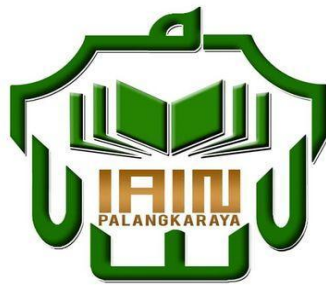


**SOCIO-AFFECTIVE STRATEGY USED BY EFL STUDENTS
DURING THE COVID-19 PANDEMIC**

THESIS



BY

SITI SURYANI

NIM. 1701121209

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2021 M / 1443 H**

ADVISOR APPROVAL

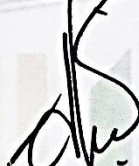
Thesis Title : *Socio-Affective Strategy Used by EFL Students During the Covid-19 Pandemic*
Name : Siti Suryani
SRN : 1701121209
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisor for Thesis Examination/Munaqasah by the Board of Examiners of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, August 2021

Advisor I,

Advisor II,



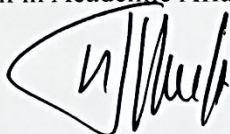
RAHMADI NIRWANTO, M.Pd
NIP 197001312002121000

ARIS SUGIANTO, M.Pd
NIP 198308192015031001

Acknowledged by:

Vice Dean in Academic Affairs,

Secretary
Department of Language Education,



Dr. NURUL WAHDAH, M.Pd
NIP 198003072006042004

AKHMAD ALI MIRZA, M.Pd
NIP 198406222015031003

PERSETUJUAN PEMBIMBING

Judul : *Socio-Affective Strategy Used by EFL Students
During the Covid-19 Pandemic*

Nama : Siti Suryani

NIM : 1701121209

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa

Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi ini telah disetujui oleh pembimbing skripsi untuk disidangkan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, Agustus 2021

Disetujui oleh:

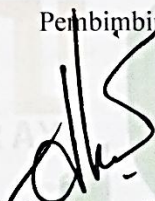
Pembimbing I



M. Rahmadi Nirwanto, M.Pd

NIP. 197509152009121002

Pembimbing II



Aris Sugianto, M.Pd

NIP. 198308192015031001

Mengetahui:

Wakil Dekan Bidang Akademik

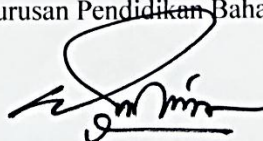


Dr. Nurul Wahdah, M.Pd

NIP. 198003072006042004

Sekretaris

Jurusan Pendidikan Bahasa,



Akhmad Ali Mirza, M.Pd

NIP. 1984062220150310003

OFFICIAL NOTE

Palangka Raya, August 2021

Cases : Examination of
Siti Suryani Thesis

Dear,
The Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka Raya

Assalamu'alaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of

Name : Siti Suryani
SRN : 1701121209
thesis title : Socio-Affective Strategy Used by EFL Students During
the Covid-19 Pandemic

can be examined in partial fulfillment of the requirements of the Degree of Sarjana Pendidikan in the study program of English Education of the Language Education of The Faculty of Teacher Training and Education of State Islamic Institute of Palangka Raya.

Thank you for the attention.

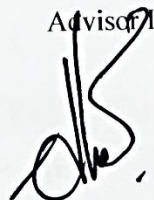
Wassalamu'alaikum Wr. Wb.

Advisor I,



RAHMADI NIRWANTO, M.Pd
NIP 197001312002121000

Advisor II,



ARIS SUGIANTO, M.Pd
NIP 198308192015031001

NOTA DINAS

Palangka Raya, Agustus 2021

Perihal : **Mohon Diuji Skripsi**
Siti Suryani

Kepada
Yth. DekanFTIK IAIN Palangka Raya
Di-
Palangka Raya

Assalammu'alaikum Wr. Wb

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya,
maka kami berpendapat bahwa Skripsi saudara :

Nama : Siti Suryani
Nim : 1701121209
Judul : Socio-Affective Strategy Used by EFL Students
During the Covid-19 Pandemic

Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada
Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka
Raya Demikian atas perhatiannya di ucapkan terima kasih.

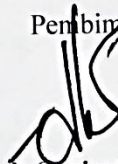
Wassalammu'alaikum Wr. Wb

Pembimbing I



Rahmadi Nirwanto, M.Pd
NIP. 197001312002121000

Pembimbing II



Aris Sugianfo, M.Pd
NIP. 198308192015031001

THESIS APPROVAL

Thesis Title : **Socio-Affective Strategy Used by EFL Students
During the Covid-19 Pandemic**

Name : Siti Suryani

SRN : 1701121209

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

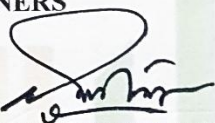
Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/ *Munaqasyah* on:

Day : Tuesday


Date : August 31st 2021 M / Muharam 22nd 1443 H

BOARD OF EXAMINERS


1. Akhmad Ali Mirza, M.Pd
(Chair / Examiner)


(.....)

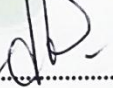
2. Sabarun, M.Pd
(Main Examiner)


(.....)

3. Rahmadi Nirwanto, M.Pd
(Examiner)


(.....)


4. Aris Sugianto, M.Pd
(Secretary/Examiner)


(.....)

Approved by:

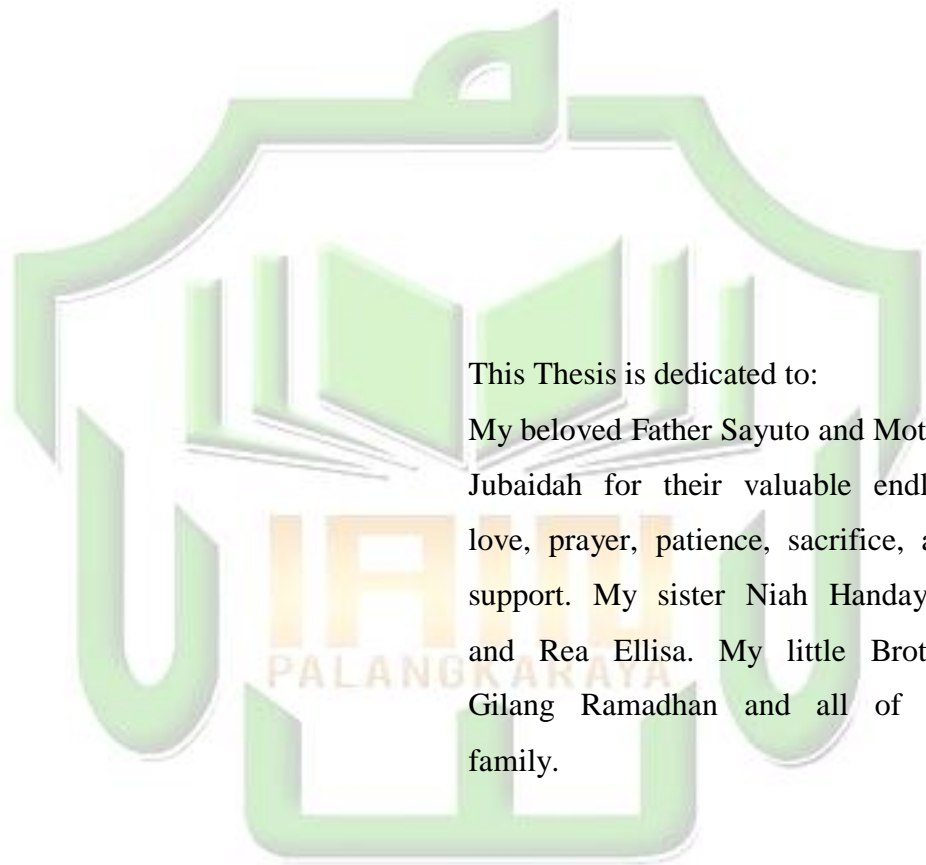
Dean, Faculty of Teacher Training
and Education




Dr. Hj. Rodhatul Jennah, M. Pd
ORN. 1967100319930 3 2001

MOTTO AND DEDICATION

“Do the best and pray. God will take care of the rest. There is no limit of struggling”



This Thesis is dedicated to:

My beloved Father Sayuto and Mother Jubaidah for their valuable endless love, prayer, patience, sacrifice, and support. My sister Niah Handayani and Rea Ellisa. My little Brother Gilang Ramadhan and all of my family.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah

Herewith, I:

Name : Siti Suryani
SRN : 1701121209
Faculty : Faculty of Education and Teacher Training
Department : Language Education
Study Program : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
3. If at later time it found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, August 2021
Youth Faithfully



SITI SURYANI
SRN 1701121209

ABSTRACT

Suryani, Siti. 2021. Socio-Affective Strategy used by EFL Students During the Covid-19 Pandemic. Thesis, Department Of Language Education, Faculty Of Teacher Training And Education, State Islamic Institute Of Palangka Raya. Advisors: (i) Rahmadi Nirwanto, M.Pd (ii) Aris Sugianto, M.Pd

Key words: *Socio-Affective Strategy, EFL Students, Covid-19 Learning*

Socio-affective strategies relates to socially mediated activity and trade with others. Socio-affective strategies are the strategies that help learners regulate and control emotion, motivations, and attitudes towards learning, as well as help learners learn through contact and interaction each other.

