SOCIO-AFFECTIVE STRATEGY USED BY EFL STUDENTS DURING THE COVID-19 PANDEMIC AT SMP MUHAMMADIYAH PALANGKA RAYA

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Abstract

Socio-affective strategies relates to socially The Sample was random sampling technique. This research was conducted in order to determine the learning outcomes obtained quantitatively by conducting a survey of 45 students at SMP Muhammadiyah Palangka Raya. The information was gathered through the use of a questionnaire. The survey found that the majority of students in the speaking class used their own tactics. There were six students studying at the time. This showed that each learning strategy affected the progress of students in the English speaking class. It meant that the students' strategies affected their progress in obtaining learning outcomes in their learning progress while speaking class. In conclusion the most students in speaking class have their own learning strategies. Not only 6 strategies that can affect student learning abilities, but also the others can affect too, such as psychological factors, the role of teachers, assignments, environmental and social factors.

Keywords: Socio-Affective Strategy, EFL Learning, Covid-19 Learning

INTRODUCTION

According to Oxford (1994), the research of learning strategies offers a lot of potential, both in terms of language instruction and in terms of explaining individual differences in second language learning. Language learning strategies, according to Hardan, are actions, steps, or techniques that language learners adopt to aid language learning (2013, p. 1713). Every learning process necessitates the adaptation of a method or strategy in order to reach the primary goal of learning. "What" to use for learning and "how" to use it are two crucial aspects of the learning process. Human humans, on the other hand, engage in a variety of tactics while learning a language; some of these strategies provide the greatest advantage, while others do not.

The term "learning strategies" can be used to a wide range of topics, and academics use it in many different ways. Learning approaches, according to Hardan (2013), can be defined as a process that directly contributes to learning. In comparison to previous definitions, Oxford (1990) gave a more concentrated definition. Learning tactics are defined by Oxford as "certain acts taken by the learner to make.

Studying learning strategies, according to Oxford (1994), has a lot of potential, both in terms of language instruction and in terms of understanding individual differences in second language learning. It is, nevertheless, probably accurate to say that it is still in its infancy. As a result, it's probable that discussions about learning approaches will typically conclude with a list of difficulties that need to be addressed. Language learning techniques are acts or procedures taken by students to help them acquire a second or foreign language (Oxford, 1990). Oxford (1994)

investigated the cognitive, emotional, and social components of language learning procedures that aid learners in improving their language learning competency and self-confidence.

To learn a language successfully, socio-affective methods are a part of language acquisition processes. Affective strategies help to regulate emotions, motivations, and attitudes. Meanwhile, Social strategies help students learn through interaction with others. Hakim and Yuniar (2019 p. 131) argued that socio-affective techniques are tactics that employ feelings in the teaching-learning process to produce a good effect since the relationship between the learners and the instructors is vital. They also claim that socio-affective tactics are the most commonly cited beneficial methods for improving student learning.

Language is a sort of social behavior that involves communication and occurs between and among people. As a result, learning a language necessitates engaging with others, which necessitates the use of efficient social techniques. Furthermore, Oxford is a prestigious university (Boston: University of Alabama:1990). One of the most basic social exchanges is asking a question, and it is an action through which learners benefit much. Students can increase their comprehension by asking questions that bring them closer to the intended meaning. By showing, it also encourages learners to provide more input" in the target language from their conversation partners.

According to Oxford, affective refers to emotions, attitudes, motivations, and values (1994). It is impossible to overestimate the importance of emotive factors in language learning. Language learners can use affective approaches to gain control over these features. There are three fundamental forms of emotional techniques, as shown in the table: lowering anxiety, encouraging you, and inspiring you. The learner's affective side is arguably one of the most important factors in whether or not they succeed in learning a language. Language learners who can control their emotions and attitudes toward learning are often the most successful. Positive emotions and attitudes, on the other hand, can make language acquisition significantly more productive and enjoyable.

People's daily lives are heavily reliant on their ability to communicate. Speaking is how we interact and relate to others. Speaking is one of the abilities that students in language classes must develop. Speaking, according to Leong, Ahmadi (2001, p. 34), entails not only pronouncing words but also conveying a message through words. Speaking is the act of expressing oneself via the use of words. The process of producing, absorbing, and digesting information, as well as the means of transmitting anything verbally, is referred to as speaking. Speaking is an interactive process of conducting meaning that comprises producing, receiving, and processing information, according to Leong & Ahmadi (2001, p. 35).

According to Leong, Ahmadi (2017, p. 34), speaking comprises not only uttering words but also communicating a message using words. Speaking is a form of communication that entails pronouncing words, expressing a request, and delivering a speech.

The process of making utterances by utilizing words or noises loudly in order to build connections, communicate ideas, and convey information between human beings can be concluded from some of the definitions above. Socio-affective techniques assisted them in increasing their drive and speaking confidence. The goal of this study was to find out what impact students' perceptions of speaking class tactics had on their learning outcomes. It looked at how EFL students used and perceived the socio-affective technique in speaking classes.

