



**THE EFFECTIVENESS OF AFFECTIVE AND SOCIAL
STRATEGIES TO TEACH SPEAKING FOR STUDENTS
WITH HIGH AND LOW SELF CONFIDENCE**

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By

SITI ANIQOH SHOFWANI

0203514032

ENGLISH LANGUAGE EDUCATION

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APPROVAL

This THESIS entitled "THE EFFECTIVENES OF AFFECTIVE AND SOCIAL STRATEGIES TO TEACH SPEAKING FOR STUDENTS WITH HIGH LOW SELF CONFIDENCE".

Name : Siti Aniqoh Shofwani

NIM : 0203514032

Program of Study : English Language Education

Has been examined and defended in front of the broad of examiners of Pascasarjana, Universitas Negeri Semarang on May 13th, 2019.

Semarang, May 2019

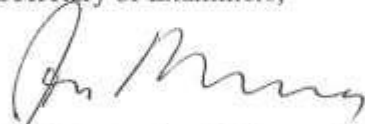
Broad of Examiners,

Head of Examiners



Prof. Dr. Totok Sumaryanto Florentinus, M.Pd.
NIP. 196410271991021001

Secretary of Examiners,



Prof. Dr. Juarius Mujiyanto, M.Hum.
NIP. 195312131983031002

First Examiner,



Prof. Dr. Dwi Rukmini, M.Pd
NIP.195104151976032001

Second Examiner,



Dr. Dwi Anggani Linggar Bharati, M.Pd.
NIP. 195901141989012001

Third Examiner,



Prof. Dr. Abdurrachman Faridi, M.Pd.
NIP. 195301121990021001

PERNYATAAN KEASLIAN

Dengan ini saya,

Nama : Siti Aniqoh Shofwani

NIM : 0203514032

Program Studi : Pendidikan Bahasa Inggris S2

Menyatakan bahwa yang tertulis dalam tesis berjudul “The Effectiveness of Affective and Social Strategies to Teach Speaking for Students with High Low self Confidence” ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam tesis ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini **saya secara pribadi** siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

Semarang, April 2019

Yang membuat pernyataan,



Siti Aniqoh Shofwani

MOTTO AND DEDICATION

Motto

1. Teaching speaking to high self-confidence students with affective strategy is effective to drive the students in the oral ability better.
2. Teaching speaking to low self-confidence students with affective strategy is effective to make the students more confident in speaking.
3. Teaching speaking to high self-confidence students with social strategy is effective to increase the students' ability in making good utterances.
4. Teaching speaking to low self-confidence students with social strategy drives the students to be more confident in making good utterances while speaking.
5. Teaching speaking used affective strategy and social strategy to high self-confidence students make the students increase the ability of English speaking.

Dedication

Almamater Pascasarjana Universitas Negeri Semarang

ABSTRACT

Shofwani, Aniqoh. 2019. *The Effectiveness of Affective and Social Strategies to Teach Speaking for Students with High Low self Confidence*. Thesis. English Department, Pascasarjana, Universitas Negeri Semarang, Advisor: Dr. Dwi Anggani Linggar Bharati, M.Pd and Prof.Dr. Abdurrachman Faridi, M.Pd.

Key Words: Speaking, Affective Strategy, Social Strategy, Self-Confidence

The English subject in formal school becomes one of the important material in Indonesia. The purpose of learning a foreign language here is; to make the students be able to communicate in using English not only in written form but also orally. when the students learn English, they are driven into four basic language skills; listening, speaking, reading, and writing; speaking is one of the skills which apply a significant role in mastering English. Richards (2006:1) stated that "the learners evaluate their learning process to achieve their success. It can be seen by the enhancement of the way they spoke fluently while speaking in improving". This means if the learners in learning the English language have the evaluation in the proses so that the achievement can be acquired.

This research is quantitative, where the findings are presenting in the graphic and diagram with the calculation of results. Those also discussed the effectiveness of teaching speaking using socio and affective strategies in grade II of Islamic senior high school in Rembang, Central Java. The research indicators and scoring rubric are needed to conduct this research, the video recording is also important to see the behavior of the students during teaching-learning process and test. The questionnaire is also needed to make sure the students' opinion considering the teaching-learning process by the researcher.

The findings show, there are pre-test, materials delivering and post-test into two class in this senior high school. It shows in the pre-test, IPS I is better than IPS II, it can be seen by the score and the performance in the video. During pre-test, IPS I is more variety in uttering the language, they can enhance the utterances although it still not be perfect. Treatment is done after pre-test, in this activity, the researcher gives materials in greeting, how to make good utterances and how to enhance the utterances during speaking so that the time while the test can be more efficient. After that, in post-test activity, IPS I is still dominant in a better score and perform better because they can use phatic and enhance their utterances and make their time test more efficient.

Finally, this research has the suggestion for the teacher in teaching speaking if using social and affective strategies are effective to develop the ability of the students in oral language.

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CHAPTER I

INTRODUCTION

There are five sub-chapters in this chapter, such as the background of the study, the identification of problems, the statement of the problems, the research objectives, and significance of the study.

1.1 Background of the Study

English is the international language which mostly used around the world. Many countries like England, USA and Australia use it as their national language and even in all commonwealth countries. In this era, English as a foreign language provides the students in connecting the world and also opens the opportunities for getting a better job in the global economy. Kachru and Smith (2008) state that

„In the globalization era, all the nations in the world prepare the citizen to be competitive, they are also driven to be able to follow the industrial multinational enterprises, international trade, diplomacy, and scientific-technological area. To achieve those components, they have to be able to communicate in English as an international language.

By reviewing those facts, people know how big the influence of English language in the current global situation. It is also including Indonesia. Absolutely, Indonesia's government realize the situation so that the English subject is becoming the formal important one in the formal and informal school. English is considered to be an important foreign language than others in Indonesia. It is clarified by Lauder (2008), he states that

English as an international language as taught as a foreign language in Indonesia. It is not referring to the nation of students because English is not to prove the official special status.

It shows that English cannot be separated from the Indonesian students and educational system in Indonesia. They learn English for various purposes. Some of them want to be a tourist guide and to be able to speak with a native speaker or to get a better job in the future. Byram (1991) in Saleh, Rukmini, Sofwan (2017:24) claimed that language is not an objective cultural reality in the simply reflector. But it is also the other part of the form which is interpreted that brought the effect in the language teaching and learning. It means when the students learn English, they are as part of the Indonesian students who learn a foreign language. The students learn English from the four basic language skills. There are listening, speaking, reading, and writing. Speaking is one of the skills which applies a significant role for mastering English. Richards (2006:1) stated that 'the learners evaluate their learning process to achieve their success. It can be seen by the enhancement of the way they spoke fluently while speaking in improving". From the statement above, it can be concluded that most English language learners" students develop their proficiency and fluency by improving directly in speaking. Besides, the success of a language learner can be measured and seen in the fluency in speaking. Kern (2006: 31) in Rajagukguk, Helena et al (2017:200) said if when creating a context in language, it should not be changed to the how people understand the separated fact but they should have the context interestedly. Here, when two people or more have the transaction in speaking, the hearers have to achieve the meaning by using an integrated ability so that they

will be easy to catch the meaning. Hartono (2014:251) stated if as the hearers. They will have a different understanding of conveying the meaning. That means if the students as the listeners or hearers have to use their integrated ability so that they will minimize the mistakes in convey meaning in foreign language. Khalim and Warsono (2017:120) stated people can talk indirectly to imply something. They can use both languages: spoken and written to communicate their story. This statement also explains if the students not only use direct language to state explicit story, they can use indirect language to state the implicit meaning story, when they do that, the hearer has to use their ability to convey meaning. It is the same with the students where the learners as speaker or hearer define the fluency as the ability to converse with others. They regard their speaking skill which can be acquired as an important case, and they assess their progress in spoken communication.

According to Kayi (2006), speaking is „the process of building and sharing the meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is much more complex, it involves both of certain skills and several different types of knowledge“. For many second language learners, practice speaking in a foreign language is not easy like speaking with their first language so that they often find some difficulties in the practice. There are many factors in influencing English speaking such as sociological, linguistic, psychological, and economic factors. These often occur in performance.

English speaking for most Indonesian students is very challenging. When the students speak in brief, it represents their English teachers and the way they

are teaching. Mostly, the teachers used their own method to drive the students to be able to speak in English. The students will be very proud when they are able to speak the language fluently. Unfortunately, most of them show their fear of mistaken and the anxieties when they use the target language to communicate with others. Those also appear when the teacher asks them to present something in front of the class.