This study aimed to determine students' perceptions of strategies in speaking class on their learning outcomes. The Sample was random sampling technique. This research was conducted in order to determine the learning strategies of speaking class students on the learning outcomes obtained quantitatively by conducting a survey to 45 students at SMP Muhammadiyah Palangka Raya. The data collected by using questionnaire.

The results of the study were: most of the students in the speaking class had their own strategies. There were 6 student learning strategies, they were social strategy, affective strategy, cognitive strategy, meta-cognitive strategy, compensation strategy, and memory strategy. This showed that each learning strategy affected the progress of students in the English speaking class. It meant that the students' strategies affected their progress in obtaining learning outcomes in their learning progress while speaking class.

In conclusion the most students in speaking class have their own learning strategies. Not only 6 strategies that can affect student learning abilities, but also the others can affect too, such as psychological factors, the role of teachers, assignments, environmental and social factors.

ABSTRAK

Suryani, Siti. 2021. Strategi Sosial-Afektif Mahasiswa EFL Selama Pandemi Covid-19. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Keguruan Dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya.
Pembimbing: (i) Rahmadi Nirwanto, M.Pd (ii) Aris Sugianto, M.Pd

Kata kunci: *Strategi Sosial-Afektif, Siswa EFL, Pembelajaran Covid-19*

Strategi sosio-afektif terkait dengan aktivitas yang dimediasi secara sosial dan berdagang dengan orang lain. Strategi sosio-afektif adalah strategi yang membantu peserta didik mengatur dan mengendalikan emosi, motivasi, dan sikap terhadap pembelajaran, serta membantu peserta didik belajar melalui kontak dan interaksi satu sama lain.

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang strategi di kelas berbicara terhadap hasil belajar mereka. Sampel diambil berdasarkan teknik random sampling. Penelitian ini dilakukan untuk mengetahui strategi pembelajaran siswa kelas berbicara terhadap hasil belajar yang diperoleh secara kuantitatif dengan melakukan survei kepada 45 siswa di SMP Muhammadiyah Palangka Raya. Pengumpulan data dilakukan dengan menggunakan kuesioner.

Hasil dari penelitian ini adalah: sebagian besar siswa di kelas berbicara memiliki strategi mereka sendiri. Ada 6 strategi belajar siswa, yang pertama adalah strategi sosial, strategi afektif, strategi kognitif, strategi metakognitif, strategi kompensasi, dan strategi memori. Hal ini menunjukkan bahwa setiap strategi pembelajaran mempengaruhi kemajuan berbicara siswa ketika berbicara bahasa Inggris di kelas. Hal ini juga berarti bahwa strategi siswa saat pembelajaran merupakan bahan ajar yang mempengaruhi kemajuan siswa dalam memperoleh hasil belajar dalam kemajuannya dalam pembelajaran berbicara menggunakan bahasa Inggris.

Kesimpulannya, sebagian besar siswa di kelas berbicara memiliki strategi belajar mereka sendiri. Tidak hanya 6 strategi yang dapat mempengaruhi kemampuan belajar siswa, tetapi faktor lain juga dapat mempengaruhi, seperti faktor psikologis, peran guru, tugas, faktor lingkungan dan sosial.

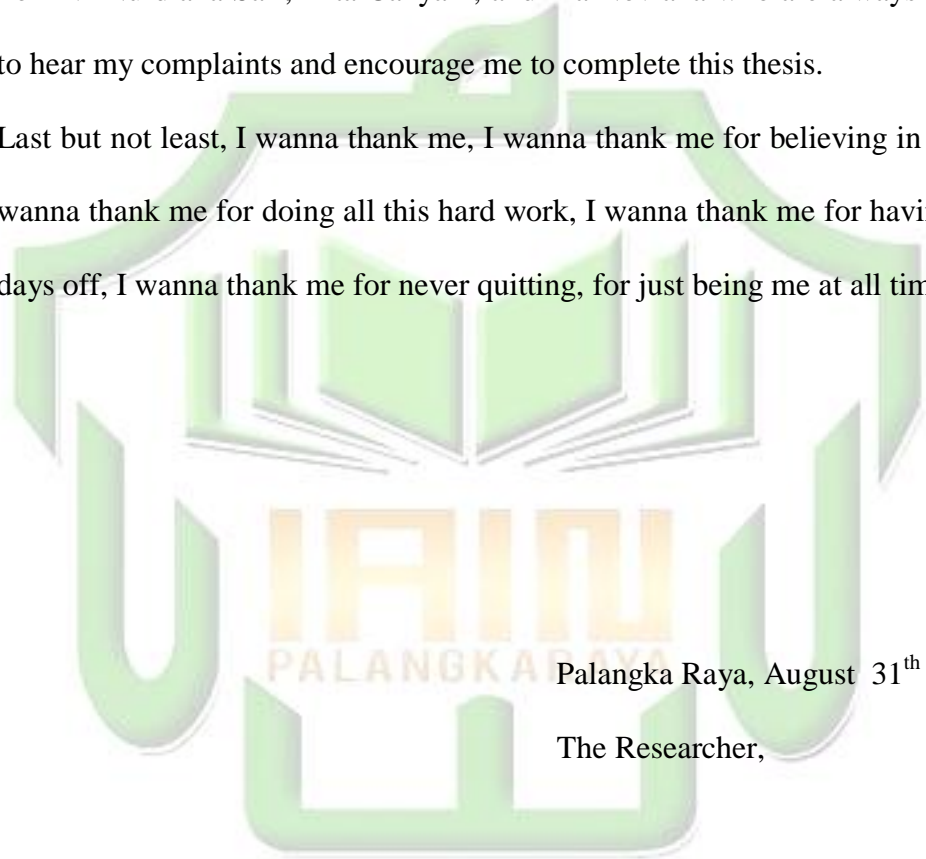
ACKNOWLEDGEMENTS

The researcher would like to express her sincere gratitude to Allah SWT. for the blessing bestowed in his whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW. having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Secretary of Department of Language Education, Akhmad Ali Mirza, M. Pd. for her invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of Language Education, Zaitun Qamariah, M.Pd., for her invaluable assistance both in academic and administrative matters.
5. Her thesis advisors, Rahmadi Nirwanto, M.Pd and Aris, M.Pd, for their generous advice, valuable guidance, and elaborated correction during their busy time to the completion of his thesis.
6. The all members of the board examiners, for their corrections, comments, and suggestions which are profitable to the accomplishing of this thesis.
7. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.

8. My beloved parents, Sayuto and Jubaidah for their moral support and endless prayer so that she can finish my studies. May Allah SWT bless them all. Aamiin.
9. For my beloved sister. Niah Handayani and Rea Ellisa, thank you for helping to encourage and motivate me so that this thesis can be completed.
10. For Evi Nurdiana Sari, Dita Cahyani, and Tia Noviana who are always ready to hear my complaints and encourage me to complete this thesis.
11. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, for just being me at all time.



Palangka Raya, August 31th 2021

The Researcher,

Siti Suryani

SRN. 1701121209

TABLE OF CONTENT

ADVISOR ADPROVAL	Error! Bookmark not defined.
PERSETUJUAN PEMBIMBING.....	Error! Bookmark not defined.
OFFICIAL NOTE	ii
NOTA DINAS	Error! Bookmark not defined.
THESIS ADPROVAL	iv
MOTTO AND DEDICATION	vi
DECLARATION OF AUTHORSHIP	Error! Bookmark not defined.
ABSTRACT	viii
ABSTRAK	ix
ACKNOWLEDGEMENTS	x
TABLE OF CONTENT	xii
LIST OF APPENDICES	Error! Bookmark not defined.
CHAPTER I PENDAHULUAN	1
A. Background of the Study	1
B. Problem of the Study	4
C. Objective of the Study	4
D. Scope and Limitation.....	4
E. Significance of the Study.....	5
F. Definition of Key Terms	6
CHAPTER II PEMBAHASAN	8
A. Previous Studies	8
B. Language Learning Strategies	11

C. Socio-Affective Strategy	13
D. Speaking	16
CHAPTER III PENUTUP.....	18
A. Research Design	18
B. Population and Sample	19
C. Research Instrument	20
D. Data Collaction Procedure.....	24
E. Data Analysis Procedure	26
CHAPTER IV	27
A. Data Presentation.....	27
B. Research Findings	27
C. Discussion.....	48
CHAPTER V.....	53
A. Conclusion.....	53
B. SUGGESTION.....	56
REFERENCES	
APPENDICES	

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the background of the study, research problem, the objective of the study, assumption, scope and limitation, significance of the study and definitions of key terms.

A. Background of the Study

English has four basic language skills. They are listening, speaking, reading, and writing. listening and speaking are productive skills. Speaking and writing are clasified as receptive skills. The four skills are learned by the people in order to master English well. It is taught to develop the students' language qualification.

According to Katheen & Nunan, (2005, p. 2) to communicate well with people around the world, one of the most important skill to be mastered by the students is speaking. Speaking it self is interpreted as an interactive process of building meaning that involves manufacturing, receiving, and cultivating information Bailey & Nunan (2005). It is an important skill to promote human quality in their communication and interaction with others.

Furthermore, Richards, (2008, p. 19) states that the acquisition of speaking skills in English is a priority for many second-language or foreign-language learners. Therefore, learners frequently evaluate their triumph in language learning as well as the effectiveness of their English course on the basis of how much they feel they improved in their language competence. It means that speaking is an important skill that must be learned in English

Foreign Language. Indeed, the students' achievement will be measured by their speaking ability. In other words, they have good achievement it means that students can speak well in English.