METHOD

A quantitative technique was used in this investigation. Quantitative research is defined as an interconnected set of constructs (or variables) formed into a preposition, or hypothesis, that specifies the relationship between variables (typically in term of magnitude of direction). Despite the fact that Ary et al. (2013, p. 372) believe the design was effective in survey research, investigators have questions. A survey research design was used in this study. According to Ary et al., in survey research, investigators ask questions about people's beliefs, attitudes, traits, and behavior (2013, p. 372). A survey is a popular method of gathering data that ranges from actual counts and frequencies to attitudes and opinions.

The participants were 45 students of SMP Muhammadiyah Palangka Raya that divided into 5 classes. The researcher used questionnaire that adopted by Geramia & Baighloub (2011), Ming-Nuan (2007). The researcher had 20 items grouped into six categories: affective (5 items), social (3 items), cognitive (2 items), meta-cognitive (3 items), compensation (4 items) and memory (3 items). Some items were slightly modified or deleted so that they were more compatible with the actual English learning situations in SMP Muhammadiyah Palangka Raya. The researcher utilized Data Compiling to measure the interval scale and collected data utilizing questionnaires scale likert kinds inquiries to assess the research data. The data was evaluated in three stages by the researcher. There were item scores, frequency distribution, and central tendency. The research used quantitative as a method and survey as a design of this research. The population was 138 of students at SMP Muhammadiyah Palangka Raya that divided into five classes. The sample was 45 students that was took by class 8A and 8C at SMP Muhammadiyah Palangka Raya.

1. Population

A population is the larger group about which the generalization is made, as described by Ary, et al (2010, p. 148) as all members of any well-defined class of persons, events, or objects.

The participants in this study were SMP Muhammadiyah Palangka Raya students.

No	Class	Number
1	VIII A	25
2	VIIIB	30
3	VIIIC	25
4	VIIID	28
5	VIIIE	30
Total	**5**	**138**

2. Sample

According to Helaluddin & Wijaya (2019, p.62), a sample is a subset of the population that is chosen to be used in the data collection procedure in research. Furthermore, according to Taherdoost (2016, p. 20), sampling in research can be utilized to draw inferences about a population or make broad generalizations about current theories. It took two classes, according to the statement above.

RESULTS AND DISCUSSION

Results

A questionnaire was used to collect data for the study on students' perceptions of their learning outcomes in speaking sessions. The data presented is organized into central patterns (mean, median, mode, and standard deviation). The scores were originally tabulated in the calculating average table. The findings were tabulated in the second half.

Table 1.
The calculation mean of the students

X	F	FX
1	230	230
2	242	484
3	224	672
4	129	516
5	147	735
N=972		$\sum 2635$

$$\text{Mean: M} = \frac{\sum X}{N} = \frac{2635}{970} = 2.71649485 = 2.7$$

Discussion

The results revealed that grade VIIIA and VIIIC students at SMP Muhammadiyah Palangka Raya had different ways to learn to speak by applying their learning strategies. The data presented as follows:

1. Affective Strategy
Based on the data above, there were 5 questions regarding the students' effective learning strategy. First question, from 49 students there were 17 students stated always, 12 students stated usually, 12 students stated sometimes, 3 students said they only do it once in a while, and 5 said they never do it. In the second question, 14 students said always, and 15 said generally, out of a total of 49 students, 11 students stated sometimes, 2 stated rarely, and 7 students stated never. Third question, from 49 students 9 students stated Always, 5 students stated Usually, 10 students stated Sometimes, 6 students stated Rarely, 19 students stated Never. Fourth question, from 49 students there were 9 14 students stated that they always said that they always said that they always said that they always said that they Typically, 13 students said Occasionally, 7 students said Rarely, and 6 students said Never. In response to the last question, 5 students said Always, and 8 said Never. Usually, 8 students stated Sometimes, 13 students stated Rarely, 15 students stated Never. Some students tried to learn to speak boldly by controlling their motivation wisely. This was briefly to state that out of 49 students, most of them tend to use affective strategies in learning to speaking English.

2. Social Strategy
There were three questions about the students' successful learning technique based on the data provided. First question, from 49 students there were 14 students stated always, 16 students stated usually, 11 students stated sometimes, 1 student said "occasionally," while 7 others said "never." Second, out of 49 students, 19 said they always do it, 11 said they generally do it, and 7 said they never do it. sometimes, 6 stated rarely, and 6 students said never. For the last question, from 49 students 7 students stated Always, 12 students stated Usually, 19 students

stated Sometimes, 6 students stated Rarely, 5 students stated Never. From the data above, it showed that from 49 students, most students need other people to help them in learning to speak. They tried to involve they friends in discussing the material given by the teacher. As a result, it was concluded that children prefer to learn through social tactics.

