

Underpinning EFL Students' Speaking Skill Through Affective and Social Language Learning Strategy at University in Indonesia

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ABSTRACT

This study focuses on how students reveal the affective and social strategy. There were 27 students in the 6th semester of English education study program at *Universitas PGRI Madiun*, Indonesia. The results show that the male is 22,2% and female is 77,8%. The students' perspectives towards the affective strategy in motivating and reinforcing themselves to elevate and enhance their speaking skill through; -trying to love English, -watching movies without subtitle, -be yourself and be confident, -keep on learning, want to join an international program, reading a lot of articles and books in English, -trying to speak alone at home, -watching vlog in YouTube. The elaboration on the social strategy (in the classroom) to support their speaking skill through;-talking with them using English, -having a presentation I have to speak English, - asking my friends using English when we are talking in the class, -using English in daily conversations, -starting a conversation using the English language, -talking with the lecturer in English, -chatting in social media like WhatsApp in English for practicing, although it does not always use English, -inviting my friends who want to improve the skill of their speaking to make the discussion group.

Keywords: *speaking skill, affective strategy, social strategy*

1. INTRODUCTION

In the era of globalization and industry 4.0, young people should be able to face worldwide competition in knowledge and skill. A student at university as one of the young ages should be aware of and be provided with global communication skills. Being able to literate with technology and foreign languages is the need to have involved in globalization competition. English speaking skills as the requisite of being able to communicate with the global people might be the essential skill that should be Enlightened instead. English speaking skill is the key to have to get interaction with the international community.

Facing the education of the 21st century, students' skills to communicate the English language well is one of the important performances. To be able to speak English well, students need to consider the difficult thing in conducting speaking English for some reason [1] First,

speaking provides the multifaced four language skills to emerge in global communication [2]. Second, some psychological factors contribute to students' speaking skills such as; affective and social factors [3]. The emergence of the mastery of four language skills and affective social strategy make students should strengthen their speaking skill in the context of using the English language in the global relationship.

Students of the English education study program at *Universitas PGRI Madiun*, Indonesia are motivating to enhance their English-speaking skills to show their speaking performance. Reflectively, some feel good in using English as the medium of communication in the classroom, some are not. Those who are brave speaking English with English mates are influenced by some indicators such as; his/her motivation learning English, his/her environment which supports them to practice speaking English. Even though in fact, they also face some obstacles to produce some English dialogues and

conversations with a person to person and a group. The curriculum messages that speaking fluently is a part of the student's competence achievement so that they are ready to become an English teacher in the future.

Based on the pre-observation which was gotten from my previous study, mentioning that student's speaking skill is influenced by many factors; internal and external factors. The internal factors are like; student's goal of studying English, the possessing of motivation, and student's enthusiasm to practice English. Moreover, the external factors are; the mates they have who support to study, the facility they have, the teachers they learn from. Those factors determine the process and progress of student's achievement in mastering speaking English as though. In the context of the way to achieve a great internal and external factor, we need a strategy to cover them designed as the affective and social strategy in English language learning.

Considerately, EFL Students in Indonesia have a different strategy to elevate and enhance their English-speaking skills. They might have an affective strategy that rises from their inner self and personal factors in which support their motivation and reinforcement. The motivation that they build might be various things; intrinsic and extrinsic motivation. The reinforcement also has some dynamic affords; like studying, learning, and experiencing in developing their speaking performance. Affect is considered broadly as the aspects of emotion, feeling, mood, or attitude which to some extent determine behavior. A broad understanding of the effect on language learning is important for at least two reasons. Attention to affective aspects can lead to more effective language learning [4] and [5]

The social strategy is influenced by students' environmental factors. This means that students can develop their English-speaking skills as if they are motivated by the Enlighted environment like; the English study group or community, the English learning society, and the friends who have the same vision towards learning English at university. The learning environment at *Universitas PGRI Madiun*, Indonesia has some facilities like; the learning corners, English speaking area, the English literature library, the language sources digital, and language research community. On the sides, some students think that these environments do not support them to enhance their English mastery.

As the candidate of an English language teacher, in this case, the student should be able to implement and maintain the speaking English skill while they are practicing teaching in front of the class even being an English teacher in the future [6].

