

**THE IMPLEMENTATION OF SOCIO AFFECTIVE
STRATEGY TO IMPROVE STUDENTS' SPEAKING SKILL**

THESIS



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THESIS

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MOTTO

“The wind does not blow to shake the trees, but rather to test the strength of their roots.” – *Ali bin Abi Talib*

(“Angin tidak berhembus untuk menggoyangkan pepohonan, melainkan menguji kekuatan akarnya.” – *Ali bin Abi Thalib*)¹



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*<https://katabatam.com/i-n-s-i-g-h-t-173/>

DEDICATION

Praise be to Allah SWT for the gifts and facilities you have given so that this thesis can be completed. I always offer prayers and greetings to the Prophet Muhammad SAW. I dedicate this thesis to:

1. Beloved Father and Mother (Samsul Hadi and Uswatun Hasanah) who always provide support in the form of prayers and blessings, are willing to work hard to pay for education and always provide love in educating and provide high enthusiasm and motivation. And never give up in financing their beloved children so that they will become successful children in the future.
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I am aware that this thesis is still far from perfection. Nevertheless, it is important to acknowledge that while this thesis presents significant findings, it is not devoid of weaknesses. Every research endeavor inevitably encounters limitations, whether in the scope of data collection, methodological approach, or interpretive frameworks. Recognizing these shortcomings is essential for fostering continuous improvement and stimulating future avenues of inquiry. Despite these limitations, the insights gleaned from this study contribute valuable perspectives to the field and offer a foundation for further exploration and refinement.



UNIVERSITAS ISLAM NEGERI
Jember, December 25, 2023
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Researcher

ABSTRACT

Winda Nurul Fitriyanti Hadi, 2024. *The implementation of Socio Affective Strategy to improve Students' Speaking Skill.*

Keywords: Implementation, improving, socio affective strategy, speaking skill

One of the key component of learning English is speaking. Talking allows us to express our feelings, share ideas and thoughts with others, and exchange information. The student finds it challenging to communicate in English or in a second language with others because of a lack of vocabulary and incorrect pronunciation, which makes them hesitant to make improvements since they lack confidence and motivation. This study employs a socio-affective strategy to address students' challenges in developing their speaking abilities.

Based on the background above, this study aim to describe how the implementation of socio-affective strategies is able to enhance the second grade students' speaking skills at MTs Darul Hikmah. The researcher formulated the problem statements into: 1. How the role of socio-affective strategies is used by studtens' in learning? 2. How do the students' improve their speaking skills through the implementation of socio-affective strategies?

This study employs classroom action research (CAR) with two cycles. The research subjects were eighth-grade students' from MTs Darul Hikmah. The class consists of 21 students'. This class was chosen because the students' speaking abilities remained low due to a lack of vocabulary, bad pronunciation, and a lack of self-confidence, which caused the students' low motivation to progress since they believed them not knowledgeable. So the researcher and the English teacher were supposed to be able to help students' enhance their speaking abilities.

The results of the student speaking test in cycle I showed an average students' score of 65.9, and the percentage of students' who completed post-test 1 was 28.50%, which means only 6 students' achieved the target score of 75. And then, the average score of students in cycle II amounted to 72.19, and the percentage of students' who completed post-test II was 71.40%. It means that there were 15 out of 21 students' who got scores above the average, which means that students' speaking test scores had increased. Therefore, it can be concluded that there has been an increase in students' speaking skills using the socio-affective learning strategy.

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CHAPTER I

INTRODUCTION

A. Research Background

English as one of the most essential language in the world, is used as mean of communication with other people. In Indonesia English is as a foreign language. It also becomes one of the topics that should be taught in junior high school. According to Crystal that “Language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. To get on in these societies, it is essential to master the official language as early in life as possible.² Language is one of the most unique human aspects of our process. Furthermore, it is linked to everything else, such as awareness, sociality, and culture. It is a basic communication strategy used in our daily lives that allows us to convey our emotions.

English is an efficient language for communicating with people from all over the world who speak different languages. However, it should be a common language that can be utilized to communicate across borders. People can speak easily with other individuals from their own culture or nation, but they will confront several challenges while interacting with people from other cultures and countries. For example: Indonesians

² David Crystal, English as a global language, Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo 2003) 4

communicate with Americans. Then you need to learn the target language to facilitate communication.

Generally, English consists of four skills to be taught, there are: speaking, reading, listening and writing. Of these four skills students can improve their English skill by practicing gradually. Nurwandi, Korompot, Sultan Baa said “Speaking is a human activity involving the organ of language. This is the process by which sound is transmitted through the mouth.³” According to Brown, speaking is a directly and empirically observable productive ability that can also be defined as an interactive process of meaning construction involving the generation, reception, and processing of information.⁴ According to Hayat “Speaking is a kind of either productive or active skill. Though the four skills are equally important, speaking becomes the most important tool to communicate that needs to be accomplished. In other words, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency⁵. Speaking expresses the speaker's point of view. Speaking is often required in language classes. Since speaking enables us to communicate with people and share our ideas with others.

³ Nurwandi , Chairil Anwar Korompot , Sultan Baa. The implementation of socio affective strategy in improving Indonesian junior secondary school student ability. University Negri Makassar, 2022)19

⁴ H. Douglas Brown, Principles of Language Learning and Teaching, (New York: San Fransisco State University, 2000), 7

⁵ Nuim Hayat, improving students speaking skill through communicative language teaching at the tenth grade os SMAN 3 Polewali (A Pre-Experimental Research), Muhammadiyah University Of Makassar 2017) 2

As Hakim nurhayat. L. said “Speaking is one of the basic skills learned in school, especially high school in Indonesia. There are several aspects of speaking that should be mastered, there are: Vocabulary, Comprehension, Fluency and Pronunciation. Students need to have many ideas in their head before speaking.⁶” Speaking is considered the most difficult skill to learn. According to Putri, “Speaking is a process of verbal communication. Includes communication between the speaker and the listener in an exchange of information. It is also defined as the ability to articulate sounds or a few words to express, articulate and communicate ideas verbally by speaking to others. Information obtained can be shared and exchanged”⁷. Speaking becomes the primary method of communication. In other words, language's goal is communication.

Teaching English to students’ is a challenging undertaking, especially with the present challenges with English lessons. Many Indonesian students struggle to communicate in the target language due to a lack of vocabulary, language development, and word pronunciation. In addition, their self-confidence and drive to talk are poor. As a result, they choose quiet over active communication with their peers or teacher. Language learners must utilize the English language in daily life in order to develop their speaking abilities. Many students are unsure of where to begin practicing something. They need the appropriate strategy to

⁶ Lystiana Nurhayat Hakim, socio affective strategy enhancing student’s motivation. Universitas Perjuangan Tasikmalaya 2019) 1

⁷ Indah Permata Putri, an analysis on student speaking skill at second grade of SMPN 1 Rengat Barat, Pekanbaru, University Islam Riau 2019) 1

improve of their English language skills. Furthermore, by using the appropriate language learning strategy, they may advance their language proficiency. Based on observations that have been made at MTs Darul Hikmah, the researcher found that many students stated that English was the most difficult subject to understand. This is because they don't feel confident in speaking because they have difficulties with pronunciation and lack motivation from educators and students. Associated with these problems, researcher urgently need to overcome these problems and find optimal solutions. As a result, this study selected this particular problem to be solved using the appropriate learning strategy.

The use of the right strategy or suitable student learning facilities is certainly very important for the continuity of maximum learning. A useful strategy for enhancing students' speaking abilities is the socio-affective strategy. Socio-affective is a strategy of instruction that encourages students to participate more actively in class and to speak English more comfortably. The utilization of socio-affective strategies can significantly influence students' motivation to acquire English language skills. According to O'Malley and Chamot, they state that Socio affective strategies are interactive learning strategies. From a grouping with other students and ask for help from the teacher. Socio affective strategies are known to be related to social mediation and communication with others

use cooperation and questions⁸. These speaking strategies are strategies that help students regulate and manage their emotions, motivations and attitudes to talk about learning and how students learn through contact and interaction with others.

Nevertheless, it is important to improve speaking skills when learning English. Social affective strategy is a strategy rarely used by teachers in teaching English. Therefore the researcher raised the title “THE IMPLEMENTATION OF SOCIO AFFECTIVE STRATEGY TO IMPROVE STUDENT’S SPEAKING SKILL” to find out to what extent Socio Affective Strategy can improve student’s speaking skill.

B. Research questions

Based on the background above, the research problem of the study as follow:

1. How the role of socio affective strategy is used by the student in learning?
2. How do the students improve their speaking skill through the implementation of socio affective strategy?

C. Research Objective

Based on the research problem above, objective of this research is:

1. The role of socio affective strategy used by the student in learning.
2. The students improve their speaking skill through the implementation of socio affective strategy.

⁸ J. Michael O’MALLEY and Anna Uhl Chamot, Learning Strategies in Second Language Acquisition, New York, Cambridge University 1990) 45

D. Significance of The Study

1. Theoretical Significance

This researcher hoping that this study will be beneficial. Especially to other scholars performing studies on the same topic. In this study, the researcher wishes to give important information on how to enhance students' speaking abilities by employing an unusual strategy that can help students become more confident in speaking. For English teachers, the findings of this study will ideally serve as a foundation for enhancing students' speaking skills.

2. Practical Significance

a. For student

This study can be useful for them in improving speaking skills. The student can also improve their pronunciation, so they can speak fluently without fearless to speak. The student may experience different learning atmosphere which can motivate them to speak in English.

b. For Teacher

This study can be used by EFL teacher in developing speaking skill. The teacher can choose the right strategy to improve speaking skill. In addition, the teacher also can encourage and motivate student to build their prior knowledge and motivate during the teaching learning process. Also for the researchers, researchers hope to contribute to improving speaking skills, and researchers

hope to get more information in using appropriate strategies for learning foreign languages.

E. Definition of Key Term

The research has two definition of key terms were used to clarify the meaning of the terms, they were:

1. Implementation Socio affective strategy

In Indonesian EFL contexts, socio-affective strategy can serve as a substitute approach to enhance students' English language ability. Among the three learning strategies along with cognitive and metacognitive strategies is social emotional strategy. English language learners can improve their speaking abilities and communicate with native speakers by using social affective strategy. It may be inferred that by lowering fear, inspiring students', and boosting their self-confidence when speaking English, this social affective method might greatly enhance students' speaking abilities. As a result, communication amongs students' is facilitated. Furthermore, students feel comfortable expressing their emotions in English, particularly in the classroom.

2. Speaking skill

Throughout the day, we engage in speaking with others to start a conversation. To help students comprehend speaking more fully, there are a few aspects of speaking that should be considered in EFL instruction. Fluency and pronunciation are two of them. Pronunciation

is just how we utter words in the English language. The goal of this is to help students' pronounce words correctly in a foreign language so they don't make mistakes when reading or speaking. Speaking fluently is not having to think about what to say or how to say it; rather, it is being able to express thoughts with clarity, intonation, and articulation.



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CHAPTER II

LITERATURE REVIEW

A. Previous Of The Study

There are several studies that have been conducted and are related to this study. The first research was conducted by Varia Virдания Virdaus (2018) with the title "The Strength of Socio-Affective Strategy with Skype Video Call in Teaching Speaking." The research objective of this study was to determine how socio-affective strategies with Skype videos can help students have more confidence in using English to speak. This research was a quasi-experiment applying a non-randomized control group pre-test and post-test design. The subjects were the students of the Management Class of STIE Perbanas Surabaya. The researcher took two classes in the first semester. They were Class O.2, having 25 students as a control group. And Class B.1, having 26 students as an experimental group. The study has proved that socio-affective strategy with Skype is more effective than conventional strategy when used in teaching speaking, and the students who were taught socio-affective strategy with Skype could be more interested in communicating with the English language. Skype is only a tool for e-learning. So it will have neither some advantages nor disadvantages. The advantages of Skype in teaching and learning are

that the application helps the students improve their linguistic skills by speaking to native speakers of the target language⁹.

Second, research was conducted by A. Gina Alfiyah Karina (2021) with the title "An Analysis of Socio-Affective Strategies Used by Students in Speaking Skill: A Case Study at Muhammadiyah University of Makassar." This research was conducted using a qualitative method with a focus on a phenomenon: the socio-affective strategies used by students in their speaking skills. The research was conducted at the Muhammadiyah University of Makassar. The students who were involved in this study are students from the English Education Department. The research objective of this study was to determine how socio-affective strategies are being applied to their speaking skills. Based on the data obtained, the research concludes that the socio-affective strategies improved the students' speaking. The students claimed that socio-affective strategies were very useful for them, such as self-talk, which encourages students to be more relaxed before speaking, self-reinforcement, cooperation, and asking for clarification. They were also motivated to improve their speaking skills by interacting with their friends, lecturers, or native speakers.¹⁰

The third previous research was conducted by Vanessa Clara Syinta in (2021), with the title "The Effectiveness of Socio-Affective Strategies toward Students's Improvement of Self-Confidentness in

⁹ Varia Virdania Virdaus, The Strength of Socio-Affective Strategy With Skype Video Call in the Teaching Speaking 2018)16

¹⁰ A.Gina Alfiyah Karina, An Analysis of Socio Affective Strategies Used by Student In Speaking Skill: A Case Study At Muhammadiyah University Of Makassar 2021) 20

Speaking." The objective of the study is to find out the effectiveness of socio-affective strategies toward students' improvement of self-confidence in speaking in front of the class in the third semester of English education. To help students enjoy learning, teachers should employ an engaging teaching technique and strategy. Socio-affective strategy are required to assist students in regulating and controlling their emotions, motivation, and attitudes toward learning. As a result, during speaking class events, students will be able to learn via touch and engagement with others, as well as acquire self-confidence in speaking English.¹¹ The design in this research was quasi-experimental research with a time series design, so this research just used one class as a sample. The research subjects were third-semester students at IAIN Bengkulu. The results of the study showed that there was an increase in students' self-confidence in the experimental class after being treated. The data analysis shows that socio-affective is effective for teaching to improve students' self-confidence in speaking. So it can be concluded that there is a significant effect of using the socio-affective strategy on students' self-confidence in speaking.

