SOCIO-AFFECTIVE STRATEGIES EMPLOYED BY EFL STUDENTS IN SPEAKING ENGLISH: A CASE STUDY AT SMAN 1 BAYAN

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Abstract: This research aims to find out the Strategies used in students speaking skills, how the students applied socio-affective strategies in speaking skills, and what the linguistic and pedagogic reasons students apply socio-affective strategies of SMAN 1 Bayan in academic year 2023/2024. The research method used is qualitative method. 33 students are selected as the sample of this research from the entire 364 population. The instruments of this research were observation and interview. The collected data were analyzed by three steps that is reading and taking Note, Describing the data, and Data Classification. The results of this research indicated that the students used all of the types of socio-affective strategies in their speaking and also these strategies are beneficial and have positive impact on the students. Therefore, it can be interpreted that the students implemented socio-affective strategies in their activities to improve their speaking ability.

Keywords: *Socio-Affective Strategies, Type of strategies, Speaking Skill.*

INTRODUCTION

Speaking ability is one of the most crucial abilities for language learners to develop and improve, especially in an academic context. According to Chaney and Burk in Amin and Sartika (2014), Speaking means producing some words that convey one's ideas. It is the process of conveying meaning in various contexts using verbal and nonverbal symbols. As a result, teachers must exert more effort in this regard. Chastain goes on to say that simply having students listen to a speech is insufficient. Putra (2017) mentioned that speaking is the main instrument in communicating. Its purpose is to facilitate a two-way exchange of information, involving the production, reception, and interpretation of the speaker's thoughts and concepts by the listener. Meanwhile, according to Abdul (2013), speaking typically involves using words and vocalizing sounds to convey one's own emotions, ideas, thoughts, and requirements. this indicates that speaking is a challenge for students learning a foreign language, and that speaking needs a lot of practice.

Aswati (2019) stated that students can use two socio-affective strategies when learning to speak that is: work with other people and asking for explanation and correction. Students can have short discussion with their friends or teachers to ask questions about a subject they are unclear on in order to receive explanation and correction. When they run into problems, students can approach the teacher for clarifications. And in order for students to comprehend the material, the teacher must explain.

In this moment, students need to feel comfortable and confident when using their English in class in order to speak it successfully. Students who are comfortable and confident will not be worried about making mistakes when communicating in English. However, many students consistently experience anxiety, insecurity, and a dread of speaking English incorrectly.

Based on the cases above, in teaching and learning process, motivation is an important factor to encourage students to achieve the main goal of studying English especially in speaking class. Problems in learning and teaching are closely related to teachers and students. In this case, part of the learning problem is influenced by the method used by the teachers According to Amrullah (2022). Teacher's inappropriate method could be one of the reasons for this anxiety and uncomfortable feeling. In reality, a lot of teachers employ ineffective methods to develop speaking skills. They employ a technique of instruction that leaves their students feeling insecure, under pressure, and afraid to make mistakes. Therefore, by employing the suitable methods, the English teacher should be able to inspire and motivate the students to learn the target language. Based on the research entitled "Socio-Affective Strategies Employed By EFL Students in Speaking English," there appears to be research gap in understanding the specific strategies used by EFL (English as a Foreign Language) students to improve their speaking skills, with a focus on socio-affective strategies. While there has been previous research on the use of socio-affective strategies to increase motivation to speak and increase confidence in speaking, there appears to be a gap in research that has specifically examined the strategies used

by EFL students themselves. According to Mehrgan (2013) defined that socio-affective strategies are the kinds of strategies used to facilitate social interaction and business dealings. According to certain experts' definitions of socio-affective strategies, the researcher has come to the conclusion that these strategies aid students in managing their emotions, attitudes, and social interactions.

Furthermore, researcher ensures that the problems experienced by students regarding not being confident when speaking really occur so that they are resolved immediately. because as we know, this case is always a big problem in the teaching and learning process. Until now, many students cannot speak English perfectly because they are afraid of making mistakes. Thus, the researcher considers that this problem must be resolved immediately by looking for alternatives in creating suitable and interesting learning methods related to the conditions of students. to solve students' speaking problems, the researcher chose a socio-affective strategy as an appropriate learning method to improve students' speaking skills.