The issues regarding Self-confidence, fear of mistaken, and anxiety are found also in MA Ar-Rohman Bulu Rembang. This school is the Senior Islamic High School located in Kulon Lambangan Bulu Rembang. The researcher conducted preliminary observations or pre-study. She found that some difficulties feeling in speaking English the effect is most of the students cannot speak English. Even when they do not understand what their teacher said about, they will be considered as unsuccessful learners in English learning.

In English teaching-learning process, especially in second-grade students of MA Ar-Rohman Bulu Rembang, the researcher found that most of them got difficulties and fear to do mistakenly while speaking in English. The researcher also found various students' attitudes in joining the English class. Some of them were active to involve the English class. For example, they spoke out in the class and gave full of attention to the teacher, but the others were passive during the English lesson. They were just kept silent and busy with their own business. There was shown in the data acquisition value at the end of the semester as evidence that less than 50% of students only meet the criteria for graduation ability to speak English.

Learning a language is not easy, especially to speak English. The strategy is required to develop the students' speaking ability. Based on the phenomenon, there are effective strategies and social strategies used to improve students' skills in English speaking. According to Xiaoxue Yu (2013), „Affective strategies like emotion, motivations, and attitudes can occur indirectly. By looking at this situation, this strategy is like the control to avoid the students make mistakes on it.

Meanwhile, social strategies are also important because it is the main component, but it needs someone in the implementation. Oxford defines social strategies as: „language has a close relationship with social behavior; it is communication and communication. Those occur between people who are learning in this process' (1990: 145). That means this strategy is done by interacting with other learners to improve language learning and cultural understanding using affective and social strategies to provide solutions in the obstacles of the students in talking.

1.2 Identification of Problems

Speaking English for many people is not easy, it is also for the students in MA Ar-Rohman Bulu Rembang. Based on observations, there are found in the barrier of the students in English speaking conveyed by Ur (1996): „(1) *Inhibition*, Students worry about making mistakes, fear of criticism, or just shy; (2) *nothing to say*, students have no motive for expressing themselves, (3) *Participation is low or uneven*, only one participant can speak at once because of the large class and the tendency of some learners to dominate, while others speak

very little or not at all; (4) *Mother tongue use* "they are still influenced by the first language culture". According to Ali and Mujiyanto (2017:35), when the students study a foreign language, they cannot directly connect the cultural context, the impact is; the learners who have the same mother tongue tend to use it because it is easier and learners feel less exposed if they speak their mother tongue.

Another study by Koichi Sato (2003) found that „the students cannot speak in English because of fear of mistaken. The reason is students are afraid of looking stupid in front of others and they are worried about how others will see it'. Moreover, according to Hartono (2011:2) the difficulty of vocabulary drives the students to be difficult to find out equivalent words into English. To overcome these factors, appropriate learning strategies are needed in handling them. From the literary study, it was found that the problems become obstacles as part of the indirect factor. Oxford (1990) defined „Indirect strategies in speaking solve the problem. It can support and manage language learning without engaging the target language'. This strategy consists of metacognitive that help learners to organize their learning. Inside it, there is affective strategies to address the emotional requirements of learners such as self-confidence, while social strategies lead to increased interaction with the target language.

1.3 Statements of the Problem

Regarding to the background of the study above, the construct of research questions as follows:

- 1.3.1 How effective to teach speaking to high self -confidence students with affective strategy?
- 1.3.2 How effective to teach speaking to low self-confidence students with affective strategy?
- 1.3.3 How effective to teach speaking to high self-confidence students with social strategy?
- 1.3.4 How effective to teach speaking to low self-confidence students with social strategy?
- 1.3.5 How effective to teach speaking uses affective strategy and social strategy to high self-confidence students?
- 1.3.6 How effective to teach speaking uses affective strategy and social strategy to low self-confidence students?

1.4 Research Objectives

In line with the research questions above, the objectives of this study are:

- 1.4.1 To explain and analyse the effectiveness to teach speaking to high self-confidence students with affective strategy.
- 1.4.2 To explain and analyse the effectiveness to teach speaking to low self-confidence students with affective strategy.
- 1.4.3 To explain and analyse the effectiveness to teach speaking to high self-confidence students with social strategy.
- 1.4.4 To explain and analyse the effectiveness to low self-confidence students with social strategy.

1.4.5 To explain and analyse the effectiveness to teach speaking uses affective strategy and social strategy to high self-confidence students.

1.4.6 To explain and analyse the effectiveness to teach speaking uses affective strategy and social strategy to low self-confidence students.

1.5 Significances of the Study

Theoretically, the research describes the effectiveness of affective and social strategies in teaching speaking for high and low confidence students. This study is about affective social strategy. The strategy proved to have influence with the enhancement of students English speaking in MA Ar-Rohman Bulu Rembang,

Practically, this research is used as an additional reference. Especially, for those who conduct the study in this subject. This study can be used as the inputs for development learning strategy and how the social strategies in the speaking skill aspects can be achieved by the students. In particular with regard to the improvement of students' speaking ability in MA Ar-Rohman Bulu Rembang. Thus, in affective strategies, they can know how to manage the emotion while conducting speaking in English. This study also can be used as the empirical information about affective strategy and social strategy through the ability in English speaking so that it can be used as the groundwork of teachers in developing learning in MA Ar-Rohman Bulu Rembang.

Pedagogically, this research is a contribution to the practice of using affective and social strategies to teach speaking in MA Ar-Rohman Bulu Rembang. Hopefully, it can give the contribution to the effort of improvement

teaching-learning process in speaking. Moreover, to improve students' motivation with high and low self-confidence. Specifically, this research also can give the suggestion for the education department to increase English learning for high and low confidence in speaking.

1.6 Limitation of the Problem

The research focuses on the effectiveness of affective and social strategies in teaching speaking to students with high and low self-confidence. This is also to clarify the problems in limits on how the affective and social strategies in speaking with high and low self-confidence students occur. It could be shown at the student's ability in speaking. To support the research, the researcher processed the data by measuring the strategies and self-confidence of students in speaking.

1.7 Definition of Key Terms

This definition of the term is purposed to know the meaning of some technical and operational terms. That will be helpful for better understanding of the research in the effectiveness of affective and social strategies. Below are the technical words used by the proponents:

Speaking as a language skill has shifted away from repeating and memorizing a given dialog or drilling into a language skill that promotes communicative competence and fluency (Richards, 2008). It is the process of verbally or orally. Where, there is someone sharing with the other persons, one's interest, attitude, knowledge, opinions or ideas. Speaking skill is one of the skills

in English teaching-learning process. It is aimed to improve the students' speaking in English.

Affective strategy is the activity to manage existing resources like emotions, attitudes, motivations, and values. „It is impossible to overstate the importance of the affective factors influencing language learning“ (Oxford, 1990: 140). By using this strategy the student is directed to control his emotions especially in fear making mistakes and high anxiety felt.

Social strategy as defined by Oxford; „language is a form of social behavior; it is communication occurs between people“. That is including social strategies in this process“ (1990: 145). Based on that understanding, social meaning strategies require more than one person. In practice, it can be done by the teacher to student, student to student, or with others like a native speaker.

Self-confidence is the belief in abilities by someone. It describes an internal state of what we think and feels about ourselves. This state is changeable according to the situation. It is not unusual to feel quite confident in some circumstances and less confident in others.

From the definition of key terms above, those have a connectivity. Speaking is as the main media in this research which has the integrated skill. Inside it, there are some component in social strategies including grammar, pronunciation, vocabularies and how to arrange utterances well in speaking. People also have emotion when they utter their oral language, it is included to the affective strategies. Those key terms are connective each other because in

speaking, there is confident need to make the language uttered successfully and it depends to the social and affective strategies.

