

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Speaking

##### 1. Definition of Speaking

Speaking is one of the four skills that should be mastered beside listening, reading and writing. Speaking has an important role in daily life that is to convey someone's mind directly.<sup>1</sup> For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.<sup>2</sup> Speaking is used for many different, and each purposes involves different skill. Speaking also is an activity to exchange the information and it is an activity to have an actively.

Speaking is the way to practice language learning directly, it can help student who fluently yet in communication to have good communication skill. It is very important to master speaking well, to master in speaking classroom activity students must be trained to use English in communication orally. Many experts define speaking in different ways, as follow:

Thornbury states that "Speaking is the verbal use of language to communicate with others. Speaking can be described as an act of producing voice through the use of the vocal cords and vocal apparatus to create a linguistic act

---

<sup>1</sup> Siti Khotimah, "The Use of Problem Based Learning to improve Students' Speaking Ability", In *Journal of English Language Teaching*, Vol. 3 No. 1 (2014), 51.

<sup>2</sup> Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, 3<sup>rd</sup> Ed, (Boston: Heinle & Heinle, 2001), 103.

designed to convey information.”<sup>3</sup> On Other hand, Thornbury, in Afriana, states that “Speaking is making use of language in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.”<sup>4</sup> It is means speaking is a tool for someone to express what h has in mind, emotion, and to influence or persuade other people to do or to take action.<sup>5</sup>

Brown, in Mahboobeh, Mahmood, and Saeed Ganji state that “Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information.”<sup>6</sup> So, people try to speak fluently and clearly to make their interlocutors understand what they speak.

Bailey and Savage, in Marianne state that “Speaking in a second or foreign language has often been viewed as the most demanding of the four skills.”<sup>7</sup> Explaining about definition of speaking Chaney and Burk also state that “Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.”<sup>8</sup>

---

<sup>3</sup> Scott Thornbury, *How to Teach Speaking*, (Harlow: Pearson Education Limited, 2007), 1.

<sup>4</sup> Afriana, “Socio-Affective Strategies used in Speaking III by the English Department Students of STAIN Batusangkar“, In *Journal Basis Bahasa dan Sastra Inggris*, Vol.3 No. 2 (2<sup>nd</sup> of December 2015), 79.

<sup>5</sup> Eulis Rahmawati, “Getting RFL Learners to speak: Obstacles an solutions: A case Study at the fourth Semester Students”, In *In Available online at Loquen: English Studies Journal*, Vol. 10, No. 1 (January-June 2017), 21.

<sup>6</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), 329.

<sup>7</sup> Marianne Celce-Murcia, *Teaching English as a Second*, 103.

<sup>8</sup> Chaney, A.L. and T.L. Burk, “Theoretical Perspective on How to Develop Speaking Skill among University Student,” In *an International Multidisciplinary Journal*, Vol. 2 Issue 1 (Feb 16-Mar 16 2016), 2.

Based on the definitions above, the researcher can conclude speaking is the activity of what people mind to be spoken language. Speaking as one of the productive skill has the important thing for communicating to each other. It is clearly that speaking complex process than other skill. It can be concluded speaking is ability says words to express or to submit mind, feeling, and idea. Speaking also is being capable of speech, expressing or exchanging thoughts through using language.

## 2. Types of Speaking

According to Brown, he provided the types of speaking. There exist two forms of speaking, there are :

### a. Monologue

In monologues, when one speakers uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like the hearer must process long stretches of speech without interruption – the stream of speech will go on whether or not the hearer comprehends.<sup>9</sup> Monologue is divided into two terms, they are planned and unplanned.

### b. Dialogue

Dialogues involve two or more speakers and can be sub divided into those exchanges that promote social relationships (**interpersonal**) and those for which the purpose is to convey propositional or factual information (**transactional**). In conversations between or among, the

---

<sup>9</sup> H. D. Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), 251.

participants may have a good deal of shared knowledge because if the participants are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstanding can easily follow.<sup>10</sup>

Based on Brown's statement the researcher can concluded that the limitation between monologue and dialogue is much clear than the limitation such as planned or un planned, and interpersonal. In general, the ideas presented here represent a continuum and not either or propositions.

### **3. The Importance of Speaking**

Human being as social creature always communicate to one another. It can be occurred with the process of interchange of the thought or ideas which include interactions. For examples telling information or some news, asking other helps for their needs, or etc. All of them can be done through speaking to others directly. Speaking also is one the English skills crucial to be learned by the non-native speaker.<sup>11</sup> It means that the activity of speaking it self has a very important role in human life. Explaining importance of speaking:

Afriana states that Speaking is very important for students who learn language, even English. Speaking makes someone communication with other people. Someone can express their ideas and feeling by speak ing with someone else. By speaking, the students can share their ideas directly. They cannot only exchange information but also explore their feelings and thoughts.<sup>12</sup>

---

<sup>10</sup> Brown, *Teaching by Principles*, 251.

