THE EFFECTIVENESS OF SOCIOAFFECTIVE STRATEGIES TOWARD STUDENTS' IMPROVEMENT OF SELF CONFIDENCE IN SPEAKING

(A Quasi Experimental Study at Third Semester Students in IAIN Bengkulu Academic Year 2020/2021)

THESIS

Submitted Partial Requirements for the degree of Sarjana in English Education of IAIN Bengkulu

By

Vanessa Clara Syinta
1611230029

STUDY PROGRAM OF ENGLISH EDUCATION

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ADVISORS SHEET

Subject   : VANESSA CLARA SYINTA

NIM   : 1611230029

To: The Dean of Tarbiyah and Tadris Faculty

      IAIN Bengkulu

      In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, here with, as the advisors, we state that

the thesis of:

     Name : Vanessa Clara Syinta

     NIM   : 1611230029

     Tittle : The Effectiveness of Socio-Affective Strategies Toward Students' Improvement of Selfconfidence in Speaking (At Third Semester Students' in IAIN Bengkulu in Academic Year 2020/2021).
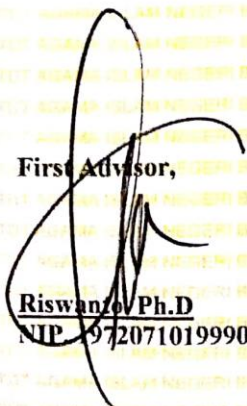
Has already fulfilled the requirements to be presented before The Board of Examiners

(*munaqasyah*) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalamu'alaikum Wr.Wb

Bengkulu,   February 2021

First Advisor,

Second Advisor,

Riswanto, Ph.D

NIP. 97207101999032002

Feny Martina, M.Pd

NIP. 198703242015032002

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KEMENTERIAN AGAMA

INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

FAKULTAS TARBIYAH DAN TADRIS

JURUSAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 5117 Bengkulu

RATIFICATION

This is certify the *Sarjana* thesis entitled "**The Effectiveness of Socio-Affective Strategies Toward Students' Improvement of Self Confidence in Speaking (At Third Semester Students' in IAIN Bengkulu in Academic Year 2020/2021)**" By Vanessa Clara Syinta has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman
Dr. Ahmad Suradi, M.Ag
NIP.19760119200701101

Secretary
Andri Saputra, M.Sc
NIP.199106262019031014

Examiner I
Riswanto, Ph.D
NIP.197204101999031004

Examiner II
Feny Martina, M.Pd
NIP.198703242015032002

Bengkulu,   February 2021
Approved by the Dean of Islamic and Tadris Faculty

Dr. Zubaedi, M.Ag.,M.Pd
NIP. 196903081996031005

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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ مَاوَعَلَيْهَا اكْتَسَبَتْ

Allah does not charge a soul except [with that within] its capacity. It will have [the consequence of] what [good] it has gained, and it will bear [the consequence of] what [evil] it has earned.

"Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya. Ia mendapat pahala (dari kebajikan) yang diusahakannya dan ia mendapat siksa (dari kejahatan) yang dikerjakannya."

(QS. Al-Baqarah: 286)

يُسْرًا الْعُسْرِ مَعَ فَإِنَّ

Surely with difficulty is ease.

"Karena, sesungguhnya bersama kesulitan itu ada kemudahan,"

(QS. Al-Insyirah: 5)

-Vanessa Clara Syinta-

DEDICATION

This thesis is dedicated to:

- My Greatest God, Allah SWT, I really thanks to you because without your blessing, I am nothing in this world.

- My beloved parents, Mr.Ramadansyah and Mrs.Rukmah Sita Lili. Thank you a milion for supporting me through the power of your pray and everything so that I could finish this thesis.

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PRONOUNCEMENTS

Name	: Vanessa Clara Syinta
NIM	: 1611230029
Study Program	: English Education
Faculty	: Tarbiyah and Tadris

I hereby sincerely state that the thesis entitled: **"The Effectiveness of Socio-Affective Strategies Toward Students' Improvement of Selfconfidence in Speaking (At Third Semester Students' in IAIN Bengkulu in Academic Year 2020/2021)"** Is real my masterpiece. The things out of my masterpiece in this are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu,   2020

Stated by,

<u>Vanessa Clara Syinta</u>
NIM. 1611230029

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However, the researcher hopes that this thesis proposal can be useful for us. Critics and suggestions are needed here to make this thesis proposal be better. The researcher also hope that it can be agreed to be followed up as an initial step to continue the research to the next stage. Thank you

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The Researcher,

Vanessa Clara Syinta

ABSTRACT

Vanessa Clara Syinta. (2020). The Effectiveness of Socio-Affective Strategies Toward Students' Improvement of Selfconfidence in Speaking (At Third Semester Students' in IAIN Bengkulu in Academic Year 2020/2021). Thesis. English Education Study Program, Tarbiyah and Tadris Faculty, State Islamic Institute of Bengkulu.

Advisor I: Riswanto, Ph.D   Advisor II: Feny Martina, M.Pd.

The purpose of this study was to know better significant effect after students taught by using Sosio-Affective Strategies on Students' Self Confidence in Speaking on the third semester students at IAIN Bengkulu academic year 2020/2021. The subject of this research is C class of English Education major. The sample was taken by purposive sample. The design in this research was quasy-experimental research with time series design, so this research just use one class as a sample. The writer conducts 3 times a pretest, 3 times treatment with socio-affective strategies, and 3 times the posttest. In pretest and posttest a researcher prepares selfconfidence questionaire. It aimed to know whether the socio-affective strategies is effective for teaching to improve sudents self confidence in speaking. The results of data analysis shows that socio-affective is effective for teaching to improve sudents self confidence in speaking. It was shows by the first pretest mean was 47.48 and first posttetst with mean of 67.35. In the second pretest mean was 56,65 and second posttest with an mean of 73.26. In pretest 3 the mean was 68,91 and first posttest with an mean of 77,74. Then, calculated using the One Way Anova formula (homogeneity of varian test). Because the price $F_{count} = 10.087 > F_{tabel} = 3.14$ dan P-*value (sig.)*= $0.000 < 0.05$. Then H_0 is rejected, so it can be concluded that there is a significant effect of using the socio-affective strategy on students' self confidence in speaking on the third semester students at IAIN Bengkulu academic year 2020/2021.

Keywords: Socio-Affective, Increasing Students Self Confidence in Speaking.

ABSTRAK

Vanessa Clara Syinta. (2020). The Effectiveness of Socio-Affective Strategies Toward Students' Improvement of Selfconfidence in Speaking (At Third Semester Students' in IAIN Bengkulu in Academic Year 2020/2021). Thesis. English Education Study Program, Tarbiyah and Tadris Faculty, State Islamic Institute of Bengkulu.

Pembimbing I: Riswanto, Ph.D   Pembimbing II: Feny Martina, M.Pd.

Tujuan penelitian ini adalah untuk mengetahui pengaruh signifikan yang lebih baik setelah siswa diajar dengan menggunakan Strategi Sosio-Afektif terhadap Percaya Diri Siswa dalam Berbicara pada siswa semester III di IAIN Bengkulu tahun ajaran 2020/2021. Subjek penelitian ini adalah kelas C Jurusan Pendidikan Bahasa Inggris. Sampel dalam penelitian ini diambil secara purposive sample. Dengan desain penelitian eksperimental semu dengan desain time series, sehingga penelitian ini hanya menggunakan satu kelas sebagai sampel. Penulis melakukan 3 kali pretest, 3 kali perlakuan dengan strategi sosio-afektif, dan 3 kali posttest. Dalam pretest dan posttest peneliti menyiapkan kuesioner kepercayaan diri. Hal ini bertujuan untuk mengetahui apakah strategi sosio-afektif dalam pembelajaran efektif untuk meningkatkan kepercayaan diri siswa dalam berbicara. Hasil analisis data menunjukkan bahwa pembelajaran sosio-afektif efektif untuk meningkatkan kepercayaan diri siswa dalam berbicara. Hal ini ditunjukkan dengan mean pretest pertama 47,48 dan mean postet pertama 67,35. Rerata pretes kedua adalah 56,65 dan postet kedua dengan rerata 73,26. Dalam pretest 3 mean adalah 68,91 dan postetst pertama dengan mean 77,74. Kemudian dihitung menggunakan rumus One Way Anova (uji homogenitas varian). Karena harga $F\_hitung = 10.087 > F\_tabel = 3.14$ dan P-value (sig.) $= 0.000 < 0.05$. Kemudian H_0 ditolak, sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan strategi sosio-afektif terhadap kepercayaan diri berbicara pada mahasiswa semester III di IAIN Bengkulu tahun ajaran 2020/2021.

Kata Kunci: Sosial Afektif, Meningkatkan Percaya Diri Siswa Dalam Berbicara.

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CHAPTER I

INTRODUCTION

A. Backround

Language is one of the most unique human capacities that our process, and one that is involved in all others, including consciousness, sociality and culture. We use the symbolic system of language to make sense and communicate with other fellow human beings.[1]

Language may be the official language of a country to be used as a means of communication in areas such as the government, the law courts, the media and the education system. Language can be given priority in foreign-language teaching in a country, even if it does not have an official status.[2]

Based on the above definition we can say that the function of language is for communication. People use language to communicate each others. Without language people can not do anything such as asking help, giving argument and showing their feelings. As international language, English is used most of the countries in the world and become the leading means of communication worldwide.

In Indonesia, English as a foreign language that is taught at the beginning of elementary school. As a foreign language English has four skills; these are listening, reading, speaking, and writing.