The fourth previous research was conducted by Wahyu Diny Sujannah and Siti Nabilla Indah. Tita Okvianti, Putu Dian Danayanti Degeng (2023) with the title "The Use of Peer Feedback as the Social Affective Strategy to Improve Skills in Writing Analytical Exposition Text: Exploring the Students Perception". This study aims to describe the

¹¹ Vanessa Clara Syinta. The Effectiveness of Socio Affective Strategies toward Student's Improvement of Self Confident in Speaking. IAIN Bengkulu, 2021)23-24

perceptions and challenges of applying peer feedback as a social affective strategy in writing analytical exposition text. This research was conducted using a descriptive qualitative method. In addition, the data for this research were gathered from an open-ended questionnaire and interview. The research subjects were students in the eleventh grade at SMA Widya Gama Malang. The implementation of a social-affective approach can be seen in the form of peer feedback. The students will be able to give suggestions regarding their friends' writing. Therefore, peer feedback should be implemented to cater to their varied proficiency levels. They can get feedback and suggestions from those who are capable of writing the text properly in a positive way.¹² The findings revealed that the majority of them felt that including implementing peer feedback in analytical exposition texts might improve their writing abilities and bring various advantages, including increased confidence and open-mindedness, as well as improved critical thinking.

The fifth is research entitled "Socio Affective Strategy Used by Students in Speaking Class at SMP Ma'arif 1 Ponorogo: A Case Study at Eighth Grade B Class" by Maulid Robiansyah (2020). The purpose of this research was to scrutinize the socio-affective strategies used by students in speaking class at SMP Ma'arif 1 Ponorogo: a case study at Eighth Grade B Class. This researcher was interested to analyze the socio-affective strategies that the teacher applied in teaching speaking. There are many

¹² Wahyu Diny Sujannah, Siti Nabilla Indah Tita Okvianti, Putu Dian Danayanti Degeng, The Use Of Peer Feedback As The Social Affective Strategy To Improve Skills In Writing Analytical Exposition Text :Exploring The Students Perception, 2023) 61

problem faced by the student at SMP Ma'arif 1 Ponorogo, one of them are they have difficulties in producing appropriate English utterances and lack self-confidence to speak English. They are embarrassed and not confident to speak English in front of their teacher and friends. They often feel afraid of making a mistake when they speak English. So choosing the right strategy for student in teaching process it can help student and teacher in learning process¹³. Socio-affective strategies as a part of language learning strategies separately under the category of indirect language learning strategies that help learners regulate and control emotions, motivations, and attitudes toward learning, as well as help learners, learn through contact and interaction with others. This research belief that socio affective strategy can solve the problem of student mention above. This research employed qualitative approach, and the design was case study was conducted on the Eighth Grade B class of SMP Ma'arif 1 Ponorogo, and focused on the description of using socio-affective strategies in teaching speaking at the Eighth Grade B class of SMP Ma'arif 1 Ponorogo. The data in this research is collected through interview, observation, reviewing the documents. The data were analyzed by using data Matthew B Miles and Michael Hubberman's view of data reduction, data display and drawing conclusion.

¹³ Maulid Robiansyah, Socio Affective Strategy Used By Students in Speaking Class at SMP Ma'arif 1 Ponorogo: A Case Study at Eighth Grade B Class. 2020) 3

Table 2.1

The Similarities and Differences of Previous Study

Research title	Similarity	Difference
1. Varia Virdania Virdaus (2018) "The Strenght of Socio-Affective Strategy With Skype Video Call in the Teaching Speaking"	Both study use socio affective strategy.	The previous study use skype video call to improve speaking skill student, whle this study only use socio affective strategy in improving speaking skill.
2. A.Gina Alfiyah Karina (2021) with the title "An Analysis of Socio Affective Strategies Used by Student In Speaking Skill: A Case Study At Muhammadiyah University Of Makassar"	Both study use to analyze the effect of socio affective strategy.	Previous research is aim to know students' strategies in their speaking skills while this study only focuses on improving student speaking skill using socio affective strategy.
3. Vanessa Clara Syinta (2021), with the title " The Effectiveness Of Socio Affective Strategies Toward Student's Improvement Of Self Confident In Speaking"	This study is to find out whether there is a significant difference in speaking skill between students' who were tought using socio affective strategy.	The difference in the research approach is this research is a quasy experimental research, and this study is using a Classroom Action Research (CAR) as a research design
4. Wahyu Diny Sujannah, Siti Nabilla Indah Tita Okvianti, Putu Dian Danayanti Degeng (2023) with the title " The Use Of Peer Feedback As The Social Affective Strategy To Improve Skills In Writing Analytical Exposition Text :Exploring The Students Perception"	Both study use socio affective strategy.	The previous study is focus on to improve writing skill while this study is focus on to improve speaking skill.
5. Maulid Robiansyah (2020) "Socio Affective Strategy Used By Students in Speaking Class at SMP Ma'arif 1 Ponorogo: A Case Study At Eighth Grade B Class"	Those study is to exemine how socio affective strategy are implemented	The previous study just focuses on the use of socio-affective strategies in teaching speaking skills while this study focus on the role teachers in applying socio affective strategy.

In the findings above, it appears that the use of the socio affective strategy is an effective and beneficial learning strategy for students and teachers. In previous research, research using the socio affective strategy found that students who used this strategy increased their speaking skills, students became calmer before they spoke, they believed or believed in themselves that they could speak using the target language, and students began to believe themselves to convey their own ideas without fear of being wrong A.Gina Alfiyah Karina (2021). However, other research also states that using the right strategy and one that is suitable for students can have a big effect on learning. This study also uses peer feedback as a socio affective strategy to improve writing skills. students admit that using peer feedback can improve students' writing skills and provide several benefits for them such as becoming more confident and open-minded and improve their critical thinking Wahyu Diny Sujannah, Siti Nabilla Indah Tita Okvianti, Putu Dian Danayanti Degeng (2023).

In this study, researcher tried to use the socio affective strategy to enhance student speaking skill. Researcher used Classroom Action Research (CAR) to determine the effectiveness of this socio affective strategy. Researcher used a research design based on the Kemmis and McTeggart model by applying 2 cycles in determining the comparison of values.

B. Theoretical Framework

1. Speaking

Communication is an important thing that people usually do, either orally or in writing. In teaching English there are four skill that should be mastered, there are speaking, listening, reading and writing. Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information. So, people try to speak fluently and clearly to make their interlocutors understand what they speak. According to Muin and aswati, speaking is an ability to talk or tell something to other people in daily activities. Speaking has an important role in daily life that is to convoy someone's mind directly. Speaking is a tool for someone to express what has in mind, emotion, and to influence or persuade other people to do or to take action¹⁴. It was not easy for students to acquire the ability to speak a foreign language because they used to communicate among people outdoors. Students consider speaking to be the most difficult skill to learn because they need to be well prepared for what they will say in the new language. As A. Gani, Fajrina, Hanifa said there are four aspects in learning speaking, namely: Pronunciation, Fluency, Vocabulary and Comprehension. Student have to be aware of these four aspects of speaking. Before they want to speak, they need to know what they are

¹⁴ Abdul Muin, Aswati. Effects of Socio-Affective Strategies on Students' Self-Confidence in Classroom Speaking Activities. Universitas Islam Negeri Sultan Maulana Hasanuddin , Curug Serang Banten, Indonesia 2019) 93

going to say, so they need to have a lot of ideas about what they want to say¹⁵. In addition, students must be able to use correct pronunciation, otherwise it will be difficult for listeners to understand what is being said. To be able to speak fluently and accurately, you must have a good vocabulary and be able to comprehend sentences. All these things done well will ensure that your students will speak well and your listeners will easily understand your message.

Mualiyah state that Speaking is also an interactive process of creating meaning, involving generating, receiving and processing information from one side to another. When people want to say something, they first construct the meaning of what they want to say. They then present to others what is in their heads by vocalizing with their vocal organs¹⁶. In addition, people can control what they say. They can speak slowly or quickly depending on the type of response they get. Face-to-face communication may use gestures such as waving or making eye contact with the listener to convey information and aid understanding. It helps people's understand the words of other language partners. The first section on interaction focuses on speaking. This includes fluent and accurate expression, exercise of practical or communicative competence, and the observance of the rules of appropriate. Communication is a collaborative effort in which

¹⁵ Sofyan A. Gani, Dian Fajrina, Rizaldy Hanifa. Students' Learning Strategies for Developing Speaking Ability. Syiah Kuala University, Banda Aceh, 2015) 18

¹⁶ Mualiyah. Teaching Speaking. Faculty Of Educationnal Sciences Syarif Hidayatullah State Islamic University, Jakarta 2017) 7

interlocutors negotiate meaning to achieve communication. In learning English, students must be able to speak English orally. In this case Indonesian students are still lacking in speaking skills, they feel less free to express their thoughts to their classmates, because they feel not confident and anxious, and are afraid of mispronunciation. Therefore, students are also reluctant because shy and afraid to communicate in English with their classmates and teachers.

From some of the definitions above, we can conclude that speaking is the most important and important of language skills. Speaking which used to verbally communicate with other people through the exchange of verbal and non-verbal signs acquired as part of socialization to drive the process through communication. And speaking is a productive skill used to communicate with others. It is not only producing words and sounds, but the speakers have purposes for doing the activity which is to convey meaning and share the speaker ideas, thoughts to the listeners and to acquire information.

2. The important of speaking skill

In the present global world, in the present global world. Language is a tool for communication. We communicate with others to express our thoughts and to know what others think. Communication takes place, where there is speech. Without language, we cannot communicate with each other. Therefore, the importance of speaking skills is very crucial for learners of any language. Without speech,

Language is reduced to mere letters. Language use is an activity that takes place within our community. We use language in many different situations, like people at work, Researchers in medical laboratories or medical institutions in language labs, we need to speak correctly and effectively in order to communicate well with each other. Every time there is a communication gap, misunderstandings and problems arise. In order for the system to work smoothly, speakers of a language must have special and specific training in their speaking abilities. While each of the four language skills of listening, speaking, reading, and writing must be mastered to become a well-rounded communicator, the ability to speak fluently offers speakers some distinct advantages.

Asih said that Speaking is very important for everybody. Speaking is one of the English skills that is considered a very crucial and priority skill because it is one of the basic keys in communication.

By mastering speaking skills, people can carry out communication, express ideas, purpose, opinion, and persuade other people. Everyone needs speaking skill, whatever their profession, whether they are an architect, an engineer, businessman, scientists, teacher, etc. all those definitely need speaking skills in order to take an active part in the communication process and also to develop knowledge. For students

speaking is one of the important skill that should be built and develop and also it is one factor that successful than the other skill in English.¹⁷

The importance of speaking skills for students can be seen when students communicate with people, teachers or classmates or students are asked for opinions on a particular topic. We can also know when students exchange opinions to solve problems in class or the most basic is asking news. All the activities described above, it will not be easy to complete if students do not have speaking skills, the courage to express or even express their thoughts to others. Of all the importance of speaking skills that have been conveyed, we can understand that speaking is needed in communication in everyday life, without self-confidence and courage it will be difficult for students to convey what they want to convey.

3. The element of Speaking

Students should consider several aspects when speaking. For example, how to pronounce words fluently and accurately, how to use grammar, how to express ideas, etc. For students to speak fluently and with proper pronunciation that their audience can understand, they need to convey clear, correct and relevant messages. Additionally, some experts analyze some aspects of speaking to learn more about the elements of speaking. Speaking has these five elements:

¹⁷ Monika Asih, Teaching Student Speaking Skill By Using Presentation, Practice, an Production (3 P) Method, Fakultas Pendidikan Bahasa Dan Seni, Pontianak. 2018) 10

a. Pronunciation

According to Mutia, pronunciation has a strong impact on the meaning of language. What matters in pronunciation is not whether a sound is pronounced properly in isolation, but how well it is formed within the phonological context in which it occurs in the target language¹⁸. When speaking, pronunciation plays an important role in making the communication process easier to understand.

b. Vocabulary

Vocabulary is one of the five components of speaking ability and plays an important role in her ability to speak English. A large vocabulary allows students to speak fluently, and a large vocabulary does not confuse them when pronouncing and pronouncing many words. Li Hui said that without a good vocabulary, one cannot communicate and express one's thoughts effectively, whether verbally or in writing. It means that vocabulary is a proper dictionary used for communication¹⁹. As Afidah, Machfud said vocabulary will be very useful in conveying ideas. When reading a simple text in English, if the mastery of vocabulary of the students are good, it will be easy for students to

¹⁸ Haereni Mutia. The Implementation Of Socio Affective Strategy To Improve Student Speaking Skill At Second Grade Student Of SMAN1 Enkekang, Muhammadiyah University Of Makassar, 2020) 19

¹⁹ Li Hui, Improving Student English Speaking Skill Through Content based Instruction, English Department Graduate School, Sebelas Maret University, Surakarta, 2011) 13

grasp the information or the content of the text. When speaking and listening, if the vocabulary of students are good, then the students can use their ability to communicate directly with other students who also use the English.²⁰

c. Grammar

Grammar is a description of the rules that govern how sentences are formed in a language. In other words, grammar is the study of how words are assembled into sentences and how word forms are constructed. When students master grammar, they master speaking the language.

d. Fluency

Fluency refers to how well a learner conveys meaning, not the number of grammatical, pronunciation, or vocabulary mistakes a learner makes. Fluency is often compared to accuracy, which measures the type, amount, and severity of errors.

e. Comprehension

Comprehension is also an important component of speaking ability. When someone speaks with the interlocutor, they should be careful. This is because if you cannot understand what the speaker is saying, misunderstandings will occur between the interlocutors and communication will not go well.