1.8 Outline of the Study

This study has five chapters. Every chapter has different content and role. They are presented below:

Chapter I discusses the introduction. In the background of the study, the researcher tells the English language as the subject in formal school in Indonesia and how is the English purpose by learning it in the curriculum. There are 6 statements of the problem such as: how effective to teach speaking to high self-confidence students with affective strategy, how effective to teach speaking to low self-confidence students with affective strategy, how effective to teach speaking to high self-confidence students with social strategy, how effective to teach speaking to low self-confidence students with social strategy, how effective to teach speaking uses affective strategy and social strategy to high self-confidence student and how effective to teach speaking uses affective strategy and social strategy to low self-confidence students. The research objectives are; to explain and analyze the effectiveness to teach speaking to high self-confidence students with affective strategy, to explain and analyze the effectiveness to teach speaking to low self-confidence students with affective strategy, to explain and analyze the effectiveness to teach speaking to high self-confidence students with social strategy, to explain and analyze the effectiveness to low self-confidence students with social strategy, to explain and analyze the effectiveness to teach speaking

uses affective strategy and social strategy to high self-confidence students and to explain and analyze the effectiveness to teach speaking uses affective strategy and social strategy to low self-confidence students. The significances of the study; theoretically, this research describe the effectiveness of affective and social strategies in teaching speaking to high and low confidence students. Practically, this research is an additional reference for those who will conduct the research in this scope. This research can be used as the input for development in learning strategy to improve the students' ability in speaking. Pedagogically, this research gives the contribution to the practice of the use of affective and social strategies to teach speaking in MA Ar. Rohman Bulu Rembang. The limitation of the problem in this study is to clarify the problem of how the affective and social strategies in speaking with high and low self-confidence students. The definition of key term in this research is: speaking, affective strategy, social strategy and self-confidence. The final of chapter I is on the outline of the study as the summary from chapter I until chapter V.

Chapter II discusses the reviews of previous studies. The researcher used 13 research as the shadow to build this study. There are from; Qian Xioqing (2012), Aintzane Etxebarria, et.al (2012), Xiaoxue Yu (2013), Kamarul Shukri Mat Teh, Nik Mohd Rahimi Nik Yusoff and Mohamed Amin Embi (2013), Rosa Adriana May Melendez, et. Al (2014), Agung Darwanto (2014), Ardiansyah (2015), Sofyan A. Gani, Dian Fajrina and Rizaldy Hanifa (2015), Citra Priski Abadi (2015), AM Galti, Z Tahiru, and GA Mustapha (2016), Hayati Syafri

(2016), Rizaldy Hanifa, Dian Fajrina, dan Sofyan A. Gani (2016), and Tania Henríquez, Harry Von, Victor Peña, Elena Adriana Llanquileo (2017). The theoretical review consists of the general concept of learning for English speaking, the general concept of affective strategy and the general concept of social strategy.

Chapter III discusses the methodology of investigation which consists of the research object, the population and sample, types and sources of data, instruments and the data analysis. The research object is the students in class two MA Ar Rohman Bulu Rembang. The population is the students in MA Ar Rohman Bulu Rembang and the sample is in grade XI of this school around 30 students. Types of data are primary data where the researcher obtained the data directly from the field and sources of data are from the video, questionnaire and the interview from the students and teacher. The instruments used social and strategies as the theories to analyze the data and the data analysis used a quantitative method where the researcher deals with the statistic table and diagram.

Chapter IV discusses the findings and discussion. This chapter presents the result of the research in implementing affective and social strategies to teach speaking to students with high and low self-confidence. In this chapter, the researcher conducted pre-test, treatment, and post-test between two classes in grade XI in MA Ar Rohman Bulu Rembang. Pre-test means the researcher

directly gives the test without the treatment. After it is conducted, the result shows IPS I class is better than IPS II. It can be seen by the performance. The problems during pre-test are variety like, the students cannot do warming up in the early of speaking and they only can speak in brief during a performance. After that, the researcher gives treatment like giving materials in speaking, how is the peaking strategies, how to warming up in early speaking. How to make a good greeting, how to make good closing and how they can enhance their utterances during speaking so that they can make the time in the test more efficient. After giving the treatment to the students, there is a significant enhancement in the ability of students in speaking. It can be seen by the post-test performance. Here, the students can enhance their utterances so that they can speaking longer than pre-test. They can make a good opening by giving warming up before entering the main topic in the discussion.

Chapter V discusses the conclusion. This chapter presents some conclusions and suggestions on the basis of the finding of the study and the discussion as elaborated in the previous chapter. After comparing the ability of the students to find the problems occurs speaking. In this case, IPS 1 performs better than IPS 2, it can be seen by the score calculation from social and affective strategies. Mostly, the problems during them do speaking are: they do not know how to open conversation, do not know how to develop utterances, they only speak in brief, do some grammatical mistakes and having limit cooperation

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some theories. Those become the bases for the discussion. The purpose of the chapter is to get an understanding of the basic principles so that the problem stated in the previous chapter can be answered. The discussion presented in six sub-chapters in the previous studies. There are learning for English speaking, affective strategy, social strategy framework for thinking, and hypothesis.

2.1 Review of Previous Studies

There are many research in teaching speaking using affective and social strategies. Those have positive contribution to the teaching speaking. In this study, the researcher takes some previous studies related to the topic. The researcher divided the previous studies into three terms. There are in social strategies, affective strategies and socio affective strategies. Social strategies research are from Etxebarria et al (2013), Xiaoxue Yu (2013), Melendez et al (2014), Darwanto (2014), Ardiansyah (2015) and Abadi (2015). Affective strategies research are from Xioqing (2012), Galti et al (2016) and Hanifa et al (2016). Socio-Affective strategies are from Teh (2013), Gani (2015) and Syafri (2016).

Those previous studies have the correlation with this research. Social strategies are the way the students used and combined their skills in speaking English. They can develop their ability by preparing during discussion or

improving while performing. There are integrated skill in this case such as grammar, vocabularies, pronunciation and how to create the utterances well. In affective strategies, they have their emotion when they create their oral language. It can be they are happy or not during performing. That are depend on their feeling and they can manage it based on affective strategies. By combining social and affective strategies, the researcher know the feeling of the students in speaking through the skill abilities orally. The previous research related with this study are in the following:

For the first researcher was Qian Xioqing (2012). He conducted qualitative research to find out how to improve students' in English orally. The object of this research was the students in China. In this study, the researcher finds that there are some main factors affecting oral English including the lack of target language, learning environment, cultural conflict, and the language anxiety as well as the rooted habit of „inert“. The results showed that improving students 'oral ability. It is not just completed in one day. Students' activeness should be provoked to enjoy the feeling of learning English. This is a necessary context for English learners.

The second research was conducted by Aintzane Etxebarria, et.al (2012). They studied in the implementation of social strategies focused on Moodle. They used quantitative research to measure the students in the assessments. The survey was conducted by several teachers in the Language and Literature Didactics Department at UPV-EHU. The sample was 87 students (39 of them filled out the form). It is corresponding to the third year of the degree in primary education and

the subject “Children and Young Adults“ Literature”. The results showed that social strategies refer to those social acts. Those can make the student carries out to be able to understand a second language better.

The next research is by Xiaoxue Yu (2013). She discussed the strategies of oral English learning, such as metacognitive strategies, affective strategies, and social strategies. She used experimental research. The study was conducted at Changchun University and the object was the English majors in Grade One. The results showed that learning strategies have effectiveness in oral English learning. The effectiveness of a strategy depends not only on what task it applies to but on personal characteristics.

Kamarul Shukri Mat Teh, Nik Mohd Rahimi Nik Yusoff and Mohamed Amin Embi (2013) studied social and affective strategies for Arabic language. This study was conducted to observe the usage of the strategy of Arabic language students. The results of the study showed that the usage level of social and affective strategies among the respondents is low. Hence, a pedagogical implication suggests that students should be made aware of the importance of social and affective strategies by conducting training workshops and maximizing the use of both strategies.

Rosa Adriana May Melendez, et al (2014) studied about speaking strategies to beginners. The main objective of the research was to train the students on the basic speaking strategies. The methodology was to develop the sessions consisted of three stages: 1) a pre-task to know the participants' previous knowledge of speaking strategies, 2) the training sessions, which were taught

through formal instruction and practice in oral tasks and, 3) a post-task to show if the frequency of strategy use increased after instruction. The results from the post-task showed there was an increase in the use of the strategies. Satisfactorily, the students showed more confidence when communicating or expressing themselves orally.

Agung Darwanto (2014) studied about the strategies for developing speaking skill. The purpose of the study is to describe the strategies in developing speaking skill. The type of this research is a case study. The result of this research shows that the students applied almost all of the strategies proposed by O'Malley et al including meta-cognitive strategies, cognitive strategies, and socio-affective strategies in mastering their speaking skill.

