

THE IMPLEMENTATION OF SOCIO-AFFECTIVE STRATEGIES IN IMPROVING INDONESIAN JUNIOR SECONDARY SCHOOL STUDENTS' SPEAKING ABILITY

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ABSTRACT

The study aimed at finding out: (1) whether the implementation of socio-affective strategies could improve Indonesian junior secondary school students' English-speaking ability; and (2) the students' perceptions on the implementation of socio-affective strategies in teaching and learning English speaking skill. The study employed quantitative research method. Pre-experimental research design was used to assess the improvement of the students' English-speaking ability and questionnaire was used to find out the students' perception on socio-affective strategies in English speaking classroom. Thirty-three (33) seven grade students of Public Islamic Junior Secondary School (MTs. Negeri) Gowa Regency South Sulawesi Province were taken as samples of the study by using cluster random sampling technique. The pre-test and post-test results were collected from the students' speaking assessment then analyzed by using IBM Statistic SPSS 20 Software. Questionnaire responses were classified into sub-themes and then analyzed using percentage. The study found: (1) the t-test value of English-speaking ability was greater than t-table ($16.476 > 1.693$). Therefore, the alternative hypothesis (H1) was accepted and null hypothesis (H0) was rejected. It can be concluded that there was significant improvement on students' English-speaking ability by implementing socio-affective strategies at the seventh-grade students of MTs Negeri Gowa Regency; (2) the result of questionnaire analysis showed that the students had positive responses to the implementation of socio-affective strategies in speaking class with the range score of 130-142. In addition, the students believed that socio-affective strategies have benefit to their interest and behavior toward language learning, and improved their English-speaking ability.

Keywords: socio-affective strategies, EFL students, speaking ability

INTRODUCTION

Speaking is an activity that is done by human being which involves the organs of speech. It is a process of the language to be delivered through the mouth. According to Modesti (2016) people produce the sounds that they use to make meaning when they speak. Speaking can be a tool that people can use to express their idea or the things that they have on their mind. Speaking can be successful if the listeners are able to understand the words spoken by the speaker. Alonso (2014, p. 147) argued that "speaking as ability in the second language to produce

or comprehend utterances smoothly, rapidly, and accurately, the rate of delivery is associated with the ability to produce linguistic structures and distinguishes here between speed and regularity, which refers to the quantity and organization of pausing”. In this respect, speaker’s mastery of the target language is ultimately measured by how well he/she can use it, not only on how much he/she knows about i.e., to enable the speaker to be a good performer. Kadri (2015) stated that speaking was the ability to speak fluently, not only knowledge of language features, but also the ability to process information and language on spot.

Speaking is one of the abilities which is very important and very necessary to be mastered in English learning. Qureshi (2012) argued that speaking are important for career success, but certainly not limited to one’s professional aspirations. Speaking can also enhance one’s personal life.

There are some elements of speaking that should be taken into account in EFL teaching in order to get the better understanding of speaking. Two of them are accuracy and fluency. Accuracy is the ability to speak correctly without making serious mistakes and therefore a greater use of instant teacher's correction within a speaking activity is appropriate. Likewise, Shen (2013) defined accuracy as the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language. Accuracy refers to the ability to produce grammatically correct sentences. Yates (2002) defined that accuracy includes both supra segmental and segmental features. While fluency defined as natural language use like the native speakers. In similar vein, Rahmatian, Mehrabi, Safa, and Golfam (2014, p. 107) explain the concept of fluency “as opposed to the concept of hesitation is centered over the temporal aspects of speech: as the number and duration of hesitation goes up, the speech is considered as less fluent”. That the ability one speaks fluently can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener. Speaking fluently means being able to communicate one’s ideas without having to stop and think too much about what one is saying. Shen (2013) defined that fluency as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. Stuttering and cluttering are both fluency disorders. Furthermore, Itkonen, (2010, p.16) stated that “smoothness as a linguistically unspecific term, and estimate that raters would have difficulties determining what is halting or fragmentary speech, in contrast to so called smooth speech”.

Unfortunately, teaching English speaking to Indonesian students still face many challenges. Tridinanti (2018) stated that many Indonesian students were not confident when they are required to speak in English, especially in the speaking class, and their English teachers did not provide motivation and used strategies to make them become the confident students. In fact, self-confidence is very important for students in learning foreign languages. When people are not confident, they get very frightened, they cannot think clearly, concentrate, and remember what they want to say. They have lost words and sentences to say. When Indonesian students are not confident, they cannot improve their ability to

speak English. The impact is that they will have a low desire to learn English, especially in speaking.