1.1. Research Question

From the introduction above, we illustrate the problems of our study is that how students of English

education study program at *Universitas PGRI Madiun* Indonesia use the strategy of affective and social to develop their speaking skill?

1.2. Research Frameworks

Some studies on the student's speaking skills have been elaborated by these writers who had the same research topic;[7];[8],[9]. Hashim defined that speaking skill is one of the skills highlighted in language learning. Despite that, it is considered as the most difficult skill to be mastered compared to other language skills such as listening, reading, or writing. Speaking performance by students is one of the skills highlighted in language learning. Then Kusnierek said that the highlighted in a study about the definition and the importance of speaking skill is to convey messages and information to other persons. Torky mentioned about two types of speaking that are a monologue and a dialogue. the speaking activity within oneself and dialogue which occurs between two persons or more than that. While monologue, the persons involved will most likely use their first language as they talk to their selves. On the other hand, when people interact and communicate in pairs or groups of people, they usually tend to speak in a language that they all can understand.

Some researches towards the language learning strategies have been portrayed by some authors who concerned on this study, such as;[10];[11];[12][13];[14]. Language learning strategy is designed as the students' action or tactic for self-directed in learning the English language to select the goal, the techniques, and the approach to achieve the English mastery. Those authors mentioned that there is two English language learning strategy called as an affective and social strategy. These strategies can dig up the students' information about the indicators and factors that influence them in achieving greatly English-speaking skills. To support the language learning strategy, we draw the figure that Adapted from Bandura's Social Learning Theory: 1971.

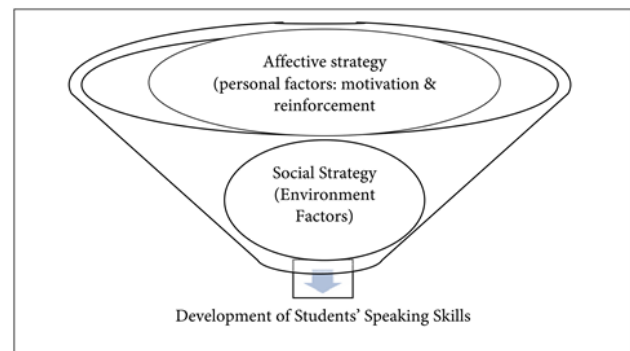


Figure 1. Conceptual Framework of the Language Strategies to Speaking Skills

Explaining the affective strategy have been explored by these following authors who focused on its strategy,

such as; [15],[16],[17]. Mandasari & Oktaviani Stated that "indicated effective strategy is the most suitable strategy to motivate students in learning the second language". Lavasani & Faryadres declared that one of the affective factors is that student's motivation. it can be gained by diminishing the negative values in one self-esteem and create a positive habit to build the character as a good language learner whereby they can set up English speaking skills by themselves. Rossiter claimed that to help student's strength of English learning, they need an effective strategy to cope with their learning environment so that students can solve any obstacles which incoming while learning English by themselves. It is an important fact that contributes to the enhancement of students' speaking skills. The positive environment creates a positive impact on students. Thus, obstacles in language learning are easy to be alleviated.

Discussing on the social strategy have been revealed by these researchers who developed on it, such as; [18]mentioned that social strategy is one of the best language learning strategies to speaking skill. Students might practice speaking with their classmates or peers. Some students usually feel inferiors in practicing conversation since they do not need to have English rather than their native language, Indonesian language. By drilling and practicing their speaking skill with friends, they will be able to enhance their speaking skills as demanded by being an English teacher in the future. Also, [15] suggested that students should be able to maximize to collaborate and being active language learners. They can speak English fluently if they state the freedom of their belief in braving to speak English without any doubtfulness in grammar and sentence arrangement. [16] stated speaking skill cannot be empowered by itself, it needs the collaboration of other skills; listening, reading, and writing.