The next research is by Ardiansyah (2015). It is in the analysis of language learning strategies. He discussed about the successful and unsuccessful students in speaking. This research was descriptive research, it is aimed to describe what language learning strategies of speaking used by successful and unsuccessful students in speaking and how they used it. The study showed that students who succeed in speaking using cognitive learning strategies, compensation, metacognitive, and social. They have been using these learning strategies appropriately based on the sub-indicators of each strategy. However, most of them have not been applying it in the right way in speaking III. Then learn to talk strategy used by students who are not successful in memorizing, metacognitive and the affective. They have been applying the learning strategies and some students do not do it the right way.

Sofyan A. Gani, Dian Fajrina and Rizaldy Hanifa (2015) studied about learning strategies for developing a speaking ability for students. This study was done to see the learning strategies used by both low and high performance. The students were developing their speaking skills as well as the differences between their learning strategies. The result of this study indicated that high performance speaking students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills; the same could not be found with low performance speaking students.

The next research is by Citra Priski Abadi (2015). It is about developing speaking skill. The main objectives of this study were to describe factors that have the contribution to develop speaking skill and to describe techniques and strategies used by the teachers in EFL English Course. This research was designed as an ethnography study. The findings depicted that (1) teachers as the main factor of presage variable were observed using many kinds of strategies, and techniques for developing speaking skills, and (2) appropriate speaking techniques and strategies were used to develop speaking skill in the mentioned different speaking class levels.

AM Galti, Z Tahiru, and GA Mustapha (2016) studied in the correlation of affective strategy and speaking anxiety. This survey study is aimed to examine the correlation between the level of students' speaking anxiety and the use of affective strategy during a speaking task. Correlation analysis was used to determine the relationship between the level of anxiety and the use of affective

strategy. The result indicates that there is a strong relationship between the lack of affective strategy and level of anxiety during speaking. Students with speaking anxiety seem not employing the affective strategy.

Hayati Syafri (2016) conducted research in the socio-affective strategy for speaking skill. This study identifies the strengths and weaknesses of socio-affective in Feby's model. It develops the socio-cultural affective strategy model in speaking skill. This research used R and D by using PIE model to the third-semester students registered 2015/2016 academic year in English Department State of Islamic Religious Institute (IAIN) Bukittinggi in Indonesia. The result of this study found that the sociocultural affective strategy model is effective to improve students' speaking skill.

The next research was conducted by Rizaldy Hanifa, Dian Fajrina, dan Sofyan A. Gani (2016) in speaking strategy for students with poor speaking performance. This paper draws attention to the language learning strategies employed by students with poor speaking performance while learning a speaking skill. The results reveal that the students did not have consistency in using all kinds of learning strategies. They relied more on compensation and social strategies compared to memory, cognitive, metacognitive, and affective strategies while learning a speaking skill.

The next researcher was Tania Henríquez, Harry Von, Victor Peña, Elena Adriana Llanquileo (2017). They conducted research on the effects of memory and social strategies. This research aimed to improve learners' oral production achievements through a direct instruction period (DIP) of memory and social

learning strategies. The results showed if the students' oral production improved as a result of the memory instruction. Social strategies are suggesting that the former is more influential than the latter. These findings also suggest that a change in teaching methodologies and sample size might have influenced the results.

2.2 Theoretical Review

This part contains some theoretical framework from some scientists. The explanations are below:

2.2.1 Learning for English Speaking

Speaking is combining integrated skill in the process of learning, according to Thornbury (2005), „speaking is the communication which is integrating the ability between take turns in particular and exchanging information“. Meanwhile, Fulcher (2003: 23) stated if „speaking is the language used to communicate with others verbally“. Then, according to Hedge (2000: 261), „when people are speaking, they are being judged by the skill in the first immersion in a form'. It means that the other people who involves to the speaking member or not can measure and judge the ability of someone's speaking.

Speaking is the process and experiences in the most natural way to communicate. Halliday and Hasan (1985:10) in Sukrisno (2010:105) stated if the language has the functions in the application. There are four-term ways like text as meaning, text as a semantic unit, text as product and process and text as the

social exchange of meaning. From the explanation before, speaking is involved in creating text. How to create text is how the people give the naturalization orally to exchange meaning each other. For most people, the ability in speaking is the same with knowing a language since the speech in the basic communication. Cornbleet and Ronald (2001: 17) state that „when we speak, there are many organs involved inside such as the nose, pharynx, epiglottis, trachea, lungs and more. But, speaking is not just making a sound. When the animal-like bird or the babies make a sound, it is not categorized as speaking'.

Based on the definitions above, those show that speaking is the process of verbally or orally with other persons. It involves the interest, attitude, knowledge, opinions or ideas. Saleh (2014:1) stated if people transfer the information of the messages including the messages which are not want to be delivered by them. It means that the information is not only in the utterances form, but it can be on feelings or expression when delivering the speaking. It is the same with the situation while speaking skill is one of the skills in English teaching-learning process. However, according to Permatasari and Bharati (22:2015) inside the classroom, the students who study English language are still passive in the use of oral foreign language. It is because of the influence of teacher center as the method of a teaching-learning process. To make them achieve the language orally, the teacher can advise the method by adding the students' center in the process. Moreover, based on Ghufon and Saleh (328:2016), selecting materials for the teaching-learning process is as an important platform to push the students mastering the ability in the language study learning. Those are aimed to improve

the students' speaking in English. By mastering the skill, the students will be able to achieve the purpose of the English teaching and learning process. They also will be able to communicate with native speakers using English.

2.2.1.1 The Function of Speaking

The several language experts have attempted to categorize the function of speaking in human interaction. Brown and Yule as quoted by Richards (2006: 2) state that „the functions of speaking are classified into three. They are the talk as interaction, talk as the transaction, and talk as performance. Each of these speech activities is quite distinct in terms of form and function. It requires the different teaching approaches“. The following are the explanations of the functions of speaking:

a. Talk as Interaction

People are being able to interact in a language when the addressee can catch the meaning in the interaction. In fact, much of our daily communication remains interactional forms. In line with Bharati and Hartono (2015:2), the important aspect of language learning is speaking. People can utter information, ideas and maintain social relationship with each other by speaking. This Refers to the conversation. The primary intention to talk as interaction is to maintain social relationships. The main features of the talk as interaction can be summarized as follows: „it has a primarily social function, reflects role relationships, and reflects speaker's identity. It may be formal or casual and uses conversational conventions. There is also reflects degrees of

politeness. It employs many generic words which is used conversational register in the jointly constructed". (Richards, 2006)

While, there are some skills in the talk as interaction such as „opening and closing conversations, choosing topics, making small-talk, recounting personal Incidents and experiences, turn-taking, using adjacency-pairs, interrupting, and reacting to others". (Richards, 2006). Moreover, (Baker, 1992) in Yuliasri (2006:326) if there are some issues in lexical, grammatical and pragmatic non-equivalent in a problem. This explanation covers how to turn taking, adjacency pairs are going. Inside that activity, as the learners on foreign language, the students sometimes make mistakes on the grammatical and the other lexical so that there will be pragmatic equivalent on language.

Mastering the talk as interaction is difficult. It may not be a priority for all learners. However, students find the lack of the report and sometimes they feel awkward when losing for words. They also have difficulty in presenting a good image during stated the wrong utterances. This can be a disadvantage for some learners where the ability to use talk for conversation can be important.

b. Talk as Transaction

Talk as transaction refers to the situations where the focus is on what is said or done. Moreover, it is making the utterances clearly and accurately between participants in how they interact socially with others. In "(Celce-

murcia, 2001) For example, a student may be engaged in hands-on activities of language lessons to explore the concept associated with tenses and derivations.

Richard and Reynanda (2002) „extinguishing between two different types of talk as a transaction. One is the situations where the focus is on giving and receiving information. It is where the participants focus primarily on what is said or achieved such as asking someone about the time“. Accuracy may not be a priority as long as the information is successfully communicated or understood. The second type is „transactions roommates. It focuses on obtaining goods or services“ such as checking into a hotel. In this type of spoken language.

The main features of the talk as transactions are focus on the information. The main focus is the message and participants. Participants employ communication strategies to make them understood“. (Richards, 2006). There may be frequent questions, repetitions, and comprehension checks; and there may be negotiation and digression, and linguistic accuracy is not always important.

