The Effectiveness of Affective and Social Strategies to Teach Speaking for Students with High and Low self Confidence

Siti Aniqoh Shofwani[1✉], Abdurrahman Faridi[2], Dwi Anggani Linggar Bharati[3]

[1.] STIE Semarang, Indonesia

[2.] Universitas Negeri Semarang, Indonesia

Article Info	Abstract
	The English subject in formal school becomes one of the important material in Indonesia. The purpose of learning a foreign language here is; to make the students be able to communicate in using English not only in written form but also orally. This research is quantitative, where the findings are presenting in the graphic and diagram with the calculation of results. The findings show, there are pre-test, materials delivering and post-test into two class. It shows in the pre-test, IPS I is better than IPS II, it can be seen by the score and the performance in the video. During the pre-test, IPS I is more variety in uttering the language, they can enhance the utterances although it still not be perfect. Treatment is done after pre-test, in this activity, the researcher gives materials in greeting, how to make good utterances and how to enhance the utterances during speaking so that the time while the test can be more efficient. After that, in post-test activity, IPS I is still dominant in a better score and perform better because they can use phatic and enhance their utterances and make their time test more efficient. Finally, that research has the suggestion for the teacher in teaching speaking if using social and affective strategies are effective to develop the ability of the students in oral language.

✉ Correspondence Address:
Jl. Menoreh Utara Raya No.11, Sampangan, Gajahmungkur, Kota Semarang, Jawa Tengah 50232
E-mail: aniqoh2014@gmail.com

INTRODUCTION

English is the international language which mostly used around the world. Many countries like England, USA and Australia use it as their national language and even in all commonwealth countries. In this era, English as a foreign language provides the students in connecting the world and also opens the opportunities for getting a better job in the global economy. People know how big the influence of English language in the current global situation. It is also including Indonesia. Absolutely, Indonesia's government realize the situation so that the English subject is becoming the formal important one in the formal and informal school. English is considered to be an important foreign language than others in Indonesia.

English cannot be separated from the Indonesian students and educational system in Indonesia. They learn English for various purposes. Some of them want to be a tourist guide and be able to speak with a native speaker or to get a better job in the future. Byram (1991) in Saleh, Rukmini, Sofwan (2017:24) claimed that language is not an objective cultural reality in the simply reflector. But it is also the other part of the form which is interpreted that brought the effect in the language teaching and learning. It means when the students learn English, they are as part of the Indonesian students who learn a foreign language. The students learn English from the four basic language skills. There are listening, speaking, reading, and writing. Speaking is one of the skills which applies a significant role for mastering English. Richards (2006:1) stated that 'the learners evaluate their learning process to achieve their success. It can be seen by the enhancement of the way they spoke fluently while speaking in improving'. From the statement above, it can be concluded that most English language learners' students develop their proficiency and fluency by improving directly in speaking. Besides, the success of a language learner can be measured and seen in the fluency in speaking. Kern (2006: 31) in Rajagukguk, Helena et al (2017:200) said if when creating a context in language, it should not be changed to the how people understand the separated fact but they should have the context interestedly. Here, when two people or more have the transaction in speaking, the hearers have to achieve the meaning by using an integrated ability so that they will be easy to catch the meaning. Hartono (2014:251) stated if as the hearers. They will have a different understanding of conveying the meaning. That means if the students as the listeners or hearers have to use their integrated ability so that they will minimalize the mistakes in convey meaning in a foreign language. Khalim and Warsono (2017:120) stated people can talk indirectly to imply something. They can use both languages: spoken and written to communicate their story. This statement also explains if the students not only use direct language to state explicit story, they can use indirect language to state the implicit meaning story, when they do that, the hearer has to use their ability to convey meaning. It is the same with the students where the learners as speaker or hearer define the fluency as the ability to converse with others. They regard their speaking skill which can be acquired as an important case, and they assess their progress in spoken communication.

English speaking for most Indonesian students is very challenging. When the students speak in brief, it represents their English teachers and the way they are teaching. Faridi et al, (2014:235) stated if the display of performing art is the activity which involves an individual and group at a certain moment. From the statement, speaking has to be done in two or more people or called in a group, so that they will produce utterance by utterance contains the message in the task performance. Talk as performance tends to be in the form of a monologue rather than dialogue. Speaking skill is one of the skills in English teaching-learning process. However, according to Permatasari and Bharati (22:2015) inside the classroom, the students who study English language are still

passive in the use of oral foreign language. It is because of the influence of teacher center as the method of a teaching-learning process. To make them achieve the language orally, the teacher can advise the method by adding the students' center in the process. Moreover, based on Ghufron and Saleh (2016:328), selecting materials for the teaching-learning process is as an important platform to push the students mastering the ability in the language study learning. Those are aimed to improve the students' speaking in English. By mastering the skill, the students will be able to achieve the purpose of the English teaching and learning process. They also will be able to communicate with native speakers using English.