2. RESEARCH METHODS

2.1. Research Design

This is a qualitative research study that was conducted at the English education study program of Universitas PGRI Madiun, Indonesia. The participant of this study was those EFL students who study in the 6th semester of English education study program. There is a consideration in stating that semester because I assume this is the period where students can be portrayed as their English-speaking skill on its competency. This study was done on April 9-10, 2020. I used the qualitative questionnaire by google form Microsoft to collect the data. To design the instrument, I referred to [15] and [18] to give a clue for participants. (see table 1)

I also set the number of questions to cope the answer of research questions dealing with digging up the students' language learning towards the affective and social strategy as the following; Questionnaire on

Research Instrument/Qualitative Data/ Direct Interview-Direct Participant

Table 1. The Clues of Questions on a Qualitative Questionnaire

Speaking Skill	is one of the skills highlighted in language learning
Affective Strategy (Personal Factors: Motivation and Reinforcement)	is an indirect strategy of the language learning strategy (LLS)? <i>Mandasari & Oktaviani (2018) indicated effective strategy is the most suitable strategy to motivate students in learning the second language/English as Foreign Language</i>
Social Strategy (Environment Factors)	<i>Hardan (2013) revealed social strategy as one of the best strategies in language learning.</i> Students can practice speaking with their peers. Some of the students are having a lack of confidence to speak in other languages than their native language

List of Questions; 1) Name ...? 2) Gender ...? 3) Semester / class...? 4) Do you enjoy attending and joining the speaking class? If yes/not, give the why? 5) Do you want to improve your speaking skill? If yes/not, give the why? 6) Affective Strategy: How do you motivate yourself to elevate your speaking skill? 7) Affective Strategy: How do you reinforce yourself to enhance your speaking skill? 8) Social Strategy: how do you make your environment (in the classroom) to support your speaking skill? 9) Social Strategy: How do you create your environment (out classroom) to strengthen your speaking skill? 10) In your opinion, which one is more dominant supporting you to improve your speaking skill? Affective or social strategy?

I did a Qualitative data analysis by requiring a 5-step process: 1. preparing and organizing the data beyond the google drive. 2. Reviewing and exploring the data. 3. Creating initial data codes. 4. Reviewing those codes and revising or combining them into findings driven. 5. Presenting the findings of data into a descriptive research report.

2.2. Result of the Research

There are some findings that I need to elaborate in detail based on the question in the instruments I conducted. They are occupied in several tables and figures or charts. Table 02 is telling the participants of the research. Then table 03 is about students' perspectives

towards joining and improving speaking skills. Table 04. The affective strategy on motivating and reinforcing students' speaking skills. Table 05. The social strategy in the classroom and out of the classroom to strengthen students' speaking skills. Figure 1. The gender of research participants. Figure 2. The semester/class of research participants. Figure 3. The statements of research participants on the enjoying speaking class. Figure 4. The statements of research participants on improving speaking skills. Figure 5. The statement of research participants on the predominant strategy.

Table 2 is about the participant in the study. There were 27 students as the participants of the research who answered and fulfilled the qualitative questionnaire. They are all from the 6th semester students distributed in class A and B. By gender there are 21 female students and 6 males. It reflects that mostly female loves studying language and culture rather than scientific and engineering.

Table 2. The Participants of the Research

Name	Gender	Semester/ Class
Ayu Sri Wahyuni	Female	6B
Yosita Niken Pratiwi	Female	6B
Rijalul Fawaid	Male	6A
Hanifa Humaira	Female	6A
Firdaus Bintang Sakti	Male	6A
Crysmonei Recha		
Aprillia	Female	6A
Ayuza Marthiasanti		
Fitriyana	Female	6A
Jony Saputra	Male	6A
Putri Indah Sari	Female	6A
Ihsan Bima W.A	Male	6A
Eldha Astriana	Female	6A
Marfianita Ayu Nur		
Azizah	Female	6B
Deta Yuyun Eti Utami		
Arisanjaya	Female	6B
Fazlur Akbar Ghifari	Male	6B
Tri Susanti	Female	6A
Enggar surgawi	Female	6A
Addina Milatul		
Kusniah	Female	6B
Elytia clara		
puspaningrum	Female	6A
Rinjanur	Female	6A
Siti Ade Umaeroh	Female	6A
Karinda Alifi Dianivera	Female	6A
Aning Tri Rahayu	Female	6B
Diana Putri	Female	6B
Nawal Arofah	Female	6B
Satriya bayu aji	Male	6B
Anis Nurhanifah	Female	6B
Nindya Cahya Gandhi	Female	6B

