

CHAPTER I

INTRODUCTION

1.1 Background of the Stud

In Ellis's study (1994), socio-effective refers to a learning approach where students work in groups to collaboratively solve problems within the context of their learning. This strategy also involves sharing input and offering suggestions to enhance the learning process.

According to Habte-Gabr (2006), the socio-affective strategy fosters students' confidence in collaborating and communicating with their peers during class discussions. This approach involves incorporating emotions into the teaching and learning process, emphasizing the significance of empathy between learners and instructors to create a positive learning environment. The socio-affective strategy is considered one of the most widely acknowledged and effective methods for enhancing student learning.

According to Habte-Gabr (2006), students need to study harder to improve in various aspects of their personal and academic lives. Teachers can be more successful by incorporating their outside experiences into the classroom.

Nunan (1999) suggests that students who are taught basic learning strategies, especially in language learning like speaking English, tend to be more motivated than those who are not taught such strategies. The "socio-affective filter" involves the integration of cognitive and emotional factors, which can impact language learning and self-development in students. "Social transference" refers to how social input influences learning in various contexts, including the

classroom, among peers, and with educators. The application of socio-effective strategies, such as pair discussions and group discussions, is planned as part of a classroom action research aimed at improving students' English speaking skills for class VIII.6 at SMP Negeri 10 Tanjungpinang during the 2022/2023 academic year.

Speaking is a crucial skill in English language learning as it facilitates communication and social interactions. The purpose of the socio-effective strategy is to group students together to enhance their collaborative work and create a sense of familiarity among them.

Successful debriefing strategies can be achieved through individual meetings with teachers, where open-ended questions can be asked to understand students' difficulties in the speaking class. The researcher aims to implement the socio-effective approach to improve students' speaking skills, which involves understanding sound, structure, vocabulary, and cultural aspects of the language.

The research is motivated by the lack of English speaking skills at SMPN 10 Tanjungpinang and the need to address students' limited socio-effective strategies in speaking English. Hence, the researcher will conduct a study titled "Implementation of Socio-Effective Strategies to Improve Students' Speaking Skills at SMPN 10 Tanjungpinang."

1.2 Identification of The Problem

Based on the background results above, socio-effective a strategy that can improve students' speaking skills. There are some problems at SMPN 10 Tanjungpinang, consists of several problems as follows:

1. students Problem

- a. There are various lack of motivation to learn in school.
- b. The learning is less interesting or monotonous so that it makes it difficult for students to understand the lessons being taught.

c. Lack of attentions two parents for students, because these students to behave inappropriately to or disrespectfully towards teachers at the school. And then these filters is that can be used to motivate and provide solutions to students' self-confidence, especially in speaking skills through socio-affective strategies. The applied socio-affective strategy are working in pairs, practicing dialogue, working in groups and practicing role playing.

2. The teacher's problems

- a. The teacher spent much time explaining the material instead of giving the students the opportunity to practice English speaking.
- b. The learning strategies used were monotonous.

1.3 Limitation of the Study

Based on the identification problems, the researcher has explained many problems with speaking skill, the researcher would like to limit the problem. This research is conduct to focus on student's lack of speaking and this research is to improve students speaking skill by the implementation of socio-effective strategy.

1.4 Formulation of the Study

Based on the background of the problems, the problem in this study is:

How can the implementation of strategy socio-effective improve student's speaking skill with Socio-effective strategy and Speaking skill?

1.5 Objectives of the Study

Based on the problem above, this research aims to describe how to the improvement student's speaking skill at the eight grade of SMP Negeri 10 Tanjungpinang by implementation of socio-effective strategy. To achieve this goal to students' fluency and increasing in speaking through dialogue between students.

1.6 Significance of Study

This research is hopes that it will be useful for the teacher, student's, and the school of Junior High School Tanjungpinang. The statement are:

a. Theoretically,

the result is that it should be able to enrich existing theories related to the process of learning to speak English.

B. Practical,

This research can also be expected to provide dialogue to be presented in front of the class to improve fluency and increase vocabulary in speaking good and correct English.

1. For other researcher

This research can give a learning strategy in the form of cooperation for the other to do classroom action research to implementation of socio-effective strategy.

2. For the students

Using student fluency and good and correct vocabulary and can improve the ability to speak English to students, can motivate students' speaking skills in the learning process and give them more fun and activeness in learning to speak.

3. For the teachers

The teacher should use these methods to improve the student's achievement in the class. Socio-effective strategy can help the teacher to improve the student's speaking in skill.

1.7 Definition of key terms

1.Strategy Socio-Effective

Socio-effective Strategy is Speaking skills through dialogue between students with one another to improve students' fluency in speaking". And as a constructive coordination action that is carried out directly so that it can produce a form of

agreement-making in joint decisions called a socio-effective strategy for achieve something or to solve problems together.

2. Speaking skill

Speaking skill is the ability to pronounce sounds such as articulation or words that can be spoken., state, and convey thoughts, ideas, and feelings and speaking skill is one of the language skills productive function to express ideas, thoughts, and feelings orally to the interlocutor.