Speaking skill is used to transfer information, concepts, explain things, conduct a discussion with other people. and certain people with our stories. Some information can be taken and shared by people to others communicatively. It is like Willing's perception in Bailey and Nunan's book (2005), communicative learners like talking to a friend in English, listening to native speakers, and learning through conversation. Speaking is a complex skill requiring the simultaneous use of different abilities which often develop at different rates. It means the mastering of speaking skills needs to be practiced continuously. Speaking needs more time to be mastered by several people since it is not a simple skill. It is needed in every teaching and learning process, to answer questions, to ask questions, to conduct a discussion, to do a presentation. Language is used continuously as a media for communication in mastering the target language.

Socio-affective strategies as a part of language learning strategies separately under the category of indirect language learning strategies. Rubin in Hardan (2013, p. 1713) defined language learning strategies as behaviors, steps, or techniques that language learners apply to facilitate language learning. Moreover, Ghani (2013, p. 1715) in Afdalmaujon A Hardan defined language learning strategies as specific actions, behaviors, steps, or techniques that students frequently use to improve their progress. In a comprehensive

definition, Kahraman defines socio-affective is the mental and physical activities that language learners consciously choose to regulate their emotions and interactions with other people during their language learning process (Kahraman, 2013, p. 2). In more detailed, according to O'Malley and Chamot (1990) in Hakim and Suniar (2019, p. 128) define socio-affective strategies as 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.

According to Hakim and Suniar (2011) which has the title *Socio-Affective Strategies in Enhancing Students' Speaking Motivation*. The objective of this research is to solve the students' problems and enhance their speaking ability. a teacher has to be able to use language-learning strategies especially socio-affective strategies that can involve students in practicing speaking and give motivation. The study utilized quantitative research. They assume that using socio-affective strategies can improve Speaking mastery. From the research can be concluded that there was an influence of the use of socio-affective strategies in teaching speaking.

According to Afrina (2015) which has a title *socio-affective strategies used in speaking III by the English department students of STAIN Batu sungkar*. The Objectives of the study are to find out whether there is an improvement in students' speaking skills by using socio-affective strategies. In conducting the research, the writer applied qualitative research design as the research methodology. From her research can be concluded that there was an

influence of the use of socio-affective strategies in teaching speaking. It can be seen They thought that socio-affective strategies helped them to enhance their motivation and confidence in speaking.

B. Problem of the Study

How are the EFL students' perceptions of socio-affective strategy during the covid-19 pandemic?

C. Objective of the Study

To know the EFL students perceptions of socio-affective strategy during the covid-19 pandemic.

D. Scope and Limitation

The researcher wants to limit the scope of the research to the following is areas:

1. The study focus on area of the direct strategies, socio, affective strategies.
2. The method to be used is survey design.

E. Significance of the Study

The study is expected to give theoretical and practical contributions:

1. Theoretical Constructions

- a. The result of the study useful to scientific teaching-learning in the education field.
- b. This study can be used as information and reference for other researchers who want to conduct further research with a similar research topic.

2. Practical Constructions

This study is expected to give contributions to:

- a. For the students, this study positively will give encouragement to improve their ability, especially in speaking ability. So, It will make students more aware of learning strategies in the learning process. They also will be more enthusiastic to obtain a foreign language learning strategies as their own need not as compulsory.
- b. For the teacher who teaches English, especially in SMP Muhammadiyah Palangka Raya, the result of this study is expected to give information, input, even suggestion to the better improvement of their duty as educators to help their students gain meaningful and useful learning. This study is expected to help the teacher to understand their studies who uses socio-affective as teaching strategies in teaching speaking skills. The teacher can maximize the strengths of

socio-affective strategies for teaching speaking and can minimize the weaknesses of socio-affective strategies for better learning.

- c. For the school, especially for SMP Muhammadiyah Palangka Raya, the research finding of this study is expected to give clear and detailed descriptions dealing with the socio-affective strategies in speaking skills, the problems faced by the students and the teacher's way to solve the problems. Hopefully, in the future in teaching English especially in teaching speaking, the school will apply more various strategies and media to cover the students need.
- d. For the other researchers, the result of this research can be used as input in the teaching-learning process, especially in teaching speaking. It is expected that the other researcher can investigate more on socio-affective strategies.

F. Definition of Key Terms

The definition of key terms in this thesis is to avoid misunderstanding.

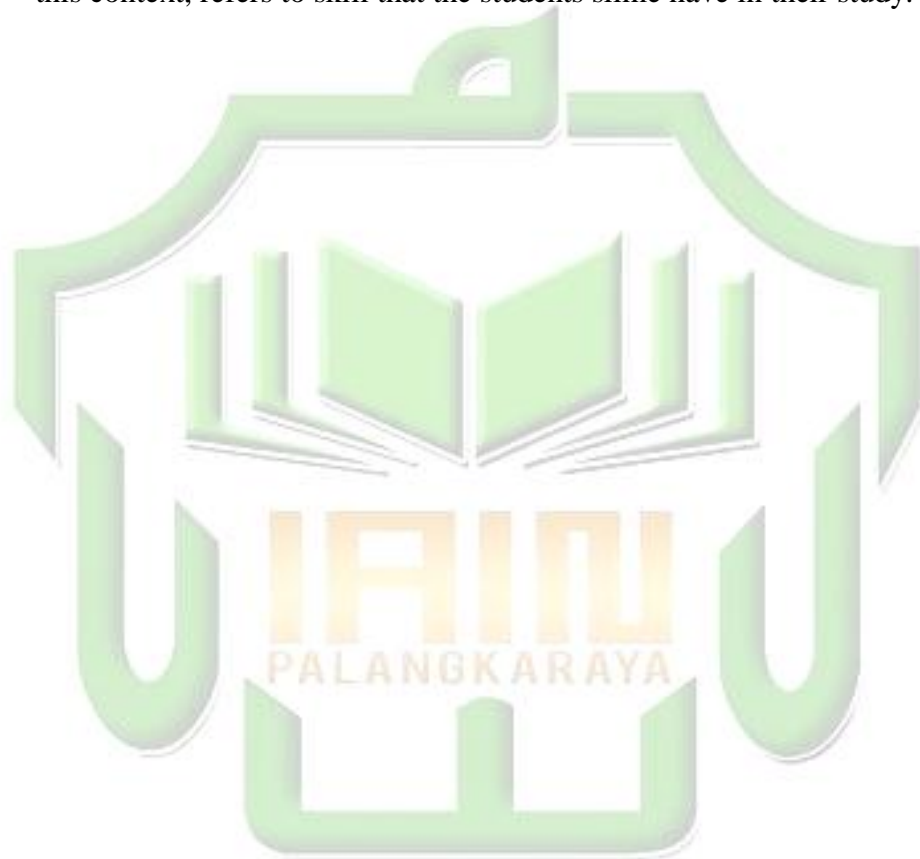
There are several important points of this study.

1. Socio-affective

Socio-affective strategies relates to socially mediated activity and trade with others. Socio-affective strategies are the strategies that help learners regulate and control emotion, motivations, and attitudes towards learning, as well as help learners learn through contact and interaction each other.

2. Speaking

Speaking is to express communicate opinions, feelings, ideas, etc, by or talking and it involves the activities in the part of the speaker as psychological, physiological, and physical (acoustic) stages. Speaking in this context, refers to skill that the students slime have in their study.



CHAPTER II

REVIEW OF LITERATURE

This chapter contains related studies, language learning strategies, socio-affective, and speaking.

A. Previous Studies

There are some studies that has been conducted in socio-affective strategis :

First, the previous research from a journal was made by Zeynali, Motlagh (2015) which has a title The Effects of Socio Affective Strategy in the Enhancement of Reading Comprehension among Iranian EFL Learners. This study adopted quasi-experimental design with proficiency test to find the homogeneity of groups. The objective of this research is to investigate the effects of socio-affective strategy in the enhancement of reading comprehension in Iranian EFL learners and also the present study aimed to determine the relationship between socio/affective strategy and reading comprehension in Iranian intermediate EFL learners. From their research, the researcher concludes that there are outcomes that show that using socio-affective strategies was a more helpful factor for learners to answer reading comprehension questions.

Second, Afrina (2015, p. 87) focus on Socio- Affective Strategies Used in Speaking III by The English Department Students of STAIN Batusungkar. It was found that there was an influence of the use of socio-affective strategies in teaching speaking. They thought that socio-affective

strategies helped them to enhance their motivation and confidence in speaking.

Third, previous research from the journal was made by Hakim and Suniar (2019, p. 131) focus on Socio-Affective Strategies in Enhancing Students' Speaking Motivation. Their speaking ability the finding of the study indicated that the implementation of the socio-affective strategies was successful in improving the students' speaking ability since the criteria of success were achieved. Using socio-affective strategies can improve speaking mastery. Result in this study, the teacher used 6 strategies such as reducing students' anxiety, encouraging them to speak, controlling emotions, asking a question, cooperating with others and empathizing with others. From their research can be concluded that there was an influence of the use of socio-affective strategies in teaching speaking.