Table 3 is about the findings of students' perspectives towards joining and improving speaking skills. Speaking skill is one of the skills highlighted in language learning [20]. The skill is required as a mean of communication, to impart knowledge or information from one person to another. First is about students enjoy attending and joining the speaking class. 2 students did not enjoy the speaking class, and 25 students felt to enjoy it. Then students enjoy attending and joining the speaking class because these following; students: -love to talk in English, -think speaking English can enrich other skill, -get new experience, -learn how to say in English, -enjoy and interesting, -can improve speaking skill, can practice and train communication. On the hand, the reasons why students want to improve their speaking skill because students: -want to be fluent in English, -can speak English better, -need mastering English for work, -think speaking English is the most important skill, -can communicate with foreigners, -raise the self-confidence, - can support being a teacher's candidate. Instead, 2 students did not enjoy the reasons; they are being nervous while speaking English and they have difficulty in having good pronunciation as well as grammar.

Table 3. The Students' Perspectives towards Joining and Improving Speaking Skills

Do you enjoy attending and joining the speaking class?	If yes/not, give the why?	Do you want to improve your speaking skill?	if yes/not, give the why?
Yes	I love to talk especially in English	Yes	I want to be fluent in English and I want to be able to talk with Native clearly
Yes	Because in speaking class there are many activities, students become the center of the learning so it is no boring	Yes	I can speak better than I was in high school

	Because speaking can make me increase my skill in English. Doing the learning process will give a challenge to me. And I ever hear from someone, if we are looked expert or not in English is from speaking	Yes	Yes, because speaking very important when we want to be a teacher. and I want it	Yes	my speaking skill
Yes	Of course, I enjoy speaking class because speaking is one of the skills that I should be mastering especially I am an English department student. The reason why I enjoy the speaking class because during the class we always interactive between student and lecture	Yes	Because speaking is one of skill that I should mastering, not just for campus but when working in this era we need to mastering English at least we can speak English	Yes	Yes, because improving speaking skills. We can know something new from others by using a foreign language.
	I get new experience in speaking and get new information for me	Yes	yes, because speaking is one of important skill in real life so I want to improve	Yes	Yes. Because speaking English is important to communicate with others who don't speak Indonesia
Yes		Yes		Yes	Because my speaking skill still not perfect yes of course I want to improve my speaking skills, because this is very useful for the continuity of the work or assignment of courses later, and this is very important to develop in terms of being
				Yes	in attending this speaking class, I can learn the importance of speaking, and I can know how to get a good material here

			able to speak in front of the crowd.				Because the way to teach is patient, relaxed, and very inspiring. and always provide additional knowledge that we don't know yet			yes, I want to improve my speaking skill
			I want to improve my speaking skill because I think, the reason why we learn a new language is we can use it to communicate with other people. I feel so sad when I want to explain something that I know about it and it must be explained in English, cause it's difficult and I still think about 'what is this in English' then I forget or miss the point about what I should explain.				I always nervous to join it, because every meeting in speaking class always any new challenges			because speaking is important to show the level of understanding and intelligence of people in language.
			I enjoy attending in speaking class, even my English is bad. The reasons are I can improve my speaking skill, learn how to say something in English, and also improve my listening skill.				Because I learn about a good way of communication in English. It's very interesting for us in English education.			Sure, I want to get fluency in speaking English. Because this is my effort to get to my dream in the future.
Yes		Yes				Yes	Yes	Yes		Because I think my speaking in English is not good yet, I often forget some vocabularies that make many pauses when I speak English

