

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research problem, the research objective, the assumption, the significance of the study, the scope and limitation of the study, and the definition of key term.

A. Background of the Study

Speaking plays an essential function within the English language setting. Speaking ability is one of the four talents that can be very essential for students to learn. Speaking is specific and describes thoughts and feelings in spoken language. One important skill that we have to carry is speaking. Through speaking, we can deliver a message clearly. Speaking is the lively use of language to express a purpose so different human beings can get the message. The eye of the information of language is needed to speak in a foreign language so that you can proportion understandings with different human beings (Lynna Cameron: 2001). Many students are uncertain and no longer confident when they are requested to speak English, specifically in class. English teachers regularly offer motivation, but they do not implement particular techniques to overcome these problems and additionally enhance student achievement in speaking.

Many of the teachers use strategies to improve students' achievement in speaking. One of the strategies is the use of socio-affective strategies to improve students' achievement in speaking. Tamim (2016) defines socio-affective techniques as the one-of-a-kind intellectual and

behavioral mechanisms learners use both to come to grips with emotional and socio-cultural challenges they come across in their studying technique or to increase their studying capacities. Brown (1993) explains that socio-affective techniques are associated with social mediation activities and transacting with others. The activities of this method are to reduce anxiety and adjust emotions.

The school that was selected to implement this strategy is MTsN 3 Blitar. Through several interviews with English teachers at MTsN 3 Blitar, it was revealed that students at MTsN 3 Blitar scored less than the average score for speaking in English classes. Based on the researcher observation, students have not been able to respond actively when speaking activities are carried out. Students tend to be silent when they are asked to speak for reasons of nervousness and fear of being wrong when they speak English. So, students do not get an opportunity to carry out speaking activities, thus making their scores in speaking less than average. In addition, the lack of students' scores is also due to no strategy applied by the teacher, so speaking activities in English class are less structured and lack monitoring for students.

Problems in English-speaking classes can be overcome by applying strategies that can solve these problems. One of them is by applying a socio-affective strategy. By applying the socio-affective approach, the researcher assumes that the approach fits the character of students. While the socio-affective strategy is applied, the teacher can manage the class. The teacher can examine students when this strategy is carried out due to

the fact that this strategy makes students focus because of grouping in small groups, which may assist each student in getting the possibility to carry out speaking activities in class.

Based on the previous study a thesis entitled *The Implementation of Socio-Affective Strategy to Improve Students' Self-Confidence in Speaking Skill* written by Nahdalena in 2017. And next thesis with the title *The Implementation of Socio-Affective Strategies to Improve Students' Self-confidence in Classroom Speaking Activities* written by Aswati in 2019. Another previous study a journal entitled *The Implementation of Socio-Affective Strategies in Improving Indonesian Junior Secondary School Students' Speaking Ability* written by Nurwandi, Chairil Anwar K., and Sultan Baa in 2022.

B. Research Problem

How does socio-affective strategy improve students' achievement in speaking at MTsN 3 Blitar?

C. Research Objective

The objective of this study is to know how socio-affective strategy can improve students' achievement in speaking at MTsN 3 Blitar

D. Assumption

The use of socio-affective strategy can improve students' achievement in speaking 9th grade student at MTsN 3 Blitar.

E. Significance of the Study

1. Theoretically, to solve the problem in class through the implementation of Socio-Affective strategy to improve students' achievement in speaking.
2. Practically
 - a. Teacher: Giving information to English teacher about the implementation of Socio-Affective strategy to improve students' achievement in speaking.
 - b. Students: Improving the students' achievement in speaking using Socio-Affective strategy.
 - c. Researcher: The researcher solves the problem in class by implementing the strategy-the next researchers wants to research students' achievement in speaking by using Socio-Affective strategy.

F. Scope and Limitation of the Study

The school that was studied for this research is MTsN 3 Blitar with 9th grade students. There are 34 students in one class 9th grade students at MTsN 3 Blitar scored less than the average score for speaking in English class. To overcome this problem, the researcher wants to apply a socio-affective strategy that 9th grade students can still accept.

The limitation of this research is only in students' achievement in speaking using socio-affective strategy in narrative theme. The researcher gives one day to memorize the story. Tests conducted, students have memorized from home.

G. Definition of Key Term

a) Speaking Achievement

Speaking achievement is a students' achievement in speaking that has been achieved after conducting an assessment.

b) Socio-affective Strategy

Socio-affective strategies are non-educational in nature and contain stimulating mastering through establishing a level of empathy between the teacher and students.