

CHAPTER IV

FINDINGS

A. RESEARCH FINDINGS

This research was a classroom action research on the use of socioaffective strategies to improve students' self confidence in speaking. Its aims are to describe the use of Socioaffective strategies to improve students' self confidence in speaking and to describe students' achievement in Speaking after being taught by using Socioaffective strategies. There were two cycles, and there was also pre-cycle to get students base score in speaking. Each activity will be explained as follows:

1. Pre Cycle

This activity was done on Sunday October 29th, 2009. In this first stage, it was used conventional way in teaching speaking (conventional method) this was done to know students' basic score of speaking without using Socioaffective strategies.

The teaching was started by explaining the materials of expressing admit and deny facts. Sometimes the teacher asked students the meaning of certain words and asked one of them to write on the blackboard. When teacher explained, students were asked to listen carefully what teacher said. If students did not know any meaning of certain vocabulary, they might ask the meaning automatically. And if they did not know the use of certain expression, teacher would give a brief explanation, while students were asked to write it down on their books.

For the next action, teacher gave some examples of each expression and asked students to imitate or to repeat after the teacher the way in pronouncing the sentence or the words. After that the students were asked to make a dialogue in pairs, but, when the teacher said "who wants to come forward?" to practice the conversation in front of the class, no one of

them wanted to come forward until the teacher appointed them to come forward. Although they wanted to come forward to practice the conversation in front of the class, they did not practice the conversation in the middle of front of the class, but, they practiced it beside the teacher seat. It meant that the students were shy and afraid to speak aloud while practicing the conversation. They were not confident in practicing the conversation in front of the audience.

Based on the observation in this activity, The students' self confidence was very low. It was proved by the results of the observation that the students' self confidence in speaking activity was less than 60% per aspect (see appendix 1). It was very low since it was needed to reach for at least 60% as minimum target. There were only 12 students who had strong desire to come forward, 18 students had good visual contact, 11 students who spoke aloud, 13 students who used their gestures and only 16 students' speaking were comprehensible.

The speaking achievement also influenced by the students' self confidence. The low self confidence of the students affected the result of speaking achievement. It was resulted that the students' speaking achievements' mean was 62.87 (see appendix 8). It was low since it was needed to reach for at least 68 as minimum score. To show that the students succeed in their speaking, the students needed to improve their self confidence. The teacher and researcher decided to use pair work and practice the dialogue in front of the class as Socioaffective strategies to make students would be confident in their speaking activity.

2. First Cycle

This activity was conducted in two meetings; it was on 05th of November 2009 and 10th of November 2009. Knowing the result of pre cycle, the teacher and the researcher then used Socioaffective strategies to improve students' self confidence in their speaking. It was needed to

improve their speaking achievement. The activity of cycle I was in line with the steps of planning activity. The steps were as follow:

a. Planning

- 1) The researcher and the teacher discussed to solve the problems of pre cycle and decided to use Socioaffective strategies to improve students' self confidence.
- 2) The researcher and the teacher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using Socioaffective strategies (work in pairs and practice the dialogue) (see appendix 12).
- 3) The researcher and the teacher prepared the teaching learning resources, such as, the observation sheets and the materials; Expressions of asking, giving and refusing to give help/something.
- 4) Prepared present list in order to know students' activeness in joining teaching learning process.

b. Acting

In this step, the teacher along the researcher conducted an activity as it had planned in the lesson plan; organized the class during the speaking activity and collected the data while the students were practicing their speaking in front of the class.

Before beginning the teaching learning process in first cycle, the teacher diagnosed the learners' level of strategy use in learning. The teacher observed the students while they were studying in the class. The result is that the students almost used cognitive strategy during speaking class.