Yes	Yes, because I want to improve my speaking skill again and want to know what differences between British & American speaking to deep	Yes	Yes, at this moment I think my speaking skill is not enough for TOEFL or another test. And my speaking skill is badly to much.	Yes	because with speaking class can improve my speaking skill	Yes	I feel my skill in speaking have not reached a satisfying level
Yes	Because in speaking class I feel enjoy and very interesting.	Yes	my speaking skill is not good enough because I am lacking confidence.	Yes	Because it can train me to speak up using English to a person/someone who can only speak English, for example like tourists and I can teach English to elementary school.	Yes	Because I want to speak English sawist and I need to reinforce my speaking skill
Yes	Speaking class allows me to improve my speaking skill.	Yes	By mastering the speaking skill, it can help me to communicate with other people from foreign countries. As an English education student, speaking skill is required to be mastered because it will support me in the future as an English teacher.	Yes	Because it was fun and so important.	Yes	Because speaking skills are so important in the future and we need to master it.
				Yes	I can learn how to speak well and be understood, when in public. Make me to confident to speak up with others.	Yes	Of course, because this study is very important to be used in or out later. So that I can interact better and talk well without feeling ashamed and studies made me speak up. Because there is a

			way how to speak well.				in the context
Yes	I can speak freely without thinking about grammar, but if I used incorrect grammar my lecture will tell me and give the correct grammar.	Yes	Yes, because speaking skill will be useful in the future	Yes	Yes, because I love speaking and I always try to improve my speaking skill.	Yes	Yes, I love speaking however someone can be said master in English if they can be able to speak fluently.
Yes	Because with a speaking class I can improve my speaking skill. Besides, my class was also in a good mood.	Yes	Because I want to speak English fluently	Yes	Yes, because I want to improve my speaking skill	Yes	Yes, because I want to master English skill
			Because fluently and correctly in speaking (started from pronunciation and grammar) will be more comfortable in every context of communication and will understand the situation		Because speaking is one of English skill, and as the college student of the department of English teaching we must afford to all English skill	Yes	Because of all English skill, my speaking skill is the worst. I can't speak well in front of many people.
No	Because my speaking was not proficient (especially in pronunciation and grammar)	Yes		Yes	Because it can improve my speaking skill	Yes	Because it is an important part of communication

Table 4 tells us about the students' perspectives towards the affective strategy in motivating and reinforcing themselves to elevate and enhance their speaking skills. The affective strategy is an indirect strategy of the language learning strategy (LLS). [21] stated that the affective strategy is the most appropriate strategy to motivate students to learn the foreign language. Students will be able to engage with their feelings and reduce the difficulties they face by motivating themselves. The students' strategy to motivate themselves elevating their speaking skill by; - usually watch American YouTube channel and listening to English songs, -trying to love English, -hoping become an English teacher, -watching movies without subtitle, - be yourself and be confident, -keep on learning, -have friends have good English speaking, -want to join an international program, -have a friend native, -watch speech videos.

The students' strategy to reinforce themselves enhancing their speaking skill by; -singing English song every day to make my accent more fluent, -watching the movie and listening to the music in English, -trying with always speak English when I teach in Private and try to make a speech then I practice it, -being disciplined and consistent to learn to speak, -singing an English song, - watching YouTube for gain our vocabulary and the most important is practice, -Reading English novel, -watching vlog in YouTube, -reading a lot of articles and books in English, -trying speaking alone at home, -and to remember a vocabulary.

Table 4. The Affective Strategy on Motivating and Reinforcing Students' Speaking Skill

Affective Strategy: How do you motivate yourself to elevate your speaking skill?	Affective Strategy: How do you reinforce yourself to enhance your speaking skill?
I usually watch American YouTube channels and listening to an English song. And I always imagine that someday I will be there to talk with them (the natives)	I sing an English song every day to make my accent more fluent. I chat with my friend using English because for me it helps me a lot to enrich my vocabulary, and I usually talk in English with them. I also have some foreign friends and talking with them via what's app call to examine my speaking skill.

I try to love English	I watch the movie and listening to music in English
I motivate myself with always remember that Someone who capable of English or not is looked from speaking. And I want to be a teacher, so I have to increase my speaking skill. that is my weapons	By trying with always speak English when I teach in Private and try to make a speech then I practice it.
I usually motivate myself by watching movies with English subtitles or without subtitles. When I can understand what the movie talks about mi feeling proud of my self and want to try to another movie and do the same thing as i did	First, I need to discipline and consistency to learn to speak. Then I need to keep practice to improve my speaking skill especially in vocabulary
be yourself and be confident, I can do it	by singing an English song, watching YouTube gain our vocabulary and the most important is practice
If others can do it, I should too	Practice it every day Listening music with English lyric Watching foreign movie Read English novel
I try to not shy When I speaking in front of manly people	I try to speak in front of my friends, then I improve my speaking skill and study more for new vocabulary