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

METHOD

The research object determents the result in the future. The object of this research is the students in second senior high school. The scope of the study is to discuss a social phenomenon in the students' environment. The phenomenon is the effectiveness of the strategies which is implemented to improve the ability of students in speaking skill. Besides, the object of the study also including time, cost, and power owned by the researcher. With these considerations, the researcher takes the object of study in class two MA Ar Rohman Bulu Rembang. In this research, the researcher also used diagram and table to make the readers easy to understand the result. In Line with Mujiyanto (2016:884), 'The presence of such visual entities as graphic, figures, tables, diagrams, visual illustration, and

the like is oftentimes reckoned solely as a complement to the verbal form in meaning-making. With another assumption that visual images play a significant role in aiding readers to better understand the respective verbal texts a number of studies have been conducted so far'.

This research is quantitative study where it used a diagram to make the readers are easy to understand. The population in this study are all students in MA Ar Rohman Bulu Rembang. The sample is 30 students from two classes of grade II. The primary data in this study is the respondents to the affective strategies and social strategies as independent variables, the ability to speak as the dependent variable studied together at the same time. This study used collection techniques dissemination of questionnaires to respondents.
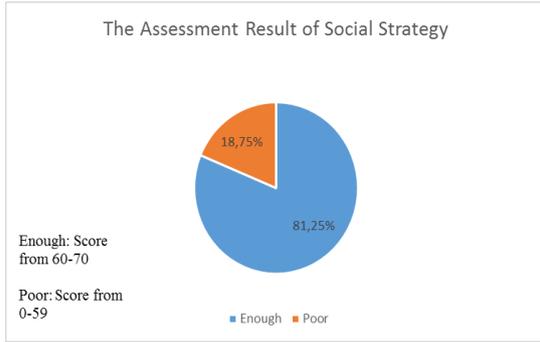
RESULTS AND DISCUSSION

Results

The results of this research are presented in details based on the graphic on diagrams based on the sequences. Those can be seen in the following:
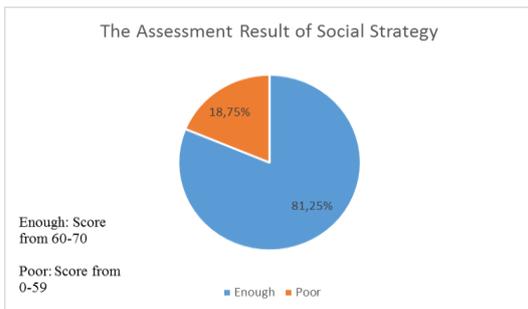
Pre Test Social Strategies

The result shows in IPS I class in the diagram by following, the averages from 16 students are about 54.01. The highest score from this class is obtained by the student number one with score of 65.17. While the lowest scores are obtained from the students' number 3 and 6 with score 0. However, in IPS 2 in diagram 4.3, the averages from 16 students are about 49.91. The highest score is obtained from the students' number 1,4, 11 and 15 with score 62.00. While the lowest score is obtained from the students' number 3,13 and 14 with score 0.

Picture 1. The Percentage of The Students Score in Social Strategies in IPS 1.

Diagram above shows, the percentage of the students score in social strategies in IPS 1. There are 81.25 students get enough scores in the category and 18.75% get poor in the category.
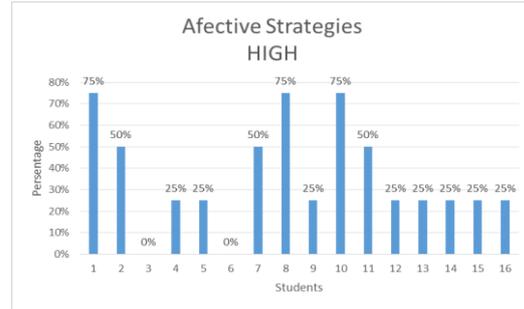