In the first activity, the students were introduced using Socioaffective strategy in learning speaking. The teacher offered knowledge to know the characteristics and applications of

Socioaffective strategies. After that, the teacher explained that Socioaffective strategies are the strategies that help them regulate and control emotions, motivations and attitudes toward learning, as well as help them learn through contact and interaction with others. So, the students should use collaborative learning during speaking class. The teacher asked the students to try to relax when they were afraid of speaking English. The teacher also tried to weave the comfortable way and create the supportive and encouraging environment for the students. Firstly, the teacher asked about the students' condition and the students answered enthusiastically. The teacher asked the students' knowledge about the expressions of asking, giving and refusing to give help/something. The teacher asked students to give examples of the expressions of asking, giving and refusing to give help/something. There were some students gave the examples. After that the teacher wrote some expressions and its responses on the board such as:

- 1) Asking for help / things
 - a) Help me, please.
 - b) Close the window, please.
 - c) Will / would you bring these books, (please)?
 - d) Would you mind sending this letter, (please)?
 - e) I'd like you to put your shoes on the shoeshelf, (please).
 - f) Can you help me, please?
- 2) Giving for help
 - a) Yes, I can
 - b) Sure
 - c) Yes, I will
- 3) Refusing to give help / things
 - a) I'm sorry. I can't
 - b) I'm sorry. I don't think I could...
 - c) Sorry. Actually I want to ..., but I can't.

After giving the expressions of asking, giving and refusing to give help/something, the teacher explained the material; the usage of those expressions, asked the students to look for the difficult words so, they might open their dictionary to know the meaning of the words or asked the teacher. But, there were some students who sit in the backside of the class did not pay attention with explanation and the teachers' instruction, and they tried to talk each other by her friend, they were looked bored and sleepy. To solve the problem, the teacher gave more attention to the students and sometimes the teacher walked to behind of class.

The teacher pronounced those expressions and its responses and the students were asked to repeat the pronunciation. After that, the students were asked to open their book and read the dialogue in that book aloud one by one. Because of the limited time, not all students were asked to read aloud but, the dialogue in their book was read by themselves.

In order to offer hands-on practice for the students to use Socioaffective strategies, collaborative works is suitable in this activity. In this cycle, the students were asked to discuss in pair (see picture 1) and speak English during the discussion. This discussion activity was done for making a dialogue with their classmates. It purposed that the learners could exchange opinions each other and they tried to speak English with their pairs. During the discussion, the teacher walked around to the students and asked them the difficulties of the material. The teacher also corrected the students writing and pronunciation immediately. The teacher evaluated the students by correcting their dialogues such as, putting words in order, choosing the correct dictions and telling the correct pronunciation. Sometimes, some students asked the teacher if they faced the problem. This includes the type of Socioaffective strategies which is called asking for clarification. Some students asked about the difficult material, they

asked the teacher to repeat the pronunciation and give some examples of the expression.

Before practicing the dialogue in front of audience, the teacher encouraged the students to be confident during speaking English, to have strong desire without any compulsion, while practicing the conversation, they should use their visual contact and gestures, the students should speak aloud and not to be afraid to make some mistakes. The students speaking also should be comprehensible. After that, the students were asked to come forward with their pairs in order to practice the dialogue without any book in front of the audience (see picture 2). When they were practicing the dialogue, the teacher observed their self confidence in speaking English.

Some students had strong desire to come forward to practice the dialogue without being asked by the teacher, they are Alifah, Anisa, Devi, Dita, Dwi Anggara, Erika, Ghazali etc. While the conversation in front of the class, other students were watching their friends who practiced the conversation in front of the class.

In the end of the activity, the teacher asked the students' enthusiasm using Socioaffective strategies in learning speaking. The teacher also asked the students' difficulties during the teaching learning process. The students were advised to speak English confidently whenever and wherever they speak and do not be afraid, to use the expressions of asking, giving and refusing to give help/something in their daily life and to study hard.

c. Observing

The researcher observed the students' self confidence and students' speaking achievement by using the observation sheets, evaluated the results, collected the data and monitored the teaching learning process. It was used to find out to what extent the action result reached the objective. The steps were as follow:

- 1) The researcher observed the teaching learning process in order to know the influence of using Socioeffective strategies towards students' self confidence in their speaking activity.
- 2) The researcher observed the students' activity in preparing the dialogue.
- 3) The researcher wrote the success and the problems when the teaching learning in progress which was not enough sufficient in reaching the objectives.