Fourth, Kahraman. F.G (2013, p. 130) which has a title The Effective of Socio-Affective Language Learning Strategies and Emotional Intelligence Training on English as a Foreign Language (EFL) Learners' Foreign Language Anxiety in Speaking Classes. The writer applied a mixed methods research model which use both quantitative and qualitative approaches. The result of this study revealed that instructing students the socio-affective language learning strategies along with emotional intelligence skills were successful in reducing the high Foreign Language Anxiety (FLA) in speaking classes. Despite the change in the overall anxiety levels of the students, their perceptions' of the use, effectiveness, and difficulty of the socio-affective

strategies did not show a significant difference before and after the training. Two strategies received a statistically significant change in the student's preference to use after the training. These strategies were both affective language learning strategies, which are: Lowering your anxiety, rewarding yourself.

Fifth, Hamzah, Shamshiri, and Noordin (2011) focused on Effects of Socio-Affective Strategy Training on Listening Comprehension. The current study proposed that socio-affective strategies training in IELTS preparation listening classes can lead to better comprehension. Test familiarity, risk taking, self-confidence, peer learning, more interaction and consequently better results in IELTS listening tests. Students should be exposed to explicit strategy instruction which results in transfer and should be taught how to listen effectively to different listening tasks. The student may employ fewer or more socio-affective strategies for specific tasks. The teachers should be aware of the nature of the task, and other strategies that are more likely to be more helpful for specific tasks. Students' internal traits such as proficiency, intelligence, attitude, motivation, etc. Should be considered before judging upon their strategy use. The objective of this research is to investigate the effect of socio-affective strategy instruction on collage students' listening comprehension achievements. Thus, the results interpreted here may have other explanations that are far beyond the scope of this study. It is recommended that socio-affective strategies training be investigated further to see whether it affects using other strategies or if the control group employs

other strategies (memory, cognitive, metacognitive, and compensation). Without being trained.

Those the previous research findings show that socio-affective strategies give the positive impact for the students. There are different from the researcher's thesis they are a mixed methods research, descriptive research, quasi experimental as research design, and researcher research is quantitative research and case study as the research design.

B. Language Learning Strategies

a. The Nature of Learning Strategies

Every learning process requires a manner or strategy to be adapted to achieve the main purpose of learning. Among the important things in the process of learning are "what" to use for learning and "how" to use it. However human beings are involved with many and different strategies while they are learning a language, some of these strategies are giving the ultimate benefit, yet some others are not effective.

The term "learning strategies" means different things and researchers have it in many ways. The modest definition provided by Hardan (2013) who talked about learning strategies as a process the may contribute directly to learning. Oxford (1990) went beyond the previous definitions to give a more focused definition. Oxford defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Additionally, Oxford (1994) that the study of learning strategies takes substantial promise, both for language pedagogy and for explaining individual differences in second language learning. It is probably true to say, however, that it still in its infancy. For this reason, perhaps discussions of learning strategies typically conclude with the problems that have surfaced and that need to be addressed before progress can be made.

b. Definition of Language Learning Strategies

Afdalmaujon (2013) defined language learning strategies as behaviors, steps, or techniques that language learners apply to facilitate language learning. Moreover, the definition by Oxford also included cognitive, emotional, and social aspects of language learning strategies that enhance learners' language learning proficiency and self-confidence. According to Afdalmaujon (2013) language learning strategies as specific actions, behaviors, steps, or techniques that students frequently use to improve their progress.

Language learning strategies are specific actions or techniques that learners use to assist their progress in developing second or foreign language skills (Oxford, 1990). Language learning strategies are believed to play a vital role in learning a second language, as they may assist learners in mastering the forms and functions required for reception and production in the second language and thus affect achievement (Bialystok, 1979). O'Malley, Chamot, Manzanares, Russo & Kupper (1985) asserted that the learning strategies of good language learners, once identified and

successfully taught to less proficient learners could have considerable effects on facilitating the development of second language skills. Therefore, if language teachers know more about effective strategies that successful learners use, they may be able to teach these effective strategies to less proficient learners to enhance these learners' language skills.

c. Language Learning Strategies

According to Hardan (2013) language learning strategies as behaviors, steps, or techniques that language learners apply to facilitate language learning. Moreover, Oxford (1994) also included cognitive, emotional, and social aspects of language learning strategies that enhance learners' language learning proficiency and self-confidence. Afdalmaujon (2013) defined language learning strategies as specific actions, behaviors, steps, or techniques that students frequently use to improve their progress.

C. Socio-Affective Strategy

a. Definition of Socio-Affective Strategy

Socio-affective strategies are a part of language learning strategies to learn a language successfully. Affective strategies help to regulate emotions, motivations, and attitudes. Meanwhile, Social strategies help students learn through interaction with others. Furthermore, Hakim and Yuniar (2019 p. 131) proposed that socio-affective strategies are strategies that using feelings in the teaching-learning process include empathy between the learners and the instructors to build a positive effect

because the relationship between of them is important. They also state that socio-affective strategies are the most stated effective strategies to increase student's learning.

b. Social Strategies

A language is a form of social 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.

Furthermore, Oxford (Boston: University of Alabama:1990). That one of the most basic social interactions is asking a question, an action from which learners gain a great benefit. Asking questions helps learners get closer to the intended meaning and thus aids their understanding. It also helps learners encourage their conversation partners to provide larger quantities of input” in the target language and indicates interest and involvement. In addition to asking questions, cooperating in general with peers and with more proficient users of the target language is imperative for language learners.

According to Oxford (1990) Cooperation implies the absence of competition and the presence of group spirit. To promote cooperative language learning strategies, either, inside and outside the classroom, it might be necessary to help learners confront and possibly modify their culturally defined attitudes toward cooperation and competition. Besides that, Empathy is the ability to "put yourself in someone else's shoes". In

order to better understand that person's perspective. Empathy is essential to successful communication in any language. It is especially necessary, although sometimes difficult to achieve, in learning another language. However, social strategies can help all learners increase their ability to empathize by developing cultural understanding and becoming aware of others' thoughts and feelings.

c. Affective Strategies

Furthermore, as mentioned by Oxford (1994) Affective refers to emotions, attitudes, motivations, and values. 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. As shown in the table, three main sets of affective strategies exist: lowering your anxiety, encouraging yourself, and taking your emotional temperature.

The affective side of the learner is probably one of the very biggest influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning. On the other hand, positive emotions and attitudes can make language learning far more effective and enjoyable.

D. Speaking

a. Definition of Speaking

Speaking is a very imperative part of people's daily life. We communicate and relate with others through speaking. Speaking is one of the skills that have to be mastered by students in language classes. In learning English the mastery of speaking skills is a priority, especially for foreign language learners. However, it is not easy for students to communicate in English. They have to think more often and deeply when speaking English. Many experts define speaking in many ways.

Speaking is the way to convey something orally, it is the process of producing, receiving and processing information. It's supported by Leong & Ahmadi (2017, p. 35), who states that speaking is an interactive process of conducting meaning that involves producing, receiving and processing information.

According to Leong, Ahmadi (2017, p. 34), speaking is not only saying the words through mouth but also delivering a message through the words. Speaking is the way to communicate by saying the words orally, to make a request and speech.

From some definitions above, it could be concluded that speaking is the process of making utterances by using words or sounds loudly in order to make connection, communicating the ideas and conveys the information between human beings.

b. The Importance of Learning English Speaking

Speaking is really important because it is as a human need to have social interaction, and it's a part of our daily life. Among the four key language skills, speaking is deemed to be the most important skill that must be mastered well in learning a new language (Gani, Fajrina, & Hanifa, 2015). Leong & Ahmadi (2017, p. 35) said that human being spends their time to interact with others orally rather than using written form. Speaking is one of potential ability which is very important to carry out a conversation.

Nunan (1999) reveals that the importance of speaking skill is obviously noticed regarding the role of human as social being who depends himself more on speaking rather than writing in interacting with others. Speaking seems to be the most important skill of all the four language skills (listening, speaking, reading, and writing), which is very significant for effective oral communication and the people who can speak the language very well are referred to 'speaker' of that language (Ur, 1996). According Brown (2007), listening and speaking are learners' language tools. The learners who can speak English very well will get a chance to get a good job. It is supported by Baker, Leong & Ahmadi (2017) said that learners can have a greater chance of better education, find good jobs, and get a promotion if they could speak English very well.

In conclusion, speaking seems to be the most important skill of all the four language skills and those people who speak English very well are

easily to communicate with others also can have a good chance for better education.



CHAPTER III

RESEARCH METHOD

In this chapter, the researcher described the research method, population and sample, research instruments, data collection procedures, and data analysis procedures.

A. Research Design

In this research the researcher used quantitative method specifically survey design. Ary (2010, p.39) argues that quantitative research deals with the question of relationship, cause, and effect, or current status that the writer can answer by statistically analyzing numeric data. Furthermore, Creswell (2014, p.236) stated that quantitative research is an interrelated set of constructs (or variables) formed into preposition, or hypothesis, that specify the relationship among variables (typically in term of magnitude of direction). A theory appeared in a research study as an argument, a discussion, a figure, or a rationale and it helps to explain (or direct) phenomena that occur in the world.

The design of this research was survey research. According to Ary et al (2013, p. 372) in survey research, investigators ask questions about peoples' beliefs, opinions, characteristics, and behavior. The survey is a widely used research method for gathering data ranging from physical counts and frequencies to attitudes and opinions.