In addition, according to Ur (1996), there are several problems encountered when teaching speaking to the students. The problems are inhibition, nothing to say, low or uneven participation, and the use of mother tongue. The first, inhibition, it means that the students often find it difficult to say something in English in the class because of excessive embarrassment, fear of making mistakes or fear of being criticized. The second is nothing to say, it means that the students have a feeling of guilt about saying something in English so that no idea can be expressed. The third is low or uneven participation, it means that only some of the students who have an interest in learning English, it is an overview of all schools in Indonesia, which means that only a few students have an active role in English language learning, most of them less or none at all. The last is the use of mother tongue, it means that the tendency to use the mother tongue still dominates the students during the learning process is further exacerbated by the teacher as well. In general, the teacher prefers to teach the grammar rather than speaking because it teaches the grammar easier and always uses the Indonesian language.

To overcome the problem, the teachers need to motivate the students and create the most effective way to stimulate them, so they will be interested in practicing their speaking. On other hand, the teacher needs to use certain technique to stimulate their students to practice their speaking, because good strategy will support them in achieving skill including English skill.

Therefore, in order to reduce the students' problem, it is important to find appropriate strategy. Socio-affective strategies can be chosen as an alternative strategy to apply in the classroom. Socio-affective strategies components (assertiveness, responsiveness, and cognitive flexibility) directly predict affective learning because they are comprised of behaviors that influence students' attitudes about the subject matter. Likewise, Henning (2010) argued that the behaviors exhibited in teacher credibility and socio-affective include affective triggers such as compassion, empathy, and friendliness and, therefore, should predict student affective learning.

Several previous studies proved that these strategies could help the learners when they had problems in understanding the English material (Choi, 2003; Chou, 2004; and Indriana, 2019). Choi (2003) investigated the use of socio-affective strategies on EFL college students. It was found that socio-affective strategies could help the learner when they have problems in learning English. Then, Chou (2004) analyzed the efficiency of socio-affective strategies on the students' competence of Asian students. The result showed that socio-affective strategies can build the students' motivation to learn. In addition, Indriana (2019) analyzed the use of socio-affective strategies on second semester students at UMS and it was found that it made the students interested in learning process. She found that almost all students used social affective strategies. These studies provide the information of the use and the benefit of using socio-affective strategies in the teaching and learning process.

Furthermore, by using socio-affective strategies, the students can be more active in class. It is because socio-affective strategies are the strategies which cooperating with others that involve the students' willingness to communicate. A study from Mehrgan (2013) analyzed on how the second language learners use socio-affective strategies regarding to their willingness to communicate (WTC). The result of the study revealed that individuals with WTC acted differently in the use of socio-affective strategies. Similarly, the study of Jamaledin (2014) examined the use of socio-affective strategies related to willingness to communicate in university students. The result showed that socio-affective strategies are the effective strategy for the students. They become more comfortable to learn and having a good communication when they were doing the task as a group. The result of these two previous studies is related to each other. Both of the studies mainly discuss and elaborate the socio-affective strategies and willingness to communicate. However, this research will elaborate the socio-affective strategies on the students' speaking ability.

The teacher should know about socio-affective strategies because the teacher has a role as model and facilitator for the students. Robiansyah and Rochmahwati (2020) examined the socio-affective strategies used by the high school students in the speaking class. The result found that using socio-affective strategies was very important especially for the teacher as an assessor, organizer, facilitator, prompter, motivator, participant, monitor, and model, so the students could have positive mindset or perception in speaking. Furthermore, there is one study that used socio-affective strategies virtually. Furthermore, Virdaus (2018) investigated the use of socio-affective strategies through Skype. The study had proved that socio-affective strategies with Skype were effective to be done in teaching and learning process. There are many studies proved that socio-affective strategies are an effective strategy to implement in the teaching and learning process.

The use of socio-affective strategies is needed to help learners to regulate and control their emotions, motivations and attitudes toward learning. Therefore, the students 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. 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. Socio-affective strategies represent a broad grouping that involves either interaction with another person or ideational control over affect. Based on Brown (2000) in the field of strategy in learning, the socio-affective strategies divided into two sub strategies: asking question and cooperating with others. The optimal goal of language learning strategies is to guide students to become better, autonomous, and confident learners. In order to encourage students to depend more on themselves instead of the teacher, the teacher needs to ask students to use those effective socio-affective strategies in the classroom contexts and in daily life as well. It is hoped that learners can utilize socio-affective strategies whenever they speak English even without the teachers' supervision.