Picture 2. The Percentage of The Students Score in Social Strategies in IPS 2.
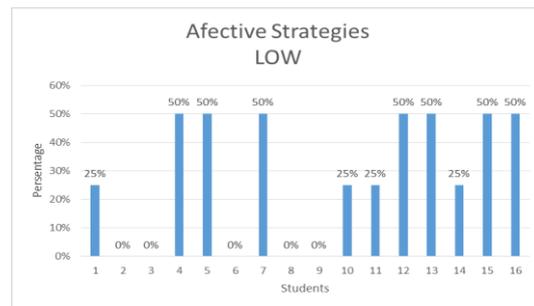
Diagram above shows, the percentage of the students score in social strategies in IPS 2. There are 81.25 students get enough scores in the category and 18.75% get poor in the category.

Pre Test Affective Strategies

The result of affective strategies in IPS I can be seen in by the diagram below. The highest score comes from the students' number 1, 8 and 10. While the lowest score comes from the students' number 3 and 2. Two students get 0%, 8 students get 25%, 3 students get 50% and 3 students get 75%. However, the affective strategies in the low case can be seen in diagram 4.6, there are 5 students get 0%, 4 students get 25% and 7 students get 50%.
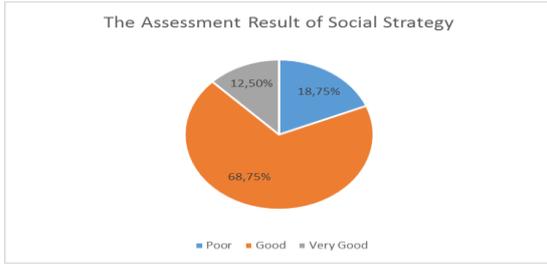

Picture 3. Affective Strategies High

Picture 4. Affective Strategies Low

The result of affective strategies in IPS 2 can be seen in diagram above. The high affective strategies are; 3 students get 0%, 7 students get 25%, 6 students get 50% and 3 students get 75%. The result of low affective strategies can be seen in picture 4 There are 3 students get 0%, 2 students get 25%. While 4 students get 50% and 7 students get 75%.
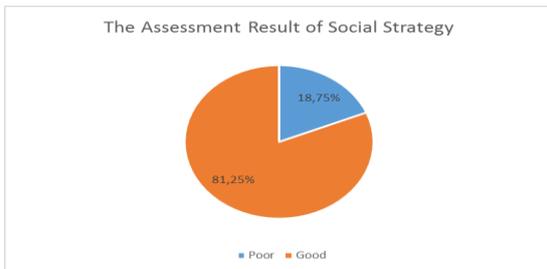
Post Test Social Strategies

The result from IPS I can be seen in the diagram in the following. The averages from 16 students are about 63.90, the highest score is obtained from the student number 16 with score 83.17. However, the lowest score is from the students' number 3, 6 and 12 in 0 scores. In IPS 2 results can be seen in diagram 4.11. The averages from 16 students are about 63.34. The highest score comes from the students' number 16 with score 78.88. The lowest score is from the students' number 3, 13 and 14 with score 0.

Picture 5. The Percentage of The Students in IPS 1 Score in Social Strategies.

The diagram above shows, the percentage of the students in IPS 1 score in social strategies. There are 68.75% of students get good scores in the category, 18.75% get poor in the category and 12.50% get very good in the category. It is the significant enhancement from pre-test result.
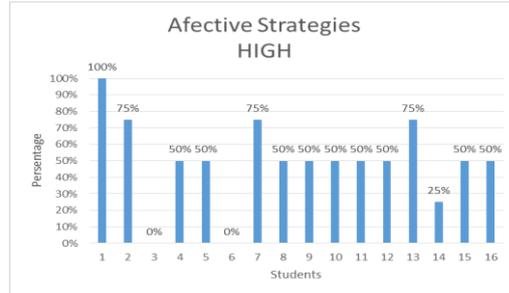

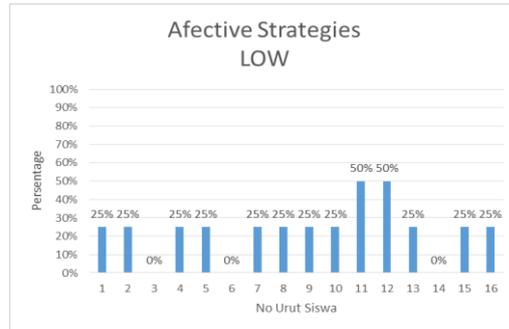**Picture 6.** The Percentage of The Students in IPS 2 Score in Social Strategies.