B. Population and Sample

1. Population

Ary, et al (2010, p. 148) creates the larger group about which the generalization is made is called a population that defined as all members of any well-defined class of people, events, or objects.

The population on this research were student at SMP Muhammadiyah Palangka Raya.

Table 3.1

The Population 8 grade at SMP Muhammadiyah Palangka Raya

No	Class	Number
1	VIII A	25
2	VIII B	28
3	VIII C	24
4	VIII D	27
5	VIII E	28
Total	5	132

2. Sample

According to Helaluddin & Wijaya (2019, p.62) explained that sample is a small part of the population determined to be used in the process of data collection in research. Furthermore, Taherdoost (2016, p. 20) stated that sampling in research can be used to make conclusions about a population or to make generalizations concerning existing theories. Based on the statement above, it took two classes 49 students to consist of VIIIA and VIIC the grade 8 students at SMP Muhammadiyah Palangka Raya in the Academic year 2020/2021. About the number of samples, the researcher used purposive sampling. Purposive is a part of non probability sampling which involves nonrandom procedures selecting the members of the sample (Ary, et al, 2010, p.155).

C. Research Instrument

1. Research Instrument Development

Research instrument is tool to collect data. The purpose of this study was to know the relationship between two variables they were sociolect-affective strategy and EFL student. To get the data needed, the researcher used questionnaire.

a. Questionnaire

According to Zoltan, (2010, p. 18) stated that questionnaires are any written instruments that present respondents with a series

of questions or statements to which they are to react either by writing out their answers or selecting from among existing answer. McKay (2006, p. 35) stated that there are two types of questions are open ended and close ended questions. The researcher used close ended questions allowed for more uniformity or responses and were easy to answer, code, and analyze.

In this research the researcher adopted the questionnaire of journal based on Geramia & Baighloub (2011), Ming-Nuan (2007). The researcher had 20 items grouped into six categories: affective (5 items), social (3 items), cognitive (2 items), meta-cognitive (3 items), compensation (4 items) and memory (3 items). Some items were slightly modified or deleted so that they were more compatible with the actual English learning situations in SMP Muhammadiyah Palangka Raya.

Table 3.2
Specification of Questionnaire

Category	Items specifications	Items of questionnaire
Affective	1-5	5
Social	6-8	3
Cognitive	9-10	2
Metacognitive	11-14	4
Compensation	15-17	3
Memory	18-20	3
Total		20

2. Instrument Validity

According to Kumar (2011), in term of measurement procedures, therefore, validity is the ability of an instrument to measure what it is designed to measure: he assumes on Smith states, Validity is defined as the degree to which the researcher has measured what he has set out to measure.

According to Arikunto (2010), there are three kinds of validity: content validity (with respect to the content and format of the instrument), construct validity (referring to the extent to which an

instrument can measure the concepts of a theory that is the basis for the preparation of the instrument), and empirical validity (with respect to the relationship between score A criterion). The validity of the content and the validity of the construct of this research was conducted by consulting to the advisor, while the empirical validity in this research, the researcher used the Karl Pearson product moment correlation formula to test the validity of the instrument.

3. Instrument Reliability

Reliability as referring to the consistency of the scores resulted from the assessment Latief, (2014). Consistency is an important indicator of reliability, meaning that if an assessment result is (or the test scores are) consistent from one assessment to another, then the assessment result has (or the test scores have) high reliability.

Instrument Reliability According to Ary (2010, p. 236). the reliability of a measuring instrument is the degree of consistency which it measures whatever it is measuring this quality is essential in any kind of measurement. According to Azwar, in the book of Suyoto (2015, p. 91) stated that there are three reach limit of reliability, they are:

- 1) If the researcher measures the object repeatedly with the same instrument. and the study results are still the same. It means the researcher reaches the limit of reliability.

2) If the result of the measurement is the final, it means the researcher reaches the limit of reliability.

3) To minimize the mistakes of the measurement.

To measure the reliability of the instrument the researcher used the following formula:

Formulation of Alpha Croanbach as Follows:

$$a = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum s_1^2}{s_x^2} \right]$$

Where:

K : the total of items

$\sum s_1^2$: the total of varians of each instruments

s_x^2 : variants of the instruments

D. Data Collaction Procedure

In this study, the researcher did some processes to collect the data:

1. The researcher asked permission from the principal.
2. The researcher asked permission from the English teacher.
3. The researcher asked the willingness of students to become respondents.
4. The researcher explained the intent and purpose of asking students to complete a questionnaire.
5. The researcher explained how to complete the questionnaire.



E. Data Analysis Procedure

To analyze the data of the research, there were some steps:

1. Data compiling

In this study, the researcher used interval scale and the collected the data by using questionnaires scale likert types questions. This research was about socio-affective strategy used by EFL students during the covid-19 pandemic. Often attitude scales on a questionnaire were also treated as interval scale.

The researcher analyzed the data in three steps. There were item scores, the distribution of frequency, and then central tendency. To analyze the data, the researcher applied the steps as follows:

- a) The researcher collected the main data (item score/responses).
- b) The researcher arranged the collect score into the distribution of frequency of score table.
- c) The researcher interpreted the analysis result.
- d) The researcher drew the conclusion based on criteria.

The assessment score of this research instrument used subject likert scaling. So that confusion avoided in scoring the five answers, for details, it showed in the following table:

Table 3.3
The Interpretation and score

No	Statement	Score
1	Always	5
2	Usually	4
3	Sometimes	3
4	Rarely	2
5	Never	1



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the data presentation, data finding and discussion. The data finding designed to answer the research problem was the questionnaire.

A. Data Presentation

This section presented the results of research on students' perceptions of scientific writing classes on their learning outcomes using a questionnaire as the main instrument for collecting data. Quantitative data were analyzed using Ms. Excel and SPSS 24 Programs.

The number of research participants was 45 people in grades 8A and 8C at SMP Muhammadiyah Palangka Raya. To answer the research questions, the researcher asked students using closed questions about investigating students' perceptions of learning materials in speaking classes, investigating students' perceptions of students' learning strategies in speaking classes during the covid-19 pandemic.

B. Research Findings

The research was started from 10 March 2021-10 May 2021 at SMP Muhammadiyah Palangka Raya. The research samples of 8A and 8C grade

students through google form. The data obtained from this study were questionnaire data.

The results of the study on the perception of students in speaking classes on their learning outcomes were obtained by using a questionnaire as the main instrument to collect data. The data presented consists of central tendencies (mean, median, mode, and standard deviation). The first step was to tabulate the scores into the calculation average table. The second step was tabulation of scores into a table for calculating the total score, median, mode, standard deviation, and interval.

Table 4.1
The calculation mean of the students

X	F	FX
1	230	230
2	242	484
3	224	672
4	129	516
5	147	735
	N=972	\sum 2635

$$\text{Mean: } M = \frac{\sum X}{N} = \frac{2635}{970} = 2.71649485 = 2.7$$

Table 4.2**Result of Questionnaire analysis**

Item	Number & percent	Scale					Total	Mean	Median	Modus	Standar deviation
		Always	Usually	Sometimes	Rarely	Never					
1	I try to relax whenever I feel afraid of using English.	17	12	12	3	5	49	2.33	2.00	1	1.297
	Percent	34.7%	24.5%	24.5%	6.1%	10.2%	100%				
2	I encourage myself to speak English even when I am afraid of making a mistake.	14	15	11	2	7	49	2.45	2.00	2	1.339
	Percent	28.6%	30.6%	22.4%	4.1%	14.3%	100%				
3	I give myself a reward or treat when I do well in English.	9	5		10	19	49	3.43	4.00	5	1.541

	Percent	18.4%	10.2%	20.4%	12.2%	38.8%	100%				
4	I notice if I am tense or nervous when I am studying or using English.	9	14	13	7	6	49	2.73	3.00	2	1.271
	Percent	12.4%	28.6%	26.5%	14.3%	12.2%	100%				
5	I talk to someone else about how I feel when I am learning English.	5	8	8	15	13	49	3.51	4.00	5	1.356
	Percent	10.2%	16.3%	16.3%	26.5%	30.6%	100%				
6	If I do not understand something in English, I ask the other person to slow down or say it again.	14	16	11	1	7	49	2.41	2.00	2	1.322
	Percent	28.6%	32.7%	22.4%	2.0%	14.3%	100%				

7	I ask the teacher to correct me when I talk.	19	11	7	6	6	49	2.37	2.00	1	1.424
	Percent	38.8%	22.4%	14.3%	12.2%	12.2%	100%				
8	I practice English with other students.	7	12	19	6	5	49	2.80	3.00	3	1.154
	Percent	14.3%	24.5%	38.8%	12.2%	10.2%	100%				
9	I make summaries of information that I hear or read in English.	9	12	11	11	6	49	2.86	3.00	2	1.307
	Percent	18.4%	24.5%	22.4%	22.4%	12.2%	100%				
10	I use the English words I know in different ways.	6	15	16	4	8	49	2.86	3.00	3	1.242

	Percent	12.2%	30.6%	32.7%	8.2%	16.3%	100%				
11	I plan my schedule so I will have enough time to study English	11	11	12	7	8	49	2.80	3.00	3	1.384
	Percent	22.4%	22.4%	24.5%	14.3%	16.3%	100%				
12	I look for words in my own language that are similar to new words in English.	9	7	9	14	10	49	3.18	3.00	4	1.409
	Percent	18.4%	14.3%	18.4%	28.6%	20.4%	100%				
13	I pay attention when someone is speaking English.	28	11	4	4	2	49	1.80	1.00	1	1.154
	Percent	57.1%	22.4%	8.2%	8.2%	4.1%	100%				