²⁰Anissa'ul Afidah, Moch. Imam Machfud, Student's Difficulties In Vocabulary Mastery, State Islamic University Kiai Haji Achmad Siddiq Jember, 2022) 2

In relation to the discussion above, the components of speaking include pitch, tone, timbre, accent, grammar, vocabulary, fluency, pronunciation, comprehension, range, accuracy, interaction, coherence, rehearsal, feedback, and engagement it is included. From this we can conclude that the content contains speaking methods, objectives and results that cannot be ignored and must be learned and mastered by students or learners. This makes the conversation easier for others to understand, as students have to consider parts of the speech. Additionally, teachers should use these components in their speaking classes.

4. Socio Affective Strategy

a. Definition Of Socio Affective Strategy

According to Suryani, Nirwanto, Sugianto, socio-affective strategy are a part of language acquisition processes. Affective strategies help to regulate emotions, motivations, and attitudes. Meanwhile, Social strategies help students learn through interaction with others. In addition, Socio-affective strategy assisted in increasing their drive and speaking confidence²¹. From the statement put forward by Suryani, Nirwanto, Sugianto, it can be conclude that socio affective strategy can make a student to regulate motivation, build attitude toward student and teacher interaction, also student will get more attention and motivation

²¹ Siti Suryani, Rahmadi Nirwanto, Aris Sugianto, Socio Affective Strategy Use by EFL Student During Covid 19 Pandemic At SMP Muhammadiyah Palangk Raya, 2022) 426

from the teacher to make student feel comfortable in learning process.

O'Malley and Chamot state that socio Affective strategies are represented in the exercise of "self-talk," to reducing anxiety by using mental techniques that make one feel competent to do the learning task.²² It's means socio-affective strategies can less anxiety by utilizing some mental techniques and solve problems through teacher to student or peer interactions. Therefore, socio-affective strategies used by teachers, similarly, can be regarded as a useful strategy to accelerate students' interaction with the teacher in the classroom, which might lead to students lowering of anxiety. Anxiety refers to an abnormal emotional state of feeling threatened and powerless. Experience the suspense that reveals the anticipated dangers. This strategy is very helpful for students and for educators to make students not feel afraid or even tense in situations they don't like, by playing some music or role playing with students, giving students freedom to argue. It reliably reduces students' excessive fear.

The use of Socioaffective strategies is needed to help learners to regulate and control their emotions, motivations and attitudes toward learning. So, they will be able to learn through contact and interaction with others and to get their self-confidence

²² J. Michael O'Malley and Anna Uhl Chamot, *Learning Strategies in Second language Acquisition*, New York, Cambridge University. 1990) 8

in speaking English during the speaking class activities. To make the students are enjoy to learn, the teacher should use the interesting teaching method and strategy which make the students are interested in learning. Teacher's method in teaching could be intrinsic motivation which motivate the students to learn. Therefore, it is important for teachers to gain some knowledge.

b. Types of Socio Affective

The social affective strategy is divided into two sub-strategies:

1) Asking Question

The learner can ask the teacher or native speaker for clarification (repeating, paraphrasing, explaining, asking the teacher or another native speaker for an example). Learners may find it difficult to learn English. As teachers, we should provide a question and clarification section for students who do not have a good understanding of the subject. For example, if a learner wants to learn more about how to pronounce a word in order to speak well, the teacher should answer the question and explain.

2) Cooperation

Language learners can use collaborative strategies to work in class and get feedback and more information from other learners. When we talk about cooperation, we are reminded of cooperative learning. Learners can use

collaborative learning to improve race relations among learners. This strategy requires learners to share information with their group peers so that the group can achieve common goals.

In teaching speaking, there are many types of cooperative learning, such as:

a) Discussion

Discussion is probably the most commonly used activity in speaking skills courses. Typically, students are introduced to a topic through a reading passage, listening passage, or videotape and are then asked to pair up or group to discuss a related topic to find solutions, feedback, etc. There are two types of discussion:

(1) Group work

Teachers can put students into large groups because this will enable them to carry out many tasks for which working in pairs is insufficient or inappropriate. For example, students could write a group story or a role-playing scenario involving five people.

(2) Pair Work

In pair work, students can practice language together, study texts, study language, or participate in informative activities. They can write dialogues, predict the

content of text they read, or compare notes about what they heard or saw. Working in pairs allows students to work and interact independently without the necessary guidance from the teacher, thus promoting learner independence.

b) Role play

Another main type of speaking activity is role play, which is especially suitable for practicing sociocultural variations of speech acts, such as praising, complaining, etc. Depending on the student's level, role-playing can be done from prepared scripts, created from a set of prompts and expressions, or by written use and reinforcement. Knowledge gained during the teaching or discussion of the speech act and its variations before playing the role yourself.

c. Benefit of using socio affective strategy

In applying the Project Based Learning method to the teaching and learning process, there are many benefits that can be taken. Tajzadeh, explained that the advantages in using socio affective strategies are:

- 1) Motivate students
- 2) Can lower anxiety by using some mental technique
- 3) Can solves the problems through teacher-student or peer interaction.

- 4) Besides, socio-affective strategies can lead a better performance in speaking ability²³.

Based on the opinion it can be concluded that with this strategy can motivate students to better prepare their study skills and help students expand their knowledge. In addition, this strategy makes teaching and learning more effective and enjoyable.

- 1) Working with classmates. At this stage is effective in providing students with practice in using social affective strategies. Learners in each group can discuss different habits, share learning experiences, and complete specific tasks. Another application at this stage is to encourage students to have face to face with teachers. During meetings, teachers engage in relaxed conversations with students and try to understand the challenges they face while studying abroad. Teachers provide students with the opportunity to practice their English skills, which are powerful tools for expressing their emotions in English and using social affective strategies.

- 2) Teachers use groups to give speeches and express opinions on the use of social affective strategies. Therefore, both students and teachers can assess whether social affective strategies have a positive impact on students' speaking ability.

²³ Lystiana Nurhayat Hakim, Yuan Suniar, Socio Affective Strategy In Enhancing Student Speaking Motivation, Universitas Perjuangan Tasikmalaya 2019) 129

- 3) The optimal goal of any language learning strategy is to make students better language learners. It is hoped that learners will be able to use social affective strategies whenever they speak English, even without teacher supervision.



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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design of this research is Classroom Action Research (CAR), because this research focuses on the problems experienced by students and this research focuses on implementing Socio Affective Strategy to improve students' speaking skill. Action research is a research conducted scientifically with purpose of making corrections or evaluations for action. Classroom action Research is a type of action research that is widely used by the education practitioners in Indonesia. Classroom action research is used to improve the learning process in class. In a classroom action research project, the teacher is the main investigator and focuses their research on academic problems identified in their class. The teacher independently gathers the data and then reflects on what they have done with it. Data collection can be done in stages or through what are referred as cycles.

According to Nahdalena, action research is a process in which participants examine their own educational practice systematically and carefully using the technique of research. This model consist of four action research components in a continous system. The components are planning, action, observation, and reflection.²⁴ Additionally, according to the explanation from Kemmis and Mc. Taggart stated that "action research is an

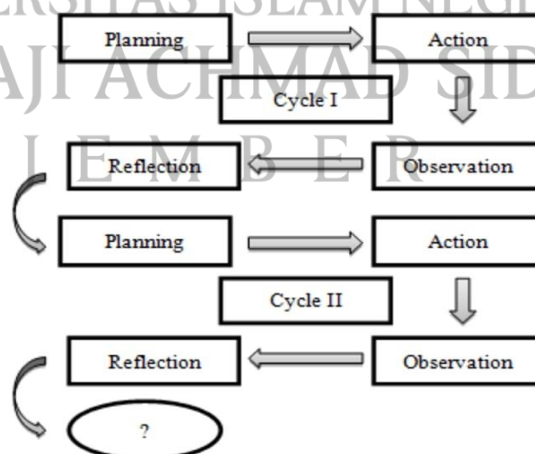
²⁴ Nahdalena, The Implementation Of Socio Affective Strategy To Improve Students' Sel-Confidence In Speaking Skill, Muhammadiyah University of Makassar, 2019)41

action which is conducted to inquire self-reflective and improve his or her instruction by evaluating his or her own practice²⁵.

In Classroom Action Research (CAR), researcher will apply the Socio Affective Strategy, use direct method using the Scientific Approach. The researcher act as an English teacher who will apply Socio Affective strategy while observing students' speaking skill. In observing students activities, this study aim to enhance students' speaking skill trough Socio Affective strategy.

Action research has a variety of models, this model was put into use throughout a number of cycles. The researcher used Kemmis and Mc. Taggratt's statement that Classroom Action Research (CAR) has four steps, namely planning, action, observation, and reflection. For the first cycle, the researcher was tasked with identifying the current problems encountered by MTs Darul Hikmah Tamansari particularly in speaking mastering. The CAR design is shown in Figure 2.1.

Figure 2.1 Classroom Action and Research Procedure adopted from Kemmis



²⁵ Kemmis dan Mc taggart, *The Action Research Planner*, (Victoria Deakin University Press, 1998), 15.

1. Planning

According to Kemmis and Mc. Taggart, Planning means orienting, for changing your practice in order to make the conduct and consequences of your practice more rational and reasonable, more productive and sustainable, and more just and inclusive. You need to determine, thinking about your shared concern and the possibilities and limitations of your situation, what you can do to make your practice and the setting more educational.²⁶ The schedule of research activities that have been planned by researchers are:

- a. Develop a research plan.
- b. The researcher determines the Socio Affective Strategy.
- c. The researcher determines the media.
- d. Researchers determine the number of students.
- e. Observation sheet.
- f. Researchers make lesson plans and success criteria.

The planning is based on preliminary studies, as required by teachers class and student preview. This exercise gives the researcher an overview of the problems encountered in the lesson. The researchers then conduct the study in the classroom.

2. Acting / Implementing

Following this problem analysis, an action was planned and carried out. The researcher was also required to determine whether any issues or

²⁶ Kemmis dan Mc taggart, *The Action Research Planner*, (Victoria Deakin University Press, 2014) 100

failed plans had occurred during the action. Socio affective strategy are used in learning scenario:

- a. Develop ideas and introduce students to the learning process using Socio Affective Strategy to create outcomes from ongoing learning. Applying Socio Affective Strategy by introducing the material to be studied (Descriptive text).
- b. The researcher began to explain the material
- c. The researcher gave an examples the expression of describe someone and picture. Then, ask students to guess what expression is it.
- d. The researcher asked students to give some examples the expression of describe someone and picture.
- e. The researcher write the examples on the whiteboard.
- f. The researcher asks the students to make a dialogue used the expression of describe someone and picture with their partner (work in pairs).
- g. The researcher asked students to practice the dialogue in their seat. After that, the researcher asked students to practice the dialogue in front of the class.
- h. Question and answer. Give students 10 minutes, immediately after the implementation itself, to find out how far students have understood the material.
- i. The class has an atmosphere that tolerates mistakes and changes.
- j. The teacher acts more as a facilitator than a leader.

3. Observation

In this case, the researchers collaborate with English teachers to make it easier for researchers to carry out each cycle's actions and class situations, student speaking activities (including vocabulary, fluency, grammar, and pronunciation). While observing the class, students observed material, interacted with students, and actively participated in discussions, exercises, and other activities during the teaching and learning process. They made some notes during observation by using checklist given.

As for the data collection techniques that researchers use to obtain data are:

a. Observation

In this case, the researcher followed and observed second grade students (VII) to determine class conditions and students' responses to speaking activities using or applying Socio Affective strategies.

b. Speaking Test (pre-test and post-test)

To get research results and student activities in learning, Researchers will give a speaking test. The test used is a knowledge test which is to determine the value of knowledge related to descriptive text and students' speaking test to determine of value students' speaking skill. The second was conducted to know the progress of students' speaking skill by applying socio affective strategy. Students will get a picture and the students' will get time to describe about

picture and performed one by one in front of the class. This speaking skill test is an individual test that will train students to be responsible for them. From this test, the researcher will take students' scores and this can check the improvement of students' speaking skills. The criteria for assessing students' speaking skills are (vocabulary, fluency, pronunciation, grammar, and comprehension).

4. Reflecting

At this stage the researcher analyzed the results of students' Speaking activity. Aim to get information about students' improvement after teaching learning process ends. Besides, the researcher was apply speaking test to assess and examine the student speaking accuracy dealing with pronunciation, vocabulary, fluency, grammar.