Some of the skills Involved in the use of talk for transactions. There are „explaining a need or intention, describing something, asking the question, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, and agreeing and disagreeing“. (Richards, 2006). It compared with talk as interaction which is easier for some students because it only focuses on messages delivered to others. Talk

as interaction is more easily planned since current communicative materials are a rich resource of group activities, information gaps activities, and role plays. It can provide a source for practicing how to use talk from sharing and obtaining information as well as for carrying out the real-world transactions.

c. Talk as Performance

This Refers to „public talk or public speaking. That is a talk which transmits information before an audience such as morning talks, public announcements, and speeches“. Faridi et al, (2014:235) stated if the display of performing art is the activity which involves an individual and group at a certain moment. From the statement, speaking has to be done in two or more people or called in a group, so that they will produce utterance by utterance contains the message in the task performance. Talk as performance tends to be in the form of a monologue rather than dialogue. "(Richards, 2006) It often follows a recognizable format and it is closer into written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener. The examples of talk as performance reports are giving a class about a school trip, conducting a class debate, making a sales presentation, and giving a lecture.

The main features of the talk as performance are focusing on both the message and the audience; it reflects organization and sequencing; The form and accuracy are important, where language is more like written language or it is often monologue'. (Richards, 2006) „Some of the skills Involved in the

use of talk as performances. It uses the appropriate formats and presenting information in a sequencing, maintaining audience engagement. There is also using correct pronunciation and grammar'. (Richards, 2006)

2.2.1.2 Kinds of Speaking Activities

To help students develop in speaking efficiency, there are some activities used in the classroom to promote their skill. The following are the major types of activities that can be speaking is implemented.

a. Discussion

According to Celce-Murcia (2001: 106),

„Discussions are the most commonly used in the speaking skills classroom activity. It is really useful activity for the teacher in order to activate and involve the student in classroom teaching. Typically, students are introduced to a topic via reading, listening passage or videotape. Then, they asked to get into pairs or groups to discuss a related topic to come up with a solution. Normally, the students need time to assemble their thought before any discussion. Therefore, a teacher must take care in planning and setting up a discussion activity“.

There are several steps that should be done by the teacher before starting the discussion activity, those are:

„First, the teacher makes planned grouping or she pairing the students to ensure a successful outcome discussion. Second, students need to be reminded that each person should have a specific responsibility in the discussion, whether it is kept on time, take notes or report results. And finally, students need to be clear about what they are discussing, why they are discussing, and what outcome is expected. (Celce-Murcia, 2001)“.

The theories above are really important because most the teachers hope that they will be able to organize the discussion sessions in their classroom,

particularly if the exchanges of opinions provoke fluent spontaneous language use.

b. Information gap or problem-solving

Harmer (2001) suggest that the speaking activity is an intentional information where there are two speakers who have two different informations in the content. The students have a gap because there are some opinion differences among them so that they must in pair in speaking activity. This is to cover the other speakers who do not have enough informations.

The quotation above represents the information gap activity which serves many purposes such as solving a problem or collecting information. There are also the partners" play an important role because the task cannot be completed if the partners do not provide the information to the others need. An example of an information gap principle is using the "jigsaw" method.

In a jigsaw activity, each partner has one or a few pieces of the "puzzle" and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation in case no two partners hear exactly the same conversation.

From the explanations above, the information gap and jigsaw activity are effective because everybody has the opportunity to talk extensively in the target language and they can exchange information each other.

c. Speeches

Another common activity in the oral skills class is prepared speech.

Celce-Murcia (2001: 106) states that,

„Topics for speeches will be depending on the level of the students and the focus of the class, but in any case, students should be given some leeway in determining the content of their talks. In other words, the teacher can provide the structure for the speech. It can be theoretical genre and time restrictions. For example, asking students to "tell us about the unforgettable experience you had". Allow them to talk about something that is personally meaningful while at the same time encourages narration and description“.

Speeches can be frightening for the speakers while it is boring for the listeners. To avoid these situations, it is better to give the assignment to the listeners with some responsibilities during the speeches. It is an excellent time to require peer evaluation of classmate's speech.

d. Role Plays

One of manner to get the students to be able to speak in the different social context is the social role itself. Celce-Murcia (2001: 107) suggests „role plays can be performed from prepared scripts and from a set of prompts depending on the student level. The forms are expressions or written. Those use a knowledge gained from the instruction or discussion of the speech act and its variation prior to the role plays themselves“.

Sociocultural is crucial in the production of speech acts, it is suggested that „discourse rating task in which students rate dialogues or

scenarios is a various continua of formality. It can raise awareness about language and can transfer this knowledge to produce activities such as role plays". (Celce-Murcia, 2001) Besides, „the social interaction is also the activities require the learner to pay more attention to the establishment and maintenance of social relationships“.

Harmer (2001) states that there are two things which can be added to this description. „Firstly, the teacher could make the role-play in a whole-class activity by having all the students act. It is like a public meeting with many speakers. Secondly, not all role-plays are intended. Role-play is more than just play-acting. It provides chances for students in repetition and involvement activities that some others do not give.

e. Conversations

„Conversation is a form of interactive, spontaneous communication between two or more people. Typically, it occurs in unspoken communication as written exchanges. Those are usually not referred to as conversations“ (from Wikipedia, the free encyclopaedia). The development of conversational skills in a new language is a frequent focusing on language teaching and learning,

According to Celce-Murcia (2001: 108), one of the recent trends in pedagogy is oral skills

„The emphasis of language students analysing and evaluating is not adequate to have students produce in lots of languages; they must metalinguistically become more aware of many features language.

One of speaking activity is the conversation particularly as the subject suited to the most fundamental form of oral communication“.

The goal of conversational activity is to assign students to be able to communicate with others using English. Of course, not all of their discourse participants will be truly in English. Therefore, the teacher must encourage the students before coming up with a few questions to ask others.

2.2.1.3 The Importance of Speaking

In foreign language learning, particularly as the subject to English learning, learners are provided into four skill competencies. They are listening, speaking, reading, and writing skills. Speaking skill is the most important skill which deserves more attention in both first and second language. It Reflects people's thoughts and personalities.

Tuan (2015) states that „all the four skills; listening, speaking, reading and writing; speaking seems intuitively the most important: people who know a language are referred to as speakers of the language. Speaking included all other kinds of knowing“. It is very important for many second language learners in their learning because if they master this skill, they will be considered as they have mastered all of the other skills. Furthermore, foreign language learners often get the question such as "Do you speak English?" Or "Do you speak French?", But not "Do you write English?" Or "Do you read English?". We understand that most of the people take speaking and knowing a language as synonyms. Celce-Murcia (2001)

Speaking is very important. It can help the students to develop their vocabulary and grammar and then improve their writing skills. By speaking, learners can express feeling, opinions or ideas, tell stories, inform or explain, request, converse, and conduct a discussion. Speaking is not only important in education but also in society. People who can speak English will have more opportunities for getting a better job because many companies and organization need them. Baker and Westrup (2003: 05) state that „a student who can speak English well may have a greater chance for further education, of finding employment, and gaining promotion“.

2.2.1.4 Difficulties in Foreign Language Learning

Practicing speaking in a foreign language is not as easy as speaking using our first language. Foreign language learners find some difficulties when practicing the speaking skill. Echevarria et al. (2008) supported the idea that „the difference between the knowledge must be done. These Things are crucial in the learning processes“. Those show that someone gets difficulties to speak in a foreign language although he or she knows the way or the system in foreign language speaking.

Then, what makes the English foreign language students get difficulties in speaking English are; many studies have shown many factors such as sociological, linguistic, psychological, economic factors may influence students in speaking English. Nevertheless, this study focused on the investigation of the psychological factors or problems that greatly Affects the students' speaking in English.

2.2.1.5 Psychological Problems in Speaking English

Speaking problems are the way someone makes lacks in speaking ability. According to Davies, P. and Pearse, E. (2000), „language problems actually serve as one of the important reason behind the poor academic performance“. These problems may become the obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems in their speaking are; they are poor in grammar, vocabulary, and pronunciation. Those problems belong to linguistics problems.

Linguistics is a scientific study of languages such as the study of grammar, words, and phonology. According to Spolsky and Hult (2008), „generally, linguistics comprises the detailed of vocabulary, grammar, and pronunciation“. Linguistics problems make the students bad in speaking. By seeing this reason, the teacher has to drive the students in mastering the other aspects inside speaking including grammar and vocabulary.