Based on the observation, the students' self confidences were improved by implementing Socioaffective strategies. It was proved by the results of the observation that there were more than 60% students could control themselves in three aspects although there were two aspects less than 60% (see appendix 2). It was better than the results of pre observation. There were 30 students who had strong desire to come forward, 25 students had good visual contact, 18 students who spoke aloud, 22 students who used their gestures and 25 students' speaking are comprehensible.

The improvement of students' self confidence influences the speaking achievement. It was resulted that the students' speaking achievements' mean was 67.59 (see appendix 8). It increased from the result of pre observation although it still less than 68 as minimum score. Because of insufficient score in cycle 1, the teacher and researcher decided to use role-play as another Socioaffective strategies.

d. Reflecting

Based on the activity during cycle 1, the researcher noted that there were some problems should be solved in the next cycle, the problems were as follow:

- 1) Because of the results of cycle 1 were not sufficient enough, the teacher and researcher discussed about the activities in cycle 2 to solve the problems. Especially using group work and role-play as

Socioaffective strategies to improve students' self confidence and their speaking achievement.

- 2) Class should be conducive during teaching learning process, before teacher started the activity. It was found that 6 students shouted making noise. The teacher should control the class well.
- 3) When the activity in progress, it found that some students were passive. They were not fully joining the discussion for the speaking activity although they were in pairs. It was the duty of the teacher to give more attentions and motivation toward the students in order to have a will or interest to join the activity. It can be done by calling their name and approached them, and asked their problems in joining the speaking class.
- 4) Time management was very crucial factor in teaching learning process; the students need a longer time to practice the conversation in front of the class. So, teacher should manage and provide time perfectly.

3. Second cycle

The activity of cycle 2 was in line with the steps of planning activity. Cycle 2 activity was in two meetings. Cycle 2 was conducted on 17th of November 2009 and 19th of November 2009. The steps were as follow:

a. Planning

- 1) The researcher and the teacher discussed to solve the problems of cycle 1 and decided to use group work and role-play as Socioaffective strategies to improve students' self confidence.
- 2) The researcher and the teacher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using Socioaffective strategies. (see appendix 12).

- 3) The researcher and the teacher prepared the teaching learning resources, such as, the observation sheets and the materials; Expressions of Offering, accepting and refusing an offer of some help.
- 4) Prepared present list in order to know students' activeness in joining teaching learning process.

b. Acting

In this step, the teacher along the researcher conducted an activity as it had planned in the lesson plan; organized the class during the speaking activity and collected the data while the students were practicing their speaking in front of the class.

Before beginning to the new material, the teacher asked the students about the last material. The teacher reviewed the last material of speaking; expressions of asking, giving and refusing to give help/something. The students told those expressions one by one. It means, that the students didn't forget what they had studied in the last meeting.

The students were introduced using Socioaffective strategy in learning speaking for the second time. The teacher offered knowledge to know the characteristics and applications of Socioaffective strategies. After that, the teacher explained that Socioaffective strategies are the strategies that help them regulate and control emotions, motivations and attitudes toward learning, as well as help them learn through contact and interaction with others. So, the students should use collaborative learning during speaking class. The teacher asked the students to try to relax when they were afraid of speaking English. The teacher also tried to weave the comfortable way and create the supportive and encouraging environment for the students. Firstly, the teacher asked about the students' condition and the students answered enthusiastically. The teacher asked the students' knowledge

about the expressions of offering, accepting and refusing an offer of some help. The teacher asked students to give examples of the expressions of offering, accepting and refusing an offer of some help. There were some students gave the examples. After that the teacher wrote some expressions and its responses on the board such as:

- 1) Offering some help
 - a) Can I help (you)?
 - b) May I help (you)?
 - c) Let me help you.
 - d) What can I do to help you?
 - e) Would you like any help?
 - f) Is there anything I can do for you?
- 2) Accepting an offer
 - a) Sure. Thank you.
 - b) Yes, please.
 - c) Please hold this (book).
 - d) That will be helpful.
- 3) Refusing an offer
 - a) No, thank you.
 - b) That's very kind of you, but I can manage myself.
 - c) No, don't bother, really.

After giving the expressions of offering, accepting and refusing an offer of some help, the teacher explained the material; the usage of those expressions, asked the students to look for the difficult words so, they might open their dictionary to know the meaning of the words or asked the teacher. In this activity, almost students paid attention to the teachers' explanation although three or four students piled up.

The teacher pronounced those expressions and its responses and the students were asked to repeat the pronunciation. After that, the students were asked to open their book and read the dialogue in that book aloud one by one. Because of the limited time, not all students

were asked to read aloud but, the dialogue in their book was read by themselves.

In order to offer hands-on practice for the students to use Socioaffective strategies, collaborative works is suitable in this activity. In this cycle, the students were asked to discuss in group (see picture 3) and speak English during the discussion then, the teacher divided the students into eight groups; each group consists of four and five students. The students were asked to rearrange the seat position based on the group order. This seat position made the comfortable and conducive environment. This discussion activity was done for making a script for the role play activity with their groupmates. It purposed that the learners could exchange opinions each other and they tried to speak English with their mates. During the discussion, the teacher walked around to the students and asked them the difficulties of the material. The teacher also corrected the students writing and pronunciation immediately. The teacher evaluated the students by correcting their dialogues such as, putting words in order, choosing the correct dictions and telling the correct pronunciation. Sometimes, some students asked the teacher if they faced the problem. This is includes the type of Socioaffective strategies which is called asking for clarification. Some students asked about the difficult material, they asked the teacher to repeat the pronunciation and give some examples of the expression.

Before performing the role play in front of audience, the teacher encouraged the students to be confident during speaking English, to have strong desire without any compulsion, while performing the role play, they should use their visual contact and gestures, the students should speak aloud and not to be afraid to make some mistakes. The students speaking also should be comprehensible. After that, the students were asked to come forward with their group in order to perform the role play without any book in front of the audience (see

picture 4). When they were performing the role play, the teacher observed their self confidence in speaking English.

Almost students had strong desire to come forward to perform the role play with their group firstly without being asked by the teacher. While the role play in front of the class, other students were watching their friends who performed the role play in front of the class.

In the end of the activity, the teacher asked the students' enthusiasm using Socioaffective strategies in learning speaking. The teacher also asked the students' difficulties during the teaching learning process. The students were advised to speak English confidently whenever and wherever they speak and do not be afraid, to use the expressions of asking, giving and refusing to give help/something in their daily life and to study hard.

c. Observing

The researcher observed the students' self confidence and students' speaking achievement by using the observation sheets, evaluated the results, collected the data and monitored the teaching learning process. It was used to find out to what extent the action result reached the objective. The steps were as follow:

- 1) The researcher observed the teaching learning process in order to know the influence of using Socioeffective strategies towards students' self confidence in their speaking activity.
- 2) The researcher observed the students' activity in preparing the role play.
- 3) The researcher wrote the success and the problems when the teaching learning in progress which was not enough sufficient in reaching the objectives.

Based on the observation, the students' self confidences were improved by implementing Socioaffective strategies. It was proved by the results of the observation that there were more than 60% students

could control themselves in all aspects (see appendix3). It was better than the results of cycle 1. There were 36 students who had strong desire to come forward, 27 students had good visual contact, 28 students who spoke aloud, 25 students who used their gestures and 35 students' speaking are comprehensible.