The data analysis used in this study was the observation of student activities during the teaching and learning process and interviews before and after Classroom Action Research (CAR). To find out whether students' speaking skills improve or not, the researcher uses steps to analyze the results of students' speaking skills. The mean score of the class can be search by using this following formula:

$$\text{Mean} = \frac{\text{Total speaking score all of students}}{\text{The number of students}}$$

Speaking divided into pronunciation, fluency, vocabulary, comprehension, and grammar:

3.1 Table Of Scoring Rubric Adopted From Brown.

a. Pronunciation

Aspect	Score	Description
	5	Pronunciation is excellent. Good effort and accent.
Pronunciation	4	Errors in pronunciation are quite rare.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	2	Accent is intelligible though often quite faulty.
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

b. Fluency

Aspect	Score	Description
	5	Smooth and fluid speech, few to no hesitations, no attempt to search for word, volume is excellent.
Fluency	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	1	No specific fluency description. Refer to other four language areas for implied level of fluency.

c. Vocabulary

Aspect	Score	Description
	5	Excellent control of language features, a wide range of well-chosen vocabulary.
Vocabulary	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1	Speaking vocabulary inadequate to express anything but the most elementary needs.

d. Grammar

Aspect	Score	Description
	5	Accuracy and variety of grammatical structures.
Grammar	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
	2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner

e. Comprehension

Aspect	Score	Description
	5	Equivalent to that of an educated native speaker.
Comprehension	4	Can understand any conversation within the range of his experience.
	3	Comprehension is quite complete at a normal rate of speech.
	2	Can get the gist of most conversation of non-technical subjects. (i.e., topics that require no specialized knowledge)
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.

SCORING RUBRIC FOR SPEAKING TEST

Name :

Class :

ASPECT	SCORE					TOTAL
	1	2	3	4	5	
Vocabulary						
Fluency						
Pronunciation						
Grammar						
Comprehension						

- **Total aspect** : $5 \times 5 = 25$
- **Total score** : **total correct aspect x 4**

a. Criteria of Success

This research will be successful if the indicators of research objectives are met. In this study, the performance indicator was that students scored at least 70 points.

B. The Research Setting

This research was conducted in the eighth or VIII grade of MTs Darul Hikmah Tamansari which is located in Tamansari, Mumbulsari, and Jember. The reason the researcher chose this school was because most of the students in this school still had deficiencies such as a lack of vocabulary, not confidence when pronounce a word in English and their lack of courage in speaking English. This Socio Affective strategy was also chosen by researchers with the aim of improving students' speaking skills. In addition, students experience difficulties in pronunciation, vocabulary and less confidence. So the researchers decided to conduct research at MTs Darul Hikmah Tamansari,

C. The research subject

The research subject were class VIII students of MTs Darul Hikmah Tamansari. The class consist of 21 students. Almost all the student in this class have the same problem in speaking skill, such as lack of vocabulary, didn't know how to pronoun a word, not fluency in English . They don't have confidence when speaking English. That is why this class was chosen. The

researcher expected be able to improve students' speaking skill. The right strategy and method will greatly affect the development of students' abilities in the classroom. Therefore, researchers chose a socio-affective strategy that is believed to foster students' confidence in speaking English. This strategy can improve students' speaking skills effectively.



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BAB IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the finding and discussion of this study. The description is based on a student's speaking skill.

A. The Description of The Object

MTs Darul Hikmah Tamansari is Junior High school located on Jl. Agung Masidin No.1 Tamansari, Mumbulsari, and Jember Regency. MTs Darul Hikmah Islamic Boarding School is a private school under the Islamic foundation. With Islamic nuances that are so inherent in it, it does not make students burdened with it. MTs Darul Hikmah is Islamic Boarding School is a forum for students who are less fortunate in terms of education to join the school, in order to gain knowledge and experience at school. The majority of MTs Darul Hikmah students come from the area around the madrasah, from the Tamansari Village area, Mumbulsari sub-district and its surroundings. Some also come from outside the sub-district and even from outside the district and other provinces and the majority of MTs Darul Hikmah Tamansari students live at home and some also live in Islamic boarding schools. MTs Darul Hikmah is located in a village far from the crowds, so that the teaching and learning process can be carried out well and not disturbed by vehicle noise. At MTS Darul Hikmah there are 7 classes from grades 7, 8, 9, there is 1 computer laboratory, 2 prayer rooms, and 1 library.

B. Research Finding

Research finding is obtained from the beginning to the end of teaching learning process. This research was carried out at MTs Darul Hikmah for the 2023/2024 academic year which was carried out in October 2023. The implementation of this research was carried out in two cycles, in cycle consisted of two meeting for treatment and the last meeting for treatment cycle is post-test. This research was conducted to determine the improvement in students' speaking skill. The following explanation can be seen below:

1. The First Cycle

a. Planning In Cycle 1

In planning, researchers prepare lesson plans, materials and several media that needed in the teaching and learning process it can be seen in appendix. The researcher adjusted the lesson plan to the selected material. The lesson plan focuses on students' speaking skills by applying socio affective strategy as a learning strategy. Descriptive text is material chosen by researchers to improve students' speaking skills. There were two meetings agreed upon by the researcher and teacher, the first meeting was to deliver descriptive text describing thing material and the second meeting was for the post-test.

b. Acting In Cycle 1

In this action stage, the researcher researchers use socio affective strategies in the teaching and learning process. The researcher acts as a teacher who takes action in teaching second grade students using socio

affective strategies. Class activities consist of three activities, namely, pre-activity, main activity and finally post-activity.

1) First meeting in cycle 1

The first meeting was held on Monday, November 20, 2023. Learning carry out at 1 - 2 hours, namely at 8:20 - 9:40 and the time location is 2 X 40 minute. Implementation of learning carried out in class 8A MTs Darul Hikmah Jember. The learning process began at 8:20, researchers and English teachers entered class 8A. The researcher started the lesson by greeting students, asking them to pray, asking their condition, checking student attendance list, provide motivation to students, and review the last material related to the next material. Besides, the researcher also asked questions related to what students knew about the material to be studied. The researcher also explained the learning objectives and activities to be carried out.

A. Kegiatan Pembelajaran		
Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> Orientasi <ul style="list-style-type: none"> Salam pembuka, tegur sapa dengan menggunakan Bahasa Inggris Tak lupa memanjatkan syukur kepada Tuhan YME dengan berdoa sebelum memulai kegiatan pelajaran Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi dan Motivasi <ul style="list-style-type: none"> Mengaitkan materi tema kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema / kegiatan sebelumnya Bertanya jawab terkait apa yang siswa ketahui tentang materi yang akan dipelajari Menjelaskan tujuan pembelajaran dan kegiatan yang akan dilaksanakan 	10 Menit
Kegiatan Inti	<ul style="list-style-type: none"> Mengamati <ol style="list-style-type: none"> Guru menunjukkan sebuah audio yang berkaitan dengan descriptive text. Peserta didik mengamati audio yang ditunjukkan oleh guru. Menanyakan (Critical Thinking) <ol style="list-style-type: none"> Guru memberikan kesempatan pada peserta didik untuk menanyakan bagian yang tidak dipahami dari apa yang diamati. Guru membantu peserta didik merumuskan pertanyaan (memancing) peserta didik agar berfikir kritis. Mengumpulkan Informasi <ol style="list-style-type: none"> Guru meminta peserta didik untuk mendiskusikan atau bertukar pendapat antar teman, guna menemukan hal baru (pendapat 	60 Menit
Kegiatan Penutup	<ul style="list-style-type: none"> Refleksi <ul style="list-style-type: none"> Setelah 5 proses pembelajaran dilaksanakan, guru beserta peserta didik menyimpulkan materi yang telah dipelajari. Menyampaikan tugas rumah jika waktu tidak memungkinkan untuk memberi tugas tersebut saat di kelas. Penutup dan Salam 	10 Menit

The process continued with the core activities which begin with the listen to the audio (music) about the material to be studied. Students listen the audio that researcher played in the class. Then the researcher continued by giving students the opportunity to explain about the audio was given, what the relation with our material that were studied. Then the researcher continued by explaining the material using a white board as a media. The researcher explained the material while asking the students if there were any questions or material that they had not understood. The researcher also displayed several examples of Descriptive text about describing people so students can understand and be able to Describing people. Besides, the researcher also explained the structure in speaking and made a describing people to ensure students really understood the material. After that the researcher asked the students whether they had understood the material or not. Researcher asked student *“is there any question”* or *“did you understand about the material”*. Then students’ answer *“Nothing Mrs. winda”*. Then the researcher continued on to the next activity, namely closing.

Before the researcher closed the meeting, the researcher and the students concluded and reviewed the material that day. The researcher explained how the learning method was applied to Describing people learning. After that, the researcher asked the

students to study at their house and reviewed the lessons they had learned. The researcher also asked students to prepare lessons that would be carried out at the next meeting. After that, the researcher closed the meeting by reading Hamdalah together and saying greetings.

2) Second meeting in cycle 1

The second meeting was held on Tuesday, 21 November 2023. Learning carry out at 1 - 2 hours, namely at 8:20 - 9:40 and the time location is 2 X 40 minute. Implementation of learning carried out in class 8A MTs Darul Hikmah Jember. The learning process began at 8:20, researcher and English teacher entered class 8A. The researcher started the lesson by greeting students, asking them to pray, asking their condition, checking student attendance list, provide motivation to students and warming up by eliciting students' enthusiasm. And continued by discussing the material that we had studied at the previous meeting. The researcher asked the students whether there were any questions about the material or whether there were still some points that were not understood from the material.

The process continued with the core activities, the researcher explained how the procedure in the speaking test carried out. Before the researcher asked students to come forward and describe their classmates or people, the researcher explained

the benefits of applying socio affective strategies. And the researcher asked students to prepare themselves or note down important things to describe people. In the speaking test process, several students asked their friends and also researchers about several vocabulary words to use when describing people. Not a few of the students asked about vocabulary in English because they did not bring a dictionary during the lesson. Ten minutes of preparation, the researcher asked the students whether they were ready to come forward and describe their classmates.

Before the researcher closed the meeting, the researcher concluded the learning process that had been carried out. Then the researcher asked students to study at home and reminded students to always bring a dictionary with them during English lessons. After that, the researcher closed the meeting with a prayer.

c. Observing the action in cycle 1

In this phase, the researcher observes the students responses, participations, and achievement which are found during the teaching and learning process. Sometime, the researcher asked students' opinion about the process teaching and learning activity using socio affective strategy.

Table 4.1
Research Checklist

No.	Behavior	Grade					Score
		2	3	4	5	6	
1.	Student were interested in Socio-affective strategy			√			4
2.	Students paid attention to the researcher as a teacher			√			4
3.	Students focused in learning when the teacher explained the material	√					2
4.	Students can do describing people according to the structure	√					2
5.	Students can develop their self-confidence, vocabulary, pronounce, in describing people	√					2
Total							14

Note:

2 = Very bad (No attention or response from the students)

3 = Bad (Only few attention and response from the students)

4 = Fair/enough (Some of students/half of students gave attention and response)

5 = Good (More than half of students gave attention and response)

6 = Very good (Almost all of students gave attention and responses)

The score of the research was as follow:

$$\begin{aligned} & \frac{X}{N} \times 100\% \\ & = \frac{14}{21} \times 100\% \\ & = 66\% \end{aligned}$$

According to the research checklist above, it was concluded that many students really paid attention to researchers as teachers. However, some students are not too focused on applying the socio-affective strategy, especially when the teacher (researcher) explains the material to them. Not a few of the many students who still did not understand about how to make and process vocabulary in making describing people. Some of them afraid of making mistake in pronounced a word and some of them could not developed their self-confidence when their asked to move forward to present their work. Based on research notes which had been taken by the English teacher (observer), suggested to researchers to pay more attention to students and provide more motivation to students. As seen in the table, only 61% of students are interested in the teaching and learning process using a socio-affective strategy.

d. Reflecting and evaluating

Reflection is the final stage of the cycle. Evaluation and reflection is an ongoing process that should be embedded in all stages of inquiry process on every cycle. At this stage, data were taken from research during the teaching and learning process related to the results of

students' speaking tests. Researcher and teachers evaluated and reflected on actions in cycle 1. In the last session of cycle 1 the researcher conducted a post-test 1 which was held on Tuesday, November 21th 2023 at 08.20 - 09:40 WIB. This test is to determine students' speaking ability. The post-test students' speaking skill data can be seen as follow:

Table 4.2
The Students' Speaking Score in Post - Test 1

No.	Students' Initial Name	Student's Speaking Score					Total Score
		Vocabulary	Fluency	Comprehension	Pronunciation	Grammar	
1	AD	4	3	2	3	2	56
2	AH	4	3	2	3	3	60
3	AJZ	3	3	3	4	3	64
4	AJT	3	3	2	2	3	52
5	NA	3	4	3	4	4	72
6	DRL	4	3	3	4	3	68
7	FR	4	3	3	3	3	64
8	FZ	3	3	3	3	3	60
9	FT	3	3	3	3	3	60
10	FH	4	4	3	3	3	68
11	KF	3	3	2	3	3	56
12	MHI	4	4	3	4	4	76
13	MFR	3	3	2	3	3	56
14	MR	3	3	3	4	3	68
15	MYKA	4	3	4	3	3	68
16	NN	3	3	3	4	4	68
17	OSBD	4	4	3	4	4	76
18	SFA	5	4	4	5	4	88
19	TN	3	3	3	3	3	60
20	AFI	5	4	4	4	4	72
21	MA	4	4	4	3	3	72
TOTAL		76	70	62	72	68	1384
MEAN							65,9
PRESNTAGE							28,50%

From the table above, the result of the post-test 1 showed that the total of students score was 1384 and the total of students was 21, so the students' mean score was:

$$\begin{aligned} X &= \frac{\sum k}{n} \\ &= \frac{1384}{21} \\ &= 65,9 \end{aligned}$$

Based on the table the mean score of the students is 65.9, which means students still have low scores in speaking ability. Only 6 of the 21 students who passed achieved the KKM target of 70%, which means more effort is needed to achieve the success criteria of 70% and the percentage of students who passed the KKM was only 28.50% below the 70% success criteria.