There are several previous studies related to this study, where previous studies used socio-affective strategies as a measure of increasing self-confidence, motivation in speaking skills. Previous studies conducted by Christie and Listyani (2018), and A. Gina Alfiyah Karina (2021). The researchers were successful in improving students' speaking skill through using Socio-Affective Strategies.

Related to the explanation above, researchers have motivated me to find out whether this socio-affective strategy can improve students' speaking skills or not at SMAN 1 Bayan.

RESEARCH METHOD

This research was conducted to know what socio-affective strategies used by the students in their speaking activities. In this research, a case study research design was used with a qualitative methodology. This study followed the idea shared by Duraturrohmi et all, (2022) that the goal of qualitative research is to seek a detailed understanding of the phenomenon based on the perception of the subject of study.

Qualitative research is a research approach that seeks to understand and interpret social phenomena through the collection and analysis of non-numerical data, such as interviews, observations, and textual or visual materials.

According to creswell (2018), qualitative research as a process of inquiry that emphasizes the understanding of social phenomena within their natural setting and context. It seeks to understand and interpret the experiences and perspectives of individuals and groups often through intensive, long-term involvement with the people and settings being studied. and the other hand, a case study is designed to investigate the characteristics of particular units such as a child, a group, a class, or a school community (Gillham,2000) in Yani, Yusra, and Khotimah (2021).

The population is all the objects involved in the research, while the sample is part of the population. The population of this research are all the second grades students of SMAN 1 Bayan totaling 364 students. The sample of this research is IX Mipa.1 student of SMAN 1 Bayan totaling 33 students.

There were two kind of research instrument used in this research. In which, observation and interview used as the research instrument. According to creswell observation is the process of gathering open-ended firsthand information by observing people and places at a research field. It means that observation was needed to collect the data about Socio-affective strategies employed by EFL students in their speaking. Furthermore, Muhammad ilyas (2020), defines that observation is a more specific data collection technique compared to other data collection techniques. Observations were made by observing the objects directly in the field.

Meanwhile, According to Dillman, Smyth, and Christian (2014), Interview as a research method in which a researcher asks questions of a participant or group of participants in order to gather information about their attitudes, beliefs, experiences, or behaviors. Interviews can be conducted in-person, over the phone, or online, and it can be structured or unstructured depending on the research goals and objectives. both of structured and un structured are combined in semi-structured interviews. In this study, the researcher used semi-structured interview, in which In semi-structured interviews, students are asked a series of open-ended questions before being asked follow-up questions to conduct research about their answers and the research topic. In qualitative research, semi-structured interviews combine the best aspects of both structured and unstructured interviews. Some questions are predefined, while others are not.

The researcher collected the observation data through asking permission to the English teacher to observe the students in the class to determine what strategies that the students used in speaking class. Meanwhile, the researcher used semi-structured interview and conducted an offline interview. to answer the research question about what types of socio-affective strategies students use in the process of learning English, especially speaking class, the researcher conducted interviews with students by asking several questions that have previously been prepared by the researcher in which the questions consist of 11 questions.

After collecting the data, the researcher re-read the data that had been collected, especially the results of student interviews. and write down the key points of the data. The next step, the researcher describes the data that has been collected based on O'Malley and Chamot's theory of socio-affective strategy. The last step taken by the researcher is to classify the data collected based on their respective types and in accordance with O'Malley and Chamot's theory.

FINDING AND DISCUSSION

In this research, the researcher used two instruments to collect the data, they are observation and interviews. Observations were made from 30th May to 15th June. and continued with an interview that was conducted simultaneously from 30th – 31st May.

In this research, the data of socio-affective strategies used by the students were collected through interviews process. interviews were conducted offline, where the researcher asked directly to the intended object. Here the researcher uses semi-structured interviews. semi-structured interview is a combination of structured and unstructured interviews. in which, students are asked a series of open-ended questions before being asked follow-up questions related to the researcher's research. There are 11 questions that have been prepared by the researcher regarding the title of the research, and there are 33 students who are willing to answer these questions.

On the same day, the researcher observed how to apply socio-affective strategies in students' speaking classes, as well as linguistic and pedagogical reasons for applying socio-affective strategies in class.