<sup>11</sup> Agnes Maria Diana Rafael, "Analysis on Pronunciation Errors Made by First Semester Students of English Department at STKIP CBN", *In Available online at Loquen: English Studies Journal*, Vol. 12, No. 1 (January-June 2019), 1.

<sup>12</sup> Afriana, *Socio-Affective Strategies*, 279.

Ramelan says that “all human being whenever they live always speak language, although they do not have any writing system to record their language.”<sup>13</sup>

From the statements above it can be concluded that speaking is very important in mastering foreign language. Thus speaking capability can be measured whether a foreign language learner is successful in learning or not. But in mastering speaking skill can be seen not only from the performance of learners in classroom speaking activity, but also we have to see from their competence in using the language.

#### **4. The Elements of Speaking**

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates, either four or five components are generally recognized in analyzing the speech process, there are :

##### **a. Pronunciation**

Pronunciation (including the segmental features – vowels and consonants and the stress and intonation patterns). As stated by Harmer, if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.<sup>14</sup> The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At

---

<sup>13</sup> Ramelan, *English Phonetic*, 6.

<sup>14</sup> Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (Harlow: Pearson Education Limited, 2007), 343.

the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

#### **b. Grammar**

Grammar is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary.<sup>10</sup> Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences.<sup>15</sup> Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

#### **c. Vocabulary**

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.<sup>16</sup>

#### **d. Fluency**

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating.<sup>17</sup> Meanwhile, according to Gower et-al, *fluency can be thought of as 'the ability to keep going when speaking spontaneously'*.

---

<sup>15</sup>Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (New York: Harcourt Brace College Publishers, 1998), 14.

<sup>16</sup> Keith S.Folse, *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, (Michigan: University of Michigan, 2004), 2.

<sup>17</sup>David Riddel, *Teach English as a Second Language*, (Chicago: McGraw-Hill Companies, 2001), 118.

When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

#### **e. Comprehension**

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

### **5. Classroom Speaking Activities**

Many of the classrooms speaking activities which are currently in use fall at or near the communicative end of the communication continuum. Harmer states that: There are some of the most widely-used:

#### **a. Acting from a script**

We can ask our students to act out scenes from plays and/or their course book. Students will often act out to the front of the class.<sup>18</sup> It can be called as role-play too.

#### **b. Communication game**

Games which are designed to provoke communication between students frequently depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and

---

<sup>18</sup> Harmer, *The Practice of English Language Teaching: Third Edition*, (Harlow: Pearson Education Limited, 2001), 271.

draw), put things in the right order (describe and arrange), or find similarities and differences between pictures. The use of game usually can help learners learn the subject enjoy and happily.<sup>19</sup>

### **c. Discussion**

One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.<sup>20</sup> In discussion usually we find students who are active in speaking, give opinion and arguments. But, sometimes, we find the students who really shy and not self confident in speaking. By this class activity, we can bring the students to speak confidently.

### **d. Prepared talk**

A popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script.<sup>21</sup> This activity is the kind of spoken languages' type, which is usually called 'monologue'. In

---

<sup>19</sup> Harmer, *The Practice of*, Third Edition, 272.

<sup>20</sup> Harmer, *The Practice of*, Third Edition, 272.

<sup>21</sup> Harmer, *The Practice of*, Third Edition, 274.

this case, students are expected to be fully self-confident in speaking in front of audience.

#### **e. Simulation and Role-play**

Many students derive great benefit from simulation and role play. Students ‘simulate’ a real life encounter (such as a business meeting, an encounter in an aero plane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.<sup>22</sup>

#### **f. Dialogues**

Practicing dialogues has a long history in language teaching not surprisingly, since language is essentially dialogic in its use, and any grammar structure or lexical area can be worked into a dialogue with a little ingenuity. Dialogue practice also provides a useful change of focus from teacher-led classroom interaction. Even in large classes with fixed furniture, setting up pair work is not an insurmountable management challenge.<sup>23</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

---

<sup>22</sup> Harmer, *The Practice of*, 3<sup>rd</sup> Ed, 274.

<sup>23</sup> Harmer, *The Practice of*, 3<sup>rd</sup> Ed, 272.

alleviate the problem of low oral skills.”<sup>24</sup> On other hand, Achmad and Yusuf, In Benter Oseno state :

That these classroom activities improve student’s active participation, motivate and expose students to authentic use of English language in context. Many researchers have also proven that students are much more ready to interact with each other with more complex responses than with their teacher. Students feel comfortable working, interacting and making mistakes with their partners rather than with their teachers and corrective feedback from peers are found to be less daunting than the correction by teachers.<sup>25</sup>

In this research, the researcher used the dialogues, pair and group work, discussion, and role play (parts of socio-affective strategies) as the strategies in English teaching learning procces to get the result of the research.

## **B. Self-Confidence**

### **1. Definition of Self-confidence**

Self-confidence is a term used to describe how secure a person is in their own decisions and actions. This can be applied generally or to specific situations or tasks. A high degree of self-confidence means that a person believes they will perform an action correctly or achieve some specific goal or will make a good decision or have faith in a decision they have made or action they have taken.