From the research results and test scores in the first cycle, it can be concluded that the learning strategy cannot achieve the target of the success criteria. The failure can be seen from the first meeting in the first cycle that only 28.50% of students scored above 70 in speaking ability.

The students were still confused and hesitant to present themselves in front of other students and they were still afraid of speaking wrongly. This all happened because students still lack confidence in the pronunciation they use and lack the vocabulary they master. In the process of speaking in front of other students, quite a few of the students still asked the teacher (researcher) about the vocabulary they

want to say during the teaching and learning process. The students also don't bring a dictionary so it was very difficult for the students to master the vocabulary.

English teacher as observer advised researchers to manage time in class well, motivating students to be more enthusiastic about their speaking skill. Researcher and English teacher needed encouragement so that students can achieve the targets. Researcher needed to explain and gave vocabulary to students so that students can easily understand what they were say when describing people. Because the first cycle had been completed and the post test on the actions of the first cycle 1 was not successful, so the researcher decided to continue to the second cycle to get better results in speaking skill.

The data above supported by an interview with eight grade A class students' on November, 20th 2023. This is an interview with one of the student's about the implementation of socio-affective strategies, as follow:

R: Do you feel comfortable in speaking English with your friend when the teacher is implementing socio affective strategy?

FZ: Emm... I don't know miss, I just enter class and have lesson. I takut English lesson, because I donk know English. But, I like you teach. And class is fun I enjoy.

R: Do you feel shy or afraid to make a mistake when you try to speak English?

DA: Huh.... very takut lah I miss. Because I don't know English and to speak. I shy jika speak English.

R: Do you feel nervous when the teacher asks you to speak in front of the class while the teacher is implementing socio affective strategy?

DA: I shy Miss Kalo ask speak in depan. Takut falls I miss, very shy I pas sama my friend.

During the first cycle, the researcher interviewed one of the eighth-grade students. Many of the students were still fearful of making errors while speaking English, and they did not trust themselves when speaking English. They were ashamed to talk in a second language. That is why researchers employ socio-affective strategies to improve students' speaking abilities, minimize emotions and lack of confidence, and encourage them.

2. The Second Cycle

a. Planning in cycle 2

At this stage, the researcher revised the plan to solve the problems found from reflection in the first cycle. Researchers prepared several things to improve students' speaking abilities. In this second cycle, researcher only needed to review the material that was explained at the previous meeting, but researcher must pay more attention to student

enthusiasm and the teaching and learning process. This is very important to ensure students enthusiastic in learning to improved their speaking skills. The researcher prepared several vocabularies that are usually used when describing people. The researcher also prepared several examples of describing people and gave directions on how to pronounced words correctly.

b. Acting in cycle 2

1) First meeting in cycle 2

The first meeting was held on Thursday, 23 November 2023 at 1 – 2 class hours at 11.20 – 12.40. Researcher and English teacher entered the class. The researcher started the class by greeting the students, asking them to pray, checking the attendance list, giving motivation to students and warming up before classroom started.

A. Kegiatan Pembelajaran		
Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>1. Orientasi</p> <ul style="list-style-type: none"> Salam pembuka, tegur sapa dengan menggunakan Bahasa Inggris Tak lupa memanjatkan syukur kepada Tuhan YME dengan berdoa sebelum memulai kegiatan pelajaran Mengeriksa kehadiran peserta didik sebagai sikap disiplin Menyapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran <p>2. Apresiasi dan Motivasi</p> <ul style="list-style-type: none"> Mengaitkan materi tema kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema / kegiatan sebelumnya Bertanya jawab terkait apa yang siswa ketahui tentang materi yang akan dipelajari Menjelaskan tujuan pembelajaran dan kegiatan yang akan dilaksanakan 	10 Menit
Kegiatan Inti	<ul style="list-style-type: none"> Mengamati <ul style="list-style-type: none"> Guru menunjukkan sebuah contoh yang berkaitan dengan descriptive text. Peserta didik mengamati contoh yang ditunjukkan oleh guru. Menanyakan (Critical Thinking) <ul style="list-style-type: none"> Guru memberikan kesempatan pada peserta didik untuk menanyakan bagian yang tidak dipahami dari apa yang diamati. Guru membantu peserta didik merumuskan pertanyaan (memancing) peserta didik agar berpikir kritis. Mengumpulkan Informasi <ul style="list-style-type: none"> Guru meminta peserta didik untuk mendiskusikan atau bertukar pendapat antar 	60 Menit
Kegiatan Penutup	<p>teman, guna menemukan hal baru (pendapat baru) terkait materi descriptive text.</p> <p>Peserta didik memahami apa yang mereka dapat dari diskusi yang dilakukan</p> <ul style="list-style-type: none"> Menalar, mengasosiasi <ul style="list-style-type: none"> Guru mengarahkan agar peserta didik dapat menghubungkan data/informasi yang diperoleh untuk menarik kesimpulan. Guru meminta peserta didik untuk menarik kesimpulan dari materi yang telah mereka pahami. Guru menyediakan sumber-sumber belajar, lembar kerja (worksheet), media, alat peraga/peralatan eksperimen, dan sebagainya. Mengkomunikasikan <ul style="list-style-type: none"> Peserta didik menyampaikan materi yang telah mereka pahami ke kelas secara lisan. Guru meminta peserta didik untuk membuat descriptive text tentang teman sekelas. <p>1. Refleksi</p> <ul style="list-style-type: none"> Setelah 5 proses pembelajaran dilaksanakan, guru beserta peserta didik menyimpulkan materi yang telah dipelajari. Menyampaikan tugas rumah jika waktu tidak memungkinkan untuk memberi tugas tersebut saat di kelas. <p>2. Penutup dan Salam</p>	10 Menit

Then in the main core activities. In this section, the researcher reviewed the material that was explained in the first cycle and asked students to ask questions about material that they have not yet understood and gave an example to be analyzed by students'. As a result, none of the students had difficulty with the material because the material describing people was quite easy for the students. Therefore, the researcher continued to explain more about the material describing people and explains how to describe people using correct language and pronunciation by providing several vocabulary related to describing people. The researcher also gave several examples of describing people to students. By explaining several examples and practicing several words with correct pronunciation, it is hoped that students was understand better how to describe people using the vocabulary that has been given and the pronunciation that has been practiced together. After that, the researcher ensures whether the students really understood and ready to describe people. The researcher asked if there were any questions, the student answered "*No Mrs., winda that was enough*".

Before the researcher closed the meeting, the researcher concluded the learning process that had been carried out. Then the researcher asked students to study at home and reviewed the material in cycle 2 and reminded students to always bring a

dictionary with them during English lessons. After that, the researcher closed the meeting in cycle 2 with a prayer.

2) Second meeting in cycle 2

The second meeting was held on Monday, November 27, 2023 during the second and third classes at 10.20 - 11 40. Researcher and English teacher entered the class. The researcher started the class by greeting the students, asking them to pray, checking the attendance list, giving motivation to students and warming up before classroom started. And review the material that has been studied in the last meeting.

After reviewing, the process continues with the core activities, the researcher explains how the procedures in the speaking test was carried out. The researcher gave several different pictures to the students. Several kinds of pictures as follows:

pictures of fruit, pictures of artists/public figures, picture of items in class such as tables, bags and chairs. Before the researcher asked students to come forward and describe picture, the researcher explained the benefits of applying socio affective strategies. And the researcher asked students to prepare themselves or note down important things to describe people. In the speaking test process, students were very enthusiastic in describing the picture by noting several important words to make it easier for students to remember what students should say next. Ten minutes of preparation, the

researcher asked the students whether they were ready to come forward and describe their own picture given.

Before the researcher closed the meeting, the researcher concluded the learning process that had been carried out. Then the researcher asked students to study at home and reminded students to always bring a dictionary with them during English lessons. After that, the researcher closed the meeting with a prayer.

c. Observing the action in cycle 2

This research was conducted to determine students' abilities in the second cycle in the teaching and learning process using affective social strategies. Observes the students responses, participations, and achievements which are found during the teaching and learning process. Sometime, the researcher asked students' opinion about the process of teaching and learning activity using socio affective strategy.

Research Checklist

Table 4.3

No.	Behavior	Grade					Score
		2	3	4	5	6	
1.	Student were interested in Socio-affective strategy			√			4
2.	Students paid attention to the researcher as a teacher			√			4
3.	Students focused in learning when the teacher explained the material			√			4
4.	Students can do describing people according to the structure		√				3
5.	Students can develop their self-confidence, vocabulary, pronounce, in describing people			√			4
Total							19

Note:

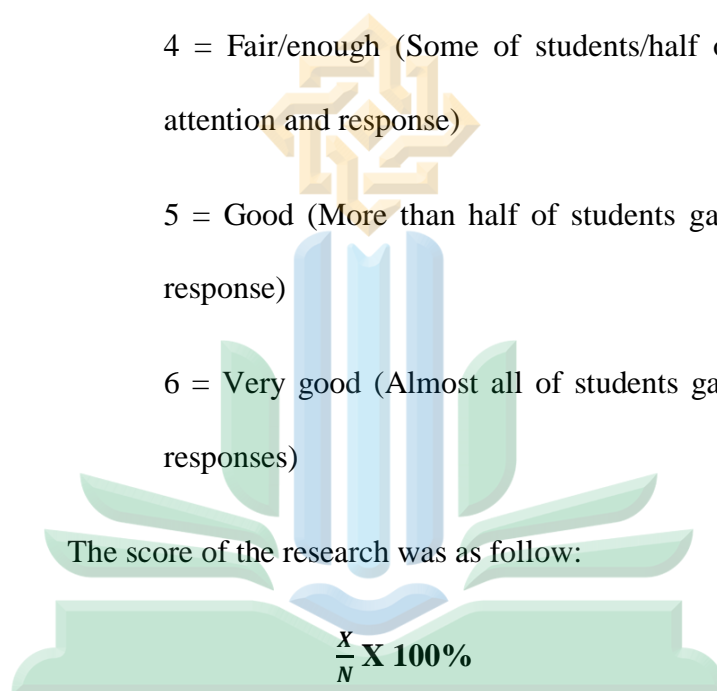
2 = Very bad (No attention or response from the students)

3 = Bad (Only few attention and response from the students)

4 = Fair/enough (Some of students/half of students gave attention and response)

5 = Good (More than half of students gave attention and response)

6 = Very good (Almost all of students gave attention and responses)



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 $= \frac{19}{21} \times 100\%$
 $= 90\%$

According to the results of the research checklist above it can be concluded that students are interested in the learning process with the socio-affective strategy in learning English as they look happy, enjoy, relax and students can understand and acquire some new vocabulary. They can also describe people/classmate/picture better than before, both from the speaking structure and the vocabulary also

pronounce used. The students were so enthusiastic when the researcher showed several examples of describe people accompanied by classmate/ picture. This makes the teaching and learning process run well and students were happy in learning action. Even though this learning takes place very seriously. Students did not felt bored, because this learning was carried out by displaying several examples of describing people accompanied by interesting pictures and classmate. Based on research notes that have been taken by the observer, in this cycle students are more enthusiastic in the learning process using the socio-affective strategy. Not only that, the class situation can also be handled well. It can be seen in the table above shows that there are 90% of students who are interested with the teaching and learning process using ta socio-affective strategy.

d. Reflecting and evaluating

At this stage the researcher evaluated and reflected on the actions in the second cycle. Researcher was held the Post-Test 2 on Thursday, November 27, 2023 in the second and third hours at 10.20 - 11.40. This test is to determine students' speaking ability. The student speaking skill score data can be seen as follow:

Table 4.4
The Students' Speaking Score in Post - Test 2

No.	Students' Initial Name	Student's Speaking Score					Total Score
		Vocabulary	Fluency	Comprehension	Pronunciation	Grammar	
1	AD	4	2	3	3	4	64
2	AH	4	3	3	3	3	64
3	AJZ	3	3	2	3	3	56
4	AJT	4	4	3	4	3	72
5	NA	4	5	3	5	4	84
6	DRL	4	5	4	5	3	84
7	FR	4	3	3	3	3	64
8	FZ	3	3	3	4	3	64
9	FT	4	3	3	3	3	72
10	FH	4	4	3	4	3	72
11	KF	4	4	3	4	4	76
12	MHI	4	5	4	5	4	88
13	MFR	3	3	3	4	3	64
14	MR	3	4	3	4	3	72
15	MYKA	4	3	4	3	4	72
16	NN	3	4	3	4	4	72
17	OSBD	4	4	4	5	4	85
18	SFA	5	5	4	5	4	92
19	TN	3	4	3	3	4	72
20	AFI	4	5	4	5	4	88
21	MA	4	5	4	5	3	84
TOTAL		79	81	84	69	73	1516
MEAN							72,19
PRESNTAGE							71,40%

From the table above, the result of the Post-Test 2 showed that the total of students score was 1516 and the total of students was 21, so the students' mean score was:

$$\begin{aligned} X &= \frac{\sum k}{n} \\ &= \frac{1516}{21} \\ &= 72,19 \end{aligned}$$

From the data above it can be concluded that there were 15 out of 21 students who got scores above the average, meaning they exceeded the KKM. Therefore, the rest are still under KKM. The percentage of students who passed the KKM (Minimum Mastery Criteria) was 71,40% above the 70% success criteria and the Post-Test in cycle 2 mean was 72,19 it better than the mean score in first cycle. In the first cycle the students' average score on the post-test significantly increased from 65.9 to 72.19. The presentation of students who passed the speaking test in the post test can be concluded in the second cycle which increased from 28.50% to 71.40%. It can be seen that students' speaking abilities have improved. The researcher concluded that the use of socio affective strategies can significantly improve students' speaking skills by making students more confident in appearing and feeling comfortable in the teaching and learning process.