The diagram above shows, the percentage of the students in IPS 2 score in social strategies. There are 81.25% of students get good scores in the category and 18.75% get poor in the category. It is the significant enhancement from pre-test result.

Post Test Affective Strategies

The result of affective strategies in IPS 2 can be seen in diagram by the following. The highest high affective strategies come from student number 1. However, the lowest students are from number 2 and 6 which have a score of 0%. One student get 25%, 9 students get 50%, 3 students get 75% and one student get 100%. The result of low affective strategies can be seen in picture 7. Where, 3 students get 0%, 13 students get 25% and 2 students get 50%.

Picture 7. The High Affective Results

Picture 8. The result of low affective strategies

The result of affective strategies in IPS 2 can be seen in the diagram by the following. The high affective results are from 3 students get 0%, 7 students get 25%, 6 students get 50% and 3 students get 70%. The result of low affective strategies can be seen in picture 8. Where, 3 students get 0%, 12 students get 25% and one student get 50%.
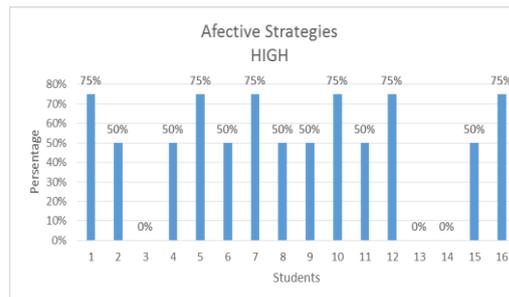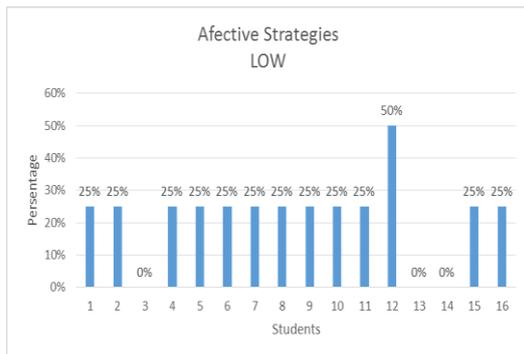

Picture 9. The result of High affective strategies

Picture 10. The result of low affective strategies

Discussion

This section contains an explanation further about the students and how teaching-learning speaking are conducting including the problems faced by the students. In the process, the researcher used two assessment to process the data after obtaining. There are formal and informal assessments. According to Fernandes (2011) in Barbosa and Bassera (2015), formal assessment is the teaching-learning process which is focused on the final result. This assessment is about how the students can achieve the highest score in every test, the skill of the students is very important to be assessed including the ability of the students in the foreign language. Otherwise, Harris and McCann (1994) in Ketabi (2014) stated if the informal assessment is the way the teacher collects information about the students' performance in a normal condition inside the classroom. This is done when the students are not in the exam situation like in a formal test. This assessment also can be mentioned as a continuous assessment of the classroom.

Here, the researcher tried to combine two techniques of assessment in one score. It is done because there are two aspects discussed and it needs the tool for measuring the final result. Two aspects are they; social and effective strategies. Henriquez et al (2017) stated social strategies are the tools which are used to develop and increase the ability in language orally. Those are including asking questions, cooperating with others and empathizing with others. These strategies are about the skill of the students in revealing the language in speaking.

When they practice speaking, the students make the group because speaking is grouping ability with two participants or more. In a group, they will do asking questions, cooperating and empathizing. Those aspects are also including grammar, vocabulary, and spelling because to make good utterances, they need to achieve good grammar, vocabulary and be able to cooperate and empathizing each other so that the communication still can keep going with the good spelling and pronunciation. The social strategies in line with those aspects are including to the formal assessment based on the scoring rubric criterion indicator.

The researcher also used informal assessment to measure affective strategies by the students in speaking. Based on Stern (1992) in Razmjoo and Ardekani (2011), affective strategies are the emotional problems on the learners in speaking during the activity. This activity is in the formal occasion of assessment, where the assessment is on the students' expression. It can be confidence or anxiety during speaking. This also based on the scoring criterion indicator by the researcher. To know how to assess the utterances, Fitriati (2017:406); said if the transcripts from the video are needed for convenience to continue the analysis of result and discussion. Further, by seeing the transcripts, the problem in students speaking is clearly seen.