Self-confident is people trust their own abilities, have a general sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect. Having self-confidence does not mean that individuals

---

<sup>24</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.

<sup>25</sup> Benter Oseno Gudu, *Teaching Speaking*, 57.

will be able to do everything. Self-confidence people have expectations that are realistic. Even when some of their expectations are not met, they continue to be positive and to accept themselves.<sup>26</sup>

Confidence can be crucial to success, but it's not the only key to achieving it. You also need to develop competence. Self-confidence might spur you on to seek help and support from others, but ultimately it is developing your skills and learning from experience that will cement your success.<sup>27</sup> Many experts define speaking in different ways, as follows:

Kate and Brinlay state that "Self-confidence is the ability to take appropriate and effective action in any situation, however challenging it appears to you or others."<sup>28</sup>

Azmandian states that "Self-confidence is the manifestation and expression of self-esteem to the outside world."<sup>29</sup> It's means self-confidence is the pre requisite to beautiful and productive relationships. Those who have great self-confidence and combine it with humility and congeniality create a cheerful, attractive, and adored image.

Clement's, in Dornyei, Csizer and Nemeth State that "Self-confidence is seen as a key component in determining subsequent language attitudes and

---

<sup>26</sup> Manorajan 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 (January 2012), 60.

<sup>27</sup> Paul McGee, *Self-Confidence: The Remarkable Truth of Why a small Change can make a Big Different*, (West Sussex: Capstone Publishing Ltd, 2010), 32.

<sup>28</sup> Kate Burton and Brinley Platts, *Building Confidence for Dummies*, (West Sussex: John Wiley and Sons, Ltd, 2006), 10.

<sup>29</sup> Alireza Azmandian, *Think yourself Successful: Rewire your mind, become confidence achieve your goals*, (New York: McGraw-Hill Companies, Inc, 2010), 79-80.

language learning motivation, fuelled by two primary antecedents, the quality and the quantity of previous intercultural contact with members of the L2 community.<sup>30</sup>

On Other hand, Genctan, in Haidar states that “Self-confidence is defined as an individual’s recognition of his own abilities, loving himself and being aware of his own emotions.”<sup>31</sup> Self-confidence also is a personal factor that plays a supportive role in the achievement of foreign language learning.<sup>32</sup>

Sasha states that “Self-confidence is the inner feeling of certainty. It is a feeling of certainty about who you are and what you have to offer to the world. It is also the feeling that you are worth while and valuable.”<sup>33</sup> On other hand, Brown, In Haidar says that “Self-confidence is the students’ belief in their ability that is fully capable of a ccomplishing a task.”<sup>34</sup>

Vanaja and Geetha state that “Self-confidence is the internal sense, or belief that we can accomplish a variety of tasks or goals throughout life. Self-confidence is similar, but more related to believing we are generally competent in what we do, and that we deserve to be happy in life.”<sup>35</sup> On other hand, Tripathy and Srivastava state that “Self confidence is a belief in yourself and your abilities, a mental attitude of trusting or relying on yourself. Confidence is sometimes equated

---

<sup>30</sup> Zoltán Dörnyei, Kata Csizér And Nóra Németh, *Motivation, Language Attitudes and Globalisation A Hungarian Perspective*, (Clevedon: Multilingual Matters Ltd, 2006), 14.

<sup>31</sup> Ali Haidar Sar, “Analyzing undergraduate students’ self confidence levels in terms of some variables,” In *Procedia Social and Behavioral Sciences*, Vol. 5 (Feb 1- Mar 4 2010), 1205.

<sup>32</sup> Safaa Mohammad Al-Hebaish, ” The Correlation between General Self Confidence and Academic Achievement in the Oral Presentation Course”, In *Theory and Practice in Language Studies Journal*, Vol. 2, No. 1, (January 2012). 60.

<sup>33</sup> Sasha Xarrian, *The Keys To Phenomenal-Confidence*, (OutrageusMastery.com)

<sup>34</sup> Brown, *Teaching by*, 62.

<sup>35</sup> Y. Vanaja and D. Geetha, “A Study on Locus of Control and Self Confidence of High School Students”, In *International Journal of Research- Granthaalayah*. Vol.5 No.7, (July 2017), 598-599.

with freedom from doubt; however when confidence is needed is usually when the outcome is uncertain, so that true confidence is actually about feeling comfortable with uncertainty and not knowing what the outcome will be.”<sup>36</sup>

On other hand, Tripathy and Srivastava state about self confidence that “Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations.”<sup>37</sup>

People who are self-confident are those who acknowledge their capacity to do something and then proceed to do these things. They do not rely on the approval of other people in order to affirm their existence. It is enough that they know they have the capacity and the potential to do something, and the guts to do it no matter what others may say. People who are self confident take advantage of the opportunities that comes their way.

Based definitions above, the researcher concluded that self-confidence can be defined as an attitude that is characterized by a positive belief that one can take control of one’s life and one’s plans.