3. Cognitive strategy

Based on the data above, there were 2 questions regarding the students' effective learning strategy. First question, from 49 students there were 9 students stated Always, 12 students stated Usually , 11 students stated Sometimes, 11 students said "rarely," while 6 said "never." In the second question, 6 students said Always, and 15 said Usually, 16 students stated Sometimes, 4 students stated Rarely, 8 students stated Never. The data above showed that from 49 students, most of them tried to prepare themselves about learning speaking. He tried to have great care in understanding pronunciation. Therefore, it was briefly stated that students tend to use cognitive strategies.

4. Metacognitive strategy

Based on the data above, there were 4 questions regarding the students' effective learning strategy. First question, from 49 students there were 11 Students stated that they always, 11 students indicated that they generally, 12 students stated that they occasionally, 7 students claimed that they seldom, and 8 students stated that they never. In the second question, 9 students said they always do it, and 7 said they generally do it, 19 students stated sometimes, 14 stated rarely, and 10 students said never. In the third question, 28 out of 49 students responded affirmatively. 11 pupils consistently stated In most cases, four students stated Occasionally, four pupils stated Only two pupils said they had never done it before. For the last question, from 49 students there were 27 students stated Always, 12 students stated Usually, 9 students stated Sometimes, 1 students stated Rarely, and 6 students stated Never. From the data above, it showed that from 49 students, the most students tend to prepare and organize their learning about learning to speak. Therefore, it was briefly to state that the majority of pupils employ meta-cognitive in their learning.

5. Compensation Strategy

Based on the data above, there were 3 questions regarding the students' effective learning strategy. First question, from 49 students there were 7 students stated always, 18 students stated usually, 7 students stated sometimes, 8 students stated rarely, and 9 students stated never. Second question, from 49 students, 10 students stated always, 10 students stated usually, 9 students stated sometimes, 11 stated rarely, and 9 students said never. Last question, from 49 students, 3 students stated Always, 14 students stated Usually, 11 students stated Sometimes, 8 students stated Rarely, 13 students stated Never. From the data above, it saw that out of 49 students, most students tend to learn to speak in a particular topic or choose a topic. They tried to understand the grammatically appropriate content of the topic. It could be said that students tend to use compensatory strategies in learning to speak.

6. Memory strategy

Based on the data above, there were 3 questions regarding the students' effective learning strategy. First question, from 49 students there were 6 students stated always, 13 students stated usually, 11 students stated sometimes, 10 pupils said they only do it once in a while, and 9 said they never do it at all. In the second question, 8 students said they always do it, 15 said they do it most of the time, and 15 said they do it most of the time.20 students stated sometimes, 5 stated rarely, and 1 students said never. Last question, from 49 students, 13 students stated Always,

13 students stated Usually, 14 students stated Sometimes, 2 students stated Rarely, 7 students stated Never. Based on the above data, it stated that most of the students also use auditory and visual connection to get some information to make him remember some vocabulary which made it easy to learn to speak. Therefore, briefly to state that students used memory strategies in their learning.

CONCLUSION

As a result of the preceding findings, it can be inferred that the majority of students in the speaking class have their own tactics. The first is social strategy; the second is affective strategy; the third is cognitive strategy; the fourth is metacognitive strategy; the fifth is compensatory strategy; and the sixth is memory strategy. This shows that each learning strategy affects the progress of students in the English speaking class. This also means that students' strategies when learning are teaching materials that affect students' progress in obtaining learning outcomes in their progress in learning to speak using English.

According to the findings and discussion of previous data, students' judgments of learning ways to communicate through social tactics can affect their learning capacities. The majority of students attempt to enlist the help of their peers in debating the content presented by the teacher. As a result, pupils are more likely to adopt social tactics in their learning. Students' perceptions of learning techniques to talk through affective strategies can be concluded. Some pupils attempt to study English bravely by properly limiting their motivation. The strategy of learning to speak using cognitive strategies affects students' learning abilities. Most of them try to prepare themselves about learning to speak. He tries to have great care in understanding pronunciation. Therefore, it is briefly stated that students tend to use cognitive strategies. Students' perceptions of learning strategies to speak using meta-cognitive strategies can affect their learning abilities. Most of the students tend to prepare and organize their learning about learning to speak. As a result, it is only necessary to remark that the majority of students use meta-cognitive in their learning. The strategy of learning to speak using a compensation strategy can affect their learning ability. most students tend to learn to speak in a particular topic or choose a topic. He tries to understand the grammatically appropriate content of the topic. It could be said that students tend to use compensatory strategies in learning to speak. Using memory strategies can affect students' learning abilities. It can be stated that students also use auditory and visual connections to get some information to remember some vocabulary which makes it easy to learn to speak. Therefore, briefly to state that students use memory strategies in their learning. Thus, it can be concluded that based on the results above, most of the students in the speaking class have their own strategies. There are 6 student learning strategies, the first is social strategy, affective strategy, There are four types of cognitive strategies: cognitive, metacognitive, compensatory, and memory.

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