Social Strategies

In social strategies, there are two of the classes discussed. This is to know the ability of the students before giving the materials about speaking. The more explanation is below:

In IPS 1 class there is some weakness during speaking activity in the group while the students perform in front of the class. One of the problems is they do not know how to make phatic or open the conversation before entering the core of speaking. It can be proved by the quotation below:

SM: Hiii Tina
TNS   : Hiiii Tia
TNS   : How are you?
SM: I am fine, thank you

TNS : How do you go to school? . . . .
SM: I go to school by foot

The quotations above are about how the students' open conversation, they mostly do in a simple greeting and directly enter to the important question.

NAWA : Hiiiiii, good morning?
SLN : How are you
NAWA : I am fine, how about you?
SLN : I am fine
NAWA : Why do you late?

The quotations above are the same as before. Mostly, the students are demanding about the news. Off course, the answer will be the same from one student to the other students. This is also the problem of why they cannot utilize the time to make a long conversation. What the researcher wants, in this case, is; how they can enhance their utterances in 15 minutes. It should be, they used phatic strategies. In the other hand, they can ask some warming up questions before going to the next important conversations.

In answering the questions, mostly the students only in brief without elaboration. It happens because they can be not know how the strategies to make the utterances full of words.

Affective Strategies

In the affective strategies, there are two of the classes discussed. This is to know the ability of the students before giving the materials about speaking in emotional cases. Those cover positive statement, confidence, pleasure, and happiness in the high attention of speaking by students. Moreover, those are also the negative statement, anxiety, fear and shy in the low attendance. The more explanations are below:

In IPS 1 there is some high attention found in the students' performance during the speaking. It can be seen below:

SM : Hiii Tina
TNS : Hiiii Tia
TNS : How are you?
SM : I am fine, thank you
TNS : How do you go to school? . . . .

SM : I go to school by foot
SM : Why don't you with your motorcycle?
TNS : My house is near
SM : How about you?
MSA : I go by motorcycle
SM : Why?
MSA : Because it's very fast.

The quotations above are about how the students are demanding and how they gave a positive response in their answer. Here, 100% of students in IPS 1 gave a positive response during answering, they did not look anger while the performance is done. They are also confidence, it can be seen by their utterances above, and they did not use repetition and stated it smoothly.

NAWA : Why do you late?
SLN : No . . . I am here, I go to here by foot
NAWA : I think, it's no problem (pause) (smile)

The quotations above show how the student is pleasure in answering the questions. Sometimes they show smile expression on their speaking.

It is different from the low attendance in affective strategies because the students do like in the opposite like anxiety, fear and shy which seem in their expression during speaking. It can be seen in the following quotations:

HU : How do you reach to school?
SNA : I reach to school with motorcycle
HU : What it. What it, what it, what do you . . . (smile) (laugh). Do you, Do you have to .

The quotations above show how the students express shy in their performance. Sometimes, they are laughing without reason and there was nothing funny in their speaking topic.

Treatment

After giving the post-test, the researcher also gave treatment to the students to make their performance better. She also used the instrument in conducting treatment. The instruments are used in this research as follows:

1. Syllabus
2. Materials
3. Scoring Rubric
4. Assessment scoring

After pre-test and treatment above, the researcher found some problem by seeing the post-test. It happened when they did the speaking performance in the pre-test. The problems of speaking are in the following:

1. The students did not know how to open a conversation using the easy topic before entering to the main topic.
2. The students did not know how to develop the utterances during the speaking. They did not use the reason to make their long utterances.
3. The students only speak in brief without complete sentences constructions.
4. The students did grammatical errors during speaking
5. The students did not know to make good closing utterances in conversation.
6. They had to limit cooperation because they only give brief utterances to each other.

However, in resolving those problems, the students sometimes have their own manner of speaking. In line with Dewi (2007) in Mistar et al (2014) said if she conducted research in English students' speaking in senior high school, she found some strategies used by the students especially for those who are in the high achievers; they prefer to use approximation, getting the help and switching to the mother tongue while speaking in English to face problems. It is the same with the students in the following quotations, they did switching when they did not know the translation in English and the other participant will help them to answer.

WDL	: Me too. How about you?
AM	: Yes, off course. Hmmmm scout is wajib apa yaa? Hmmm must
WDL	: Do you want want to hmmmmmm go back at house or or stay here before scout?
RA	: I go back, because because aaaaaa my home home is near school (smile). How about you?