The data above supported by an interview with eight grade A class students' on November, 23th 2023. This is an interview with one of the student's about the implementation of socio-affective strategies, as follow:

R: Did you get confident when trying to speak English with your friend after the teacher is implementing socio affective strategy?

SFA: Kalo with friend yes Ms. But, ketika miss ask untuk speak in depan I don't confident I takut falls. I like Ms. Winda teach yang play with friend bercerita with friend sebangku seruu sekali.

R: Did you get more opportunity to argue or talk about the English subject with your friend in the classroom while the teacher implementing socio affective strategy?

SFA: Yes, Ms. Winda. Class Ms. Winda seru kita banyak diskusi with friend and teacher. Jadi I can ask apa saja yang I don't know ke friend and you Ms. Winda. Jadi classnya aktif don't like biasanya.

After meeting in the second cycle and conducting interviews with students who had applied the socio affective strategy, the students' responses were very positive and they felt there had been an improvement in their speaking abilities. They feel confident, highly motivated and are never afraid of making mistakes.

Table 4.5
The Improvement of students' Speaking Skill

No.	Students' Initial Name	Score		
		Pre-Test	Post-Test 1	Post-Test 2
1	AD	52	56	64
2	AH	40	60	64
3	AJZ	40	64	56
4	AJT	40	52	72
5	NA	72	72	84
6	DRL	44	68	84
7	FR	40	64	64
8	FZ	36	60	64
9	FT	40	60	72
10	FH	36	68	72
11	KF	40	56	76
12	MHI	76	76	88
13	MFR	40	56	64
14	MR	40	68	72
15	MYKA	40	68	72
16	NN	40	68	72
17	OSBD	56	76	85
18	SFA	84	88	92
19	TN	40	60	72
20	AFI	72	72	88
21	MA	72	72	84
TOTAL		1040	1384	1561
MEAN		49,5	65,9	72,19
PERSENTAGE		23,80%	28,50%	71,40%

Based on the table above in the pre-test, the average student score is 49, 5, and the percentage of students who pass the pre-test is 23.80%. That means there were 5 people who passed the success criteria and 16 other students did not pass the success criteria. While in post-test 1, the average student score was 65, 9 and the percentage of students who passed was 28.50%. It can be interpreted that there were 6 students who passed the success criteria and there were 15 students

who did not pass the success criteria. However, in post-test 2, the average student score was 72, 19, and the percentage of students who passed the success criteria was 71.40%. Which can be interpreted as meaning that there were 15 students who passed the success criteria and 6 other students did not pass the success criteria.

From the student scores above, it can be seen that the students' speaking abilities have increased significantly. Students no longer feel less confident and never doubt themselves, and they have the courage to come forward to reveal that students can hone their speaking skills. Starting from the pre-test, post-test 1 and post-test 2, the increase in students' speaking ability scores has increased. It can be concluded that the use of socio affective strategy as a learning strategy is successful in improving students' speaking abilities.

C. Discussion Of The Research

In this section presents a discourse on the investigation of discoveries that are continuous with theory.

1. The role of socio affective strategy is used by the Students' in learning

Socio affective strategies represent a broad group that involves interacting with others or ideational regulation of emotions. According to Nurwandi, Korompot, Sultan Baa the optimal goal of language learning strategies is to help students become better, more autonomous, and more confident learners. To encourage students to rely more on themselves and less on their teachers, teachers should encourage students to apply these

powerful socio affective strategies in classroom situations and in their daily lives as well. It is expected that learners will be able to use socio affective strategies whenever they speak English, even without teacher supervision²⁷. From the explanation above, it can be interpreted that socio affective strategy is a learning strategy that can make students more comfortable and less boring in class by using role play and interaction with other students which can be called grouping each other. Not only that, by using socio-affective strategies, learning in class will be more interesting by creating discussion forums where students can argue freely regarding the material monitored by researchers (as teachers).

In the role of socio affective strategies used by students in improving students' speaking abilities, there are several strategies that students use to improve these abilities, this research involves two strategies for students.

The first strategy used by students is asking questions and asking for clarification. In this strategy, students in class are given the opportunity to ask questions and ask for clarification from friends and the teacher to clarify material they do not understand, so that the class will be more fun and look like an active and lively class. In the interview data explained previously when they spoke in the front of the class when on the group work, they did consider the vocabulary that they were going to speak. If they did not knowing the pronunciation of the vocabulary, they asked

²⁷ Nurwandi, Chairil Anwar Korompot, Sultan Baa. The Implementation Of Socio Affective Strategy In Improving Indonesian Junior Secondary School Student's Speaking Ability, Fakultas Bahasa dan Sastra Universitas Negeri Makassar, Jln. Dg. Tata Parangtambung Kota Makassar, Sulawesi Selata, 2022. 22)

clarification and correction from their friends. Based on the data analysis, it can be concluded that the students used asking questions about clarification and correction with the teachers and their friends.

The second strategy used by students is cooperating with others. In the interview data, students use a cooperative strategy with others where students interact a lot with their classmates which can improve their speaking skills and gain a lot of new vocabulary which is useful for them to improve their speaking skills. Based on observations made by researchers, students will discuss with a predetermined group and they will share the results of their discussion with other friends regarding the theme discussed.

2. The students' improve their speaking skills through the implementation of socio-affective strategies.

Researchers need learning strategies that can make students more active and enthusiastic in all circumstances. Make students more motivated to learn and feel comfortable and confident in what students do in the teaching and learning process, and can also develop students' speaking skills. So the researcher chose socio affective strategy as a learning strategy to improve students' speaking skills. According to Kamran Mehrgan said that socio-affective strategies are the types of strategies which are associated with social mediating activity and transacting with others. Cooperation and question for clarification are the

main socio-affective strategies²⁸. Because socio-affective strategies are strategies for collaborating with other people that involve students' willingness to communicate. The application of the socio affective strategy will make students more comfortable, motivated and confident in expressing their feelings when speaking in English.

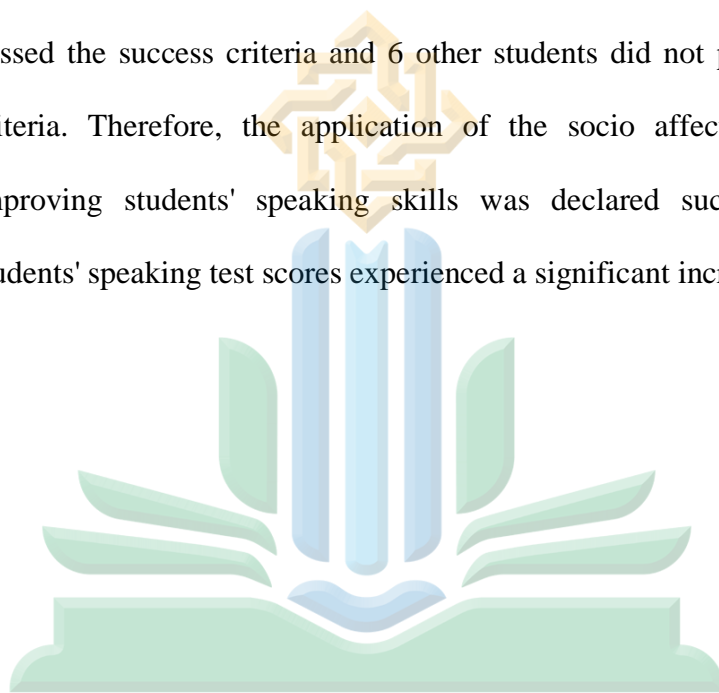
Student interest in the teaching and learning process is the main thing in learning. Therefore, the learning strategy for speaking must be able to make students interested and not boring. The use of social-affective strategies is necessary to help learners regulate and control their emotions, motivation, and attitudes toward learning. Therefore, students can learn through contact and interaction with others and gain confidence in speaking English during speaking class activities. To make students enjoy learning, teachers should use interesting teaching methods and strategies that stimulate students' interest in learning.

The use of socio affective strategies can help students improve their speaking skills in describing people (describing people). This can be seen from the students' grades which are gradually increasing as in the pre-test, the average student score is 49, 5, and the percentage of students who pass the pre-test is 23.80%. That means there were 5 people who passed the success criteria and 16 other students did not pass the success criteria. While in post-test 1, the average student score was 65, 9 and the percentage of students who passed was 28.50%. It can be interpreted that

²⁸ Kamran Mehrgan, *Willingness to Communicate in Second Language Acquisition: A Case Study from a Socio-Affective Perspective* Department of TEFL, Masjed Soleiman Branch, Islamic Azad University, Masjed Soleiman, Iran, 2013. 173)

there were 6 students who passed the success criteria and there were 15 students who did not pass the success criteria.

However, in post-test 2, the average student score was 72, 19, and the percentage of students who passed the success criteria was 71.40%. Which can be interpreted as meaning that there were 15 students who passed the success criteria and 6 other students did not pass the success criteria. Therefore, the application of the socio affective strategy in improving students' speaking skills was declared successful, so the students' speaking test scores experienced a significant increase.



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CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter explains the conclusions and suggestions obtained from the post test and improves students' speaking skills using socio affective strategies. The description is based on research findings and discussion.

A. Conclusion

This research uses a socio affective learning strategy to improve the speaking skills of. Class II students at MTs Darul Hikmah Tamansari for the 2022/2023 academic year. Based on the research results, the researcher concluded that applying socio affective strategies can make students' speaking skills better than before. Based on the result and the discussion of the data analysis previously, the writer takes conclusion as follows:

1. Students' speaking skills using socio-affective strategies gradually improved. There are several strategies used, such as a board group that involves interacting with others. Students' speaking skills increase in several aspects, namely vocabulary, grammar, pronunciation, fluency, and comprehension. Students' ability to speak improves when they use vocabulary with correct grammar, fairly good pronunciation, and good speaking fluency. With the role of socio-affective learning strategies, students become more confident and motivated to improve their English-speaking skills.
2. Students' speaking skill test scores increased between pre-test and post-test the average student score on the pre-test was 49.5, with a pass

percentage of 23.80%. It shows that 5 students match the success criteria, while the rest of the 16 do not. Meanwhile, the average student score on post-test 1 was 65.9, with a pass percentage of 28.50%. It means that 6 students match the success criteria, while the rest of the 15 do not. However, in post-test 2, the average student score was 72.19, and the percentage of students who passed post-test 2 was 71.40%, which means there were 15 students who met the success criteria and 6 other students did not pass the success criteria. In other words, the use of socio-affective strategies significantly increases the students' speaking skills.

B. Suggestion

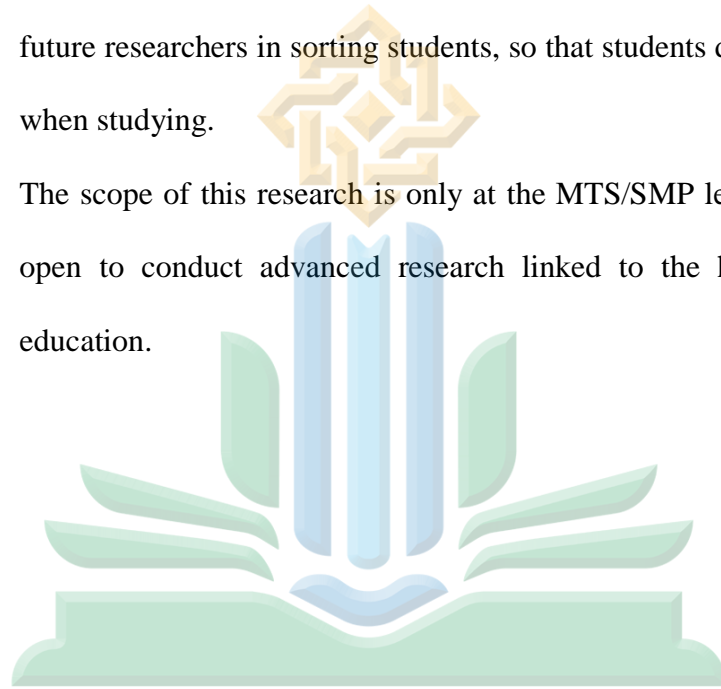
Based on the conclusions of this research, this article can provide several suggestions for English teachers and future researchers, which it is hoped will be useful for readers. Here are some suggestions to take away from this Research:

1. For English Teachers

Researchers suggest socio affective strategies as a teaching alternative in learning English, especially speaking skills. Because the socio affective strategy used in this research is effective, students' speaking skills are better than before. With the socio affective strategy students can practice what they have learned by describing people and pictures in correct English.

2. For Future Researchers

- a. The researcher hopes that this research can be useful for further research carrying out other related matters within a broad scope.
- b. Furthermore the researcher hopes that this research can be used as a reference in conducting cellular research. These results are a lesson for future researchers in sorting students, so that students do not feel bored when studying.
- c. The scope of this research is only at the MTS/SMP level, so it is still open to conduct advanced research linked to the higher or lower education.