## **2. The Characteristic of Self-Confidence**

According to Mc. Pheat, people with high self-confidence will show some characteristics, as follows:<sup>38</sup>

---

<sup>36</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>37</sup> Manoranjan Tripathy and S.K. Srivastava, *To Study the Effect*, 34.

<sup>38</sup> Sean, Mc Peat, *Personal Confidence & Motivations*, (London: Longman, 2010), 330.

- a. Belief in their capability and competence with the result they don't need the praise, admiration and acceptance from other.
- b. Do not show conformist attitude in order to be accepted in the community.
- c. Accept and face the rejection from other and dare to be themselves.
- d. Have good self-control and stabile emotion.
- e. Have internationa locus of control (view the success and failure as the resut of self-efforts and hard to give up)
- f. Have high motivation to reach the goal, when the expectation does not come true they can see the positive side from it.
- g. Try to do something with their own effort.
- h. Tend to show their capability.
- i. Able to make giuck decision even in uncertai circumstance.

They are some characteristics of self-confidence according to Mc. Pheat. If students have the characteristics as above, then they should have high self-confidence.

### **3. Self-Confidence in Teaching and Learning Speaking**

Better self-confidence means better performance. It can underline the importance of self-confidence role in speaking class, especially in students' speaking performance. On Other hand, Djamarah states that self-confidence is one of the basic to archieve the success. Being not confidence means two or more steps closer to failure. A student is actually clever, because of lack the confidence he or

she seems like to be less intelligent. In teaching learning speaking process, self-confidence is required.<sup>39</sup> Generally, in speaking classroom, the students have to show and perform in front of the class. It needs high confidence of the students. In fact, most of the speaking class students feel shy on speaking aloud in speaking English. This will be barriers in teaching learning process.

By considering that self-confidence is important, teacher should build the students' self-confidence in order to encourage students' interest and motivation. There are tips to build students' self-confidence. The first is by making the learning environment to be more welcome to the students. Teacher should value and appreciate their skill and capability as the teacher do.

The teacher should stress that there is no shame in knowing how to study, learn and communicate and effectively, these can be learned. Teacher should show how they really like working with such motivated and keen students. The second is by giving them good feedback. The teacher should give the reward and appreciation no matter how bad their performances are. The third is the students should feel their thought with positivity. They have to put in their mind that they are great, they are able to achieve their goal.

From the explanation above, the researcher can concluded that better self-confidence means better performance. In speaking class, the students have to show and perform in front of the class. It needs high confidence of the students.

---

<sup>39</sup> Djamarah S. B, *Psikologi Belajar*, (Jakarta: PT Rineka Cipta, 2002), 67.

#### **4. The indicator Things to reach Self-Confidence**

In order to get the most out of your efforts to become a self-confident and good speaker in classroom, there are six things are essential:<sup>40</sup>

##### **a. Start with a Strong and Persistent Desire.**

This is of far more importance than people probably realize. If people have a strong desire when speaking in front of public, the swiftness of the progress they will make. If the desire is pale and flabby, their achievements will also take on that hue and consistency. But, if people go after their subject with persistence and with the energy of a bulldog after cat, nothing underneath the Milky Way will defeat them.

Desire is one of our most powerful motivating forces, but it is wise to be sure that what you want will improve your life and the lives of those you care for. Whether it is a person, place, position, or object, wanting something too much can make you do things that go against your value system, and that may be far more painful than not getting what you want.<sup>41</sup>

##### **b. Know thoroughly what you are going to talk about**

Unless a person has thought out and planned his talk and knows what he is going to say, he can't feel very comfortable when he face his

---

<sup>40</sup> Dale Carnegie, *How To Develop Self-Confidence And Influence People by Public Speaking*, 7.

<sup>41</sup> Barton Goldsmith, *100 Ways to Boost Your Self-Confidence*, (Franklin Lakes: The Career Press, Inc, 2010), 165.

auditors. He is like the blind leading the blind. Under such circumstances, the speaker ought to be ashamed of his negligence.<sup>42</sup>

### **c. Act confident**

One of the most famous psychologists that America has produced, Professor William James, wrote as follows: <sup>43</sup>

- 1) Actions seems to follow feeling, but really action and feeling go together; and by regulating the action, which is under the more direct control of the will, we can indirectly regulate the feeling, which is not.
- 2) If our spontaneous cheerfulness be lost, is to sit up cheerfully and to act and speak as if cheerfulness were already there. If such conduct does not make you feel cheerful, nothing else on that occasion can.
- 3) So, to feel brave, act as if we were brave, use all of our will to that end, and a courage fit will very likely replace the fit of fear.

### **d. Practice**

The next we have to make here is emphatically the most important. Even though people forget everything they have read so far, they must remember this: the first way, the last way, the never-failing way to develop self-confidence in speaking is-to speak. Really the whole matter finally simmers down to but one essential; practice, practice and practice.<sup>44</sup> In practicing this speaking, people have to speak aloud and do not speak in murmur.

---

<sup>42</sup> Carnegie, *How To Develop*, 9.

<sup>43</sup> Carnegie, *How To Develop*, 10.

<sup>44</sup> Carnegie, *How To Develop*, 12.

