CHAPTER I INTRODUCTION

A. BACKGROUND OF THE STUDY

Language is used as a means of communication with other people, as a tool to express ideas and wishes. Without language it is hard to imagine how people can cooperate and get along with one another.¹

According to American linguist, Jhon B. Carrol said,

Language is an arbitrary system of speech sounds which is used or can be used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs things, processes, and events in the human environment.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. Related to the importance of language as the media of communication or speaking, it is relevant with Surah Ar-Rahman: 3-4 as follows:



"He has created man. He has taught him to speech (and intelligence)..."³

Bayaan: intelligent speech; power of expression: capacity to understand clearly the relations of things and to explain them. God has given this to man, and besides this revelation in man's own heart, has aided him with revelation in nature and revelation through prophets and apostles.⁴

It means that, to master the language well, people have to use their ability to learn language. In Al-Qur'an, it is written that Allah teaches human in order to use language as a means of communication whether in spoken or in written.

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¹ Ramelan, *English Phonetics*, (Semarang: Unnes Press, 2003), p. 1.

²_____, Introduction to Linguistic Analysis, (Semarang: IKIP Semarang press, 1992),

p.10.

³ A. Yusuf Ali, *the Holy Qur'an Text, Translation and Commentary*, (USA: Amana Corp., 1983), p. 1472.

⁴ Ibid

Thus, as human we are taught to speak by using language. This is one of the reasons why humans' language is spoken. Because it is more representing of what people want.

It is very easy for people to communicate with other people in one culture and country. But, they will face many problems to communicate with people in different cultures and countries. For example: The Indonesian communicates with the Americans. Then, they need to learn the target language to make the communication goes smoothly.

Learning a language is a window to look through the outside world. People are now increasingly required to communicate each other in getting information, understanding the culture, science and technology. Then, people should spirit to get what they want in their life, in the hadits said:

"The strong mukmin is better and more been loved by Allah than the weak mukmin, but everyone is good. Be spirit to achieve (something) beneficial for you. Ask for helping to Allah and don't be pessimist" (HR Muslim)

Language as a means of communication plays an important role to gain information broadly. Realizing how important language is, it is necessary to know about the language itself. Language is a systematic means to communicate ideas of feeling by the use of conventionalized signs, sounds, gestures or marks having understood meaning.⁶

English is an effective language to communicate with other people around the world who have different languages. However, it should be a standard language that could be used to communicate among different countries. It is

⁵ Shohih Muslim juz 2, (Mesir: Isa Al Babi Al Jalabi), hlm. 461

⁶ Meriam Webster, *Webster's Dictionary of English Language*, (London: G. Bells and Son Ltd, 1985), p.672.

also used in the spoken and written forms in all field of science. As an International language, English has been used in many countries over the world as means of their International contact.

The government of Indonesia has included English language in the curriculum of junior and senior high schools even nowadays it has been taught to the students of elementary school. This action intends to improve student's human resource especially in English language. The Indonesian students are expected to be able to communicate in English. There are four language skills that students have to master, they are listening, speaking, reading and writing. This research focuses on students' ability of speaking.

Speaking plays an important role in communication. It is used to express and translate thought, ideas and feeling into language in spoken form. But, many Indonesian learners are not confident when they are required to speak English especially in speaking class and their English teachers are less in giving motivation and using strategies in order to make them become confident students. Whereas, self-confidence is very important for learners in learning foreign language.

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

Because of the issues above, The English teachers need some strategies to improve students self confidence. Regulating and controlling emotions, motivations and attitudes toward learning are needed by English learners to improve their self confidence, the good control can help them to learn through contact and interaction with others. So, Socioaffective strategies are needed.⁸

⁷ Dale Carnegie, *How To Develop Self-Confidence And Influence People by Public Speaking*, (London: Vermilion, 1998), p.11.

Yen-Lin Chou, *Promoting Learners' Speaking Ability by Socioaffective Strategies*, (USA: The University of Southern California), p.2.

Socioaffective strategies have two sub strategies; they are the cooperative strategy and the questioning for clarification strategy. The success of cooperative learning is represented by affective domain and team-building. Team building is really needed for groups to get to know each other and develop the trust and skills to work together. The success of questioning for clarification strategy can be reached by individual meeting with the teacher. During the meeting, the teacher can apply open-ended questions for the students and have relaxed conversations with the students in order to know the students' difficulties they encounter while studying in speaking class. In this case, the researcher wants to implement socioaffective strategies to improve student's self confidence in speaking especially in speaking class.

The two strategies of socioaffective strategies are implemented in this research. They are the discussion in pair for practicing the dialogue and discussion in group for practicing role-play. These two strategies will be implemented in a classroom action research with students grade 8 A at SMP Pondok Modern Selamat – Kendal in the academic year 2009/2010. The implementation and the effectiveness of socioaffective strategies to improve student's self confidence in speaking will be focused on this research. These two strategies are expected to improve student's self confidence in speaking.

B. REASONS FOR CHOOSING A TOPIC

The researcher is determined to choose this research topic for the following reasons:

- 1. In globalization era, the students are demanded to be able to communicate to all people over the world. Speaking skill is apparently very important for them and self confidence is very influential to improve student's ability in speaking. Then, the researcher wants to help them in improving their self confidence in order to improve student's ability in speaking.
- 2. This research not only help students to improve their self confidence in speaking but also helps teachers to find some strategies to solve their

- student's problems especially for the students who are not confident in speaking.
- The researcher wants to make the students grade 8 A at SMP pondok Modern Selamat – Kendal are interested in learning English especially in speaking class.