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J E M B E R

DECLARATION OF AUTHENTICITY

I am the student with following identity:

Name : Winda Nurul Fitriyanti Hadi
Student's Number : T20196106
Study Program : English Education Department
Faculty : Tarbiyah and Teacher Training
Institution : UIN KH. Achmad Siddiq Jember

Citify that the thesis entitles "The Implementation of Socio Affective Strategy to Improve Students' Speaking Skill at The Second Grade of MTs Darul Hikmah Tamansari" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation a bibliography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

UNIVERSITAS ISLAM NEGERI
Jember, 25 December 2023
KIAI HAJI ACHMAD SIDDIQ
Author
J E M B E R



Winda Nurul Fitriyanti Hadi
NIM. T20196106

APPENDIX 1 RESEARCH MATRIX

Title	Variable	Sub Variable	Data Resources	Research method	Research Question
The Implementation Of Socio Affective Strategy To Improve Student's Speaking Skill	1. Socio Affective Strategy	Type socio affective strategy: a. Asking question. b. Cooperation. c. Questioning for Clarification	Respondents: Second grade student's	<ul style="list-style-type: none"> • Research approach: CAR (classroom action research) • Research design : Based on Kemmis and Mc.Taggart model. • Data collection : Method : Observation Speaking test (pre-test and post-test) 	<p>1. How is the role of socio affective strategy used by students'' in learning?</p> <p>2. How is the students' speaking skills improved through the implementation of socio-affective strategies?</p>
	2. Speaking Skill	a. Fluency b. Pronunciation c. Vocabulary d. Grammar e. Comprehension			

APPENDIX 2 LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) I

Sekolah : MTs Darul Hikmah

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII

Materi Pokok : Descriptive Text

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti (KI)

KI. 1 Menerima menjalankan, menghargai, dan menghayati ajaran agama yang dianutnya.

KI. 2 Menghayati, dan mengamalkan, perilaku jujur, disiplin, tanggung jawab, santun, peduli (gotong royong, kerjasama, toleran, damai), responsif, pro-aktif, dan percaya diri serta dapat menunjukkan sikap tersebut sebagai bagian dari solusi atas berbagai macam permasalahan dalam berinteraksi secara efektif di tengah lingkungan sosial (keluarga, teman, & orang sekitar), lingkungan alam serta dalam menempatkan dan memposisikan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI. 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingintahu akan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena,

kejadian, dan peristiwa serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan hingga menyelesaikan masalah.

KI. 4 Mengolah, menalar, dan menyaji dalam ranah konkret serta ranah abstrak terkait dengan pengembangan dari materi pembelajaran yang telah dipelajari di sekolah secara mandiri, dan juga mampu mengaplikasikan metode berdasarkan kaidah keilmuan yang sesuai.

B. Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>3.7.1 Mengidentifikasi (C4) ciri-ciri binatang yang ada di video dalam beberapa kalimat singkat.</p> <p>3.7.2 Menganalisis (C4) unsur kebahasaan teks deskriptif binatang, pendek dan sederhana, sesuai konteks</p>
<p>4.7. Teks Deskripsi</p> <p>4.7.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.</p> <p>4.7.2. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.7.2.1 Menyusun (P5) teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar</p>

C. Tujuan Pembelajaran

Melalui pendekatan saintifik dengan menggunakan model pembelajaran cooperative learning, peserta didik dapat:

1. Mengidentifikasi (C4) ciri-ciri manusia sesuai dengan contoh yang diberikan dalam beberapa kalimat singkat dengan tepat. Melalui strategi Socio Affective dengan baik.
2. Menganalisis (C4) unsur kebahasaan teks deskriptif manusia, pendek dan sederhana, sesuai konteks dengan tepat. Melalui strategi Socio Affective dengan baik
3. Menyusun (P5) teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar. Melalui strategi Socio Affective dengan baik.

D. Materi Pembelajaran

- Descriptive Text

Descriptive Text is a text which say what person, animal, place, or thing is like. It presents about something specially.

- **The Purpose of Descriptive Text**

The Purpose of Descriptive Text is to describe and reveal a particular person, animal, place, or thing specially.

- **Generic Structure of Descriptive Text**

- a) Identification :

This part identifies or introduces a particular person, animal, place, or thing being described.

b) Description :

This part describes the parts (Physical appearance), qualities, behavior, or and characteristics.

• **Language Features of Descriptive Text**

- a) Using simple present tense
- b) Using Adjective and Classifiers in nominal group.
- c) Using has or have.

E. Metode Pembelajaran

Pendekatan : Scientific Approach (5M)

Metode : Cooperative Learning

Strategy : Socio Affective Strategy

F. Media Pembelajaran

Media	Buku Pendamping, Speaker
Alat dan Bahan	Spidol, Papan Tulis, Kertas

G. Sumber Belajar

1. LKS Mata pelajaran Bahasa Inggris, Kelas VIII, Semester Gasal.
2. Buku Mata Pelajaran Bahasa Inggris When English Ring the Bell, kelas VIII, kemendikbud, Revisi Tahun 2016.

A. Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>1. Orientasi</p> <ul style="list-style-type: none"> • Salam pembuka, tegur sapa dengan menggunakan Bahasa Inggris • Tak lupa memanjatkan syukur kepada Tuhan YME dengan berdo'a sebelum memulai kegiatan pelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>2. Apersepsi dan Motivasi</p> <ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema / kegiatan sebelumnya • Bertanya jawab terkait apa yang siswa ketahui tentang materi yang akan dipelajari • Menjelaskan tujuan pembelajaran dan kegiatan yang akan dilaksanakan 	10 Menit
Kegiatan Inti	<ul style="list-style-type: none"> • Mengamati <ol style="list-style-type: none"> 1. Guru menunjukkan sebuah audio yang berkaitan dengan descriptive text. 2. Peserta didik mengamati audio yang ditunjukkan oleh guru. • Menanyakan (Critical Thinking) <ol style="list-style-type: none"> 1. Guru memberikan kesempatan pada peserta didik untuk menanyakan bagian yang tidak dipahami dari apa yang diamati. 2. Guru membantu peserta didik merumuskan pertanyaan (memancing) peserta didik agar berfikir kritis. • Mengumpulkan Informasi <ol style="list-style-type: none"> 1. Guru meminta peserta didik untuk mendiskusikan atau bertukar pendapat antar teman, guna menemukan hal baru (pendapat baru) terkait materi descriptive text. 2. Peserta didik memahami apa yang mereka dapat dari diskusi yang dilakukan • Menalar/mengasosiasi. <ol style="list-style-type: none"> 1. Guru mengarahkan agar peserta didik dapat 	60 Menit

	<p>menghubungkan data/informasi yang diperoleh untuk menarik kesimpulan.</p> <ol style="list-style-type: none"> 2. Guru meminta peserta didik untuk menarik kesimpulan dari materi yang telah mereka pahami. 3. Guru menyediakan sumber-sumber belajar, lembar kerja (worksheet), media, alat peraga/peralatan eksperimen, dan sebagainya. <ul style="list-style-type: none"> • Mengkomunikasikan <ol style="list-style-type: none"> 1. Peserta didik menyampaikan materi yang telah mereka pahami ke kelas secara lisan. 2. Guru menyuruh peserta didik untuk membuat descriptive text tentang teman sekelas. 	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Refleksi <ul style="list-style-type: none"> • Setelah 5 proses pembelajaran dilaksanakan, guru beserta peserta didik menyimpulkan materi yang telah dipelajari. • Menyampaikan tugas rumah jika waktu tidak memungkinkan untuk memberi tugas tersebut saat di kelas. 2. Penutup dan Salam 	10 Menit

B. Penilaian Hasil Pembelajaran

Scoring Rubric

Aspect	Score	Performance Description
Pronunciation	5	Pronunciation is excellent. Good effort and accent.
	4	Errors in pronunciation are quite rare.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	2	Accent is intelligible though often quite faulty.
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Fluency	5	Smooth and fluid speech, few to no hesitations, no attempt to


		search for word, volume is excellent.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
Vocabulary	5	Excellent control of language features, a wide range of well chosen vocabulary.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
Grammar	5	Accuracy and variety of grammatical structures.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
	2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.

	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner
Comprehension	5	Equivalent to that of an educated native speaker.
	4	Can understand any conversation within the range of his experience.
	3	Comprehension is quite complete at a normal rate of speech.
	2	Can get the gist of most conversation of non-technical subjects. (i.e., topics that require no specialized knowledge)
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.

Mengetahui:
Kepala Sekolah

Jember, 20 November 2023
Guru Mata Pelajaran

Adnan, S.Pd., M.Pd.
NIP:


Winda Nurul F.H
NIM. T20196106



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J E M B E R

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) II

Sekolah : MTs Darul Hikmah

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII

Materi Pokok : Descriptive Text

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti (KI)

KI. 1 Menerima menjalankan, menghargai, dan menghayati ajaran agama yang dianutnya.

KI. 2 Menghayati, dan mengamalkan, perilaku jujur, disiplin, tanggung jawab, santun, peduli (gotong royong, kerjasama, toleran, damai), responsif, pro-aktif, dan percaya diri serta dapat menunjukkan sikap-sikap tersebut sebagai bagian dari solusi atas berbagai macam

permasalahan dalam berinteraksi secara efektif di tengah lingkungan sosial (keluarga, teman, & orang sekitar), lingkungan alam serta dalam menempatkan dan memposisikan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI. 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingintahu akan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena, kejadian, dan peristiwa serta menerapkan pengetahuan prosedural pada

bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan hingga menyelesaikan masalah.

KI. 4 Mengolah, menalar, dan menyaji dalam ranah konkret serta ranah abstrak terkait dengan pengembangan dari materi pembelajaran yang telah dipelajari di sekolah secara mandiri, dan juga mampu mengaplikasikan metode berdasarkan kaidah keilmuan yang sesuai.

B. Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>3.7.1 Mengidentifikasi (C4) ciri-ciri binatang yang ada di video dalam beberapa kalimat singkat.</p> <p>3.7.2 Menganalisis (C4) unsur kebahasaan teks deskriptif binatang, pendek dan sederhana, sesuai konteks</p>
<p>4.7. Teks Deskripsi</p> <p>4.7.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.</p> <p>4.7.2. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.7.2.1 Menyusun (P5) teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar</p>

C. Tujuan Pembelajaran

Melalui pendekatan saintifik dengan menggunakan model pembelajaran cooperative learning, peserta didik dapat:

1. Mengidentifikasi (C4) ciri-ciri manusia sesuai dengan contoh yang diberikan dalam beberapa kalimat singkat dengan tepat. Melalui strategi Socio Affective dengan baik.
2. Menganalisis (C4) unsur kebahasaan teks deskriptif manusia, pendek dan sederhana, sesuai konteks dengan tepat. Melalui strategi Socio Affective dengan baik
3. Menyusun (P5) teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar. Melalui strategi Socio Affective dengan baik

D. Materi Pembelajaran

- Descriptive Text

Descriptive Text is a text which say what person, animal, place, or thing is like. It presents about something specially.

- **The Purpose of Descriptive Text**

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Pendekatan : Scientific Approach (5M)

Metode : Cooperative Learning

Strategy : Socio Affective Strategy

F. Media Pembelajaran

Media	Buku Pendamping, Speaker
Alat dan Bahan	Spidol, Papan Tulis, Kertas

G. Sumber Belajar

- 3. LKS Mata pelajaran Bahasa Inggris, Kelas VIII, Semester Gasal.
- 4. Buku Mata Pelajaran Bahasa Inggris When English Ring The Bell, kelas VIII, kemendikbud, Revisi Tahun 2016.

A. Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>1. Orientasi</p> <ul style="list-style-type: none"> • Salam pembuka, tegur sapa dengan menggunakan Bahasa Inggris • Tak lupa memanjatkan syukur kepada Tuhan YME dengan berdo'a sebelum memulai kegiatan pelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>2. Apersepsi dan Motivasi</p> <ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema / kegiatan sebelumnya • Bertanya jawab terkait apa yang siswa ketahui tentang materi yang akan dipelajari • Menjelaskan tujuan pembelajaran dan kegiatan yang akan dilaksanakan 	10 Menit
Kegiatan Inti	<ul style="list-style-type: none"> • Mengamati Guru menunjukkan sebuah contoh yang berkaitan dengan descriptive text. Peserta didik mengamati contoh yang ditunjukkan oleh guru. • Menanyakan (Critical Thinking) Guru memberikan kesempatan pada peserta didik untuk menanyakan bagian yang tidak dipahami dari apa yang diamati. Guru membantu peserta didik merumuskan pertanyaan (memancing) peserta didik agar berfikir kritis. • Mengumpulkan Informasi Guru meminta peserta didik untuk mendiskusikan atau bertukar pendapat antar teman, guna menemukan hal baru (pendapat baru) terkait materi descriptive text. Peserta didik memahami apa yang mereka dapat dari diskusi yang dilakukan • Menalar/mengasosiasi. 	60 Menit

	<p>Guru mengarahkan agar peserta didik dapat menghubungkan data/informasi yang diperoleh untuk menarik kesimpulan.</p> <p>Guru meminta peserta didik untuk menarik kesimpulan dari materi yang telah mereka pahami.</p> <p>Guru menyediakan sumber-sumber belajar, lembar kerja (worksheet), media, alat peraga/peralatan eksperimen, dan sebagainya.</p> <ul style="list-style-type: none"> • Mengkomunikasikan Peserta didik menyampaikan materi yang telah mereka pahami ke kelas secara lisan. <p>Guru meminta peserta didik untuk membuat descriptive text tentang teman sekelas.</p>	
Kegiatan Penutup	<p>1. Refleksi</p> <ul style="list-style-type: none"> • Setelah 5 proses pembelajaran dilaksanakan, guru beserta peserta didik menyimpulkan materi yang telah dipelajari. • Menyampaikan tugas rumah jika waktu tidak memungkinkan untuk memberi tugas tersebut saat di kelas. <p>2. Penutup dan Salam</p>	10 Menit

B. Penilaian Hasil Pembelajaran

Scoring Rubric

Aspect	Score	Performance Description
Pronunciation	5	Pronunciation is excellent. Good effort and accent.
	4	Errors in pronunciation are quite rare.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	2	Accent is intelligible though often quite faulty.
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Fluency	5	Smooth and fluid speech, few to no hesitations, no attempt to

		search for word, volume is excellent.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
Vocabulary	5	Excellent control of language features, a wide range of well chosen vocabulary.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
Grammar	5	Accuracy and variety of grammatical structures.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
	2	Can usually handle elementary constructions quite accurately

		but does not have through or confident control of the grammar.
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner
Comprehension	5	Equivalent to that of an educated native speaker.
	4	Can understand any conversation within the range of his experience.
	3	Comprehension is quite complete at a normal rate of speech.
	2	Can get the gist of most conversation of non-technical subjects. (i.e., topics that require no specialized knowledge)
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.