**e. Make eye contact**

It is a cliché to say that the eyes are the windows to the soul, but in more ways than one, they are. The eyes are also the mirrors of self-confidence. A person can easily assess another person's self-confidence by engaging in eye contact. People with low self-confidence hate making eye contact. They would tend to look at the ground as if they are looking for a lost coin.

Even with no words, the eyes can reveal a lot about someone. A person who is trying to hide his unhappiness can never really pretend to be happy without people noticing it. The eyes can tell stories that are never meant to be told. They can decipher thoughts and insecurities which are engraved in the deepest holes of one's souls.

**f. Body language**

Body Language means “posture, eye contact, facial expressions, and gestures”.<sup>45</sup> Our body language, as well as our speech patterns, reflect how we feel about ourselves. It also affects how others react to us. It can help people convey an aura of confidence, or it can make people appear uncertain before they even open their mouth.

---

<sup>45</sup> Paulette Dale, *Speech Communication Made Simple* (New York: Addison Wesley Longman 2000), 19.

## C. Language Learning Strategies

### 1. Definition of Language Learning Strategies

According to Oxford that “The learning strategies are steps taken by students enhance their learning.”<sup>46</sup> It is useful to expend this defination by saying that learning strategies are specific action taken by the learner to make learning easier, faster, more enjoyable, more self directed, more affective, more transferrable to new situations.<sup>47</sup> Many experts define language learning strategies in different ways, as follows:

Scarcella, in Murcia *states that “learning strategies are defined as specific actions, behaviors, steps, or techniques-such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task-used by students to enhance their own learning’.*”<sup>48</sup>

According to wright, in Murcia states that “Learning strategies can also enable student to become more independent, autonomous, lifelong learners”.<sup>49</sup> On the other hand, O’malley and Chamot, in Demirel, and Eguten define them as, “The special thoughts or behaviors that individual used to help them comprehend, learn, or retain new information.”<sup>50</sup>

---

<sup>46</sup> Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know*, (Boston, Heinle & Heinle Publishers, 1990), 1.

<sup>47</sup> Oxford, *Language Learning*, 8.

<sup>48</sup> Murcia, *Teaching English*, 3<sup>rd</sup> Ed, 359.

<sup>49</sup> Murcia, *Teaching English*, 3<sup>rd</sup> Ed, 362.

<sup>50</sup> Eda Ercan Demirel and Selma Durak Eguten, “Using Learning Startegies to Foster Autonomy”, In *International Journal of Language Academy*, Vol. 3, No. 4 (15<sup>th</sup> of December 2015), 93.

By those statements above, the researcher can concluded that the implementation of learning strategies in language class can help students become better than before and improve students' self-confidence in speaking. In this research, the researcher will use Socio-affective strategies to improve students' self-confidence in English speaking.

## **2. Types of Language Learning Strategies**

Oxford defided that learning strategies into two group, there are: Direct strategies and indirect strategies.<sup>51</sup>

### **a. Direct Strategies**

Direct strategies are language learning strategies that directly involve the target language. All direct strategies require mental processing of the language, but, the three groups of strategies (memory, cognitive, and compensation) do this processing differently and for different purposes. Memory strategies, such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. Compensation strategies, like guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge.

### **b. Indirect Strategies**

Indirect strategies are strategies that support and manage language learning without directly involving the target language. Indirect strategies are devided into metacognitive, affective, and social.

---

<sup>51</sup> Oxford, *Language Learning*, 14.

### 1) Metacognitive

Metacognitive means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond, purely cognitive devices, and which provide a way for learners to coordinate their own learning process.<sup>52</sup> Metacognitive strategies allow learners to control their own—that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating.<sup>53</sup>

### 2) Affective

The term affective refers to emotions, attitudes, motivations, and value. It is impossible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies.<sup>54</sup> Affective strategies consist of lowering anxiety, encouraging self, and taking emotional temperature.

### 3) Social

Language is a form of behavior; it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. Social strategies help students learn through interaction with others.<sup>55</sup>

---

<sup>52</sup> Oxford, *Language Learning*, 135.

<sup>53</sup> Oxford, *Language Learning*, 136.

<sup>54</sup> Oxford, *Language Learning*, 140.

<sup>55</sup> Oxford, *Language Learning*, 135.

Whereas stated to O'Malley and Chamot's framework, there are three major types of strategy are distinguished, in accordance with the information- processing model, on which their research is based<sup>56</sup>. The three learning strategies are cognitive strategies, metacognitive strategies and socio-affective strategies. In this research, the researcher used socio-affective strategies as the strategies in teaching and learning speaking.

## **D. Socio-Affective Strategies**

### **1. Definition of Socio-affective Strategies**

O'Malley, In Ellis states that "The socio-affective strategy as one of the three learning strategies which include the metacognitive strategy, the cognitive strategy, and socio-affective strategy"<sup>57</sup> On other hand, Ellis states that "Socio-affective strategies are the strategies that help learners regulate and control emotions, motivations and attitudes toward learning, as well as help learners learn through contact and interaction with others."<sup>58</sup>

Oxford, In Siamak, Simin, and Seyyed state that "Socio-affective strategies are those which are non academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and students. They include considering factors such as emotions and attitudes."<sup>59</sup>

---

<sup>56</sup> Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), 582-584..