Vocabulary is an individual word or a set of words which have a specific meaning. Kamil and Hiebert (2005) state that:

„Generally, the vocabulary is the knowledge of meanings in words. The words come in at least two forms; oral and print. Oral vocabulary is the set of words that know the meanings. While vocabulary consists of the words for which the meaning is known when we write or read silently“.

Richards (2008) states that „the students get the problems of vocabularies when they do not know how to combine it into a good sentence'. Khan (2005) states that „the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak“. In addition, Davies and Pearse

(2000) also state that „in real communication, nobody paid much attention to the correct grammar expression, but they emphasized the content and how to reply“. Students clearly know what they are going to say in the source language, but when they have to translate the language itself into the target of language such as English, they will be confused to combine and use the proper vocabularies.

The next linguistic problem is „when the students are poor in grammar“. (Richards, 2008) grammar is a study in which sentences are structured and formatted. It is considered a bit boring to study since it is really worth the time and effort. If students do not know the rules of grammar, they will not be able to communicate using English effectively. According to Celce-murcia (2001) „the learners do not learn structures are one in time because of difficulty. Even, the learners appear to have mastered particular structures; it is not uncommon to find backsliding occurs with the introduction of the new form to the learners' Interlanguage“. It may occur when the students produce the sentence. This error may occur when the students speak since they have not mastered English in grammar.

The last linguistic problem is „the students are poor in pronunciation“. (Richards, 2008) stated that English is a language which connects people all over the world. Hinkel (2005: 491) states that „a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native-speaker itself“. While Brown (2001) states that „it is more important than the English speakers can achieve intelligibility, comprehensibility, and interpretability“.

„Pronunciation is as important as any other aspects of learning a foreign language like syntax or vocabulary. The correct pronunciation is very necessary to develop speaking skills“.

Other problems that may become a barrier for the students to Become a good English speaker is psychological problems. Xinghua (2007) states that „psychological problems are often interfering the emotional and physical health, the relationships, work productivity, or life adjustment such as nervousness, lack of self-confident and afraid to speak“. Those problems may affect students' performance in their speaking. Khan (2005) in his research also claims that „some of his psychological problems of participants have in speaking“. „This emphasizes that psychological problems also affect the students' performance in speaking“.

Psychology is „the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment“. (Britanica.com). Psychological problems are the problems roommates Often involve; the emotional or physical health. „The psychological problems such as lack of self-confidence and anxiety may bring a negative effect towards the student's speaking performance“. (Xinghua, 2007) Lack of self-confidence may bring the students' belief that they are not going to be a good English speaker, this lack of self-confidence also affects the students' speaking performance. It is difficult, for the students to master English speaking skills if they are not confident with their own speaking abilities.

Besides lack of self-confidence, „anxiety is also a psychological problem in speaking“. Xinghua (2007) „Anxiety is an abnormal and overwhelming sense of

apprehension and fears often marked by physiological signs (as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it".

Rochelle et al. (2011) investigate the causes of anxiety in English language learning of foreign students in the Philippines. It has been found that „the employment of this strategy enables the learners to take charge of their own learning as this serves as their basic first aid to learn of macro skills in the targeted language“. In this case, the students may end up with nothing to say towards their interlocutors or the audiences. They may confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen. Whether they are trying to speak better. Students have to realize their own psychological problems and they also have to deal with their own anxiety in order to be able to speak English better in the future.

According to Ur (1996), there are four play problems in speaking a foreign language in the classroom. They are inhibition, nothing to say, low or uneven participation, and mother tongue use.

1. Inhibition

„The first problem that the students often encounter is inhibition." (Ur, 1996)

Unlike reading, writing, and listening, speaking skills needs real-time exposure to the audience. "When the students try to say things in a foreign language in the classroom, they are often inhibited. Such as, they are worried about making mistakes; they are fearful of criticism or losing face, and they are shy of the attention that will attract their speech. "(Ur, 1996) Littlewood

(2007) that supports the idea that a foreign language classroom can create easily inhibitions and anxiety“.

2. Nothing to say

The second problem is nothing to say. According to Ur (1996), „Even if the students are not inhibited, sometimes they complain that they cannot think of anything to say and they have no motivation to express themselves“. Rivers (1968) believes that „the learners have nothing to express maybe because the teacher has chosen a topic which is not suitable for him or about which he knows very little“. And According to Baker and Westrup (2003) „It is difficult, for many students to respond when the teachers ask them to say something because they have little ideas about what to say, the vocabulary to use, or how to use the grammar correctly“.

3. Low uneven participation

The third problem in speaking class participation is low or uneven. It occurs when „in a large group, each student will have very little time talking. It is because only one participant can talk at a time so that the others can just hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all“. (Ur, 1996)

4. Mother tongue use.

The last problem is the mother tongue use. It occurs when „all or a number of learners share the same mother-tongue“. (Ur, 1996) They tend to use mother tongue because it is easier for them; it feels unnatural to speak to one another in a foreign language, and they feel less 'exposed' if they are speaking their

mother tongue. If they are taking in small groups it can be quite difficult, to get some classes, particularly subject to the less disciplined or motivated ones to keep to the target of language.

Harmer (2001) suggested some reasons why students use the mother tongue in class. Firstly, „when the students are asked to have a discussion about a topic that they are incapable of performing, they will use their own language“. Another reason is that „the use of the mother tongue is a natural thing to do“. When the teachers do not encourage the students to use a foreign language, they will use their first language to explain something to another.

According to Juhana (2012), there are five kinds of psychological problems. They are fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation.

1. Fear of Mistake

Juhana (2012) states that „the students often feel afraid of making mistakes when they are speaking English. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher“. Kurtus (2001) confirms that „the primary reason for fear of mistake is that; students are afraid of looking foolish in front of other people and they are concerned about how companies will see them“.

In some other cases, they also worry about how they will sound and are scared of sounding silly and so on. The problem of "Fear of mistake" occurs when the students speak English softly; the students keep silent in a

discussion class; the students do not respond and answer the English questions; and so on.

2. Shyness

Juhana (2012) defines shyness as „an emotional thing that many students suffer from at some time when they are required to speak English“. This indicates that shyness could be a source of problems in students' activities, especially in speaking English. In line with this, Baldwin (2011) further Explains that „speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes Reviews their mind go blank or that they will forget what to say“.

Some indicators that the students get shyness problem are the student's bow Reviews their face when speaking English; Reviews their students cover up the mouth with Reviews their hands when speaking English, and the students never become a volunteer to answer the question in speaking class.

3. Anxiety

According to Juhana (2012) „anxiety is a feeling of tension, apprehension, and nervousness associated with the situation of learning a foreign language“. Further, he writes that „among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning“. In other words, anxiety influences students in language learning. It also in their low ability. In many cases, causes anxious feeling among many students“.

Occhipinti (2009) also stated that „speaking in the foreign language, both in social and academic contexts, entails risk-taking and seems to be a challenging activity, in which learners who are not fluent in the target of language experience. They cannot fully express their personality, or their intelligence“. Gardner and MacIntyre (1993: 5) define „language anxiety as the apprehension experienced when a situation requires the use of a second language in the individual is not fully proficient“.

Some symptoms of anxiety include tremble, panic, worry, and nervousness, tension when speaking English, and the student suddenly forgets what he or she will say when speaking English in front of the class.

4. Lack of Confidence

Juhana (2012) states that „it is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners are not be understood by them“. In addition, He and Chen (2010) state that „the main cause of students' low ability is their confidence in speaking English“. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well“. The other cause of students' lack of confidence also offers a lack of encouragement.

Students' lack of confidence can be seen from their performances in speaking English. Such as the students feel quite sure of themselves when speaking English; the students speak English fluently and loudly; the students are sweated when speaking English; The students lean on their friends when

speaking English; the students feel comfortable in speaking English; the students feel very sure and relaxed when speaking English; and the students feel confident when speaking English.

5. Lack of Motivation

Juhana (2012) states that „with strong motivation, success can be achieved. But students can have a lack of motivation in learning, especially in speaking English“. Nunan (1999) adds that „the causes of the students' lack of motivation in uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge. Those are about the goals of the instructional program“. "Motivation Refers to" the individual's reasons take action. "(Jalongo, 2007) According to Covington (2000)“ Motivation to learn is a willingness or desire to gain information, develop skills, and attain mastery“. While Hootstein (1994) „motivation is tied to the belief that learning is interesting and relevant. The reason for learning something must be perceived as worth the effort and emotional investment required to accomplish the learning“.