14	I notice my English mistakes and use that information to help me do better.	27	12	9	1		49	1.67	1.00	1	.851
	Percent	55.1%	24.5%	18.4%	2.0%		100%				
15	I try to guess what the other person will say next in English.	7	18	7	8	9	49	2.88	2.00	2	1.364
	Percent	14.3%	36.7%	14.3%	16.3%	18.4%	100%				
16	To understand unfamiliar words, I make guesses.	10	10	9	11	9	49	2.98	3.00	4	1.421
	Percent	20.4%	20.4%	18.4%	22.4%	18.4%	100%				
17	When I can't think of a word during a conversation in English, I use gesture.	3	14	11	8	13	49	3.29	3.00	2	1.307

	Percent	6.1%	28.6%	22.4%	16.3%	26.5%	100%				
18	I use rhymes to remember new English words.	6	13	11	10	9	49	3.06	3.00	2	1.314
	Percent	12.2%	26.5%	22.4%	20.4%	18.4%	100%				
19	I review English lesson often.	8	15	20	5	1	49	2.51	3.00	3	.960
	Percent	16.3%	30.6%	40.8%	10.2%	2.0%	100%				
20	I physically act out new English words.	13	13	14	2	7	49	2.53	2.00	3	1.324
	Percent	26.5%	26.5%	28.6%	4.1%	14.3%	100%				

Table 4.3

Item 1

		Frequency	Percent	Valid percent	Cumulative Percent
Valid	1	17	34.7	34.7	34.7
	2	12	24.5	24.5	59.2
	3	12	24.5	24.5	83.7
	4	3	6.1	6.1	89.8
	5	5	10.2	10.2	100.0
Total		49	100.0	100.0	

Item 1, I try to relax whenever I feel afraid of using English. There were 17 students (34.7%) stated Always, 12 students (24.5%) stated Usually, 12 students (24.5%) stated Sometimes, 3 student (6.1%) Rarely, 5 students (10.2%) stated Never.

Item 2

		Frecuency	Precent	Valid percent	Cumulative percent
Valid	1	14	28.6	28.6	28.6

	2	15	30.6	30.6	59.2
	3	11	22.4	22.4	81.6
	4	2	4.1	4.1	85.7
	5	7	14.3	14.3	100.0
Total		49	100.0	100.0	

Item 2, I encourage myself to speak English even when I am afraid of making a mistake. There were 14 students (28.6%) stated Always, 15 students (30.6%) stated Usually, 11 students (22.4%) stated Sometimes, 2 student (4.1%) Rarely, 7 students (14.3%) stated Never.

Item 3

		frequency	Percent	Valid percent	Cumulative percent
Valid	1	9	18.4	18.4	18.4
	2	5	10.2	10.2	28.6
	3	10	20.4	20.4	49.0
	4	6	12.2	12.2	61.2
	5	19	38.8	38.8	100.0
Total		49	100.0	100.0	

Item 3, I give myself a reward or treat when I do well in English. There were 9 students (18.4%) stated Always, 5 students (10.2%) stated Usually, 10 students (20.4%) stated Sometimes, 6 student (12.2%) Rarely, 19 students (38.8%) stated Never.

Item 4

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	9	18.4	18.4	18.4
	2	14	28.6	28.6	46.9
	3	13	26.5	26.5	73.5
	4	7	14.3	14.3	87.8
	5	6	12.2	12.2	100.0
Total		19	100.0	100.0	

Item 4, I notice if I am tense or nervous when I am studying or using English. There were 9 students (18.4%) stated Always, 14 students (28.6%) stated Usually, 13 students (26.5%) stated Sometimes, 7 student (14.3%) Rarely, 6 students (12.2%) stated Never.

Item 5

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	5	10.2	10.2	10.2
	2	8	16.3	16.3	26.5
	3	8	16.3	16.3	42.9
	4	13	26.5	26.5	69.4
	5	15	30.6	30.6	100.0
Total		49	100.0	100.0	

Item 5, I talk to someone else about how I feel when I am learning English. There were 5 students (10.2%) stated Always, 8 students (16.3%) stated Usually, 8 students (16.3%) stated Sometimes, 13 student (26.5%) Rarely, 15 students (30.6%) stated Never.

Item 6

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	14	28.6	28.6	28.6
	2	16	32.7	32.7	61.2

	3	11	22.4	22.4	83.7
	4	1	2.0	2.0	85.7
	5	7	14.3	14.3	100.0
Total		49	100.0	100.0	

Item 6, If I do not understand something in English, I ask the other person to slow down or say it again. There were 14 students (28.6%) stated Always, 16 students (32.7%) stated Usually, 11 students (22.4%) stated Sometimes, 1 student (2.1%) Rarely, 7 students (14.3%) stated Never.

Item 7

	Frequency	Percent	Valid percent	Cumulative percent
Valid	1	19	38.8	38.8
	2	11	22.4	61.2
	3	7	14.3	75.5
	4	6	12.2	87.8
	5	6	12.2	100.0
Total		49	100.0	100.0

Item 7, I ask the teacher to correct me when I talk. There were 19 students (38.8%) stated Always, 11 students (22.4%) stated Usually, 7 students (14.3%) stated Sometimes, 6 student (12.2%) Rarely, 6 students (12.2%) stated Never.

Item 8

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	7	14.3	14.3	14.3
	2	12	24.5	24.5	38.8
	3	19	38.8	38.8	77.6
	4	6	12.2	12.2	89.8
	5	5	10.2	10.2	100.0
Total		49	100.0	100.0	

Item 8, I practice English with other students. There were 7 students (14.3%) stated Always, 12 students (24.5%) stated Usually, 19 students (38.8%) stated Sometimes, 6 student (12.2%) Rarely, 5 students (10.2%) stated Never.

Item 9

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	9	18.4	18.4	18.4
	2	12	24.5	24.5	42.9
	3	11	22.4	22.4	65.3
	4	11	22.4	22.4	87.8
	5	6	12.2	12.2	100.0
Total		49	100.0	100.0	

Table 9, I make summaries of information that I hear or read in English. There were 9 students (18.4%) stated Always, 12 students (24.5%) stated Usually, 11 students (22.4%) stated Sometimes, 11 student (22.4%) Rarely, 6 students (12.2%) stated Never.

Item 10

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	6	12.2	12.2	12.2
	2	15	30.6	30.6	42.9

	3	16	32.7	32.7	75.5
	4	4	8.2	8.2	83.7
	5	8	16.3	16.3	100.0
Total		49	100.0	100.0	

Table 10, I use the English words I know in different ways. There were 6 students (12.2%) stated Always, 15 students (30.6%) stated Usually, 16 students (22.4%) stated Sometimes, 4 student (8.2%) Rarely, 8 students (16.3%) stated Never.

Item 11

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	11	22.4	22.4	22.4
	2	11	22.4	22.4	44.9
	3	12	24.5	24.5	69.4
	4	7	14.3	14.3	83.7
	5	8	16.3	16.3	100.0
Total		49	100.0	100.0	

Table 11, I plan my schedule so I will have enough time to study English. There were 11 students (22.4%) stated Always, 11 students (22.4%) stated Usually, 12

students (24.5%) stated Sometimes, 7 student (14.3%) Rarely, 8 students (16.3%) stated Never.

Item 12

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	9	18.4	18.4	18.4
	2	7	14.3	14.3	32.7
	3	9	18.4	18.4	51.0
	4	14	28.6	28.6	79.6
	5	10	20.4	20.0	100.0
Total		49	100.0	100.0	

Table 12, I look for words in my own language that are similar to new words in English. There were 9 students (18.4%) stated Always, 7 students (14.3%) stated Usually, 9 students (18.4%) stated Sometimes, 14 student (28.6%) Rarely, 10 students (20.4%) stated Never.

Item 13

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	28	57.1	57.1	57.1
	2	11	22.4	22.4	79.6
	3	4	8.2	8.2	87.8
	4	4	8.2	8.2	95.9
	5	2	4.1	4.1	100.0
Total		49	100.0	100.0	

Table 13, I pay attention when someone is speaking English. There were 28 students (57.1%) stated Always, 11 students (22.4%) stated Usually, 4 students (8.2%) stated Sometimes, 4 student (8.2%) Rarely, 2 students (4.1%) stated Never.

Item 14

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	27	55.1	55.1	55.1
	2	12	24.5	24.5	79.6

	3	9	18.4	18.4	98.0
	4	1	2.0	2.0	100.0
	5	49	100.0	100.0	
Total					

Table 14, I notice my English mistakes and use that information to help me do better. There were 27 students (55.1%) stated Always, 12 students (24.5%) stated Usually, 9 students (18.4%) stated Sometimes, 1 student (2.0%) Rarely, 7 students (14.3%) stated Never.

Item 15

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	7	14.3	14.3	14.3
	2	18	36.7	36.7	51.0
	3	7	14.3	14.3	65.3
	4	8	16.3	16.3	81.6
	5	9	18.4	18.4	100.0
Total		49	100.0	100.0	

Item 15, I try to guess what the other person will say next in English. There were 7 students (14.3%) stated Always, 18 students (36.7%) stated Usually, 7 students (14.3%) stated Sometimes, 8 student (16.3%) Rarely, 9 students (18.4%) stated Never.