<sup>57</sup> Ellis, *The Study of* 536.

<sup>58</sup> Ellis, *The Study of*, 2.

<sup>59</sup> Siamak Zeynali, Simin Zeynali, and Seyyed Fariborz Pinishdadi Motlagh, "The Effects of Socio-Affective Strategy in Thenhancement of Reading Comprehension among Ira EFL Learners", In *Int ernational Journal of Language and Linguistic*, Vol. 4 No. 2-1, (29<sup>th</sup> of June 2015), 10.

Ellis states that “The Socio-affective strategies concern the ways in which learners elect to interact with other learners or their teachers, if possible, they may interact with native speaker.”<sup>60</sup> On other hand, Tamim states that “Social-affective learning strategies are the different mental and behavioral mechanisms learners use either to come to grips with emotional and socio-cultural challenges they encounter in their learning process or to improve their learning capacities.”<sup>61</sup>

Socio-affective strategies strongly consider the students’ relation to society as a whole ranging from family to the global community.<sup>62</sup> Socio-affective strategies ranked as the most effective strategies in terms of enhancing learning among students.<sup>63</sup> In this strategy, the relationship between instructor and students is important.

Socio-affective strategies are related with social cognition and affect since not only do they involve communicating with other people to assist learning (asking question, cooperating with peer, transacting with others, empathizing with others, exposing oneself to social activities in TL) but also they involve using affective control to assist a learning task (lowering one’s anxiety, encouraging oneself/self-reinforcement, taking one’s emotional temperature, and self-talking).<sup>64</sup>

---

<sup>60</sup> Ellis, *The Study*, 538.

<sup>61</sup> Tamim Ata Allah, “Social-affective strategy instruction in EFL materials: The case of English textbooks and official programs in Tunisia” In *International Journal of Humanities And Cultural Studies*, Vol. 2 No. 4 (March 2016), Faculty of Letters and Humanities of Sfax, Tunisia, 170.

<sup>62</sup> Siamak, Simin, and Seyyed, *The Effect of*, 10.

<sup>63</sup> Syafri, *Expanding Instructional*, 364.

<sup>64</sup> Fotokian M, "Socio-affective Learning Strategies Explicit Use in Teaching Syntactic Feature" In *Indian Journal of Fundamental and Applied Life Science*, Vol. 5 (2015), 846.

In this research, the researcher choosed the theory of socio-affective strategies from Ellis as the foundation on research in teaching English in classroom speaking activities. She states that “The Socio-affective strategies concern the ways in which learners elect to interact with other learners or their teachers, if possible, they may interact with native speaker.”<sup>65</sup> The means from Ellis statement socio-affective strategies are the ways tried to make the interaction between student and student or student and teacher in the classroom activitis in building communication each other.

## **2. Types of Socio-affective Strategies**

According to O'Malley and Chamot's in Brown, he states that the socio-affective strategies divided into two sub strategies, there are:

### **a. Asking question (Asking for Clarafication and corecction )**

The learners may ask question for clarification to the teacher, native speakers (asking a teacher or other native speaker for repetition, paraphrase, explanation and/or examples).<sup>66</sup>

The learners may ask correction from their teacher or native speaker.<sup>67</sup> When learners are difficult in pronouncing words or they want to know the good pronunciation, they may ask their teacher to repeat the pronunciation and then, they can repeat what the teacher says. Then, in asking for clarification and correction, the students can make small

---

<sup>65</sup> Ellis, *The Study*, 538.

<sup>66</sup> Brown, *The Principal of*, 154.

<sup>67</sup> Ellis, *The Study of*, 538.

conversation with their friends or teacher and ask for clarification about something or topic which they do not understand. Language learners may ask some explanations from the teacher when they find the difficulties. And the teacher has to explain what students ask in order to make them understand about the subject.

## **b. Cooperation**

Chamot gives as example ‘cooperation’ (working with one or more peers to obtain feedback, pool information or model a language activity).<sup>68</sup> The language learners may use the cooperative strategy to do their work in the class to get a feedback and more information from other learners. When we talk about cooperation, we will remember the cooperative learning. The learners may use the cooperative learning in order to improve racial relation among them. In this strategy, the learners must share with group mates in order for the group to achieve its common goal. In teaching speaking, there are many types of cooperative learning, such as follow :

### **1) Discussions**

It probably the most commonly used activity in the oral skills class. Typically, the students are introduced to a topic via a reading, a listening passage, or a videotape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a

---

<sup>68</sup> Ellis, *The Study of*, 538.

response, or the like. Teachers must take care in planning and setting up a discussion activity. There are two types of discussion :<sup>69</sup>

#### **a) Group work**

The teacher can put students in large group, since this will allow them to do a range of tasks for which pair work is not sufficient or appropriate. Thus students can write a group story or role-play situation which involves five people.

