulate and control their emotions, motivations and attitudes toward learning. So, they will be able to learn through contact and interaction with others and to get their self-confidence in speaking English during the speaking class activities.

## **2. Improve Students’ Self Confidence**

Improve is defined as becoming or making something better achieving or producing something of a better standard or quality than something else.<sup>16</sup>

Student can be defined as a person who is studying at a university or college, polytechnic or university; boy or girl who is attending school; anyone who studies or who is devoted to the acquisition of knowledge.<sup>17</sup>

Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations.<sup>18</sup> Self-confidence is the students’ belief in their ability that is fully capable of accomplishing a task.<sup>19</sup>

Based on the above definition we can say that students’ self-confidence can be concluded when they are speaking in front of audience, they belief on themselves without any confusedness and nervousness.

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<sup>15</sup> Ellis, *The Study of*, 536.

<sup>16</sup> A. S. Hornby, *Oxford Advanced*, 755.

<sup>17</sup> A. S. Hornby, *Oxford Advanced*, 1484..

<sup>18</sup> Manoranjan Tripathy and S.K. Srivastava, “To Study the Effect of Academic Achievement on the Level of Self-confidence”, In *International Journal of Yoga and Allied Sciences*, Vol. 1 No. 1 (12<sup>th</sup> of March 2018), 34.

<sup>19</sup> H.D. Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), 62.



The researcher can conclude improve Students' self-confidence is making the students' self-confidence is better than before implementing the socio-affective strategies when they are speaking English in their speaking class activities.

### 3. Classroom Speaking Activities

Classroom is a room where a class of children or students is taught.<sup>20</sup> Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information."<sup>21</sup> Activity is the situation in which is happening a lot of things are being done."<sup>22</sup>

Johnson, In Gudu states that, "According to English language scholars, use of learner-centered classroom activities including group discussions, speeches, storytelling, drama, debates, poem recitation, songs, and tongue-twisters could alleviate the problem of low oral skills."<sup>23</sup>

The chapter "The implementation of Socio-affective strategies to improve students' self-confidence in classroom speaking activities" means that the use of Socio-affective strategies can help learners to learn English speaking through contact and interaction with others and they will be more self-confidence than before using the Socio-affective strategies in their speaking class.

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<sup>20</sup> A. S. Hornby, *Oxford Advanced*, 258.

<sup>21</sup> Mahboobeh Khosrovani, Mahmood Khosrovani, and Saeed Ganji Khoof, "Fostering EFL Learners' Speaking and Listening Skills Via Oral activities of Reading Short Stories" In *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, Vol. 5 No.1 (2014), 332.

<sup>22</sup> A. S. Hornby, *Oxford Advanced*, 14.

<sup>23</sup> Benter Oseno Gudu, "Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya", In *Journal of Education and Practice*, Vol.6, No.35, (2015), 57.

## **F. Organization of the 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 background of study, statement of problems, objectives of study, the significance of study, definition of variable operational, and organization of writing.

The second chapter discusses about theoretical framework that the first consists of speaking, self-confidence, language learning strategies, socio-affective strategies, previous study, conseptual framework.

The third chapter discusses about research design, research site, subject of the research, types of data, technique of data collection, analysis of data, and research procedure.

The fourth chapter discusses about data description that researcher describes the research data and data analysis that she also counts and finds out the result of the research.

The last chapter discusses about conclusions and suggestions that are completed by bibliography and appendices.