Table 2

Result of observation

No	Type of socio-affective strategy	Frequency
1	Asking for clarification	15
2	Cooperation	7
3	Self-talk	5
4	Self-reinforcement	3
	Total	**30**

The data of the socio-affective strategies used by the students as follows: Based on the data gathered, all the student applied Asking for clarification strategy. In which the students asking about explanation, verification, rephrasing or examples about the material or the task. Based on the data gathered by observation and interview with the students. One of the statements comes from a student-AY: "Excuse me mam, could you tell me how to pronounce this word?"

According to the statement above, the student used socio-affective strategy during her learning process by asking the teacher for repetition about the material given.

Based on the data gathered, there are 20 student responses that referred to this strategy. According to O'malley and Chamot, Cooperation refers to information sharing, peer-problem-

solving, language activity modeling, learning task checking, and oral or written performance evaluation. Based on the data gathered, the students used this strategy by discussing about their task and sometimes talking about out of topic like discussing their idol. One of the statements comes from student-DA: "Clara, can you help me to listen to me about my presentation material tomorrow?".

Based on the statement above, the student asked his friend for help to listen him before starting the presentation. And this statement refers to socio-affective strategy namely cooperation strategy.

Based on the data gathered, there are 32 student responses that referred to this strategy. According to O'malley and Chamot stated that Self-talk refers to the meditation or relaxation technique. In this case, meditation or relaxation techniques means take a deep breath, pray or doing something that they think can calm they down. One of the statements comes from students-NA: "Yes, I always pray to god. Because it can less my panic before presentation."

Based on the statement above, the student applied self-talk strategy through pray to the god before doing the presentation to less her panic.

Self-reinforcement refers to how the students appreciate their achievement by giving some rewards for themselves. And reward referred here is not always about things but they also can go for holiday or watching movie or something like that. So, based on the data gathered, there are 30 student responses that referred to this strategy. One of the statements comes from student-CL: "Yes, I often give myself reward like g for a walk and watch movies with my boyfriend and sometimes with my family."

Based on the statement above, she is not always applied this strategy through buying something, but she applied this strategy through watching movie.

The data of the students' application of socio-affective strategies as follows: Based on the data gathered, there are 9 student responses that referred to this strategy during their learning process. In the class, the students were demanded to ask their friends for clarification and correction to increase their speaking. But sometimes they asked their teacher to get clarification, but the students mostly asked their friends than their teacher. Based on the data analysis of the observation and interview, it was supported that they did strategies of asking questions because they asked clarification and correction. Furthermore, when they speak in the front of the class when on the group work, they did consider the vocabulary that they were going to speak. If they did not know the pronunciation of the vocabulary, they asked clarification and correction from their friends. Based on the data analysis, it can be concluded that the students used asking questions about clarification and correction with the teachers and their friends. Furthermore, Oxford (1990;145) said that asking questions helps students get closer to the intended meaning and thus aids their understanding. One of the statements comes from student-NY: "I always ask my friend about everything that I don't understand. Especially about our assignment"

According to the statement above, the student usually asks her friend to get explanation more about the materials and also to less her confusion about her assignment.

Based on the data gathered, there are 18 student responses that referred to strategy of cooperating with others. In cooperating with others, the students were demanded to cooperate with their friends. From the data analysis, the students did cooperate with others, but they did not cooperate with proficient users. Based on the data observation and interview, students used cooperative strategies in terms of discussing assignments and sometimes they discuss topics outside of education such as discussing people they idolize and other things. The strategy of cooperating with others is a good opportunity for the students to develop their English proficiency if they can train themselves to practice English language. Furthermore, Oxford (1990;146) said that cooperative learning consistently shows the following significant effects: increase confidence and enjoyment, greater and more rapid achievement, more respect for the teacher, stronger language learning motivation, and more language practice opportunities. One of statements comes from student-LU: "My friends and I usually listen to each other's memorization which will be presented."

Based on the statement above, the student applied cooperation strategy by listen each other before starting the presentation, and also they applied that strategy to improve their memorization.

The third strategy of socio-affective was Self-talk, in which the students did meditation and relaxation technique to reduce their anxiety. Meditation or relaxation technique means take a deep breath, pray, and do something that they think will calm they down. Based on the data of interview, there were 6 students who answered self-talk. Based on the data gathered, there are 6 student responses that referred to the third strategy of socio-affective was Self-talk, in which the students did meditation and relaxation technique to reduce their anxiety. Meditation or relaxation technique means take a deep breath, pray, and do something that they think will calm they down. Based on the data observation and interview, the students always did meditation or relaxation technique. Before they do presentation or speak in front of their friends they usually pray and take a deep breath. So that they feel relax and calm during presentation. This strategy very important for the students to increase students' speaking ability. One of the statements comes from student-YT: "I always pray before giving a presentation, because I feel that after praying, we feel more relax and calm. And I believe it can reduce nervousness."