Based on the information above, socio-affective strategies can be used as an alternative strategy in improving the students' English-speaking ability in

Indonesian EFL setting. This current study would like to find out the results of the implementation of these strategies in junior secondary school level in Gowa Regency by proposing the following research questions:

1. Does the implementation of socio-affective strategies improve the students' speaking ability at the seventh grade students of MTs. Negeri Gowa?
2. What are the students' perceptions on socio-affective strategies in speaking ability at the seventh grade students of MTs. Negeri Gowa?

METHODS

This research employed quantitative method. Pre-experimental research design was used to assess the improvement of the students' English-speaking ability and questionnaire was used to find out the students' perception on socio-affective strategies in English speaking classroom. Thirty-three (33) seven grade students of Public Islamic Junior Secondary School (MTs. Negeri) Gowa Regency South Sulawesi Province were taken as samples of the study by using cluster random sampling technique.

There were two kinds of instruments that used in data collection, speaking test and questionnaire. The data of all activities in the classroom were collected through oral production test (speaking test). The test consisted of two kinds namely pre-test and post-test. The pre-test was used to see the students' speaking ability before giving them treatments, while the post-test was used to know the students' speaking ability after giving the treatments. The pre-test and post-test results were collected from the students' speaking assessment then analyzed by using IBM Statistic SPSS 20 Software.

In addition to speaking test, questionnaire was used to assess the students' perceptions on socio-affective strategies in speaking ability at the seventh-grade students of MTs. Negeri Gowa.

According to Creswell (2014), there are two kinds of questionnaire namely open-ended and close-ended. An open-ended questionnaire is a list of questions that requires the respondents' answer freely by their own opinion. While close-ended questionnaire is list of questions that provide all possible alternative answers. The current study employed closed-ended question on the questionnaire which consisted of positive and negative items. The questionnaire focuses on socio-affective strategies in the students' speaking ability. Thirty-three students completed the questionnaire in this research. The data from questionnaire responses were classified into sub-themes and then analyzed using percentage.

FINDINGS AND DISCUSSION

Findings

The findings of this research consisted of two parts: (1) the students' speaking ability after giving the treatment; and (2) the students' perceptions on the implementation of socio-affective strategies in speaking class.

1. The Effect of Socio-affective Strategies on the Students' English Speaking Ability

The first test which used to measure the effectiveness of the socio-affective strategies in improving the EFL students' speaking ability was N-gain. Hake (1999) stated that N-Gain is a rough measurement of the effectiveness of a course to improve conceptual understanding (normalized average gain).

Table 1
N-Gain Result

N Gain Score	
Mean	0.6598
Std. Deviation	0.198

Table 1 shows that the mean of N-gain score for students was 0.6598. The score was categorized into medium category which indicated that the socio-affective strategies had medium effectiveness to improve students' score from pre-test to post-test.

After conducting descriptive of the data analysis, the next step is assumption test. This test was used to determine whether the statistic used parametric or non-parametric. This research employed normality test to determine whether the data was normally distributed. The result of the test can be seen as follows:

Table 2
One-Sample Kolmogorov-Smirnov Test

		Pre-test Score	Post-test Score
N		33	33
Normal Parameters ^{a,b}	Mean	66	88
	Std. Deviation	6.389	7.888
	Most Extreme Differences		
	Absolute	.214	.231
	Positive	.214	.194
	Negative	-.153	-.231
Kolmogorov-Smirnov Z		1.229	1.324
Asymp. Sig. (2-tailed)		.098	.060
a. Test distribution is Normal.			
b. Calculated from data.			

Table 2 shows the result of Kolmogorov-Smirnov Test values which had been taken as the major determinant of the normal distribution. Based on the Table 2 above, it could be seen that significance value of pre-test (0.098) and post-test (0.060) were higher than 0.05. As the conclusion, based on normality test, data from pre-test and post-test were normally distributed.

The next test was hypothesis testing. In this case, the hypothesis was tested by using t-test analysis. The result of the t-test of the students' speaking ability by implementing socio-affective strategies is presented in Table 3 below:

Table 3

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Score - Posttest Score	22.424	7.818	1.361	25.197	19.652	16.476	32	.000

Based on Table 3 above, the hypothesis testing result showed that Sig (2-tailed) is 0.000 with $df = 32$ and $Sig < \alpha$ ($0.000 < 0.05$). The result indicated that the students' score of speaking ability between pre-test and post-test was significantly different. The value of the t-test is higher than the value of t-table. The t-test value of speaking ability was greater than t-table ($16.476 > 1.693$). Thus, the alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. It can be concluded that there was significant improvement on students' speaking ability by implementing socio-affective strategies at the seventh grade students of MTs Negeri Gowa.