This is a normal condition because their mother tongue is Javanese so that sometimes when they confuse in rendering the words, they will use their official language or mother tongue.

The factors happen in the pre-test also has a relationship with their mother tongue. It can be they cannot develop their utterances because they are not interested in speaking. By interviewing from some participants in the members of a group, they said if the English language is difficult. Moreover, if they are asked to speak, they did not feel confident during speaking and worry to have mistaken, so that in the pre-test, they cannot develop their utterances better.

There are significances enhancement in the score of students when pre-test and post-test. In the pre-test, IPS 1 class has 81.25% in enough category assessment. It is the same with IPS 2 class. The assessment averages of IPS 1 is 54.01 and IPS 2 is 49.91. But, in post-test, there is an enhancement to 68.75% in good category and 18.75% in the very good category for IPS 1 class. In IPS 2, there is 81.25% in the good category. The mean is 63.90 for IPS 1 and 62.34 for IPS 2. This significance enhancement means if there are more ability in students speaking after they are given treatments by the researcher. It means if the method used in this activity is effective.

CONCLUSION

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

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

Teaching speaking to low self-confidence students with affective strategy is effective to increase the confidence of the students who have low confidence. It is because they are given a chance to discuss the speaking topic before performing. They also can ask their partner if they did not understand about the materials.

Teaching speaking to high self-confidence students with social strategy is effective because they can more increasing their ability in grammar, vocabulary, spelling, and pronunciation.

Teaching speaking to low self-confidence students with social strategy is effective to increase their confidence because the students can ask the other participants in one group how to construct the utterances. It covers grammar, vocabulary, spelling, and pronunciation.

Teaching speaking uses affective strategy and social strategy to high self-confidence students is effective, because it combines formal and informal assessments. In a formal assessment, it can evaluate the skill of the students and an informal assessment, it can evaluate the emotion and the expression of the students during the speaking. However, teaching speaking uses affective strategy and social strategy to low self-confidence students is effective because the students with low self-confidence can ask the other participants in their group to evaluate them before going to the performance.

SUGGESTION

The teacher who will implement speaking in the class can use group learning to make the students easy in discussing the topic. Moreover, she or he should be creative to design the materials, the picture or the other media can be used to interest the students in English lesson.

The teacher uses formal and informal assessments when there is speaking implementation. It is because to measure the confidence of the students during the performance. She or he gives more treatment in grammar, speaking strategies and how to develop the utterances intensively, giving motivation to the students to always learning is also needed and important.

For those who want to conduct research in speaking using social and affective strategies, they can develop the assessment's instrument in research so that it can give the contribution for the teacher in assessing the students in speaking.

REFERENCES

Barbosa et al. (2015). Formative assessment in the Foreign Language Classroom . *Brazilian English language Teaching* , 100-109.

Faridi et al. (2014). Creative Industry Development of Oral Tradition Based on Android as a Local Genius in rural Javanese Communities . *Merit Research Journal of Education and Review* , 231-238.

Fitriati, S. W. (2016). Case Study Into uestioning Skills in Pre-Service English Language Teachers at PPG Program . *2th Unnes Teflin National Seminar*.

Hartono, R. (2014). Translation analysis on utterances Used in daily Communication . *Arab English Word journal*, 248-261.

Junaidi Mistar et al. (2014). Strategies of Leaning speaking by Senior High School EFL Learners in Indonesia . *The Asian EFL Journal Professional Teaching Articles*, 65-74.

Ketabi and ketabi . (2014). Classrooma and Formative Assessment in Second/Foreign Language Teaching and Learning . *Theory and Practice in Language Studies* , 435-440.

Mujiyanto, Y. (2017). The Dependence of Verbal passage on Visual Representation

in Meaning Making. *International Seminar Prasasti III*, 884-890.

Rajagukguk and helena et al. (2017). The academic Literacy of sixteen Seventh Grades of an english Immersion Junior High school in Semarang. *Language Circle journal*.

Riana Permatasari, Dwi Anggani L. Bharati. (2015). Students' Perception on the Implementation of Collaborative

Reasoning Discussions (CR). *English Education Journal*, 21-27.

Richard, J. (2006). Developing Classroom Speaking Activities: From Theories to Practice. *Journal Watch*.

Saleh et al. (2017). The Need to Develop English for Spesific purposes (ESP) Reading Syllabus for Students of Islamic Education Department. *Journal of Foreign Language*.