C. LIMITATION OF THE STUDY

To limit the scope of the study, the writer will only discuss such as follows:

- This study is done in the class VIII A of SMP Pondok Modern Selamat Kendal in the academic year of 2009/2010.
- This study talks about improving students' self confidence in speaking by
 using socioaffective strategies. It is done because students are very seldom
 to speak English in speaking class, which is obviously caused by low self
 confidence of them.
- 3. The socioaffective strategies that are implemented are work in pairs, practice the dialogue, work in group and practice role-play. The speaking materials are taken from the English lesson syllabus of SMP Pondok Modern Selamat-Kendal in the academic year of 2009/2010:

a. Standard of competence: Speaking

9. Expressing meaning in transactional and interpersonal dialogue in daily life context.

b. Basic competence:

9. 1 Expressing meaning in formal and informal transactional dialogue (to get things done) and interpersonal dialogue (to have social relation) accurately, smoothly, and acceptably using various simple oral language in various daily life context and involving expression of asking for, giving and refusing to give help/something. Offering, accepting and refusing an offer of some help.

D. STATEMENTS OF PROBLEMS

The study is aimed to answer the following questios:

- 1. How is students' self confidence in speaking before the implementation of Socioaffective strategies?
- 2. How is the implementation of Socioaffective strategies in improving student's self confidence in speaking?
- 3. How is students' self confidence in speaking after the implementation of Socioaffective strategies?
- 4. How is the improvement of students' self confidence in speaking before and after the implementation of Socioaffective strategies?

E. OBJECTIVES OF THE STUDY

- 1. To find out students' self confidence in speaking before the implementation of Socioaffective strategies.
- 2. To know how is the implementation of Socioaffective strategies in improving students' self confidence in speaking.
- 3. To describe students' self confidence in speaking after the implementation of Socioaffective strategies.
- 4. To analyze the improvement of students' self confidence in speaking before and after the implementation of Socioaffective strategies.

F. DEFINITION OF KEY TERMS

1. Implementation of Socioaffective Strategies

Implement is to use or put into $force^9$; to put something into effect; to carry something out.¹⁰

O'Malley and Chamot said, "socioaffective strategies are the strategies that help learners regulate and control emotions, motivations, and attitudes

⁹ Meriam Webster, *Webster's Standard Dictionary*, (USA: Trident Reference Publishing, 2006), p.145.

¹⁰ A. S. Hornby, *Oxford Advanced Learners' Dictionary*, (NY: Oxford University Press, 1987), p.595.

toward learning, as well as help learners learn through contact and interaction with others". 11

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

2. Improve Students' Self Confidence

Improve is defined as becoming or making something better; achieving or producing something of a better standard or quality than something else. ¹²

Improve can be meant to make or become more useful or valuable.¹³ Student is one engaged in a course of study; a careful observer.¹⁴

Student can be defined as a person who is studying at a college, polytechnic or university; boy or girl who is attending school; anyone who studies or who is devoted to the acquisition of knowledge.¹⁵

Self confident is having confidence in oneself, one' abilities.¹⁶ Self confidence in Webster's Standard Dictionary is belief in one's own ability, judgment.¹⁷

Students' Self confidence can be defined that the students will be confident when they are speaking in front of audience, they belief on themselves without any confusedness and nervousness.

Improve Students' Self confidence is making the students' self confidence is better than before implementing the socioaffective strategies when they are speaking English in their speaking class activities.

¹¹ Yen-Lin Chou, *Op. Cit, p.*2.

¹² A. S. Hornby, *Op. Cit*, p.598.

¹³ Meriam Webster, *Op. Cit*, p.146.

¹⁴ *Ibid*, p. 261.

¹⁵ A. S. Hornby, *Op. Cit*, p.1187.

¹⁶*Ibid*, p. 1066.

¹⁷ Meriam Webster, *Op. Cit*, p.242.

3. Speaking

Speaking is one of four skills in learning language. Speaking is said to relate to language expressed through the oral medium; speaking is said to be active or productive skill.¹⁸

According to Bailey and Savage, speaking is an activity requiring the integration of many subsystems. For many people, speakin is seen as the central skill.¹⁹

4. Classroom Action Research

Harmer states that Action Research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and/or appropriacy of certain activities and procedures.²⁰

Action Research is a form of self-reflective required undertaken by participants (teachers, students or principals for example) in social situations in order to improve their rationality and justice or their own social or educational practice, their understanding of these practices and the situations in which the practices are carried out.²¹

By the definition of Action Research above, it can be concluded that Classroom Action Research is a series of procedures carried out by a teacher in the classroom to improve aspects of teaching and to evaluate the success in appropriateness of certain activities and procedures.

The title "The implementation of Socioaffective strategies to improve students' self confidence in speaking" means that the use of Socioaffective strategies can help learners to learn English speaking through contact and interaction with others and they will be more self confident than before using the Socioaffective strategies in their speaking class.

University Press, 1978), p.57.

Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (USA: Heinle & Heinle, 2001), 3rd Ed p.103.

¹⁸ H. G. Widdowson, Teaching Language as Communication, (London: Oxford

²⁰ Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001), p.344-345.

²¹ Fakultas Tarbiyah, *Pelatihan Penelitian Tindakan Kelas Bagi Mahasiswa IAIN* Walisongo, (Semarang: IAIN Walisongo, 2008), p.3.

G. SIGNIFICANCE OF THE STUDY

After conducting the research, this study, hopefully will be useful for:

1. Teachers

This study is valuable for English teachers to enrich their techniques 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 (school)

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 Development of Knowledge (Teaching-Learning Strategy)

This study is hoped to be valuable as the contributor in educational world that socioaffective strategies can improve students' self confidence in speaking English.