The improvement of students' self confidence influences the speaking achievement. It was resulted that the students' speaking achievements' mean was 73.02 (see appendix 8). It increased from the result of cycle 1 and more than 68 as minimum score. It can be concluded that using Socioaffective strategies as learning strategy in teaching speaking can manage the class better and the students enjoy in their speaking activity. These Socioaffective strategies also can improve the students' self confidence in their speaking. The students' speaking achievement increased because of the improvement of students' self confidence.

d. Reflecting

Generally, based on the activity during cycle 2 as the last cycle of planning of classroom action research, the result was significant enough. This involved teaching learning process, group forming, students' activeness, and students' performance. The reflection results were as follow:

- 1) Class was more conducive, since students were fully concentrated to join the activity. And they loved to join playing a role.
- 2) When group forming, most of students were enjoying themselves to get engaged in the activity. They were seemed more active expressing their opinions in English. It can be shown by the result of their performances in practicing the role play in front of the class. Teacher did not need to point a group to come forward; students had strong desire to present in front of the class. And even for students who was less active in joining the activity in cycle 1,

she was now brave enough and confident to perform in front of the class.

- 3) The teacher provided more time to the students in practicing their role play in front of the class. So, the students did not feel in hurry and nervous.

4. Students' self confidence analysis

The observation in this research was done by collaborators. There were five indicators of self confidence in the observation checklist. Compared to the initial condition, there was improvement of observation percentage from the research. It told the writer that there was an improvement of self confidence from the students after being taught by using Socioaffective strategies.

Table 1

The result of observation checklist based on the number of students

No	Indicators of self confidence	Number of students		
		Initial condition	Cycle I	Cycle II
1.	Strong desire	12	30	36
2.	Visual contact	18	25	27
3.	Speaking aloud	11	18	28
4.	Gestures	13	22	25
5.	Comprehension	16	25	35

The score of students' self confidence will be analyzed per aspect. It can be calculated by using this following formula:

$$\text{Score of self confidence (per aspect)} = \frac{\text{Number of students}}{\text{Total number of students}} \times 100\%$$

Table 2
The result of observation checklist in percentage

No	Indicators of self confidence	Achievement (percentage)		
		Initial condition	Cycle I	Cycle II
1.	Strong desire	30.77 %	76.92 %	92.30 %
2.	Visual contact	46.15 %	64.10 %	69.23 %
3.	Speaking aloud	28.20 %	46.15 %	71.79 %
4.	Gestures	33.34 %	56.41 %	64.10 %
5.	Comprehension	41.02 %	64.10 %	89.74 %

5. Speaking achievement analysis

During the action, the researcher also evaluates the students' speaking achievement using the list of speaking score includes five speaking aspects such as, pronunciation, Grammar, Vocabulary, fluency and mastering the material (see appendix 4 - 8). The score of students' achievement can be calculated by using this following formula:

$$\text{Speaking score} = \frac{\text{The gained score}}{\text{Total maksimum score of all aspects}} \times 100$$

$$\text{Mean} = \frac{\text{Total speaking scores of all students}}{\text{Frequency (the number of students)}}$$

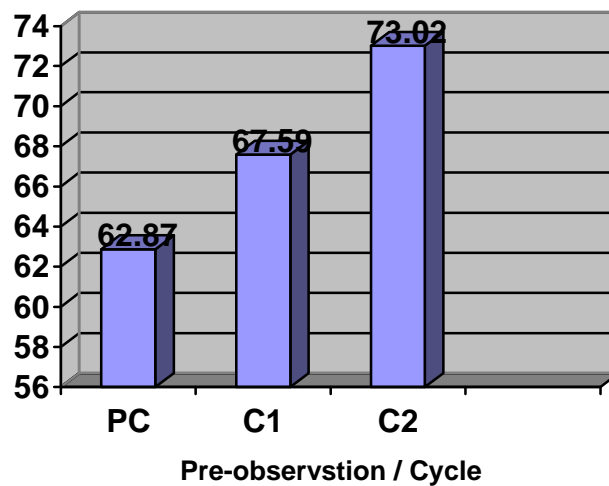
The speaking achievement during the action would be compared with the speaking achievement before the action (pre observation). The detail score were stated below:

Table 3
Data of students' speaking achievement

	Pre observation	Cycle I	Cycle II
Mean of speaking score	62.87	67.59	73.02

The chart of students' speaking improvement

Students' speaking improvement



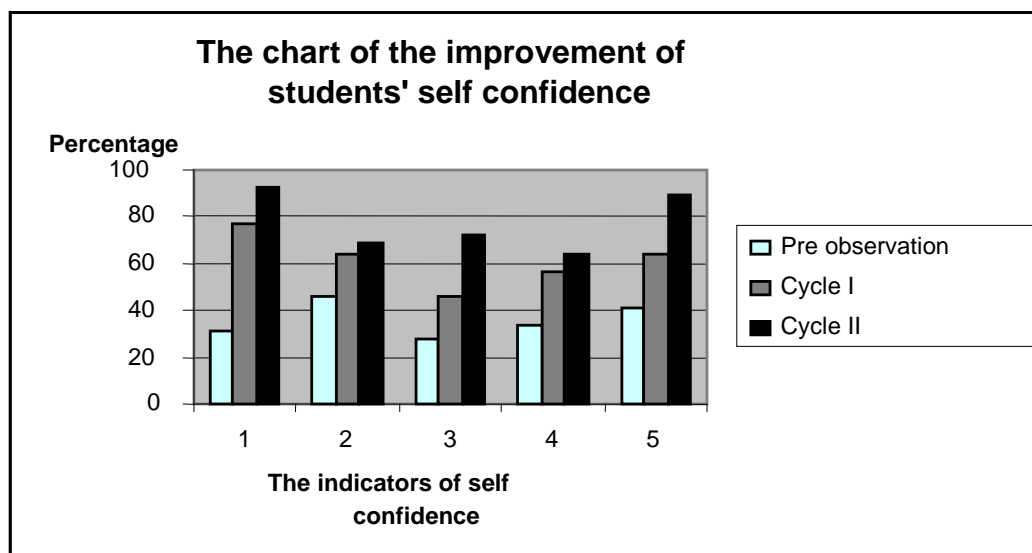
Explanation:

PC : Pre Cycle

C 1 : Cycle 1

C 2 : Cycle 2

B. DISCUSSION



Explanation:

- 1: Strong desire
- 2: Visual contact
- 3: Speaking aloud
- 4: Gesture
- 5: Comprehension

Table 4

No	Indicators of self confidence	Achievement (percentage)			improvement
		Initial condition	Cycle I	Cycle II	
1.	Strong desire	30.77 %	76.92 %	92.30 %	61.53 %
2.	Visual contact	46.15 %	64.10 %	69.23 %	23.08 %
3.	Speaking aloud	28.20 %	46.15 %	71.79 %	43.59 %
4.	Gesture	33.34 %	56.41 %	64.10 %	30.76 %
5.	Comprehension	41.02 %	64.10 %	89.74 %	48.72 %

Based on the table, the indicators of students' self confidence increased in every action. The indicator of strong desire was increased from 30.77 % to 92.30 %, it increased 61.53 %. In the indicator of students' visual contact, before the action was 46.15 % and after the action was 69.23 %, so it increased 23.08 %. The indicator of speaking aloud before the action got 28.20 % and after the action got 71.79 %. It means that the result increased 43.59 %. The students' gestures before the action were 33.34 % and after the action got 64.10 %. So, it increased 30.76 %. For the students' speaking comprehension before the action was got 41.02 % and after the action was 89.74 %, it increased 48.72 %.