<p>to motivate myself I often see people who are active in talking in front of people, and I see what techniques that person uses, and I often see videos of people making speeches or people who like to make a counter about dealing directly with others.</p>	<p>in improving oneself to speak, that is by practicing little by little even though it is difficult, but it is still done because of the desire to master speaking earlier, and not tired of looking for references that can make self-motivation.</p>	<p>I have motivated to elevate my speaking English because it needs for our job vacancy, skill in communication and if we want to study abroad is using English well</p>	<p>Today, I reinforce speaking skills by watching videos on YouTube, podcasts, also content English on Instagram.</p>
<p>I don't know how to motivate myself, but when I must speak English especially in the class, I always think that 'if you have an opinion, just tell it. You don't have another opportunity to explain/express it'</p>	<p>During this time, I learn English by watching vlog on YouTube . I watch a non-native speaker's vlog because it was easier to understand what they said. Sometimes I repeat what they said and learn how they pronounce it.</p>	<p>Because I want to go to overseas, I must be able to speak English fluently, as the student of English department I have to master in speaking English than another major, I must be able to show up my speaking in front of all of people or public.</p>	<p>By always remember my target to go overseas, and also remember that I am as the students of the department of English teaching, remember all of my purposes, and don't be useless during my study in this department.</p>
<p>I learned a lot from the classes I attended, from the way it was delivered in front of people to the use of good and right language</p>	<p>I try to always pay attention and read on the internet how to improve the way of speaking</p>	<p>My self, because I conscious my speaking skill need to improve at the highest level.</p>	<p>Practice every day with trying speaking alone at home, and to remember a vocabulary</p>
<p>the way I motivate myself is that I believe that I can do that, I keep learning and I always remember one of my life goals, which is I want to study at one of the universities in the UK.</p>	<p>I read a lot of articles and books in English, listen to the news, and talk shows on YouTube. learn words that I don't understand yet.</p>	<p>By encouraging myself to be like my friends who have good speaking.</p>	<p>With watching speaking videos and also learn many new vocabularies.</p>
<p></p>	<p></p>	<p>I always talk to myself if I have to elevate my speaking skill if I want to join an international program.</p>	<p>Talking to myself with a certain topic is one of my ways to enhance my speaking skill. Reading some articles and giving feedback can help me to elevate my speaking skill.</p>

I usually see someone who smart speaks English, which she/he like a Native Speaker, whereas we don't know from where her/his lives.	I supposed to motivate my self. That's I can do it	listening to music or movies in English
I want to speak using English with tourists, my lectures, and my students swift so I can help the tourists when they ask something to me, I can speak with my lectures enjoy like not nervous and I can be a good teacher to my students.	With listening to music, watch movies, talk to my friends, my lecturers also my students with using English and memory the vocab that I don't know the meaning, or like searching for the new vocab.	I watched English movies on TV, listen to English music, and see YouTube (about people who were not native speakers or not from a country whose main language used English was good at using English) Learn speaking lessons that have been discussed on Campus and enter English course (especially in speaking and grammar)
I have to try to speak in English no matter how bad my speaking skill; I have to try it every day.	practice every day.	Always thinking "speaking is easy". I can do that if I always try to improve. Practice everyday
If others can do this. I certainly can do it more. Trying there won't hurt if it's done well. And always ask how about their opinions.	By readings books or novels in English.	Always learn something till I die Hearing the English song then I sing too
I compare myself with my friends who speak English fluently. So, I can motivate and challenge myself to improve my speaking skill	In the beginning, I train my speaking skill with my close friend. We talk used the English language. We talk about what we like, so it will be an interesting conversation	By look at other friends who have the good speaking skill, then I will feel "why she/he can do that but I can't" By practice choose, I believe practice makes perfect.
I love to speak English and my goal since childhood has been to speak English.	I usually speaking combine English with Indonesian. Even though English is only one word. Like	I usually watch a video of the speech I practice my speaking skill with always talking to my self in English