Item 16

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	10	20.4	20.4	20.4
	2	10	20.4	20.4	40.8
	3	9	18.4	18.4	59.2
	4	11	22.4	22.4	81.6
	5	9	18.4	18.4	100.0
Total		49	100.0	100.0	

Item 16, To understand unfamiliar words, I make guesses. There were 10 students (20.4%) stated Always, 10 students (20.4%) stated Usually, 9 students (18.4%) stated Sometimes, 11 student (22.4%) Rarely, 9 students (18.4%) stated Never.

Item 17

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	3	6.1	6.1	6.1
	2	14	28.6	28.6	34.7
	3	11	22.4	22.4	57.1
	4	8	16.3	16.3	73.5
	5	13	26.5	26.5	100.0
Total		49	100.0	100.0	

Item 17, When I can't think of a word during a conversation in English, I use gesture. There were 3 students (6.1%) stated Always, 14 students (28.6%) stated Usually, 11 students (22.4%) stated Sometimes, 8 student (16.3%) Rarely, 13 students (26.5%) stated Never.

Item 18

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	6	12.2	12.2	12.2
	2	13	26.5	26.5	38.8

	3	11	22.4	22.4	61.2
	4	10	20.4	20.4	81.6
	5	9	18.4	18.4	100.0
Total		49	100.0	100.0	

Item 18, I use rhymes to remember new English words. There were 6 students (12.2%) stated Always, 13 students (36.5%) stated Usually, 11 students (22.4%) stated Sometimes, 10 student (20.4%) Rarely, 9 students (18.4%) stated Never.

Item 19

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	8	16.3	16.3	16.3
	2	15	30.6	30.6	46.9
	3	20	40.8	40.8	87.8
	4	5	10.2	10.2	98.0
	5	1	2.0	2.0	100.0
Total		49	100.0	100.0	

Item 19, I review English lesson often. There were 8 students (16.3%) stated Always, 15 students (30.6%) stated Usually, 20 students (40.8%) stated Sometimes, 5 student (10.2%) Rarely, 1 students (2.0%) stated Never.

Item 20

		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	13	26.5	26.5	26.5
	2	13	26.5	26.5	53.1
	3	14	28.6	28.6	81.6
	4	2	4.1	4.1	85.7
	5	7	14.3	14.3	100.0
Total		49	100.0	100.0	

Item 20, I physically act out new English words. There were 13 students (26.5%) stated Always, 13 students (26.5%) stated Usually, 14 students (28.6%) stated Sometimes, 2 student (4.1%) Rarely, 7 students (14.3%) stated Never.

C. Discussion

The results revealed that grade VIIIA and VIIC students at SMP Muhammadiyah Palangka Raya had different ways to learn to speak by applying their learning strategies. The data presented as follows:

1. Affective Strategy

Based on the data above, there were 5 questions regarding the students' effective learning strategy. First question, from 49 students there were 17 students stated always, 12 students stated usually, 12 students stated sometimes, 3 students stated rarely, and 5 students stated never. Second question, from 49 students, 14 students stated always, 15 students answered usually, 11 students stated sometimes, 2 stated rarely, and 7 students stated never. Third question, from 49 students 9 students stated Always, 5 students stated Usually, 10 students stated Sometimes, 6 students stated Rarely, 19 students stated Never. Fourth question, from 49 students there were 9 students stated Always, 14 students stated Usually , 13 students stated Sometimes, 7 students stated Rarely, and 6 students stated Never. For the last question, 5 students stated Always, 8 students stated Usually, 8 students stated Sometimes, 13 students stated Rarely, 15 students stated Never. Some students tried to learn to speak boldly by controlling their motivation wisely. This was briefly to state that out of

49 students, most of them tend to use affective strategies in learning to speak.

2. Social strategy

Based on the data above, there were 3 questions regarding the students' effective learning strategy. First question, from 49 students there were 14 students stated always, 16 students stated usually, 11 students stated sometimes, 1 students stated rarely, and 7 students stated never. Second question, from 49 students, 19 students stated always, 11 students stated usually, 7 students stated sometimes, 6 stated rarely, and 6 students said never. For the last question, from 49 students 7 students stated Always, 12 students stated Usually, 19 students stated Sometimes, 6 students stated Rarely, 5 students stated Never. From the data above, it showed that from 49 students, most students need other people to help them in learning to speak. They tried to involve they friends in discussing the material given by the teacher. Therefore, it was stated that students tend to use social strategies in their learning.

3. Cognitive strategy

Based on the data above, there were 2 questions regarding the students' effective learning strategy. First question, from 49 students there were 9 students stated Always, 12 students stated Usually , 11

students stated Sometimes, 11 students stated Rarely, and 6 students stated Never. Second question, 6 students stated Always, 15 students stated Usually, 16 students stated Sometimes, 4 students stated Rarely, 8 students stated Never. The data above showed that from 49 students, most of them tried to prepare themselves about learning speaking. He tried to have great care in understanding pronunciation. Therefore, it was briefly stated that students tend to use cognitive strategies.

4. Metacognitive strategy

Based on the data above, there were 4 questions regarding the students' effective learning strategy. First question, from 49 students there were 11 students stated always, 11 students stated usually, 12 students stated sometimes, 7 students stated rarely, and 8 students stated never. Second question, from 49 students, 9 students stated always, 7 students stated usually, 19 students stated sometimes, 14 stated rarely, and 10 students said never. Third question, from 49 students 28 students stated Always, 11 students stated Usually, 4 students stated Sometimes, 4 students stated Rarely, 2 students stated Never. For the last question, from 49 students there were 27 students stated Always, 12 students stated Usually, 9 students stated Sometimes, 1 students stated Rarely, and 6 students stated Never. From the data above, it showed that from 49 students, the most students tend to prepare and organize their learning about learning to

speaking. Therefore, it was briefly stated that most of the students tend to use meta-cognitive in their learning.



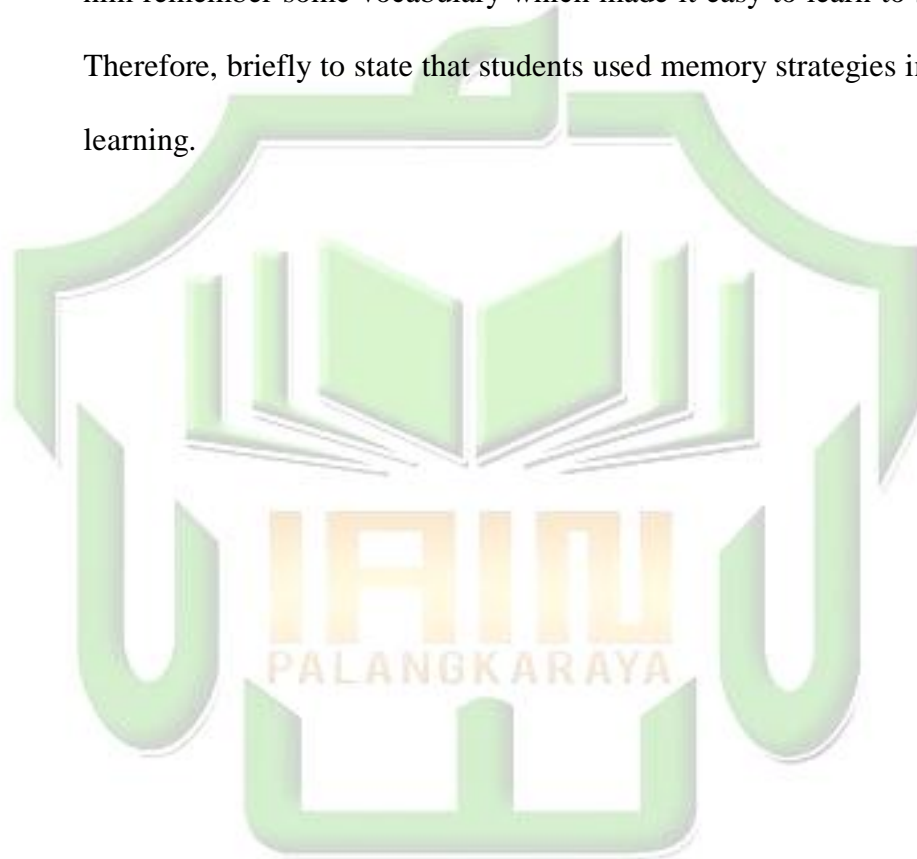
5. Compensation Strategy

Based on the data above, there were 3 questions regarding the students' effective learning strategy. First question, from 49 students there were 7 students stated always, 18 students stated usually, 7 students stated sometimes, 8 students stated rarely, and 9 students stated never. Second question, from 49 students, 10 students stated always, 10 students stated usually, 9 students stated sometimes, 11 stated rarely, and 9 students said never. Last question, from 49 students, 3 students stated Always, 14 students stated Usually, 11 students stated Sometimes, 8 students stated Rarely, 13 students stated Never. From the data above, it saw that out of 49 students, most students tend to learn to speak in a particular topic or choose a topic. They tried to understand the grammatically appropriate content of the topic. It could be said that students tend to use compensatory strategies in learning to speak.