In general, it is possible to say that small groups of around five students provoke greater involvement and participation than larger groups. They are small enough for real interpersonal interaction, yet not so small that members are over reliant upon each individual. Because five is an odd number, it means that a majority view can usually prevail.<sup>70</sup>

#### **b) Pair works**

In pair work, students can practice language together, study a text, research language or take part in information gap activities. They can write dialogues, predict the content of reading text, or compare notes on what they have listened to or seen. Pair work allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.<sup>71</sup>

---

<sup>69</sup> Murcia, *Teaching English*, 3<sup>rd</sup> Ed, 106.

<sup>70</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Longman, 2001), 117.

<sup>71</sup> Harmer, *The Practice of*, 116.

## **2) Role-Play**

Other major speaking activity type is the role play, which is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining, and the like. Depending on student level, role plays can be performed from prepared scripts, created from a set of prompts and expressions, or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.

## **3. The Procedure of Using Socio-affective Strategies in Teaching Speaking**

The procedure how to use socio-affective strategies in teaching and learning speaking in the classroom, it can apply in two strategies, there are asking for clarification and correction and cooperating with others. In asking for clarification and correction, the students can make small conversation with their friends or teacher and ask for clarification about something or topic which they do not understand. Language learners or students may ask some explanations from the teacher when they find the difficulties. And the teacher has to explain what students ask in order to make them understand about the subject.

The second strategy in socio-affective is cooperating with others. This strategy consists of two strategies as follow: Cooperating with peers and cooperating with cooperating with proficient users of the new language. It helps students to develop and evaluate their own performance by using cooperating with others. While according to Brown (1987:93-94) explains that “cooperation and question

for clarification are the main socio-affective strategies. It means that cooperation is the main important in socio-affective strategies. It helps students to communicate with others.

How to use cooperation with peers (part of socio-affective strategies) such as follow :

#### **a. Discussion**

- 1) Planned grouping and pairing of students may be necessary to ensure a successful discussion outcome. While there is no one “right way” to group students, considerations such as gender, ethnicity, background, talkativeness, etc. may come in play.
- 2) Students need to be reminded that each person should have a specific responsibility in the discussion, whether it be to keep time, take notes, or report result.
- 3) Students need to be clear about what they are to discuss, why they are discussing it, and what out come is expected. The students will be more involved with and motivated to participate in discussions if they are allowed to select discussion topics and evaluate their peers’ performance.
- 4) Finally, after the students discuss in the group, each delegation from each group have to come forward to present the results of the discussion.<sup>72</sup>

---

<sup>72</sup> Murcia, *Teaching English*, 3<sup>rd</sup> Ed, 106.

### **b. Group work**

- 1) Grouping students. Smaller groups are easier to coordinate owing to the interaction of fewer people.
- 2) Choosing the topic that the students should practice.
- 3) Doing the work with their group.
- 4) Presenting the results of the work in front of the class, If the assignment is a kind of dialogue or conversation, the students may practice the conversation in front of the whole class after finishing do the work.<sup>73</sup>

### **c. Pair work**

- 1) Pairing students is the first way before practice the dialogue.
- 2) Choosing the topic that the students should practice.
- 3) Practicing and performing dialogues is an effective way of providing conditions for the appropriation of newly encountered language features. Then, the next step is practicing the dialogue.<sup>74</sup>
- 4) Practicing the dialogue can be in front of the class or in their seats.

### **d. Role Play**

- 1) Preparing the topic in a certain context or situation. Situations that learners are likely to encounter when using English in the real world can be stimulated.<sup>75</sup>

---

<sup>73</sup> Murcia, *Teaching English*, 3<sup>rd</sup> Ed, 107.

<sup>74</sup> Murcia, *Teaching English*, 3<sup>rd</sup> Ed, 107.

<sup>75</sup> Murcia, *Teaching English*, 3<sup>rd</sup> Ed, 108.

- 2) Providing a useful springboard for real-life language use.
- 3) Grouping students.
- 4) Practicing the play in front of audience.

#### **4. The Application of Socio-affective Strategies**

- a. The teacher needs to diagnose learners' level of strategy use in learning.

In this step, the teacher can observe the students while they are studying in the class.

- b. The teacher can offer learners knowledge to know the characteristics, effectiveness, and applications of socio-affective strategies. The teacher can teach learners to try to relax when they are afraid of speaking English. Meanwhile, the teacher is supposed to weave strategy into regular classroom events in a natural, and comfortable way and create the supportive and encouraging environment for language learners.<sup>76</sup>

- c. In order to offer hands-on practice for the language learners to use socio-affective strategies, collaborative works with classmates are effective in this phase. The teacher assigns students into several small groups; learners in each group can exchange opinions. Another application in this stage is to encourage students to have an individual meeting with the teacher. During the meeting, the teacher can have relaxed conversations with the students and try to understand the difficulties they encounter

---

<sup>76</sup> Yen-Lin Chou, *Promoting Learners' Speaking Ability by Socio-affective Strategies*, (Los Angeles: The University of Southern California), 2<sup>th</sup> of Desember 2018, <http://www.iteslj.org>

while studying English. The teacher provides opportunities for students to express their feelings in English and to practice their English-speaking skills that are the powerful ways in which to accomplish the use of socio-affective strategies.