Based on the statement above, the student applied self-talk by mediating and pray before do the presentation to reduce her nervousness and of course to make her relax and calm during presentation.

Based on the previous explanation, there are some reasons of linguistics and pedagogical in applying socio-affective strategies such as, reduce anxiety and stress, lack of language, lack of motivation, classroom management, collaboration, and cultural sensitivity. So, based on the reasons above, there are 24 students assumed that socio-affective strategies very useful to less

their anxiety, improve their enthusiasm in learning, add their knowledge or insights and also improve their speaking ability. Which mean this perception refers to the reasons of linguistic in applying socio-affective strategies. Meanwhile, there are 9 students argued that the socio-affective strategies are useful to makes their learning easier, solve their problems, correct mistakes, help each other and so on.

Based on the data gathered there are 20 student responses that referred to the Linguistic reason do students applied socio-affective strategies. one of the statements comes from student-AG: "I use this strategy because it can help me in my difficulties during learning process. And, when I use this strategy, I feel my learning process is easier. because there are my friends who help me in trouble."

According to the statement above, the student said that these strategies are useful, because when he applied this strategy his learning process become easier. Because he usually uses cooperation strategy, so that he can help each other.

Meanwhile, there are 13 student responses that referred to the pedagogical reason do the students applied socio-affective strategies. One of the statements comes from student-AY: "because I can improve my speaking by using this strategy. In which, I know how to be good speaker. Why I said like that, because when I don't know the pronunciation, I always ask my teacher and sometimes I use google translate. So, these strategies really help me to improve my speaking ability."

According to the statement above, she said that socio-affective strategies help her in improving her speaking by asking her teacher and using google translate to know the correct pronunciation.

DISCUSSION

Based on the findings, Researcher found that all the students applied socio-affective strategies through asking the teachers if they have difficulty in speaking. The students discuss difficult assignments and discuss free topics using English in class or outside with other friends, but in this research, not all students use English but they use a combination of Indonesian, Sasak and English. Meanwhile, on self-talk and self-reinforcement, students meditate by breathing and praying to reduce anxiety and nervousness before speaking or presenting and buying things or going to favorite places as gifts to increase learning motivation.

In A.Gina's previous research, she found that the students used all of indicators of socio-affective strategies. whereas in this study the focus was on 3 indicators, namely, asking for clarification, cooperation and self-talk. Students are more comfortable asking students than asking the teacher, because they are embarrassed to ask the teacher. and also, they feel comfortable because they have the same age and thoughts. In cooperation, students often help each other in doing each other's assignments. because they feel that with discussions, their learning process feels easier. and Self-talk, students always pray and take a deep breath before presenting or speaking in public.

Based on several linguistic reasons for using this socio-affective strategy, among others, it can reduce anxiety and stress, lack of language, and lack of motivation. while pedagogic reasons use socio-affective strategies in the learning process, namely, to manage classes, cooperation, and cultural sensitivity.

Based on the results of observation and interviews, in linguistic reason use socio-affective strategies. students consider this socio-affective strategy useful in the learning process. because they always implement socio-affective to facilitate their learning process. For example, when they implement Self-talk, it can reduce their anxiety before presentations, because they always pray and take a deep breath before presentations. whereas when they implement self-reinforcement strategies, they can increase their learning motivation. because by giving themselves a prize when they achieve something makes them more active in learning to achieve the next target. Whereas in pedagogical reasoning, students use cooperative strategies to make it easier for them to do difficult tasks. because they feel that by discussing with friends, they will get a solution and can share knowledge with each other.

CONCLUSION

Based on the findings, almost all of the students used all of the types of socio-affective strategies in their speaking. In which the students used Asking for clarification, cooperation, self-talk and self-reinforcement to improve their speaking skill. The students applied strategy of asking for clarification through communicating with teachers, and friends. to reduce the students' confusion, they usually collaborate with other students to make their learning process easier also. and to less students' anxiety before speaking, they always do meditation technique. And last, to improve student's motivation, they always reward themselves by go for a walk and by something that they want.

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