6. Memory strategy

Based on the data above, there were 3 questions regarding the students' effective learning strategy. First question, from 49 students there were 6 students stated always, 13 students stated usually, 11 students stated sometimes, 10 students stated rarely, and 9 students stated never. Second question, from 49 students, 8 students stated always, 15 students stated usually, 20 students stated sometimes, 5

stated rarely, and 1 students said never. Last question, from 49 students, 13 students stated Always, 13 students stated Usually, 14 students stated Sometimes, 2 students stated Rarely, 7 students stated Never. Based on the above data, it stated that most of the students also use auditory and visual connection to get some information to make him remember some vocabulary which made it easy to learn to speak. Therefore, briefly to state that students used memory strategies in their learning.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion on the basis of the research finding and discussion. Conclusion is summary of the data finding and the suggestions addresses to other writer and those who are interested to continue this research.

A. Conclusion

This study investigates students' social strategies in learning to speak. Conducted on students of class VIIIA and VIIIC at SMP Muhammadiyah Palangka Raya.

As described in the findings and discussion of the previous data, it can be concluded that students' perceptions of learning strategies to speak using social strategies can affect their learning abilities. Most students try to involve their friends in discussing the material given by the teacher. Therefore, it states that students tend to use social strategies in their learning.

It can be concluded that students' perceptions of learning strategies to speak using affective strategies. Some students try to learn to speak courageously by controlling their motivation wisely.

The strategy of learning to speak using cognitive strategies affects students' learning abilities. Most of them try to prepare themselves about learning to speak. He tries to have great care in understanding

pronunciation. Therefore, it is briefly stated that students tend to use cognitive strategies.



Students' perceptions of learning strategies to speak using meta-cognitive strategies can affect their learning abilities. Most of the students tend to prepare and organize their learning about learning to speak. Therefore, it is briefly to state that most of the students tend to use meta-cognitive in their learning.

The strategy of learning to speak using a compensation strategy can affect their learning ability. most students tend to learn to speak in a particular topic or choose a topic. He tries to understand the grammatically appropriate content of the topic. It could be said that students tend to use compensatory strategies in learning to speak.

Using memory strategies can affect students' learning abilities. It can be stated that students also use auditory and visual connections to get some information to remember some vocabulary which makes it easy to learn to speak. Therefore, briefly to state that students use memory strategies in their learning.

Thus, it can be concluded that based on the results above, most of the students in the speaking class have their own strategies. There are 6 student learning strategies, the first is social strategy, affective strategy, cognitive strategy, metacognitive strategy, compensation strategy, and memory strategy. This shows that each learning strategy affects the progress of students in the English speaking class. This also means that students' strategies when learning are teaching materials that affect

students' progress in obtaining learning outcomes in their progress in learning to speak using English.

B. SUGGESTION

In this section, the researcher gives some suggestion related to the results of the research. Hopefully, this research useful and gives a great contribution for the readers. There are some valuables which are addressed to the students, teachers, and other researcher.

1. For students

The students can have confidence when learning speaking in English class. By doing thing that can make them interested to always speak English without being nervous.

2. For English teacher

The teacher help students improve students speaking skill. Provide motivation and encouragement so that students are more confident and have an interest in English speaking when in class and their environment.

3. For another researcher

The researcher realizes that this research is still far from perfection. However, the researcher designed this thesis with a strong curiosity to investigate students' learning strategies in speaking class on their learning outcomes. However, the researcher has many weaknesses in it. Therefore, other researchers who want to conduct similar research

are advised to examine or measure student learning outcomes in speaking classes and objects that better support their findings later.



REFERENCES

- Arfiana. (2015). socio-affective strategies used in speaking III by the english departement students of STAIN batu sungkar. *Journal Basis*, vol.3(1).
- Abdalhamid, F. (2012). *Listening comprehension strategies of Arabic-speaking ESL learners* (Doctoral dissertation, Colorado State University).
- Aghaie, R., & Zhang, L. J. (2012). Effects of explicit instruction in cognitive and metacognitive reading strategies on Iranian EFL students' reading performance and strategy transfer. *Instructional Science*, 40(6), 1063-1081.
- Angelini, M. L., & GarcĆa-Carbonell, A. (2019). Developing English Speaking Skills through Simulation-Based Instruction. *Teaching English with Technology*, 19(2), 3-20.
- Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor effecting students' English speaking skills. *British journal of arts and social sciences*, 2(1), 34-50.
- Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia-social and behavioral sciences*, 2(2), 1305-1309.
- Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL learner's speaking ability, accuracy and fluency. *English Language and Literature Studies*, 6(2), 177-186.

- Fandiño Parra, Y. J. (2010). Explicit teaching of socio-affective language learning strategies to beginner EFL students. *Ikala, revista de lenguaje y cultura*, 15(24), 145-169.
- Gürman-Kahraman, F. (2013). *The effect of socio-affective language learning strategies and emotional intelligence training on English as a foreign language (EFL) learners' foreign language anxiety in speaking classes* (Doctoral dissertation, Bilkent University).
- Gerami, M. H., & Baighlou, S. M. G. (2011). Language learning strategies used by successful and unsuccessful Iranian EFL students. *Procedia-Social and Behavioral Sciences*, 29, 1567-1576.
- Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skills. *Studies in English Language and Education*, 5(2), 230-239.
- Hwang, W. Y., Shih, T. K., Ma, Z. H., Shadiev, R., & Chen, S. Y. (2016). Evaluating listening and speaking skills in a mobile game-based learning environment with situational contexts. *Computer Assisted Language Learning*, 29(4), 639-657.
- Hakim, Lystiana Nurhayat and Yuan Suniar. 2019. *Socio-Affective Strategies in Enhancing Students' Speaking Motivation.*, Jurnal Basis, Vol. 6 No.1.
- Jabbarova, A. (2020). *The importance of evaluating students' speaking skills.* Архив Научных Публикаций JSPI.
- Lingga, L. M., Simanjuntak, R. M., & Sembiring, Y. (2020). Students' strategies in learning speaking skills at smp nasrani 3 medan. *Journal of Languages and Language Teaching*, 8(1), 91-99.

- Leong, L. M., & Ahmadi, S. M. (2017). *An analysis of factors influencing learners' english speaking skill.*
- Muin, A., & Aswati, A. (2019). Effects of Socio-Affective Strategies on Students' Self-Confidence in Classroom Speaking Activities. *Loquen: English Studies Journal*, 12(2), 91-98.
- Muin, A., & Aswati, A. (2019). Effects of Socio-Affective Strategies on Students' Self-Confidence in Classroom Speaking Activities. *Loquen: English Studies Journal*, 12(2), 91-98.
- Mehrgan, K. (2013). Willingness to communicate in second language acquisition: A case study from a socio-affective perspective. *Journal of comparative literature and culture*, 2(4), 172-175.
- Oxford, Rebecca L (1990). *Language Learning Strategies : What Every Teacher Should to Know.* Boston: University of Alabama
- Oxford, R. (1994). Language Learning Strategies: *An Update.* *ERIC Digest.*
- Oxford, R., & Nyikos, M. (1989). Variables affecting choice of language learning strategies by university students. *The modern language journal*, 73(3), 291-300.
- Oxford, R. L., & Ehrman, M. E. (1995). *Adults' language learning strategies in an intensive foreign language program in the United States.* *System*, 23(3), 359-386.
- Oflaz, A. (2019). The Effects of Anxiety, Shyness and Language Learning Strategies on Speaking Skills and Academic Achievement. *European Journal of Educational Research*, 8(4), 999-1011.

- Poorebrahim, F., Sattarpour, S., & Ajabshir, Z. F. (2019). Written Text Quality and Socio-affective Strategy Use: Monolinguals versus Bilinguals across Different Proficiency Levels. *Journal of Asia TEFL*, 16(4), 1119.
- Robiansyah, M., & Rochmahwati, P. (2020). Socio-affective strategies employed by students in speaking class. *Eltall: English Language Teaching, Applied Linguistic and Literature*, 1(1), 9.
- Rahimi, M., & Karkami, F. H. (2015). The Role of Teachers' Classroom Discipline in Their Teaching Effectiveness and Students' Language Learning Motivation and Achievement: A Path Method. *Iranian Journal of Language Teaching Research*, 3(1), 57-82.
- Saeidi, M., & Khaliliaqdam, S. (2013). The Effect of Socio-affective Strategies on Students' Test Anxiety across Different Genders. *Theory & Practice in Language Studies*, 3(2).
- Syafri, H. (2016). Expanding Instructional Model of Socio Affective Strategy for Speaking Skill in islamic Institution. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(1), 363-376.
- Saputra, E. W., & Subekti, N. B. (2017). A study of the speaking learning strategies used by English education department students. *Journal of English Language and Language Teaching (JELLT)*, 1(1), 1-8.
- Syafri, H. (2016). Expanding Instructional Model of Socio Affective Strategy for Speaking Skill in islamic Institution. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(1), 363-37.

Tanjung, F. Z. (2018). Language learning strategies in English as a foreign language classroom in Indonesian higher education context. *LLT Journal*, 1, 1410-7201.

Yang, M. N. (2007). Language learning strategies for junior college students in Taiwan: Investigating ethnicity and proficiency. *Asian EFL journal*, 9(2), 35-57.

Zeynali, S., Zeynali, S., & Motlagh, S. F. P. (2015). The effects of socio-affective strategy in the enhancement of reading comprehension among Iranian EFL learners. *International Journal of Language and Linguistics*, 4(2-1), 9-22.