- d. Giving the students chances to evaluate the usefulness of socio-affective strategies is critical in this phase. The teacher may interview the students about their enthusiastic using socio-affective strategies in second language learning.
- e. The optimal goal of language learning strategies is to guide students to become better, autonomous, and confident learners. In order to encourage students to depend more on themselves instead of the teacher, the teacher needs to ask students to use those effective socio-affective strategies in the classroom contexts and in daily life as well. It is hoped that learners can utilize socio-affective strategies whenever they speak English even without the teachers' supervision.<sup>77</sup>

## **E. Previous Study**

There are three previous studies that researched almost same topic before :

- a. The first is the research by Kartika Yudhasari (2201403592), an UNNES' student in her thesis entitled: Socio-affective strategies as Language Learning Strategy to Improve Students' Speaking Ability (a Case of

---

<sup>77</sup> Yen-Lin Chou, *Promoting Learners' Speaking Ability by Socioaffective Strategies*, (Los Angeles: The University of Southern California), 2<sup>th</sup> of Desember 2018, <http://www.iteslj.org>

Seventh Grade Students of SMP Negeri 13 Semarang in the Academic Year of 2007/2008). The objectives of her study were to know the students' speaking ability before teacher applies Socioaffective strategies as a strategy and to know if there is an improvement after teacher applies Socio-affective strategies as a strategy. Her thesis explained how Socio-affective strategies can improve students' speaking ability, about the procedure, the results, the advantages and the disadvantages of teaching speaking using Socio-affective strategies. The similarity between the research above and this research is using socio-affective strategies to improve speaking skill in English. The difference is in the research approach, that research is case study but in this research is Classroom Action Research.

- b.** The second based on "The Effect of Socio-affective Language Learning Strategies and Emotional Intelligence Training on English as A Foreign Language (ELF) Learners' Foreign Language Anxiety in Speaking Classes" arranged by Fatma Gürman-Kahraman. This thesis study provided some important information to the literature on foreign language anxiety (FLA) in that it investigated the possible effects of various strategies and skills on lowering EFL learners' FLA. The results of the study revealed that instructing students the socio-affective language learning strategies along with emotional intelligence skills was successful in reducing the high FLA in speaking classes. Despite the change in the overall anxiety levels of students, their perceptions on the use, effectiveness, and difficulty of the

socio-affective strategies did not show a significant difference before and after the training. There were two strategies that received statistically significant change in the students' preference to use after the training.

- c. The last is researched by Siti Munawaroh (A320130064), an UNM's student in her paper entitled: The Strategies used by the teacher in developing students' self-confidence in speaking skill grade 8 of warga junior high school Surakarta 2016/2017 academic Year. this part, the researcher makes the conclusion of this study. Based on some observations at Warga Junior High School, Surakarta, the findings and discussion can be concluded as follows: 1. The strategies used by the English teacher is Role-Play Strategy. It can help students to understand the material easily because the role-playing strategy is a fun and can improve students' creativity. 2. The steps in implementing the strategies used by the English teacher are explain the material, dividing the students into groups randomly, prepared props what it is in use for practice, then students practice and the last is evaluation and appreciation of teachers. 3. The problems faced by the teacher in implementing the strategies are the lack of confidence students, lack spirit of the students to learn English, Lack of time lessons speaking, and the last teaching-learning condition, class atmosphere and lesson hours are too late so that students easily lost concentration 4. The way the teacher solve the problems used by the English teacher are giving a

reward, giving quizzes to students, the teacher requested an extra hour on the day outside the lesson, and the last gives them a warning until punishment for students who are noisy in class.

## **F. Conceptual Framework**

This research is done in order to know the implementation of socio-affective strategies to improve students' self-confidence in classroom speaking activity. Speaking is a skill used by someone to communicate orally in daily life whether at school or outside the school. Most teachers tried to find strategies in order to make students interested and confidence in learning speaking. At least, they can speak in a simple conversation freely. In fact, the students of the second grade of MTs KULNI Cikande Serang have difficulties in speaking subject. It caused by some factors: first, they are too shy and afraid to speak in the front of the class because lack of self-confidence. Second, they are unmotivated and lack of practice. Lastly, they need an interesting strategies to stimulate them to speak in the class. In order to solve the students' problems faced by students of the second grade of MTs KULNI Cikande Serang, and make students more motivated and confidence, socio-affective strategies may provide for helping the students to improve their oral ability. Role play present a real life situation and provide the most useful and interesting lesson so the students can speak freely and confidently in the front of the class and this strategies quite interesting and reduce students' boredom in learning English.

Based on the statement above, the researcher assumed that soci-affective strategies can be very applicable to be used for teaching-learning English especially to improve students's self-confidence in speaking.