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[1] Lourdes Ortega, *Understanding Second Language Aquisition*, (London: University of Missouri Press, 2009), p.1.
[2] David Crystal, *English As a Global Language*, (USA: Cambridge University Press, 2010), p.4.

Based on preliminary interview with a student in the third semester of IAIN Bengkulu on December 20th, 2019 Esni Senvita. She feel afraid and make them not confident in using English to speak even though they have enough vocabulary. Then, they are anxious for speak especially in front of the class. In fact, having self-confident to speak with native speaker and practice is needed to make them able to speak English well.[3]

Based on preliminary observation conducted by researcher on November 23th, 2019 at IAIN Bengkulu. Researcher found several problems that occur during the teaching and learning process, most of the students got difficulty to reduce their anxiety. The reason is they feel not confident if speak up in front of their friends. In the preliminary observation, some of them did not want to speak English because they were nervous while speaking. In fact, minim vocabularies make them also nervous makes them not able to speak fluently. Consequently, they could not express their ideas freely.[4]

When people are not confident they become so frightened, that they can not think clearly, can not concentrate, can not remember what they had intended to say. They have lost the words and sentences to say.[5] When Indonesian learners are not confident, they can not improve their ability in English speaking. The effect is they will have little desire to study English in speaking.

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[3] Esni Senvita As English Education Student of A class in IAIN Bengkulu. Interviewed on December, 20th 2019
[4] Preliminary Observation in IAIN Bengkulu on November, 23th 2019.
[5] Dale Carnegie, *How To Develop Self-Confidence And Influence People by Public Speaking,* (London: Vermilion, 1998), p.11.

Based on that issues, the researcher want to observe and to investigate the effect of using socio-affective strategy to teach speaking class, especially for know the significant effect of self-confidence because students are not confident when speaking English in the class.

Based on explanation above Socio-Affective is a learning strategy that can make students more active, and confidence in the classroom.The researcher will use this learning method to teach English in the classroom. The first research has been conducted by Afriana (Universitas Putera Batam, 2015)[6] He conducted a research entitled Socio-Affective Learning Strategies Used in Speaking III by The English Department Students of IAIN Batusangkar. The results of the research can be concluded that using socio-affective strategies can improve students' self-confidence in speaking English. The similarity between the above research and this research is based on socio-affective strategies. The difference in the research approach is that research is Classroom Action Research, but this research is a quasy experimental research.

The second previous study entitled Expanding Instructional Model of Socio-affective Strategy for Speaking Skill in Islamic Institution, has been done by Hayati Syari (IAIN Bukittinggi 2016). The similarity between the above research and this research is the use of socio-affective strategies for speaking skills. The difference in research is that the research referred to above is aimed at expanding the educational model focusing on socio-

affective strategies and also integrating the culture of local wisdom into the model, but the aim of this research is to know the students' self-confidence in speaking.

The last previous study by Lystiana & Yuan (2019). This study's objective was to find how the teacher used socio-affective strategies to enhance students' motivation in speaking. The result was positive for the use of socio-affective strategies in teaching speech and helped students increase their motivation and confidence to speak.The similarity between the above research and this research is the use of socio-affective strategies for speaking skills. The difference in research is that the research referred to above is aimed at improving the motivation of students, but the aim of this research is to know the students' self-confidence in speaking.

This research is to investigate and observe the socio-affective strategies toward students' improvement of self confidence in speaking used by the third semester students with English Education major in IAIN Bengkulu City especially C class in the academic year 2020/2021.

B. Identification of Problem

Based on the problems in the background above, some factors influence the student speaking ability. Those are:

1. Students feel afraid of making some mistakes
2. Students are not confident when speaking English in class
3. The students difficulty to reduce their anxiety
4. The students nervous while speaking

C. Limitation of the Problem

The limitation of the problem in this research focuses on The Effectiveness of Socio-affective Strategies Toward Students' Improvement of Self Confidence in Speaking at the third semester students of English Education major in IAIN Bengkulu in the academic year 2020/2021.

D. Research Question

The study is aimed to answer the following questios: Is there any better significant effect after students taught by using Sosio-Affective Strategies on Students' Self Confidence in Speaking at Third Semester students of IAIN Bengkulu in the academic year 2020/2021?"

E. Objective of the Research

Related to the formulation of the problem, the purpose of this study is stated below: The general 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 at the third semester students of English Education major in IAIN Bengkulu in the academic year 2020/2021.

F. Significant of the Research

After conducting the research, The benefits of this research are:

1. Teachers

This study is valuable for English teachers to enrich their strategy in teaching speaking and to improve teachers' teaching quality in teaching speaking.

2. Students

This study is hoped to be valuable for the students to get their self confidence in speaking English during their speaking class and they will get their improvement in speaking ability.

3. Institution

The result of this study is hoped to be valuable for institution/school by giving information that socioaffective strategies is one of the good strategies in improving the quality of the institution/school.

4. The Researcher

For the researchers, find out can the socioafective strategy of teaching for Improve students' self confidence in speaking.

G. Definition of key term.

O'Malley et al said that, as far as socio-affective strategies are concerned, it can be stated that they are related to social mediating activities and transactions with others. Cooperation and clarification are the main socio-affective strategies.

Self-confidence in speaking English is a term used to describe how safe a person is in their own decisions and actions. This can be applied in general or to specific situations or tasks.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. The Nature of Speaking

Each language has two main aspects, that is, the spoken part and the written part. Speak naturally, a natural speaker speaks in the unit of ideas. When a child conceives an idea in his mind, it comes naturally and spontaneously out of his mouth.[7]

Speech is so much a part of our daily lives that we take it for granted. There are many factors that contribute to good speech in the classroom, such as: linguistic knowledge, performance factors, emotional factors and language learning strategies.

a. Definition of Speaking

Speech is very important for students who learn the language, including English. Speaking is going to make someone communicate with other people.

Speech is one of the four language skills taught in the teaching of English. It involves knowledge of the sounds, structures, vocabulary and culture subsystems of the language.

According to Hornby, "Speaking is making use of language in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech".[8]

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[7] Mahendra Saraswat, *Speak English Fluently,* (New Delhi: Upkar Prakashan), p.4.
[8] A. S. Hornby, *Oxford Advanced Learners' Dictionary,* (NY: Oxford University Press, 1987), p.1140.

Brown defines that when someone speaks a language it means that can carry on a conversation reasonably competently.[9]

Ur states said that language refers to as 'speakers' of the language, as if speaking includes all other kinds of knowing.[10]

Speaking is known as oral communication that is has a purpose to transform the knowledge and information. Richard and Willy defines that the purpose of speaking is requires the ability to use the language appropriately in social interaction.[11]

So, based on the theory above, speaking is a language that is spoken with sound through words that produce conversations to communicate and exchange information in social interaction.

b. **Types of spoken language**

1) **Monologue (extensive)**

The monolog may be in the form of summaries, oral reports or short speeches, but the register is also more formal and deliberative.

In monologues, when one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, the listener must process long periods of speech without

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[9] H. Douglas Brown, *Principal of Language Learning*, (Eaglewood Cliffs, New York: Prentice Ball Regen, 1994), p. 267.
[10] Penny Ur., *A Course in Language Teaching,* (London: Cambridge University Press, 2009), p. 120.
[11] Jack C. Richard and Renandya Willy A., *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 204.

interruption – the stream of speech will continue whether or not the co-hearer speaks.

2) Dialogue (interpersonal)

It is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (**interpersonal**) and those for which the purpose is to convey propositional or factual information (**transactional**).[12]

c. Teaching and learning of speaking

Harmer states that, teachers can use some ways to encourage students in taking part in the speaking activity. A. Preparation: it is a good thing to give the students time to think about what they are going to say in front of the class.

b. Groups: making they get chances to speak and interact in groups.

c.Participation: allowing the students to equally engage in a task without knowing who gets the turn first and who gets the next.

[12] H. D. Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), p. 251.

H. Factors Affective Speaking Achievement

According to Latha and Ramesh, some of the factors affecting speech achievement are as follows:

1. Inhibition of Learners

   The most common problem that learners encounter in the language acquisition process is the inhibition of learners. Speech activities require a learner to have all eyes on him; exposure to an audience can often give the learners the stage fear.

2. Absence of motivation

   Lower level of motivation. It leads to reluctance in active participation in the speaking activities leading to poor practice oral practice at all.

3. Lack of subject matter

   Another common problem seen in the learners is that they think they have nothing to say about a particular subject. In reality, they may be bored or feel that the subject is unrelated to anything they know.

4. Lack of proper vocabulary

The next problem with ESL learners is that they often have to search for an appropriate word. They can't find one that fits into a context or content.

5. Lack of self-confidence

Constant practice and patience are needed to learn English. Learners believe that it is possible to speak fluently or master the language.

6. Improper listening skills

Central role of listening skills in the second or foreign language acquisition process is now largely acceptance. Listening plays an extremely important role in developing the ability to speak.

7. Poor non-verbal communication

Oral communication involves a very power non-verbal communication system, which sometimes contradicts the messages provides through the verbal listening channel.

8. Anxiety

To speak a second foreign language in public, especially in front of native speakers, often leads to anxieties. Sometimes extreme anxiety causes learners to be tongue-bound or lost in words in an unexpected situation that leads to discouragement and a general sense of failure of the learner.

9. Strong and quick learners' domination in the class

   Another factor that affects the language acquisition process is a large and mixed capacity class. In these classes, we have both strong and weak learners, where strong and quick learners are often seen to dominate and overcome the slow and weak learners.

10. Family background

    Environment and family background play a key role in the learning process. Farmers with poor educational backgrounds are the majority of people in countries like India. Learners coming from this background when asked to take part in, or to do, a speech activity that they fail to do.