2. The Students' Perception on Socio-Affective Strategies in Improving Speaking Ability

The students' perceptions on the implementation of socio-affective strategies in improving English speaking ability are measured by distributing questionnaire to 33 EFL students. The result of questionnaire analysis on the students' perceptions on the implementation of socio-affective strategies in improving English speaking ability can be classified into three main aspects: the effect of socio-affective strategies in the learning process, socio-affective strategies in their behavior, and socio-affective strategies in their competence to speak English. The following Tables 4, 5, 6, and 7 present the detail of the findings.

Table 4
The Students' Perceptions on the Effect of Socio-Affective Strategies in the Learning Process

No.	Statements	SA N = 33	A N = 33	NA N = 33	D N = 33	SD N = 33
1.	I am comfortable to speak with my friends when the teacher is implementing socio-affective	15 (45%)	18 (55%)	0 (0%)	0 (0%)	0 (0%)

strategies to improve our speaking ability.						
2.	I can speak English with my friends after the teacher implements socio-affective strategies in the class.	20 (61%)	13 (39%)	0 (0%)	0 (0%)	0 (0%)
3.	I get confident when try to speak English with friends after the teacher implements the socio-affective strategies in the class.	17 (52%)	16 (48%)	0 (0%)	0 (0%)	0 (0%)
4.	I'm happy to speak English with my friends after the teacher implements socio-affective strategies.	21 (64%)	12 (36%)	0 (0%)	0 (0%)	0 (0%)
5.	I'm shy to speak English with my friends while the teacher implements socio-affective strategies.	0 (0%)	0 (0%)	0 (0%)	14 (42%)	19 (58%)
6.	In socio-affective strategies, I get the opportunity to speak English with my friends in the class.	22 (67%)	11 (33%)	0 (0%)	0 (0%)	0 (0%)

Table 4 shows the students' perception on socio-affective strategies to communicate with others in the learning process. There were 15 students who strongly agree and 18 students who agree with the first statement. Then, there were 20 students who strongly agree and 13 students who agree with the second statement. After that, there were 17 students who strongly agree and 16 students who agree with the third statement. Next, there were 21 students who strongly agree and 12 students who agree with statement 15 in the fourth questionnaire. Then, there are 14 students who disagree and 19 students who strongly disagree with the fifth statement. Last, the sixth statement got 17 students who strongly agree and 16 students. The results suggest that the students believed that socio-affective strategies have good effect on their learning process.

The second aspect of the perceptions is socio-affective strategies in their behavior on the learning process. Table 5 below presents the result of the questionnaire responses.

Table 5
The Students' Perception on Socio-Affective Strategies in their Behavior on the Learning Process

No.	Statements	SA N = 33	A N = 33	NA N = 33	D N = 33	SD N = 33
1.	I think my friends will laugh at me when I speak English in the class when the teacher implements socio-affective strategies.	0 (0%)	0 (0%)	0 (0%)	10 (30%)	23 (70%)
2.	I'm nervous when the teacher chooses me to speak in front of the class during the implementation of socio-affective strategies.	0 (0%)	0 (0%)	0 (0%)	16 (48%)	17 (52%)
3.	I'm lazy to do assignment with friends when the teacher implements socio-affective strategies in the class.	0 (0%)	0 (0%)	0 (0%)	12 (36%)	21 (64%)

4.	I'm worried of my friend's opinion when I speak English in the class, while the teacher is implementing socio-affective strategies.	0 (0%)	0 (0%)	0 (0%)	17 (52%)	16 (48%)
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Table 5 shows the students' perception on socio-affective strategies on their behavior in the learning process when the teacher implemented socio-affective strategies. There were 10 students who disagree and 23 students who strongly disagree with the first statement. Then, there were 16 students who disagree and 17 students who strongly disagree with the second statement. After that, there were 12 students who disagree and 21 students who strongly disagree with the third statement. Last, the fourth statement got 17 students who disagree and 23 students who strongly disagree. The results suggest that the students believed that socio-affective strategies have good effect on their behavior on the learning process.

The third aspect of the perceptions is socio-affective strategies in their competence to speak English. Table 6 below presents the result of the questionnaire responses.

Table 6
The Students' Perception on Socio-Affective Strategies in their Competence to Speak English

No.	Statements	SA N = 33	A N = 33	NA N = 33	D N = 33	SD N = 33
1.	I still don't know how to speak well after the teacher implements the socio-affective strategies in the class.	0 (0%)	0 (0%)	0 (0%)	15 (45%)	18 (55%)
2.	I'm still confused when the teacher asks me in English when he is implementing socio-affective strategies.	0 (0%)	0 (0%)	0 (0%)	15 (45%)	18 (55%)
3.	I am still having difficulties how to speak after the teacher implements the socio-affective strategies.	0 (0%)	0 (0%)	0 (0%)	13 (39%)	20 (61%)

Table 6 shows the students' perception on socio-affective strategies in their competence to speak English. There were 15 students who disagree and 18 students who strongly disagree with the first statement. Then, there were 15 students who disagree and 18 students who strongly disagree with the second statement. Next, there were 13 students who disagree and 20 students who strongly disagree with the third statement.