The meaning of motivation is in „internal and external factors. Those stimulate desire and energy in people to be continually interested and committed to a job, the role of subject, or to a make an effort to attain a goal“. (Business Dictionary.com). It is „a theoretical construct used to explain behavior, it represents the reasons for people's actions, desires, and needs. „(Wikipedia, the free encyclopedia).

Motivation Refers to someone's reason to take action. According to Harmer (2001: 51) „motivation is a personal feeling that forces someone to do things in order to achieve something“. While, as noted by Goh and Silver (2004), „motivation is a combination of effort, desire to achieve the learning objectives and good attitudes during the learning processes“.

Therefore, students who are lack of motivation often growing niche to fail in acquiring the second language because they do not have the desire to learn even for practicing the language through speaking.

Skinner and Belmont as quoted by Brewster and Jennifer (2000) develop the definition further:

„Students who are motivated to be active in school is; they select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks, they show generally positive emotions during the ongoing action. Including enthusiasm, optimism, curiosity, and interest. On the other hand, less motivated students are passive, do not try hard, and give up easily in the face of challenges“.

The impact of motivation on learning of the students in education is important. Without motivation, learning is not possible. It means the role of motivation is effective. In the education level of motivation, high or low motivation effects on students success. „Motivation is a factor of the high or low of the goal“. (Brown, 2001: 75). It is difficult to achieve when students and teachers motivate their task without motivation.

Motivation supports for reaching the objective of the teachers. Motivation influences on the teaching and learning process. The teachers use

it as a tool for a successful teacher. The motivation of a teacher develops the interest of students in subjects. Before teaching any topic, teacher motivates the students for learning. But, in the teaching and learning process, there are some students who have high and low motivation on the subject and it affects their achievement in learning that subject.

Based on the definitions above, students' motivation is the students' enthusiasm for learning something. It can be seen from their behavior, desire, interest, attention in following the speaking learning process, Prayitno (1989) elaborated characteristics of students' learning motivation. They are „interest, concentration, diligence, and satisfaction“.

a. Interest

„Interest is related to intrinsic motivation and it is centered, the individual's inherent curiosity desire to know more about him or herself environment“. (Prayitno, 1989) Highly motivated students will show a high interest in their study. They will be always interested in the subjects they are learned at school. Moreover, they always try to search for the solution to solve the problems faced in their study.

b. Concentration

„Highly motivated students will always have a good concentration in the classroom“. (Prayitno, 1989) They do not think about any other things during the lesson and always focus on the subject matter.

c. Diligence

„This factor has a great influence on the students' learning achievement“.

(Prayitno, 1989) Highly motivated students will show their diligence and never give up to achieve the goal of learning.

d. Satisfaction

„Satisfaction concerns the outcome of an activity, referring to the combination of extrinsic rewards such as enjoyment and pride“.

(Prayitno, 1989)

In this research, the researcher used those indicators to measure the students' lack of motivation in learning English particularly subject in speaking activity. The specific indicators are as follows:

1. Interest

- The students show a great interest and enthusiasm toward the problem in speaking.
- The students like to look for and solve the problems in speaking English.

2. Concentration

- The students concentrate on the speaking lesson
- The students' concentration does not split into another thing out of the lesson.

3. Diligence

- The students show the diligence in speaking learning process.
- The students do not easy to be desperate in learning speaking or solving the problem.

4. Satisfaction

- The students show the enjoyment of speaking during the learning process.
- The students learning to speak satisfied with the result.

2.2.1.6 Factors Affecting Speaking Performance

In order to help students to overcome problems in English speaking, it is necessary for the teachers to figure out the factors that affect their speaking performance. According to The Nation and Newton (2009), „Students' speaking performance“ can be affected by factors that come from the performance conditions such as time pressure, planning, standards of performance, and amount of support. Moreover, there are affective factors such as motivation, confidence, and anxiety, listening ability and feedback during speaking activities."

1. Performance Conditions

Students perform a speaking task under a variety of conditions. Nation and Newton (2009) believe that „performance conditions can Affect speaking performance“. The four types of performance conditions that Nation and Newton (2009) suggest include "time pressure, planning, the standard of performance and the amount of support."

2. Affective Factors

„One of the most important influences on language learning success or failure is the affective side of the learner“. Nation and Newton (2009) While, Arnold (2009: 145) states that „Affects refer to emotions, feelings, beliefs, moods,

and attitudes give highly effect on one's behavior". A lot of studies shows that there are some specific affective factors in human behavior that give high impact on success in second language acquisition, such as self-esteem, inhibition, risk-taking, anxiety, and motivation.

3. Listening Ability

„Speaking skills cannot be developed without listening skills“ (Doff, 1998). Students must understand what is said to them for getting a successful conversation. Doff as quoted by Shumin (2002) states that „when one person speaks, the other responds attending through the listening processes. In fact, every speaker plays the role both of a listener and a speaker. Therefore, one is certainly unable to respond if he or she cannot understand what is said. It means speaking is closely related to listening.

4. Topical Knowledge

According to Bachman and Palmer, as quoted by Tuan and Mai (2015). Topical knowledge is defined as „knowledge structures in long-term memory“. In other words, topical knowledge is the speakers' knowledge of relevant topical information. Nation and Newton (2009) states that „The information that topical knowledge provides enables learners to use language with the reference to the world in which they live“. Tuan and Mai (2015) state that „certain test tasks may be easier for those who possess the relevant topical knowledge. It is more difficult for those who do not understand the information“. They believe that „topical knowledge has effects on speaking performance“.

5. Feedback During Speaking Activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer (2001) asserts that,

„The decisions that the teachers about how to react students' performance will depend upon the stages of the lesson, the activities, the types of a mistake made, and the particular student who is making that the teachers correct mistake. If r there is a problem, the conversational flow as well as the purpose of the speaking activity“.

If the students are corrected all the time, they can find the anxiety.

Baker and Westrup (2003) suggest that „the teachers should always correcting the students 'mistakes positively“'. Here, the teachers should correct the students' mistakes and give them encouragement after they finish their speaking.

From those statements, it can be concluded that to increase the students' ability in English speaking, the teachers should understand some factors affecting the performance of speaking as explained above.

2.2.1.7 The Effectiveness of Learning

According to Sudjana (1989: 59), the effectiveness is the way the effort, techniques or strategies used to achieve the objectives accurately and quickly. There are several criteria to measure the effectiveness of learning, the students' motivation, active students in learning activities, and the quality of learning outcomes achieved by students.

To measure the effectiveness of the learning outcomes, according to Kemp and Diamond (in Mudhofir, 1987: 164), it can be done by asking the question: whether the student learning objectives have been achieved. How many students successfully achieve the goals in time is by asking the question in the activity and then giving response variables/students' attitudes toward the learning process.

Based on some of the above opinion, in this study the effectiveness of learning visible indicator of student achievement, student speaking skills the English language to express themselves verbally.s

2.2.3 Affective Strategy

The phenomenon that occurs in the classroom is the lack of confidence of students to speak in English. Whether it is because of fear in wrong or indeed the high level of anxiety. To overcome this required appropriate strategies to further enhance the students' self-confidence. According to Oxford (1990), a strategy that could be used to build confidence is using affective strategy.

Before discussing the affective strategy. It should be discussed in advance about the meaning of strategy. The strategy is defined as the art which includes management of troops, ships, and aircraft. Easier is the strategy that all activities aimed to manage existing resources in order to achieve the desired objectives.

The affective itself refers to emotions, attitudes, motivations, and values. It is impossible to overstate the importance of the affective factors influencing language learning (Oxford, 1990: 140). By using this strategy the student is directed to control his emotions especially in fear making mistakes and high

anxiety felt. Oxford explained that there are three effective ways of using this strategy, namely:

2.2.3.1 Lowering the Anxiety

To relieve the anxiety level of students, there are three ways can be used: first, using progressive relaxation, deep breathing, or medication. This technique is effective in relieving the anxiety of students based on the research that has been done (Xiaoxue, 2013). Progressive relaxation is meant to relieve muscle tension that growing sense of comfort and relaxation. Deep breathing is done by breathing using the diaphragm, not only with their lungs.