11. Rural background

    The rural background of learners who do not generally use English is another cause that affects the learning process. Most learners from rural backgrounds are first generation English Language learners.

12. Excessive use of mother tongue

    In general, learners tend to overstate their mother tongue when it comes to productive activities, namely speaking and writing..

13. Lack of proper orientation

Even though some leaners have learned the language at their school level, they are unable to make a single sentence without a grammatical error. The basic reason for this is to learn from the examination point of view. The learners, their parents as well as the teachers place more emphasis on a group or core subject, and the English language is much less important.

14. Mother tongue pattern and its influence

Language learners are used to a specific set of patterns of pronunciation, intonation, stress patterns and phonology of their mother tongue, which has a clear impact on the acquisition of a foreign language.

2. Self Confidence

Self confidence is a concept used to describe how confident a person is in his or her own choices and acts. This can be applied broadly or to particular circumstances or activities. A high degree of self confidence means that a person believes they can perform an action correctly or achieve some particular goal or will make a good decision or have trust in a decision they have made or action they have taken. I.

a. Definition of Self Confidence

Kate and Platts defines self confidence is the ability to take appropriate and effective action in any situation, however challenging

it appears to you or others. Confidence is not about feeling good inside, although it's a bonus if you do.[13]

According to Bandura et all, Self confidence is a number of ways throughout the literature. These definitions generally involve belief in one's own abilities to perform.[14]

Brother and Christian states that, self confidence is a basic component of one personality that is afects not only the think and feel, but also one attemp to undertake.

Based on the definition above, self—confidence is valuable because it improves the individual's motivation and the ability to take action even when in a tight space and dare to appear.

b. **Indicator of Self-Confidence**

According to Burton and Platts states that there are ten qualities of self-confidence as follows:[15]

1. Direction and values: for confident people know what they want, where they want to go, and what thing that is important.

2. Motivation: confident people are motivated by and enjoy what to do.

3. Emotional stability: confident people will be calm and focused approach to how they are their selves and how they

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[13] Kate Burton & B. Platts, *Building self-confidence or dummies,* (Chichester, England: John Wiley & Sons, 2006), p.10

[14] Green Acre, *SELF CONFIDENCE, AND THE ABILITY TO INFLUENCE,* Academy of Marketing Studies Journal, https://www.researchgate.net/publication/286318041, Retrivered on Oct 15, 2019, 20.57pm.

[15] Kate Burton & B. Platts, *Building self-confidence or dummies,* (Chichester, England: John Wiley & Sons, 2006), p. 12-13.

are with other people as they tackle challenge. In addition, they also notice difficulty emotions such as anger and anxiety, but they work with them well.

4. A positive mind-set: Confident people have the ability to remain optimistic and to see the bright side even when they encounter setbacks. In addition, they also have positive regard for themselves as well as for other people.

5. Self-awareness: confident people know what they are good at, how successful they feel, and what they look and sound to others. They also acknowledge that they are a human being, and they do not longer anticipate to be perfect.

6. Flexibility in behavior: confident people adapt their behavior according to circumstance. They can see the bigger picture as well as paying attention to details. In addition, they take other people.

7. Eagerness to develop: Confident people enjoy stretching their self, treating each day as a learning experience, rather than acting as if they are already an expert with nothing new to discover. They're also taking their discoveries to new experiences.

8. Health and energy: confident people are in touch with their body, respect it, and have a sense that their energy is flowing freely. They manage stressful situations without becoming ill.

9. A willingness to take risks: Confident people have the ability to act in the face of uncertainty and to put themselves on the line even when they don't have the answers .

10. A sense of purpose: confident people have an increasing sense of the coherence of the different parts of their life. They also have chosen a theme or purpose for their life.

c. Necessary things to achieve self confidence

In order to develop self confidence and good speaker in front of the public, there are fifth necessary things:

1. Know The topic What You Are Going to Talk About

Unless a person has thought out and planned his talk and knows what he is going to say, he can't feel very comfortable when he face his auditors. He is like the blind leading the blind. Under such circumstances, the speaker ought to be ashamed of his negligence.

2. Act confident

One of the most famous psychologists that America has produced, Professor William James, wrote as follows:

Actions seems to follow feeling, but really action and feeling go together; and by regulating the action, which is under the more direct control of the will, we can indirectly regulate the feeling, which is not.[16]

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[16] Dale Carnegie, *How To Develop Self-Confidence And Influence People by Public Speaking,* (London: Vermilion, 1998), p.18.

3. Practice

Really the whole matter finally simmers down to but one essential; practice, practice and practice. The third point we have to make here is the most important. Even though people forget everything they have read so far, they must remember this: the first way, the last way, the neverfailing way to develop self-confidence in speaking is-to speak.

4. Make eye contact

Eyes is the mirror of self confidence. A person can easily assess another person's selfconfidence by engaging in eye contact. People with low selfconfidence hate making eye contact.

5. Body language

Body language is a type of a nonverbel communication in which psycal behaviors, as opposed to words are used to express or convey the information. Such behavior includes acial expressions, body posture, gesture, eye movement, touch and the use of space.

3. **Language Learning Strategies**

O'Malley *et al,* said that the definition of learning strategies as being "operations or steps used by a learner that will facilitate the acquisition,

storage, retrieval or use of information". Scarcella in Murcia argues that learning strategies are defined as behaviors, specific actions, steps, or techniques such as finding a conversation partner or encouraging oneself. Rubin states that the definition of learning strategies is 'the techniques or devices that a learner may use to acquire knowledge". Base on the deinitions above, the researcher can conclude that the implementation of language learning strategies can help students become better and confident learners.

According to O'Malley and Chamot, these three types of strategies metacognitive, cognitive, and socio-affective:[17]

Definition of Language Learning Strategies

Table 2.1

Generic Strategy Classification	Representative strategies	Definition
Metacognitive Strategies	Selective attention	Concentrating on particular aspects of teaching activities, such as aiming to listen to key terms or phrases.
	Planning	Planning for either written or spoken dialogue organization.
	Monitoring	Reviewing a task's focus, awareness of details that should be recalled, or output as it happens.
	Evaluation	Testing understanding after a receptive language operation has been performed, or assessing language development after it has taken place.
Cognitive Strategies	Rehearsal	Repeating the names of items or objects to be remembered.
	Organization	Grouping and classifying phrases, terminology, or definitions according to their Semantic features or syntactics.
	Inferencing	Using information in text to guess meanings of new linguistic objects, predict Outcomes, or missing pieces entirely. Synthesizing what one has learned intermittently to ensure

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[17] O'Malley. J. and Chamot, A. U, 1990, *Learning Strategies in Second Language Acquisition*, Cambridge: Cambridge University Press, P. 46

	Summarizing Deducing Imagery	that the evidence has To be held. Applying guidelines to language comprehension. Using visual images to understand and remember (either created or actual) Fresh verbal data.
	Transfer	Using known linguistic information to facilitate a new learning task.
	Elaboration	Linking ideas contained in new information, or integrating new ideas with known information.
Socio-affective Strategies	Cooperation	Working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity.
	Questioning for clarification	Eliciting from a teacher or peer additional explanation, rephrasing, or examples.
	Self-talk	Using mental redirection of attention to ensure a learning activity. It will succeed or decrease anxiety about a mission.

4. **Socioaffective Strategies**

O'Malley et al said that the socio-affective strategies is can be stated that they are related with social-mediating activity and transacting with others. The key socio-affective strategies are collaboration and clarification issues. Malley and Chamot also stated that socio-affective strategies represent a broad grouping that involves either interaction with another person or ideational control over affect.

According to O'Malley & Chamot, socio-affective strategies can be regarded as a powerfull approach for English learners to accelerate their speaking skill and vigorously interact with native speakers. As widely known, the socio-affective is a strategy that allows learners to regulate and control feelings, motivations, and attitudes towards learning to communicate, as well as helping learners to learn through communication and interaction with others. By means of socio affective strategies,

English lecturer in speaking can lower students' anxiety by using some mental techniques and solve problems through lecturer-students or peer interactions.[18]

Arnold and Brown defines that, however humanistic language teaching has indicated that affective factors, such as attitudes, motivation, anxiety, and self-esteem, have great influence on the success of language learning because' the way we feel about our abilities and ourselves can either make our learning easier or hinder it.

Socio-affective strategies are those that are non-academic in nature, according to Oxford, and include promoting learning by fostering a sense of empathy between the teacher and the student. They require the consideration of variables such as feelings and attitudes.

In the same research, Andres argues that "if we want our students to develop their inherent potential to learn, the affective variables such as anxiety, motivation, self-esteem and inhibition and the learners' internal needs can no longer be ignored ".[19]

In addition, Hamzah et al, claimed that socio-affective techniques have a positive influence on learners, such as leading learners to better understand listening class, risk-taking, self-confidence, and more contact with others to solve problems.

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[18] Hayati Syafri, *EXPANDING INSTRUCTIONAL MODEL OF SOCIO AFFECTIVE STRATEGY FOR SPEAKING SKILL IN ISLAMIC INSTITUTION*, file:///C:/Users/TOSHIBA/Downloads/6946-13829-1-SM.pdf, P.366, Retrivered on Dec 29, 2019, 20.50pm.
[19] Siamak Zeynali, *The Effects of Socio-Affective Strategy in the Enhancement of Reading Comprehension among Iranian EFL Learners, http://www.sciencepublishinggroup.com/j/ijll*, Retrivered on Oct 14, 2019, 20.37pm.