The last aspect of the perceptions is socio-affective strategies in their excess in their speaking ability. Table 7 below presents the result of the questionnaire responses.

Table 7
The Students' Perception on Socio-Affective Strategies Excess in their Speaking Ability

No.	Statements	SA N = 33	A N = 33	NA N = 33	D N = 33	SD N = 33
1.	Implementing socio-affective strategies make me easier to understand how to speak well with my friends.	18 (55%)	15 (45%)	0 (0%)	0 (0%)	0 (0%)
2.	Socio-affective strategies are good strategy to improve my speaking ability, because there are illustrations and examples that make me easier to speak.	24 (73%)	9 (27%)	0 (0%)	0 (0%)	0 (0%)
3.	I am guided to explore and recognize the interest of speaking ability through socio-affective strategies.	20 (61%)	13 (39%)	0 (0%)	0 (0%)	0 (0%)

Table 7 shows the students' perception on socio-affective strategies excess in their speaking ability. There were 18 students who strongly agree and 15 students who agree with the first statement. Then, there were 24 students who strongly agree and 9 students who agree with the second statement. Finally, the third statement got 20 students who strongly agree and 13 students got agree. The results of Table 6 and 7 suggest that the students believed that socio-affective strategies have good effect on the students' English competence.

Discussion

The finding of this research showed that there is significant different between the mean score of pre-test and post-test after the treatment was conducted. This finding supported several previous studies such as Choi (2003), Chou (2004), and Indriana (2019) which found that socio-affective strategies could help the learners when they had problems in understanding the English material. Henning (2010) also stated that socio-affective strategies is an effective strategy to motivate the students to learn and make them interested in learning English, especially in speaking. In online learning Virdaus (2018), also found that the use of socio-affective strategies through Skype were effective to be done in teaching and learning process.

In terms of the students' perceptions on socio-affective strategies, the result of the study showed that many students gave positive response in the questionnaire, the range score of the students were 130-142. These high scores were classified as positive response. The students like this strategy because it was an interesting strategy to be applied in the class. It made the students feel more comfortable to study and became more active to speak with their friends in the class. This was in line with Jamaledin (2014) who stated that socio-affective strategies are effective strategy for the students; the reason that they were more comfortable to learn when they were doing the task as a group. The students became braver to express their opinion in teaching learning experience. It was positive impact to improve the students' speaking abilities.

Socio-affective strategies are an effective strategy to make the students motivated in learning process by working in group activities. Brown (2000) stated that socio-affective strategies in the field of teaching and learning were divided into two sub strategies; such as asking question and cooperating with others. Group task gave the students an opportunity to share information to others and they could ask the teacher or their friends if they did not understand about the material that was taught by the teacher. The teacher has the responsibility to make the students understand about the material that already explained, it shows that the teacher has succeeded in teaching speaking. In addition, Robiansyah and Rochmahwati (2020) argued that using socio-affective strategies was very important especially for the teacher as an assessor, organizer, facilitator, prompter, motivator, participant, monitor, and model. The implementation of socio-affective strategies need both of the teacher and the students as the participator in the class, it makes the teaching and learning process can run well.

CONCLUSION

It can be concluded that the implementation of socio-affective strategies can improve the EFL junior secondary school students' speaking ability. It can be seen from the students' mean score in post-test (88) which was higher than in pre-test (66). The study also found that the students have positive perception on socio-affective strategies in improving their English-speaking ability. The findings showed that many students gave positive response in the questionnaire that had given by the researcher, the range score of the students were 130-142. These high scores were classified as positive response. The students believed that this is an effective strategy to apply in EFL classroom because the students can have more opportunity to interact with their classmates and their teacher during teaching and learning process takes place. In addition, by using the strategy they could regulate and control their emotions, improved motivation and attitudes towards learning which are needed by the learners in improving their English-speaking ability. Based on the findings, the current study suggests that socio-affective strategies can be used by English teachers as one alternative strategy in improving their EFL students' speaking ability. This current study focuses only to the effect of socio-affective strategies on the EFL students' speaking ability. Therefore, it is recommended to the next researchers to study the effect of socio-affective strategies on other skills of English such as vocabulary, listening, reading, and writing.

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