Secondly, using music. This strategy is useful before any stressful task language. Music used to foster a good mood for the students. 5-10 minutes can be done using the music creates a feeling of calm.

Lastly, using laughter. As we know, laughter is the best medicine. Laughter can boost the immune system, so it can make students more healthy and most importantly, make them relax and enjoy the learning process faces.

2.2.3.4 Encouraging Themselves

At this point, students are directed to encourage him by making positive statements. Students are better geared towards giving a positive statement over so that they can more confidence. In addition, to make a positive statement, it is done by taking risk wisely. At this stage, students are directed to not be afraid to make mistakes in English pronunciation. Like trying to say the words at random or by

using a mixed language mother tongue and English. Students who have been trying to actively speak need to be given a reward. It is to increase their confidence.

2.2.3.5 Taking Emotional Temperature

Students are directed to learn and pay attention to the physical sensations. The sensation can be something negative such as tension, worry, anger, fear, happiness or positive covering. Those can also pleasure, calmness, and interest. In addition, to pay attention, they send the signal by the body. The students also need to be asked to make a checklist to discover feelings, attitudes, and motivations. It is concerning language learning in general, as well as concerning specific language tasks. The next stage is students are asked to write a diary related to the learning process and discuss what she feels for learning English with friends, teachers, or family.

Based on the explanation above we know that affective strategies are learning strategies concerned with managing emotions, both negative and positive. The relationship between affective strategies and learning is not clear, but a positive affective environment helps the learning in general. The teacher can play an active role in developing and exploiting affective strategies by building a generally positive atmosphere in the class. This can happen by encouraging and counseling learners, by helping them identify achievable, it aims and works towards autonomous learning, through personalizing activities, and through pair and group work.

2.2.4 Social Strategy

The language exists because of social interaction. Therefore, a social strategy is an indisputable framework for students to be able to master the language especially in oral. Social strategy as defined by Oxford as: „Language is a form of social behavior; it is communication, and communication Occurs between and among people. Learning a language Tus involves other people, and appropriate social strategies are very important in this process“ (1990: 145). Based on that understanding, social meaning strategies require more than one person. In practice, it can be done by the teacher to student, student to student, or with others like a native speaker. Social strategy is divided into three, namely:

2.2.4.1 Asking question

This strategy is used in almost all activities speak. Asking questions is a part of talks with the other person. Ask could be asking for clarification or verification, asking for a repeat the speaker saying, or asking someone to explain something. It could also ask someone else to proofread conversation. It has a connection with the arrangement of words, sentences, and grammar.

2.2.4.2 Cooperating with Others

Cooperating with others is the students who are directed to interact with other students. The goal is to improve the ability to speak. The activities can be done by gaming, simulation, and other active exercises challenge. Those are to develop the students to be able to cooperate with friends (Xiaoxue Yu, 2013). To

improve further, the students are directed to keep a conversation with a native speaker or a proficient user of the new language.

2.2.4.3 Empathizing with Others

Empathizing with others is done by: first, developing cultural understanding. Each student has behind knowledge and different cultures with others. Therefore, students need to be directed to the understanding of culture through discussions into classroom activities, and by comparing and contrasting the behaviour in the students' native culture and the target of culture. Outside of the classroom, encourage students to find out all the target language in the culture is by reading, going to lectures, or watching films in the targeted language. These activities develop greater cultural awareness, which is Necessary for achieving proficiency in the new language (Xiaoxue Yu, 2013).

Second, becoming aware of others with the thoughts and feelings. How easy is it to make the students closer to anyone encountered and making them comfortable to talk.

Based on the explanation above we know that social strategies can help learners to achieve the language learning more effective. These obtain a better understanding of different cultures. People's feelings, attitudes, anxieties, and motivation have an impact on the progress of language learning and performance. In social strategies, students deliberately seek opportunities to practice their knowledge and to be exposed to the target language. Teaching to communicate

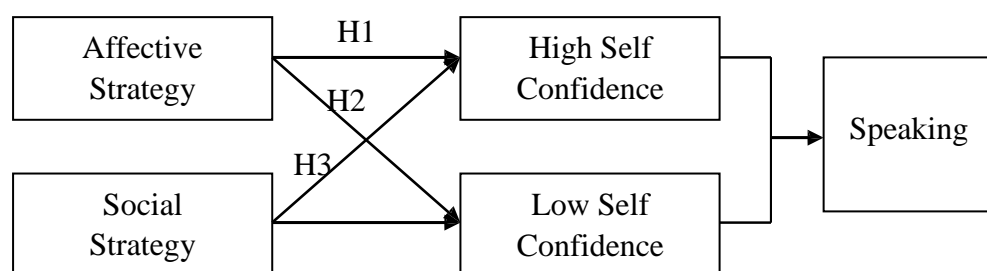
throughout social strategies can show the students in a friendly way. They also can try not to solve their arguments by physical force.

2.5 Framework for Thinking

This study investigated the effect of affective strategy and social strategy against speaking. Based on the description of the theoretical framework in this study can be described as follows:

2.5.1 Research Model

Figure 2.1 Research Variables



2.5.2 Mathematical Model

$$Y1 = a + b1 + b2 X2 + X1 e$$

$$Y2 = a + b1 + b2 X2 + X1 e$$

Information:

a = constant

b = Independent variable regression coefficient

X1 = Affective Strategy

X2 = Social Strategy

Y1 = High Self Confidence

Y2 = Low Self Confidence

e = error

2.6 Hypothesis

Hypothesis is a temporary answer to the research question as formulated in the sub-chapter Problem formulation, then the hypothesis in this study was formulated as follows:

H1 : affective strategy is a positive influence on the ability to speak with high self-confidence

H2 : social strategy is a positive influence on the ability to speak with high self-confidence

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter explores more about the conclusion, the result and finding, and suggestion.

5.1 Conclusion

This study focused on how the students achieve English speaking and how they can be confident during speaking so that they can utilize the time to make it effective in speaking. In conducting this research, the researcher used jigsaw in the speaking implementation where one group is chosen by the researcher. She used two classes between IPS 1 and IPS 2 and tried to compare the ability of the students to find the problems occurs speaking. In this case, IPS 1 performs better than IPS 2, it can be seen by the score calculation from social and affective strategies. Mostly, the problems during they do speaking are: they do not know how to open conversation, do not know how to develop utterances, the only speak briefly, do some grammatical mistakes and having to limit cooperation. Finally, this research has a conclusion in the following:

1. Teaching speaking to high self-confidence students with affective strategy is effective. It makes the students more confidence in the performance while speaking. It is because they know how the speaking strategies are and implement it to the practice.

2. Teaching speaking to low self-confidence students with affective strategy is effective to increase the confidence of the students who have low confidence. It is because they are given a chance to discuss the speaking topic before performing. They also can ask their partner if they did not understand about the materials.
3. Teaching speaking to high self-confidence students with social strategy is effective because they can more increasing their ability in grammar, vocabulary, spelling, and pronunciation.
4. Teaching speaking to low self-confidence students with social strategy is effective to increase their confidence because the students can ask the other participants in one group how to construct the utterances. It covers grammar, vocabulary, spelling, and pronunciation.
5. Teach speaking uses affective strategy and social strategy to high self-confidence students is effective because it combines formal and informal assessments. In a formal assessment, it can evaluate the skill of the students and an informal assessment, it can evaluate the emotion and the expression of the students during speaking.
6. Teaching speaking uses affective strategy and social strategy to low self-confidence students is effective because the students with low self-confidence can ask the other participants in their group to evaluate them before going to the performance.

5.2 Suggestion

In relation to teaching speaking in senior high school, the researcher can give suggestions as follows:

1. The teacher who will implement speaking in the class can use group learning to make the students easy in discussing the topic.
2. The teacher should be creative to design the materials, he can use the picture or the other media to interest the students in English lesson.
3. The teacher uses formal and informal assessments when there is speaking implementation. It is because to measure the confidence of the students during the performance.
4. The teacher gives more treatment in grammar, speaking strategies and how to develop the utterances intensively. Moreover, he has to always give motivation to the students to always learning.
5. For those who want to conduct research in speaking using social and affective strategies, they can develop the assessment's instrument in research so that it can give the contribution for the teacher in assessing the students in speaking.

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APPENDIXES**Speaking Practice Exam**

Which one do you choose to be used to go to school?



Public Vehicles



Private vehicle (your private motorcycle or car)