The types of interventions associated with social mediation practices and transactions with others are socio-affective strategies.[20]

Oxford describes more details as three sets of social strategies, they are: 1. asking question involving asking someone, possibly a teacher or native speaker or even a more proficient fellow learner, for clarification, verification, or correction; 2. Cooperating with others in order to develop language skills by communicating with one or more people, and 3. Empathizing with others which involves developing cultural understanding and becoming aware of others thoughts and feelings. [21]

Malley and Chamot claimed that a large grouping of socio-affective strategies includes either contact with another person or ideational control over the impact of. The strategies that can uses are: 1. Working together or working with peers to solve a problem, pooling data, checking notes or getting input on a learning activity, 2. Questioning for clarification or extracting supplementary explanations, rephrasing or examples from an instructor or peer, 3. Self-talk, or the use of mental control to ensure a good learning experience or to alleviate anxiety about a task.[22]

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[20] Kamran Mehrgan, *Willingness to Communicate in Second Language Acquisition: A Case Study from a Socio-Affective Perspective*, *http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.673.1118&rep=rep1&type=pdf,* Retrieved on Dec 29, 2019, 20.37pm

[21] Oxford, Rebecca, 1990, *Language learning strategies: What every teacher should know*. Boston: Hinle & Hinle. P. 145-147

[22] O'Malley. J. and Chamot, A. U, 1990, *Learning Strategies in Second Language Acquisition*, Cambridge: Cambridge University Press, P. 45

The Application Process of Socioaffective Strategies

Based on O'Malley and Chamot, the teaching procedures as follows:

1. The teacher needs to diagnose the level of technique used by learners in learning. In this stage the teacher will observe the students while they study in the class.

2. The teacher can offer learners knowledge to know the characteristics, effectiveness, and applications of socio-affective strategies. When they are afraid of speaking English, the teacher should teach learners to try to relax. Meanwhile, the teacher can naturally and easily weave techniques into daily classroom activities and create a welcoming and encouraging atmosphere for language learners.[23]

3. Collaborative work with classmates is useful at this point in order to provide realistic experience for language learners to use socio-affective strategies. The instructor assigns students into many small groups; students will share views in the e ach community. Cooperation: The students working with one or more peers to obtain feedback, pool information, or model a language activity. The strategy of cooperating with others is a good opportunity for the students to develop their English proficiency if they can train themselves to practice full English. Question for clarification: The

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[23] Yen-Lin Chou, *Promoting Learners" Speaking Ability by Socio-affective Strategies*, (Los Angeles: The University of Southern California), http://www.iteslj.org, retrivered on 16th of November 2020

students asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples. In this case study, attempts have been made to investigate whether socio-affective strategies have any effect on the second language learners' willingness to communicate in the context of classroom.[24] Self-talk: The students using mental control to assure oneself that a learning activity will be successful or to reduce anxiety about a task. Socio-affective approaches explore how learners want to engage with other speakers.

4.   The optimal goal of language learning methods is to direct students. Become stronger, more independent, and more confident learners. In order to do so Encourage students to be more self-reliant than teachers, and the instructor needs to ask students to make use of these powerful socio-affective resources. Strategies in The class environments as well as in everyday life. It is hoped that learners would be able to use socio-affective techniques while they speak English, even without teacher supervision.

The use of Socioaffective strategies is needed to help learners to regulate and control their emotions, motivations and attitudes toward learning. Therefore, during speaking class events, they will be able to learn by touch and interaction with others and to gain their self-confidence in speaking English.

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[24] Ibid

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, as Jeremy Harmer said that teacher's method in teaching could be intrinsic motivation which motivate the students to learn. The socio-affective strategies are implemented in this research. They are the discussion in pair seatmate for practice describing people in front of the class. The effectiveness of socio-affective strategies toward students improvement of self confidence in speaking in the third semester students in IAIN Bengkulu academic year 2019/2020 will be focused on this research.

5. **Previous Study**

   1. **Afriana's work**

      The first research has been conducted by Afriana (Universitas Putera Batam, 2015) He conducted a research entitled Socio-Affective Learning Strategies Used in Speaking III by The English Department Students of IAIN Batusangkar. An action research study was carried out with the college student in the Speaking III class at Tadris English STAIN Batusangkar.

      With socioaffective strategies, the students controlled their body by deep breathing and silent for a while and then speak again slowly. The students controlled positive signal to make them not in hurry while speaking. They also felt nervous while speaking. They tried confident to control their emotional. They focused on information that they were going

to say. In writing language learning diary; the students wrote their problems and feeling in notebook. They wrote many vocabularies, phrases, and sentences related to the topic based on their problems in speaking at that time. In discussing feeling with someone else; before the students speaking in front of class, discussed about their difficulties in speaking. The lecturer also asked them to make a title about something that they will say and discussed with their friends. They also prepared a topic by themselves.

2.   Hayati Syari work's

The second previous study entitled Expanding Instructional Model of Socioafective Strategy for Speaking Skill in Islamic Institution, has been done by Hayati Syari (IAIN Bukittinggi 2016).

The goal of her research is nevertheless, students rarely utilize socioaffective strategies in speaking that caused students are anxiety, less ability to socialize, less self-confidence and motivation that give the As multilingual speakers, students have a poor influence on their speaking success in the classroom. The researcher found in the outcome of the study that: After conducting R and D analysis, through preparation,Impementing and Evaluating Model (PIE model) to third semester students In the State of Islamic Religious Institute (IAIN) Bukittinggi in Indonesia, registered in the 2015/2016 academic year of the English School, it is found that socio cultural affective strategy model is effective to improve students' speaking skill.

3.   **Maulid Robiansyah, Pryla Rochmahwati work's**

The last previous study entitled SOCIO-AFFECTIVE STRATEGIES EMPLOYED BY STUDENTS IN SPEAKING CLASS Maulid Robiansyah; Pryla Rochmahwati Institut Agama Islam Negeri (IAIN) Ponorogo.

This research is aiming at scrutinizing the socio-affective strategies used by students in speaking class at SMP Ma'arif 1 Ponorogo. 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 Mattew B Miles and Michael Hubberman's view of data reduction, data display and drawing conclusion. The result of this research revealed that (1) the implementation of socio-affective starategies is devided into three activities namely; Pre activities, main activities, and the last activities. In pre activities there are two activities, greeting and apperception. In main activities, teacher applied "socio-affective stratgies. The findings that. In the last activities the teacher gave an evaluation and motivation. In evaluation activity a teaching and learning process need to be evaluated. (2) Those the role of the teacher is as follow in supporting the implementation of socio-affective strategies at Eighth Grade B Class of

SMP Maarif 1 Ponorogo is It is really important because the teacher plays an important part in the learning process. The roles teachers play in English Language Teaching (ELT) field are mostly of an assessor, organizer, facilitator, prompter, motivator, participant, monitor, model, etc.

4. The Position of the Current Study

The author distinguishes research from previous research above. In Current research, the author focuses on finding out the effectiveness of socioafective strategy of teaching for improving students' self confidence in speaking. In the first study, the data is taken from the e-journal abstract The first research the graduate students, University of the son of Batam, the second e-journal abstract is from lecturer at IAIN Bukittinggi. and the last is taken from the e-journal abstract from lecturer at Institut Agama Islam Negeri (IAIN) Ponorogo.

4. Hypotesis

Considering the underlying theory, the hypotheses are :

Ha =   After students being taught with Socio-affective strategies is effective to increase students self confidence in speaking among the third semester students of English Education major in IAIN Bengkulu in the academic year 2020/2021.

Ho =   The use of Socioaffective strategies is not increase significantly students self confidence in speaking among the third semester students of English Education major in IAIN Bengkulu in the academic year 2020/2021.

CHAPTER III

RESEARCH METODOLOGY

1. Research Method and Design

The method used in this research is quasi-experimental research. Syamsuddin said that the research method is a way of solving problems research carried out in a planned and careful manner get facts and conclusions in order to understand, explain, predict and control the situation.[25] Suharsimi Arikunto defines experimental research is the research which is intended to determcpine whether there is a result of treatment on the subject under investigation.[26]

According to Sugiyono, there are two quasi experimental designs the form is time series design and nonequivalent control group design.[27] The writer uses time-series design in this research, which is intended to find out the influence of using Idea Details Strategy to increase students' ability in writing recount text.

> ”Menurut Sugiyono : Desain penelitian ini hanya menggunakan satu kelompok saja, sehingga tidak memerlukan kelompok kontrol.”

According to Sugiyono : This research design only uses one grup, it does not require a control grup.

This research design only uses one group, it does not require a

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[25] Syamsuddin dan Damayanti. (2011). Metode Penelitian Pendidikan Bahasa. Bandung: Remaja Rosdakarya.

[26] Arikunto, S. (2002). Dasar-dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara.

[27] Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*, Bandung: Alfabeta, 2017,P. 116-118.

control group.[28] Supported by Jhon W. Cresswell, time series design is design consist of studying one group, over time, with multiple pretest and posttest measures or observations made by the researcher. It can be concluded, time series design is a research design that uses one group as an experimental class.[29] This research use one class as a sample. The writer conducts 3 times a pretest and 3 times the posttest. The following stages according to Creswell of the Equivalent Time Series research design consist of[30]:

Time Series Design

Table 3.1

Select participants for group	Measure or observation	intervention	Measure or observation	intervention	Measure or observation	intervention	Measure or observation

Information:

i. The researcher selects participants in the study.

ii. The researcher measures the dependent variable (pre-test).

iii. Give the first treatment in the experimental group.

iv. Researchers measured the dependent variable (post-test).

v. Give the second treatment the experimental group.

vi. The researcher measured the dependent variable (post-test) for see the effect of the second treatment.

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[28] Sugiyono, *Memahami penelitian kualitatif,* (Bandung, ALFABETA, 2016), P. 78.