Mengetahui:
Kepala Sekolah

Jember, 23 November 2023
Guru Mata Pelajaran

Adnan, S.Pd., M.Pd.

Winda Nurul. F.H.

NIP.

NIM. T20196106

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APPENDIX 3 SCHOOL PROFILE

Profil Sekolah

1. Identitas Madrasah

- 
- a. Nama Madrasah : MTs Darul Hikmah
- b. Alamat : Jl. Agung Masidin No.1
Tamansari
- c. NSM : 121235090085
- d. NPSN : 20581522
- e. Telephone/Fax/HP : 081231573491
- f. Jenjang : MTs
- g. Status : Negeri / Swasta
- h. Tahun Berdiri : 2005
- i. Status Akreditasi : Terakreditasi B
- j. Sertifikat Akreditasi : 05 November 2024

2. Sarana dan Prasarana

- a. Status tanah : Milik Yayasan
- b. Luas tanah seluruhnya : 2.040 M2
- c. Luas gedung / bangunan : 800 M2

3. Keadaan Gedung

- a. Ruang Kepala Madrasah : 1 ruang

- b. Ruang Guru : 1 ruang
- c. Ruang Belajar/Ruang Kelas : 7 ruang
- d. Ruang Perpustakaan : 1 ruang
- e. Ruang Lab Komputer : 1 ruang
- f. Ruang OSIS : 1 ruang
- g. Ruang BP / BK : 1 ruang
- h. Ruang UKS : 1 ruang
- i. Sarana Ibadah/Musholla : 2 ruang
- j. Kantin : 1 ruang
- k. Kamar Mandi/WC Guru : 1 ruang
- l. Kamar Mandi/WC Pelajar : 4 ruang

4. Pendidik dan Tenaga Kependidikan

- a. Pendidik

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Tabel: 1.1

Pendidik

Status	Jenis Kelamin		Kualifikasi Pendidikan			Sertifikasi	
	L	P	<S1	S1	S2	Sudah	Belum
GTY	7	5	2	8	2	7	5
GTT		1		1			1
%							

Tabel : 1.2 Tenaga

Kependidikan

Status	Jenis Kelamin		Kualifikasi Pendidikan					Sertifikat Keahlian	
	L	P	SD	SMP	SMA	S1	S2	Punya	Tidak
PTY	1	1			2				
PTT	0	0							
%									

a. Keterangan :

- 1) Mayoritas Pendidik dan Tenaga Kependidikan berdomisili di sekitar wilayah Kecamatan Mumbulsari
- 2) Mayoritas Pendidik berijazah S1 dan Tenaga Kependidikan berijazah SMA

5. Pelajar

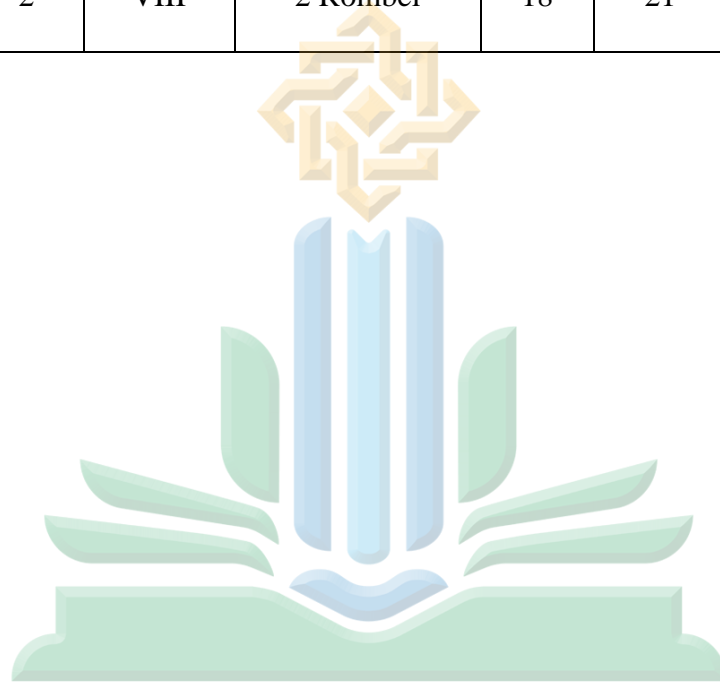
Pelajar MTs Darul Hikmah mayoritas berasal dari wilayah sekitar madrasah, berasal dari wilayah Desa Tamansari kecamatan

Mumbulsari dan sekitarnya. Beberapa juga berasal dari luar kecamatan tersebut bahkan berasal dari luar kabupaten dan provinsi lain dan mayoritas pelajar MTs Darul Hikmah Tamansari tinggal/bermukim dirumah dan ada juga yang bermukim dipondok pesantren.

Jumlah pelajar MTs Darul Hikmah berdasarkan kelas :

Tabel: 1.3 Jumlah Pelajar

NO	Kelas	Jml Rombel	Jumlah		Total
			L	P	
1	VII	3 Rombel	23	30	53 Siswa
2	VIII	2 Rombel	18	21	39 Siswa



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APPENDIX 4 RESEARCH LICENCE LETTER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-4262/In.20/3.a/PP.009/10/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTsS Darul Hikmah
Tamansari - Mumbulsari - Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196106
Nama : WINDA NURUL FITRIYANTI HADI
Semester : Semester sembilan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation Of Socio Affective Strategy To Improve Students Speaking Skill" selama 12 (dua belas) hari di lingkungan lembaga wewenang Bapak/Ibu Adnan,S.Pd,M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 23 Oktober 2023

an. Dekan,

Wakil Dekan Bidang Akademik,

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JEMBER


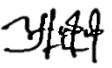






MASHUDI

APPENDIX 5 RESEARCH JOURNAL ACTIVITIES

RESEARCH JOURNAL ACTIVITIES

Name : Winda Nurul Fitriyanti Hadi
NIM : T20196106
Title : The Implementation of socio affective Strategy to Improve
Students' speaking skill.
Location : MTs Darul Hikmah

No.	Day/date	Activity	Informant's Name	Signature
1.	23 Oktober 2023	Research permits	Adnan, S.p.d., M.pd	/
2.	31 oktober 2023	Observe the classroom and consult about lesson plan	Faridatul Jannah S.Pd	
3.	14 November 2023	The researcher conducted a pre-test	Faridatul Jannah S.Pd	
4.	20 November 2023	The researcher applies the action (first meeting)	Faridatul Jannah S.Pd	
5.	21 November 2023	The researcher applies the socio affective strategy (post tes 1)	Faridatul Jannah S.Pd	
6.	23 November 2023	The researcher applies the action (second meeting)	Faridatul Jannah S.Pd	
7.	27 November 2023	The researcher applies the socio affective strategy (post tes 2)	Faridatul Jannah S.Pd	

Jember, 27 November 2023
The school Headmaster

Adnan, S.p.d., M.pd

APPENDIX 6 RESEARCH FINISH LETTER



YAYASAN PONDOK PESANTREN SALAFIYAH DARUL HIKMAH
" MTs. DARUL HIKMAH "

Terakreditasi B

NSM. 121235090085 NPSN. 20581522 NUS. 633

Website : mts-darulhikmahitamansari.sch.id | email : mtsarulhikmahmumbulsari@gmail.com

Alamat : Jl. Agung Masidin No 1 Desa Tamansari Mumbulsari Jember 68174

SURAT KETERANGAN

Nomor : 112/mts.13.32.085/PP/005/11/2023

Yang bertanda tangan dibawah ini :

Nama : **ADNAN, S.Pd., M.Pd.**

NIP : -

Jabatan : Kepala MTs. Darul Hikmah

dengan ini menerangkan bahwa :

Nama : **WINDA NURUL FITRIYANTI HADI**

TTL : **Jember, 05 Januari 2002**

NIM : **T20196106**

Fakultas : **Tarbiyah dan Ilmu Keguruan**

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Prodi : **Tadris Bahasa Inggris (TBI)**

Yang bersangkutan telah mengadakan penelitian (*Research*) di **MTs. Darul Hikmah** Tamansari, terhitung tanggal 23 Oktober – 27 November 2023 guna penulisan skripsi dengan judul : **"The implementation of Socio affective strategy to improve students speaking skilll."**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tamansari, 28 November 2023

Kepala Madrasah



ADNAN, S.Pd., M.Pd.

APPENDIX 7 DOCUMENT INTERVIEW

INSTUMENT INTERVIEW

(FOR TEACHER)

Q: How is the teaching and learning process in the classroom before and after implementing the socio affective strategy?

A: Tidak sedikit siswa yang tertarik dalam proses belajar mengajar, serta siswa merasa tidak nyaman dan menunjukkan ketidak tertarikan dalam proses belajar mengajar berlangsung.

Q: Do students feel more confident in speaking the target language? or maybe students feel comfortable with the classroom situation after implementing the socio affectiv strategy?

A: Saya pikir, peserta didik lebih percaya diri dan lebih antusias dalam KBM setelah diaplikasikan strategi sosio afektif. Kami pernah menggunakan strategi tersebut dan respon siswa sama seperti biasa.

Q: By applying this socio affective strategy, is it possible to improve their speaking skills?

A: Melihat siswa merasa nyaman dalam proses KBM, dan siswa lebih antusias dari sebelumnya peserta didik juga tidak enggan untuk bertanya dan melontarkan pendapat dalam proses belajar. Saya rasa strategi in tepat untuk meningkatkan kemampuan berbicara siswa.

Q: Do you as an English teacher feel the difference between learning that uses socio-affective strategies?

A: Ya, saya merasa sangat berbeda, dari antusias siswa dan kenyamanan yang tercipta dikelas. Dan siswa juga menunjukkan ketertarikan dalam proses KBM.



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INSTRUMENT INTERVIEW

(FOR STUDENT)

Q: Do you feel comfortable in speaking English with your friend when the teacher is implementing socio affective strategy?

A: Emm... I don't know miss, I just enter class and have lesson. I takut English lesson, because I donk know English. But, I like you teach. And class is fun I enjoy.

Q: Did you get confident when trying to speak English with your friend after the teacher is implementing socio affective strategy?

A: Kalo with friend yes Ms. But, ketika miss ask untuk speak in depan I don't confident I takut fals. I like Ms. Winda teach yang play with friend bercerita with friend sebangku seruu sekali.

Q: Do you feel shy or afraid to make a mistake when you try to speak English?

A: Huu.... very takut lah I miss. Because I don't know English and to speak. I shy jika speak English.

Q: Did you get more opportunity to argue or talk about the English subject with your friend in classroom while the teacher implementing socio affective strategy?

A: Yes, Ms. Winda. Class Ms. Winda seru saya banyak berbicara dan bertanya with friend and teacher. Jadi I can ask apa saja yang I don't know ke friend and you Ms. Winda. Jadi classnya aktif don't like biasanya.

Q: Do you feel nervous when the teacher ask you to speak in front of the class while the teacher implementing socio affective strategy?

A: I shy mis kalo ask speak in depan. Takut fals I miss, very shy I pas sama my friend.



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APPENDIX 8

DOCUMENTATION



Picture 1. Consult about lesson plan



Picture 2. The researcher conducted a pre - test



Picture 3. First meeting in cycle 1



Picture 4. Second meeting in cycle 2 (post – test 1)



Picture 5. First meeting in cycle 2



Picture 6. Second meeting in cycle 2 (Post – test 2)



Picture 7. Implementation In Cycle 2



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APPENDIX 9 TURNITIN



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KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Indah Nurul Fitriyanti Hadi
NIM : T20196106
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : The Implementation of Socio Affective Strategy to Improve Students Speaking Skill

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (15%)

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2. BAB II : 21 %
3. BAB III : 20 %
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Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

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JEMBER

Jember, 21 Mei 2024

Penanggung Jawab Turnitin
FTIK UIN KHAS Jember


(ULFA DINA NOVIENDRA, S.Sos.I., M.Pd.)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

CURRICULUM VITAE



Name : Winda Nurul Fitriyanti Hadi
Place, Date of Birth : Jember, January 5, 2002
Address : Lampeji, Mumbulsari, Jember
Gmail Address : windanh@gmail.com
Faculty : Tarbiyah and Teacher Training
Program : English Education

Educational Background:

1. TK Nurul Ulum (2005 - 2007)
2. SDN Lampeji 1 (2007 - 2013)
3. MTs Nurul Qarnain (2013 - 2016)
4. MA. Nurul Qarnain (2016 - 2019)