The observation proved that students' self confidence increased in every action; although, there was little improvement from pre observation to cycle I.

When the researcher did the preliminary research, students were passive and shy during speaking activity; they did not have strong desire to practice the conversation even in their seats. When teacher asked them to practice the conversation in front of the class, no one of them came forward until they were chosen by teacher to come forward and practiced the dialogue.

When they were chosen to practice the conversation, they did not want to stand in the middle of front of the class, but, they just stood beside the teachers' seat and practice it perfunctorily without any strong desire. During the conversation, they did not speak aloud, moreover; many of them spoke in whisper. They did not use their eyes contact and their gestures, they just stood nervously and were not enjoy. Because of their soft of voice, it impacted the comprehension of their speaking; the teacher often did not understand what they spoke about.

This fact, based on the observation and interview with the students, many of students told the researcher that they were nervous and not confident while practicing the conversation. It happened because of little vocabulary they mastered and confused about the structure, they were also bored with the models of speaking activity and afraid making mistakes of structure, pronunciation, word order and diction. In fact, they were rarely practice their

conversation in front of the audiences. They said, usually they were only asked by the teacher to make a dialogue and practiced it in their seats. Then, when they were asked to come forward, they felt uncomfortable and shy. So, they needed motivation and encouragement from the teacher. They also needed practice the conversation more especially in front of the audience.

The teacher also said that the students of VIII A were shy to practice the speaking activity and they were afraid making mistakes of structures and pronunciation while in the conversation. They were not confident because they had limited vocabulary and they were seldom practiced the conversation in front of the class or audience.

The real situation before the action explains that most of students were less confident. It can be concluded from the fact that students were not confident because of the problems that have been stated before. So, the collaborator decided to use socioaffective strategies to improve students' self confidence.

During the action, the teacher always encouraged them not to be afraid making mistakes of structures, dictions and word order. Teacher also encouraged them to be brave, confident and not to be shy using their visual contact, gestures and to speak aloud. By using these socioaffective strategies, the students were expected to have strong desire to practice the conversation in front of the class or students.

Although the difficulties came up during the action, based on the observation the researcher concluded that most of students were more confident while practicing the conversation in dialogue and role play (Socioaffective strategies) than the initial condition. It could be seen from the observation that students had strong desire to come forward for practicing the conversation. While they were in conversation, they used their visual contact and gestures. They also spoke aloud and their speaking was comprehensible although they made mistakes in word order and structures. It told the researcher that Socioaffective strategies could improve students' self confidence.

The students said that they were really like work in pair, dialogue, group work and role play activity during the speaking. They felt more focus in speaking English. By these Socioaffective strategies, the students enjoyed in speaking and more confident. These activities made them were not bored in speaking class. They also said that Socioaffective strategies made them more self confident.

The teacher said that Socio-affective strategy made students happy and enjoy during practicing the conversation in English. The students' self confidence improved after implementing these strategies.

In addition, in the last cycle the students also got the high mean of the speaking achievement 73.02. The students' speaking achievement was improved in every action. In the pre observation, the mean of class speaking score was 62.87, in the cycle I was 67.59 and in the cycle II was 73.02. It told the researcher that the improvement of self confidence influenced the students' speaking achievement.

Self confidence was important in learning speaking. Without self confidence students will not be able to practice the conversation well. It would affect to the teaching learning process and the students' speaking achievement. The condition of students' self confidence is very different before and after the action. It was signed that there was an enormous improvement of students' self confidence rate after implementing Socioaffective strategies. Moreover, it can be identified from the observation stage that most of students had positive attitudes during practicing the conversation such as speaking aloud, using their visual contact and gestures.

In conclusion, the implementation of Socioaffective strategies in teaching speaking is very effective. This strategy has a positive influence in improving students' self confidence in speaking. And the students' self confidence affects to the students' speaking achievement.