[29] Jhon W.Cresswell,*Educational Research:Planning Conducting And Evaluating Quantitative And Qualitative Research* (4th Ed), (New Jersey :PearsonEducation,2012),p.314.

[30] John W. Creswell, *Educational Research*, (University of Nebraska-Lincoln), 2012, P. 314.

vii.   Give the third treatment in the experimental group.

viii.   Researchers measured the dependent variable (post-test).

2. Population and Sample

In clinical research studies, it is often not appropriate or feasible to recruit the entire population of interest. Instead, investigators will recruit a sample from the population of interest to include in their study. In this study the population is all students of the third semester students of English Education major in IAIN Bengkulu in the academic year 2020/2021.

Population

Table 3.2

NO	Class	Male	Female	Number
1	A	-	24	24
2	B	4	20	24
3	C	6	17	23
4	D	4	23	27
5	E	3	20	23
	Total			121

Source: IAIN Bengkulu(2019/2020)

Sampling is the process of selecting a statistically representative sample of individuals from the population of interest. Sampling is an important tool for research studies because the population of interest usually consists of too many individuals for any

research project to include as participants.[31] In this study, researchers use purposive sampling and only used C class in the third semester students of English Education major in IAIN Bengkulu in the academic year 2020/2021 as a sample.

C class as Sample

Table 3.3

Class	Students		Total
	Male	**Female**	
C Class of Third semester English Education major.	6	17	23

3. **Research Instrument**

The instrument to collect data, researcer used a form of observation, and self confidence quistionnaire as the instrument.

1. **Documentation**

The guided of documentation was used to observe the participants in their teaching-learning process, especially in speaking class. The researcher observed three times during the research. The first observation focused on their problems in self confidence in speaking and their initial condition before the treatment. The next two observations more focused on the

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[31] Umair Majid, Research Fundamentals: StudyDesign, Population, and Sample Size, https://www.researchgate.net/publication/322375665_Research_Fundamentals_Study_Design_Population_and_Sample_Size, Retrivered on 10th Feb 2020.

students' improvement of their self confidence in speaking after implementing Socioaffective strategies. The researcher recorded the process of teaching learning activities, wrote important information, and took several pictures and a tabel score.

2.   **Questionnaire**

The researcher gave students the questionnaire. The purpose is to find out students' perceive on socio affective strategies to enhance their motivation in speaking. According to Creswell, he states that "Elucidates two kinds   of questionnaire namely open-ended and close-ended. An open-ended questionnaire is a list of questions which requires the respondents' answer freely by their own opinion. While close-ended questionnaire is list of questions provide all   possible alternative answers.

The questionnaire was used to collect data of students' self-confidence. The total of the questionnare will be 20 items and   consist of 5 choices, (Never) rated 1, (Rarely) rated 2, (Sometimes) rated 3, (Often) rated 4, and (Always) rated 5.[32]

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[32] Syofian Siregar, *Metode Penelitian Kuantitatif*, (Jakarta: Kencana, 2013), p.25-26

Answer's Criteria rom the Questionnaire from Scale Linkert
Table 3.4

No.	Abbreviation	Means	Points
1	A	Always	5
2	O	Often	4
3	S	Sometimes	3
4	R	Rarely	2
5	N	Never	1

Source: Syofian Siregar, (2013)

The data from the questionaire were analyzed to determine the students' self-confidece by observing the mostly checked item in the always, often, sometimes, rarely, and never column. The following table shows the categories of self-confidence level by using interval score bellow.[33]

Self-Confidence Interpretation

Table 3.5

Score Interval	Categories
85-100	High Confidence
55-84	Average
0-54	Low Confidence

Source: Mustafa (2015)

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[33] Mustafa, E., *Psychological Factor Affecting Sundanese EFL Learners' Oral Performance. The Study of Sudan University of Science and Technology. (A Thesis Degree of M.A in the English Language*. Sudan University, Sudan., 2015), p. 15

The data obtained from the questionaire were analyzed using percentage analysis. The formula is shown in the following:

$$P = \frac{F}{N} \times 100\%$$

Where :

P: Percentage of students'

F: Total of Students' choice

N: Total number of sample students'

4. Research Procedure

The research procedures carried out in this study are as following.

1. Pre Test

At this stage, the researcher conducts an initial test in the questionaire form of self confidence in speaking ability. Students are given a pre-test to find out the student's before treatment. It will be given at the beginning of the lesson at this stage.

2. Giving Treatment

After conducting the preliminary tests and knowing the students 'abilities, the students will give treatment to find out the students' ability to increase self confidence in speaking. Treatment was given in total three times and each treatment was carried out at 1 meeting with a duration of 2 x 40 minutes. The days and hours used are adjusted to the English lesson schedule in question. The stages of implementation of the Experiment are as follows.

This research just have one group. The group in this study were students of class the third semester students of English Education major in IAIN Bengkulu in the academic year 2020/2021. The procedure in teaching students' self confidence in speaking by using Socioaffective Strategies, as follows; Cooperation, Question for clarification, and Self-talk.

Procedure of Socio-Affective Strategies
Tabel 3.6

	Experimental Class
Method	**Socioaffective Strategies**
Treatment	1. Cooperation The aim is to make sure that the students have enough knowledge of the topic 2. Question or clarification The students asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples. 3. Self-talk The students making positive statements, taking risk wisely, rewarding oneself.
Meeting	**8 Meetings**
Evaluation	**Evaluation of Conversation**

The group in this study is third students of Class C at IAIN Bengkulu. The group uses the Socio-affective strategies to study English. Implementation steps using Socio-affective strategies methods in the class;

1. Method: Socio-Affective Strategies

2. Steps;

Introduction (10 minutes)

1. The teacher greets the students

2. The teacher invites students to start the activity by praying

3. The teacher checks the presence of students

4. The teacher provides motivation for students

5. The teacher gives questions related to the learning topic delivered

Activity (60 minutes)

1. Stage 1: Cooperation

   - The teacher divide the students for make some group work.

   - The students working with one or more peers like their seatmate to obtain feedback, pool information, or model a language activity.

   - The students make some text of news anchor and speak in front of the class.

2. Stage 2: Question for clarification

   - The students asking teacher or their friends for repetition, paraphrasing, explanation, and/or examples. The aim is for students to become familiar with the purpose, vocabularies, overall structure, and linguistic features of the type of what their going to speak.

   - The tacher answer the students question for clarification

- The students were asked to make a short speaking about some speech.

3. Stage 3: Self-talk

   - The students making positive statements, taking risk wisely, rewarding oneself.

   - In taking emotional temperature, learner can using a checklist, writing a language learning diary, and discussing feelings with someone else.

   4. The students speak in front of class become a news anchor.

Closing (10 minutes)

1. The teacher ask the students about the conclusion

2. The students answer the teacher question

3. The teacher greets (closing)

3. Post-test

After the treatment is given to the class, the next step is giving the final test. The final test given to the groups is the questionaire. Granting the final test aims to determine whether there are differences in students' self confidence in speaking which is significant after the treatment. In addition, it is also to compare scores with those achieved during the test early whether the results increase, equal, or decrease.

Calculation of test results the end is done with the help of a computer program SPSS 16.0.

5. Validity and Reliability of the test

In design the spoken test as the instrument of this research, researcher measure the reliability and validity of the test.

1. Validity

Validity is the most important consideration in developing and evaluating measure instruments. Validity is defined as the extent to which an instrument measure what it claimed to measure. The items test be try out to know the quality of the test. There are some items test that are not valid. The question of an instruments validity is always specific to the particular situation and to the particular purpose for which it is use. In this research, researcher use assistance of SPSS version 20.

2. Reliability

Reliability is the consistency of a set of measurement or of a measuring instrument, often use to describe a test to. Ary state that the reliability of a measuring instrument is the degree of consistency with which in measures whatever it is measured. In this research, the research use SPSS 20 to k now the reliability of test instrument. The data was calculated by anates.

6. Technique of Data Analysis

After collecting the data, the result and the instrument (pre-test and post-test) will be analyzed in order to answer the research question. The analysis of each instrument is presented in a descriptive explanation.

1. **Normality Test**

    The normality test is a test a group of data to know whether the data distribution is a normal curve or not. In this research, the researcher uses the Kolmogorov Simonov normality test. Kolmogorov Simonov is used to test the goodness of fit of sample distribution and other distribution. This test compares a group of sample data toward normal distribution mean score and similar standard deviation. Based on the statistical counted about normality test with belief a=0,05.

2. **Homogeneity Test**

    This test is used to determine whether the data fulfill the criteria of quality of variances. After the result of testing the normality of distribution is found, the researcher will do test the homogeneity of the T-test Statistical Product for Service Solution (SPSS) 16 Program.

3. **One-Way ANOVA**

    One-way ANOVA is a statistical test technique to assess the average difference between more than two sample groups by involving one independent variable (X) and one dependent variable (Y).

    One-way analysis of variance (one-way ANOVA) is used because between groups to be compared comes from only one independent variable, or one independent variable that has several categories, and it is the differences between the categories that you want to compare, is there a difference to the dependent variable / it depends. Anova oneway design is as follows:

Design of Anova One Way

Table 3.7

SOCIO-AFFECTIVE (X)	SELF CONFIDENCE (Y)
TREATMENT 1 (X1)	YX1
TREATMENT 2 (X2)	YX2
TREATMENT 3 (X3)	YX3

CHAPTER IV

RESULT AND DISCUSSION

A. Result

This chapter discusses the result of the research conducted in the third students' of IAIN Bengkulu. The finding of this research study were obtained based on data analysis as presented in Chapter III. The data were the scores of students' self confidence questionaire which was taken from pretest and posttest in experimental class. The pretest was given to the students before treatment was conducted and the posttesst was given at the end after the treatment. The findings were as follow.

