

CHAPTER 1

INTRODUCTION

A. Background of the Study

Speaking in public is something that really requires courage. Students are trained to speak in front of other students, so that they dare to practice in the community. Speaking includes the main skill that we have to learn in order to interact with others.

Speaking can be learned by people to conduct communication directly. It can be used by people to maintain a human relationship. They can use it to convey the purpose of information. Jack C Richards state 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 (Jack C Richard, 2008: 19). 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 word, 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. So, some information can be taken and shared by people to another communicatively. According to Willing (1994) communicative learners like to learn by watching, listening to native speakers, talking to friends in English, watching television in English, using English out of class, learning new words by hearing them, and learning by conversation. Speaking is a complex skill requiring the simultaneous use of different abilities which often develop different rates. It means the mastering of speaking skills needs to be practiced continuously.

In each lesson, students apply several learning strategies in order to achieve learning goals. Learning strategies applied by students themselves. Students are free to use any strategy. According to (Scarcella & Oxford, 1992: 63) learning strategy is defined as a learning technique or as a way for students to learn more easily in order to improve their own achievements many experts have classified learning strategies.

Speaking is a person's ability that requires more time to practice mastery in speaking. It is needed in every teaching and learning process, to answer questions, to ask questions, to conduct a discussion, to do a presentation, etc. So, language is used continuously as media for communication in mastering the target language.

The social-affective learning strategy is a technique used to deal with emotional and socio-cultural challenges that they encounter in their learning process. According to Oxford (1990) classifies the categories of socio-affective strategies into six categories. There are three categories from social strategies and three categories from affective strategies. Social affective strategies can help students improve learning more effectively. According to (Oxford, 2003: 14), helping students cooperated with others and understand new language. It means that this strategy is very helpful, especially students learning by working together.

According to Kamran (2013), Socio-affective strategies are the types of strategies associated with mediating social activity and transacting with others. This strategy can apply for every teacher in the teaching and learning process, especially in speaking English, and this strategy has many advantages for the teacher and the students. Tajzadeh et al. (2013) explained that the advantages of using socio-affective strategies could lower anxiety by using some mental technique and can solve the problems through teacher-student, peer interaction, or interaction with a native speaker. Besides, socio-affective strategies can lead to better performance in speaking ability.

Students have quite good interactions so that it is easier for them to absorb learning through interactions with fellow friends. Then, each student has a different personality which influences their interactions with friends and teachers. Students who have critical personalities will tend to interact more easily with fellow friends and teachers so that these students will easily absorb and accept learning.

Most of the students at Mts Sunan Kalijogo come from boarding schools, which shows that they come from the same environment and this environment creates almost the same personality in each student. With a supportive environment that requires them to interact with each other on a daily basis, it can create a critical personality and a confident person.

In this case, having the self-confidence to speak is needed to make them able to speak English well. So, they need to find an effective strategy to motivate themselves in speaking English. Based on Halimatus (2010), students need to

regulate and control emotions, motivations, and attitudes toward learning to improve their speaking. Good control can help them to learn through contact and interaction with others.

Because of the issues above, this research aims to know a strategy that students use to learn their speaking skills. The strategies were a great help to encourage students to reveal words, sentences, or ideas in their way and made them feel confident to speak out everything in their mind, especially when they have an interaction with others. The researcher believes that there are so many strategies in learning speaking skill, but with this strategy besides the students can learn their speaking skill, they can be more confident in interacting with others especially by using English. The strategy is Socio-affective strategies.

The researchers were very interested in seeing the socio-affective strategies used to improve their speaking skills. What the strategies are used by eight grade at the MTs Sunan Kalijogo.

B. Formula of The Research Study

Based on background above, research problem of the study is formulates in question forms:

1. What are the types of socio-affective strategies used by the students to learn their speaking skill at the eight grade of MTs Sunan Kalijogo ?
2. What are the contribution of the socio-affective strategies on the study learning speaking at the eight grade of MTs Sunan Kalijogo ?

C. Purpose of The Study

Related to the formula of the research study, the purpose of the research is stated below :

1. To explore the types of socio-affective strategies that are used by students in learn their speaking skills at the eight grade of MTs Sunan Kalijogo
2. To know what are the contribution of socio-affective strategies in learn their speaking skills at the eight grade of MTs Sunan Kalijogo.

D. Significant of The Study

By conducting this research, the research hopes that can make contributions to teachers, students, and further researcher.

a. Teacher

For English teachers, this research proved that the role of teacher is important inside and outside the classroom. Especially in practicing speaking skills. This research can help the teacher to overcome their students' speaking skills problem by implementing these socio-affective strategies.

b. Students

For the students, this research will help them to overcome their difficulties in speaking English. The implementation of these socio-affective strategies is to lower students' fear in speaking English.

c. Further Researcher

For the researcher, this research is expected to give information or contribution to the researcher who wants to conduct more complex research.

E. Scope and Limitation

This study will be carried out in MTS Sunan Kalijogo with the population of the research is eight grade students. The limitation of this research focus on socio-affective strategies used by students' in their speaking skills and knowing how the students used socio-affective strategies in their speaking skills.