The Data Description of Pretest and Posttest Students' Self Confidence

Score in The Experimental Class

Description of Statistical Data on The First Treatment (X1)

Table 4.1

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
PRE_TEST1	23	24	35	59	47.48	8.016	64.261
POST_TEST1	23	36	46	82	67.35	9.277	86.055
Valid N (listwise)	23						

Based on the table 4.1 it can be included in the first pretest and first treatment, the first pretest mean is 47.48 and first postetst with mean of 67.35, while the standard deviation is 8,016 in the first pretest and first postest is 9,277.

**The Score Distribution in Experimental Class Pretest 1 and Posttest 1**

Table 4.2

No.	Interval	Catagories	Pretest 1		Posttest 1	
			F	%	F	%
1	85-100	High Confidence	0	0	0	0
2	55-84	Average	6	73,92%	22	95,65%
3	0-54	Low Confidence	17	26,08%	1	4,35%
Total			23	100%	23	100%

Based on the table 4.2, the pretest 1 in experimental class, there was 0 (0%) student in high confidence category, 6 (73,92%) students were in average category, and 17 (26,08%) students were in low confidence category. While in posttest 1, there was in 0 (0%) student in high confidence category, 22 (95.65%) students were in average category, and 1 (4,35 %) students were in low confidence category.

Graphic for the Frequency of pretest 1 and postetest 1 Scores in Experimental class

Figure 4.1
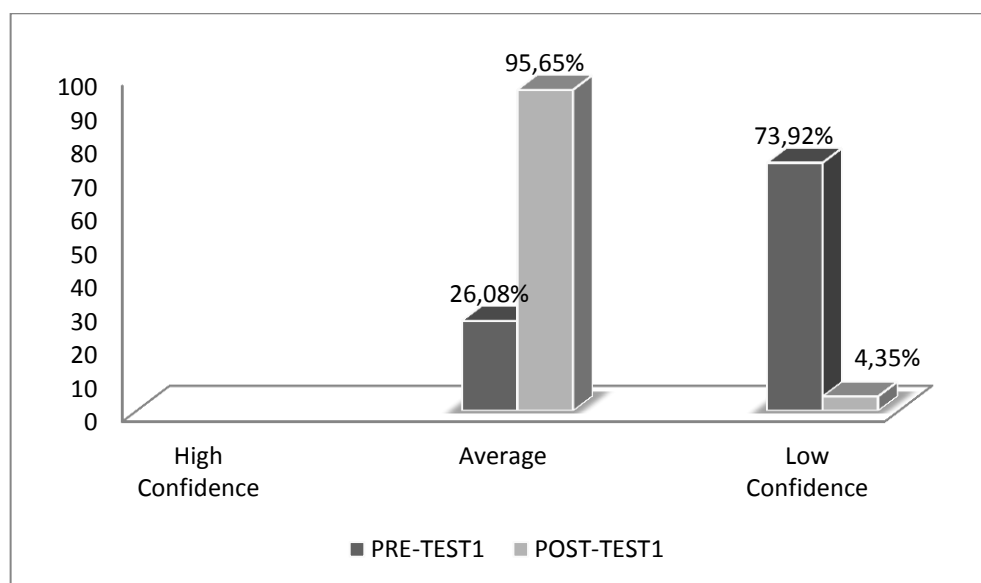
Description of Statistical Data on The Second Treatment (X2)

Table 4.3

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
PRE_TEST2	23	27	43	70	56.65	8.446	71.328
POST_TEST2	23	30	58	88	73.26	7.300	53.292
Valid N (listwise)	23						

Based on the table 4.3 it can be included in the second pretest and second treatment, the second pretest mean is 56,65 and second postetst with an mean of 73.26, while the standard deviation is 8,446 in the second pretest and first second is 7,300.

**The Score Distribution in Experimental Class Pretest 2 and Posttest 2**

Table 4.4

No.	Interval	Catagories	Pretest 1		Posttest	
			F	%	F	%
1	85-100	High Confidence	0	0%	2	8.70%
2	55-84	Average	15	65,21%	21	91,30%
3	0-54	Low Confidence	8	34,79%	0	0%
Total			23	100%	23	100%

Based on the table 4.4, the pretest 1 in experimental class, there was 0 (0%) student in high confidence category, 15 (65,21%) students were in average category, and 8 (34,79%) students were in low confidence category. While in posttest 1, there was in 2 (8.70%) student in high confidence category, 21 (91,30%) students were in average category, and 0 (0%) students were in low confidence category.

Graphic for the Frequency of pretest 2 and postetest 2 Scores in

Experimental class

Figure 4.2
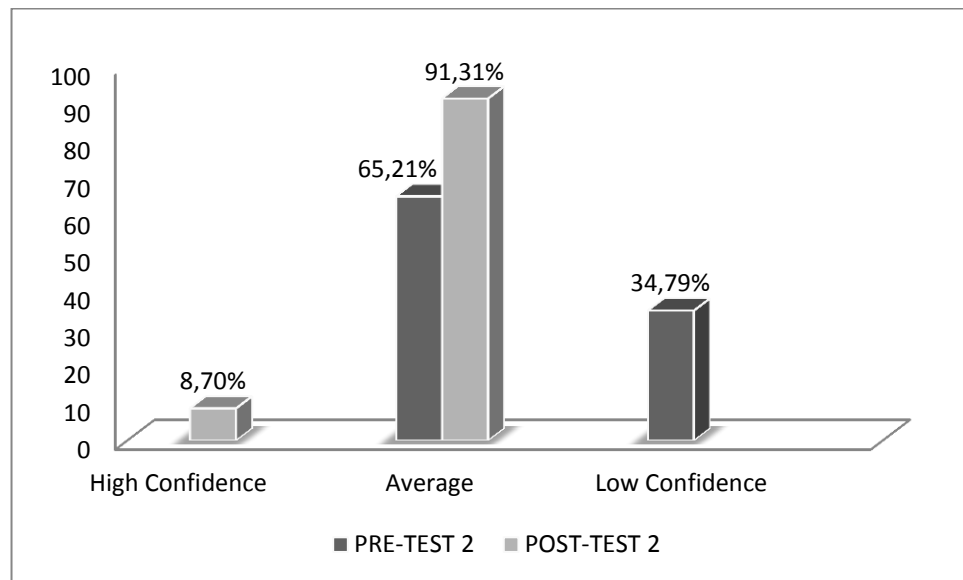
Description of Statistical Data on The Third Treatment (X3)

Table 4.5

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
PRE_TEST3	23	52	82	68.91	8.923	79.628
POST_TEST3	23	64	88	77.74	6.817	46.474
Valid N (listwise)	23					

Based on the table 4.5 it can be included in the third pretest and third treatment, the first pretest mean is 68,91 and first postetst with an mean of 77,74 while the standard deviation is 8,923 in the third pretest and third postest is 6,887.

**The Score Distribution in Experimental Class Pretest 3 and Posttest 3**

Table 4.6

No.	Interval	Catagories	Pretest 1		Posttest	
			F	%	F	%
1	85-100	High Confidence	0	0%	6	26,09%
2	55-84	Average	22	95,66%	17	73,91%
3	0-54	Low Confidence	1	4,34%	0	0%
Total			23	100%	23	100%

Based on the table 4.6, the pretest 3 in experimental class, there was 0 (0%) student in high confidence category, 22 (95,66%) students were in average category, and 1 (4,34%) students were in low confidence category. While in posttest 3, there was in 6 (26,09%) student in high confidence category, 17 (73,91%) students were in average category, and 0 (0%) students were in low confidence category.

Graphic for the Frequency of pretest 3 and postetest 3 Scores in Experimental class

Figure 4.3
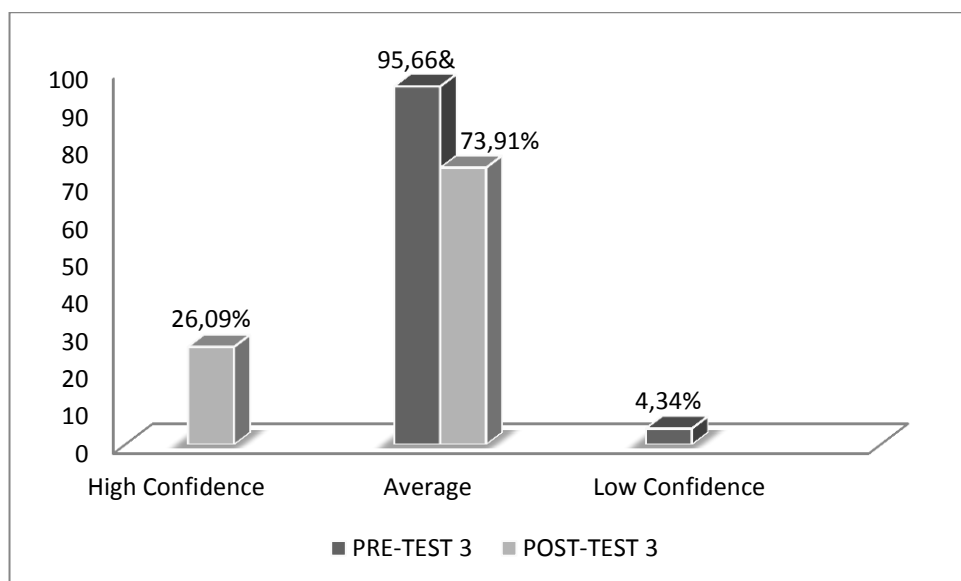
The Normality and Homogenity of the data

Before analyzing the data, normality and homogeneityy of the data should be measured well. Normaliy test in research was used as a prerequisite for one way anova. In this reserach, the data must be normally distributed. If the data not normally distributed then the one way anova cannot be continued. A distribution is normal if the significant level > 0.05, whereas if the level significant < 0.05, the distribution is abnormal. For testing the normality of data used the Kolmogorov-Smirnov test using SPSS 16.0 for windows.

The result of normality test of pretest 1,2,3 scores

The result of normality data test for prestest 1,2,3 scores in experiment class is demonstrated on figure 4.4, figure 4.5 and figure 4.6.

Figure 4.4

The Histogram of Pretest 1 Score of the Experimental Class One-Sample Kolmogorov-Smirnov Test
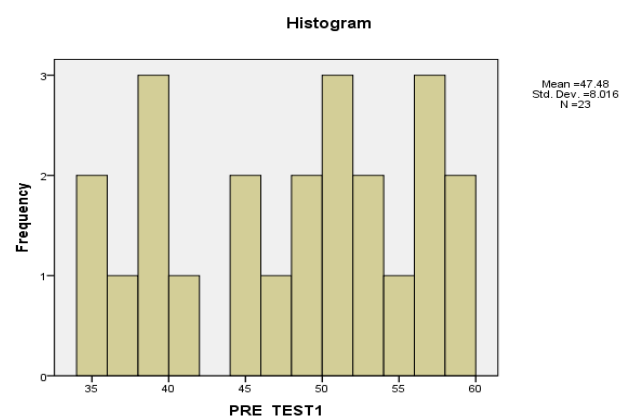

Figure 4.5

The Histogram of Pretest 2 Score of the Experimental Class One-Sample Kolmogorov-Smirnov Test
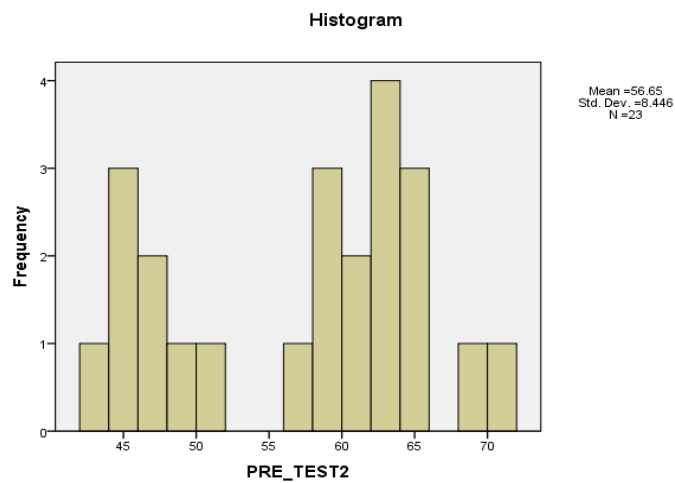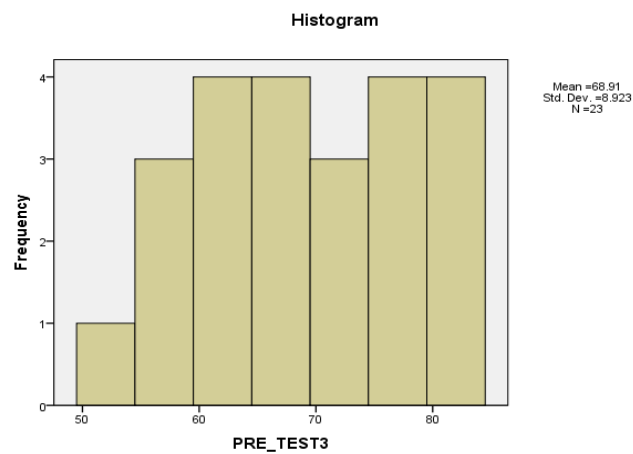
Figure 4.6

The Histogram of Pretest 3 Score of the Experimental Class One-Sample Kolmogorov-Smirnov Test

Based on the output of the normality test above, the calculation score can be seen in the "Normality Test" table in the Kolmogorov-Smirnov column, it can be analyzed as follows:

Table 4.7

**Test of Normality of Pretest 1,2,3 Scores of the Experimental Class
One-Sample Kolmogorov-Smirnov Test**

Tests of Normality

	TREATMENT	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
SCORE	PRE_TEST1	.148	23	.200[*]	.926	23	.088
	PRE_TETS2	.172	23	.076	.910	23	.041
	PRE_TEST3	.107	23	.200[*]	.952	23	.321

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From table 4.7 it can be seen that the significance value of the experimental class showed that the *P value (sig.)* at pretest 1 = 0.200> 0.05, it means that H_0 is accepted, it can be concluded that the pretest 1 data is normally distributed. Then, the *P value (sig.)* Pretest 2 = 0.076> 0.05 it means that H_0 is accepted, therefore the pretest 2 data is normally distributed and *P Value (sig.)* Pretest 3 = 0.200> 0.05 it means that H_0 is accepted. In conclusion, it can be stated that the pretest 3 data is normally distributed.

The result of normality test of posttest 1,2,3 scores

The result of normality data test for prestest 1,2,3 scores in experiment class is demonstrated on figure 4.7, figure 4.8 and figure 4.9
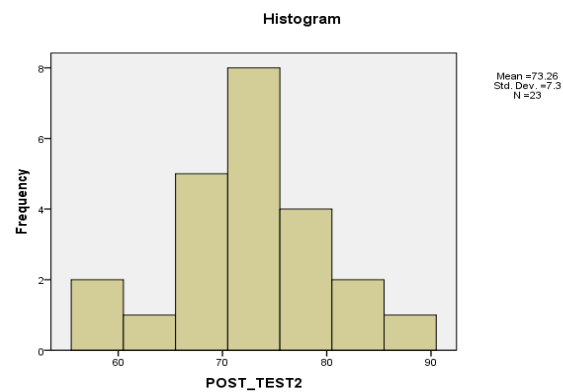
The Histogram of Posttest 1 Score of the Experimental Class One-Sample Kolmogorov-Smirnov Test

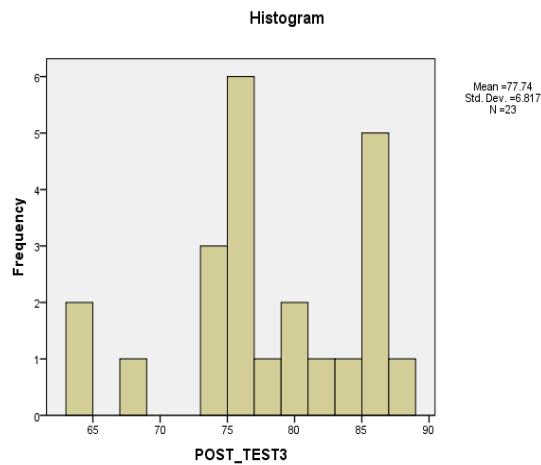**Figure 4.7**
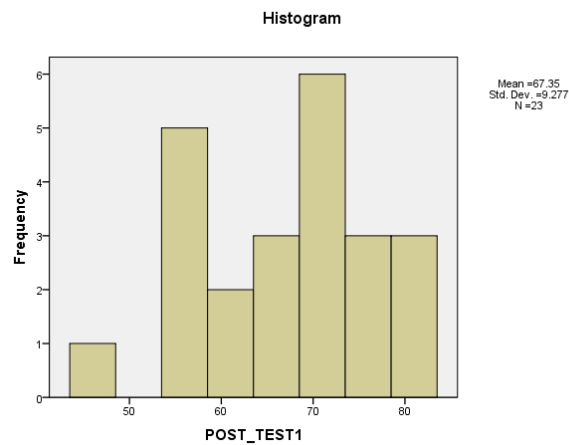
The Histogram of Posttest 2 Score of the Experimental Class One-Sample Kolmogorov-Smirnov Test

Figure 4.8

The Histogram of Posttest 3 Score of the Experimental Class One-Sample Kolmogorov-Smirnov Test

Figure 4.9

Histogram

Based on the output of the normality test above, the calculation results can be seen in the "Test of Normality" table in the Kolmogorov-Smirnov column, it can be analyzed as follows:

Test of Normality of Posttest 1,2,3 Scores of the Experimental Class

One-Sample Kolmogorov-Smirnov Test

Table 4.8

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	TREATMENT	Statistic	Df	Sig.	Statistic	df	Sig.
SCORE	POST_TEST1	.104	23	.200*	.971	23	.717
	POST_TEST2	.110	23	.200*	.967	23	.624
	PODT_TEST3	.161	23	.125	.928	23	.097

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From table 4.8 it can be seen that the significance value of the experimental class showed that the *P value (sig.)* at postest 1 = 0.200> 0.05, it means that H_0 is accepted, it can be concluded that the posttest 1 data is

normally distributed. Then, the *P value (sig.)* Posttest 2 = 0.200> 0.05, it means that H_0 is accepted, therefore the posttest 3 data is normally distributed and *P value(sig.)* Posttest 3 = 0.125> 0.05, it means that H_0 is accepted. In conclusion, it can be stated that the posttest 3 data is normally distributed.

The result of Homogeneity Variances test of pretest 1,2,3 scores

Based on the variance homogeneity test output, the calculation results can be seen in the "Test of Homogeneity of Variance" table in the source 'Based on Mean.

Table of Homogeneity of Variances test Pretest 1,2,3

Table 4.9

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
SCORE PRETEST	Based on Mean	.268	2	66	.766
	Based on Median	.292	2	66	.748
	Based on Median and with adjusted df	.292	2	64.981	.748
	Based on trimmed mean	.271	2	66	.764

From the table 4.9, it showed if significant values based on mean was 0.766, and it was bigger than 0.05 *P Value (sig.)* = 0.766> 0.05, it could be concluded that the data variances were homogenous or equal.

The result of Homogeneity Variances test of postsest 1,2,3 scores

Based on the variance homogeneity test output, the calculation results can be seen in the "Test of Homogeneity of Variance" table on the source "Based on Mean", it can be analyzed as follows:

Table of Homogeneity of Variances test Posttest 1,2,3

Table 4.10

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
SCORE POSTTEST	Based on Mean	1.609	2	66	.208
	Based on Median	1.389	2	66	.257
	Based on Median and with adjusted df	1.389	2	63.772	.257
	Based on trimmed mean	1.577	2	66	.214

From the table 4.10, the homogeneity test of variance showed that the it significant values based on mean was 0.208, and it was bigger than 0.05 *P Value (sig.)* = 0.208> 0.05, it could be concluded that the data variances were homogenous or equal.

The result of ONE-WAY ANOVA

Based on one of the requirements of the One-way Anova test, namely the homogeneity of variance test, it is obtained a *Probability value* (sig.) 0.208> 0.05, indicating that the variants of the three treatment groups are homogeneous, the calculation results can be seen in the following table:

Table of Test of Homogeneity of Variances

Table 4.10

Test of Homogeneity of Variances

SCORE			
Levene Statistic	df1	df2	Sig.
1.609	2	66	208

To see there is no further effect of the detailed socio-affective strategy on students' self confidence, the following one-way ANOVA test is carried out:

Table of ONE-WAY ANOVA

Table 4.11

ANOVA					
SCORE					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1249.652	2	624.826	10.087	.000
Within Groups	4088.087	66	61.941		
Total	5337.739	68			

Because the price $F_{count} = 10.087 > F_{tabel} = 3.14$ dan P-*value (sig.)=* $0.000 < 0.05$. Then H_0 is rejected, so it can be concluded that there is a significant effect of using the socio-affective strategy on students' self confidence in speaking.

Because there is a significant effect of using the socio-affective strategy on students' self confidence in speaking, it is necessary to carry out a further test (Post Hoc Test), to see which treatment groups are different. Because based on the Test of Homogeneity of Variances, the test results show the same variance (homogeneity), the further test used is the Bonferroni value. The test results can be seen in the following table:

Post Hoc Test
Table 4.13

Multiple Comparisons

Dependent Variable:TREATMENT_J

	(I) TREATMENT_I	(J) TREATMENT_I	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Bonferroni	1	2	-5.913*	2.321	.040	-11.61	-.21
		3	-10.391*	2.321	.000	-16.09	-4.69
	2	1	5.913*	2.321	.040	.21	11.61
		3	-4.478	2.321	.174	-10.18	1.22
	3	1	10.391*	2.321	.000	4.69	16.09
		2	4.478	2.321	.174	-1.22	10.18
Games-Howell	1	2	-5.913	2.461	.053	-11.89	.07
		3	-10.391*	2.400	.000	-16.23	-4.55
	2	1	5.913	2.461	.053	-.07	11.89
		3	-4.478	2.083	.091	-9.53	.57
	3	1	10.391*	2.400	.000	4.55	16.23
		2	4.478	2.083	.091	-.57	9.53

*. The mean difference is significant at the 0.05 level.

The Post Hoc Test table above shows that the group that shows a difference in the average students' self confidence (marked with an asterisk "*") is the "treatment 1 (X1)" group and the "treatment 3 (X3)" group. Where the significance value obtained is 0.000 <0.05, so it can be concluded that there is a difference in the average students' self confidence at treatment 1 (X1) and in treatment 3 (X3).

B. Discussion

Based on the research results, the results of research conducted at IAIN Bengkulu stated that the total number of third semester students in C class population was 121. The total samples in this study are 23 samples. The purpose of this study is to know better significant effect after students taught by using Sosio-Affective Strategies on Students' Self Confidence in Speaking.

This research use one class as a sample. The writer conducts 3 times a pretest and 3 times the posttest. In pretest and posttest a researcher prepares self confidence questionaire. Then the researcher give the treatment, the researcher conducts a posttest 1 or treatment that is using the Socio-Affective Strategies, and the researcher asks students to provide details as well as the Socio-Affective Strategies so that it becomes a good speaker in speaking formal and make some note with their seatmate for seminar speaking. After that the researcher conduct pretest 2 in the same class with same self confidence questionaire from pretest 1. After the researcher conducts the pretest 2, the researcher also conducts second treatment that used the Socio-Affective Strategies. Then, the students make some note again for Practice of speaking IELTS For section II. After the researcher conducts the second treatment, the researcher also conducts the second posttest, that is self confidence questionaire. Then the last pretest that is pretest 3 a researcher gave the students' self confidence questionaire , and give treatment with the same theme as treatment 2, Practice of

speaking IELTS For section III. After the researcher conduct pretest 3, and also conduct a posttest 3, that is self confidence questionaire. After the pretest conduct, 3 times and the posttest 3 times the researcher shows the comparison of the results of students'self confidence in speaking, the time interval between pretest 1 and posttest 1, pretest 2 and posttest 2, until the last pretest 3and posttest 3 calculation of test results the end is done with the help of a computer program SPSS version 16.0.

The results of the study showed that there was an increase in students' self confidence in the experimental class after being treated. In pretest 1 treatment 1, the first pretest mean was 47.48 and first postetst with mean of 67.35, while the standard deviation is 8,016 in the first pretest and first postest is 9,277. In pretest 2 treatment 2, the second pretest mean was 56,65 and second posttest with an mean of 73.26, while the standard deviation is 8,446 in the second pretest and first second is 7,300. In pretest 3 treatment 3, the mean was 68,91 and first posttest with an mean of 77,74 while the standard deviation is 8,923 in the third pretest and third posttest is 6,887.

Thus, it can be seen that there is a significant increase in the average value of students' self confidence questionaire between before and after being treated in the experimental class. Then, calculated using the One Way Anova formula (homogeneity of varian test). Because the price $F_{count} = 10.087 > F_{tabel} = 3.14$ dan P-*value (sig.)*= $0.000 < 0.05$. Then H_0 is

rejected, so it can be concluded that there is a significant effect of using the socio-affective strategy on students' self confidence in speaking.

After that to see which treatment are different. Then the further test used is the Bonferroni value. Where the significance value obtained is 0.000 <0.05, so it can be found that the difference in the average difference in students' self confidence inspeaking at the time of treatment 1 (X1) and in treatment 3 (X3).

The results of the research in the experimental class show that the Socio-Affective Strategies has been proven to be useful for students in learning for increase students' self confidence. The benefits obtained by the experimental class students are shown by several things, including student easy to develop their idea for make some note or speak and to support their idea before speak, make students fun and easy because students get the idea and make details based on their ideas. The Socio-Affective Strategies is proven to make it esier for students in the process for increase students' self confidence in speaking.

From the statement above, the students' self confidence in speaking was increased by Socio-Affective Strategies. it is clear that there are enhancement significant differences in students' self confidence questionaire between treatment 1 until treatment 3. This shows that the research objectives have been achieved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussion in the previous chapter, some conclusion are arisen. After doing the research, collecting the data, and then analyzing the data, the researcher found that the result of this study showed a statistically significant effect of Socio-Affective Strategies toward students' improvement of self confidence in speaking.

Based on the statistically analysis, there is a significant effect of using Socio-Affective Strategies toward students' improvement of self confidence in speaking at IAIN Bengkulu in the academic year 2019/2020. The significant effect can be seen at the results of the study. It showed that there was an increase in students self confidence in the experimental class after being treated.

In pretest 1 treatment 1, the first pretest mean was 47.48 and first postetst with mean of 67.35, while the standard deviation is 8,016 in the first pretest and first postest is 9,277. In pretest 2 treatment 2, the second pretest mean was 56,65 and second postetst with an mean of 73.26, while the standard deviation is 8,446 in the second pretest and first second is 7,300. In pretest 3 treatment 3, the mean was 68,91 and first postetst with an mean of 77,74 while the standard deviation is 8,923 in the third pretest and third postest is 6,887.

Thus, it can be seen that there is a significant increase in the average value of students' self confidence questionaire between before and after being treated in the experimental class. Then, calculated using the One Way Anova formula (homogeneity of varian test). Because the price $F_{count} = 10.087 > F_{tabel} = 3.14$ dan P-*value (sig.)*= $0.000 < 0.05$. Then H_0 is rejected, so it can be concluded that there is a significant effect of using the socio-affective strategy on students' self confidence in speaking. After that to see which treatment are different. Then the further test used is the Bonferroni value. Where the significance value obtained is 0.000 <0.05, so it can be found that the difference in the average difference in students' writing ability at the time of treatment 1 (X1) and in treatment 3 (X3).

B. Suggestion

From the conclusion of the research above, it is known that using Socio-Affective Strategies can give significant difference to students' self confidence in speaking. Because of that, Socio-Affective Strategies can be one of the choices for English teacher in order to help student in speaking skill.

Based on the research findings, the writer would like to give some suggestions :

1. In teaching and learning process the teacher should use various strategies that are suitable to the teaching material itself. In teaching speaking, the teacher should make the students involve

in the learning process. By using The Socio-Affective Strategies students are easy to develop their self confidence in speaking.

2. For the students, they must pay attention to the lesson explained by the teacher. The students must rehearse their speaking ability not only in the class but also out of the class. By using The Socio-Affective Strategies, they will be easy when they want to develop their self confidence in speaking.

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