Then table 5 gives us the elaboration on the social strategy. Another strategy that this study focuses on is the use of social strategies in developing the ability to speak. The social strategy was mentioned by [22] as another language learning strategy that can support and enrich the oral skills of elementary school students to relate to each other. Moreover, in the way students making social strategy in their environment (in the classroom) to support their speaking skill, such as these following by; talking with them using English, - watching the movie in English together and discuss with English, - having a presentation I have to speak English, - using English when we do teach learning in class, - making the practice like a game, - making my environment in the classroom more comfortable but still can understanding for my friends, - exchanging ideas or sharing with other people so that we can support each other what we lack or others

face, - explaining something in Bahasa, our friends will warn us and said 'English please'. I think, this thing can support my speaking skill, - following my friends to create a conducive class, - asking my friend to teach me, - asking my friends using English when we are talking in the class, - using English in daily conversations, - starting a conversation using the English language, - Talking with the lecturer in English.

On the hand, the way students create their environment (out classroom) to strengthen their speaking skill by; speaking English but just a little like "yes, no, I, you, etc., -Trying to speak English in classroom and in daily activity, -having interested everything that written or spoken in English, - using an application on my phone to find friends from another country so we can do language exchange and learn from it, - chatting in social media like WhatsApp in English for practicing, although it is not always use English, - trying to speak more comfortable and not shy, - learning from each other, - making that speaking English in classroom become a habit, - asking my friends if there are difficulties in order to create harmony in and outside the classroom, - teaching them to use English, - trying to speak with my little brother in English, -inviting my friends who want to improve the skill of their speaking to make the discussion group, -having community with a same goal (mastering speaking skill), - sometimes visiting international seminar or activities, or everything related with English, -watching people talk with English.

Table 5. The Social Strategy in the Classroom and Out of the Classroom to Strengthen Students' Speaking Skill

Social Strategy: how do you make your environment (in the classroom) to support your speaking skill?	Social Strategy: How do you create your environment (out classroom) to strengthen your speaking skill?
I will talk with them using English	I speak English but just a little like "yes, no, I, you, etc." in the middle of my talking, it will make them familiar with my accent.
Watch the movie in English together and discuss with English	Try to speak English in the classroom and daily activity
Be aware to speak English every time, although there is not carried out. But at least when the presentation I have to speak English	By interested in everything that written or spoken in English. They are like brochures, announcements I always want to see it and translate it by speaking.

Usually, I used application on my phone to find friends from another country so we can do language exchange and learn from it. But sometimes I used mix language with my friends for example like " iya-iya I know that" or "which is dia yang salah"	With presentation. In my class always presented in English. So, when I explaining about something I need to use English
we can chat in social media like WhatsApp in English for practice, although it does not always use English that one is one of strategy for ourselves	by using English when we do teach learning in class so the students will be familiar with English
Make the practice like a game	Make the practice like a game
When I speak at outside, I Will try to speak more comfortable and not shy	I Will make my environment in the classroom more comfortable but still can understanding for my friends
learn from each other, because from here surely know where lies the mistakes that might need to be fixed in speaking or talking.	exchanging ideas or sharing with other people so that we can support each other what we lack or others face.
The answer is similar to the previous question. To create an environment that strengthens speaking skills, we must make that speaking English in the classroom become a habit.	It feels so shy when I talk to my classmates in English. But during the class activity, the lectures said that we must explain our material(presentation) in English and we must answer/ask in English. Recently, those things are habits. So, when we explain something in Bahasa, our friends will warn us and said 'English please'. I think, this thing can support my speaking skill
I always ask my friends if there are difficulties to create harmony in and outside the classroom	I followed my friends to create a conducive class
by teaching them to use English, namely	I told my friend that I had a weakness in

speaking skills and asked my friend to teach me, the way we speaking all the time.	using English in gadgets, computers, and laptops.
Yes, of course. Because speaking will be a success if we often get some practice with others.	Maybe with speaking all thing with English, especially in the day what we want
I try to speak English with them, so they will try to answer in English too, even they just answer in Bahasa, I try to answer in English	I try to speak with my little brother in English, even though he can't understand I just speak and then translate what I said, and I join volunteer as ISHO team because there are many students exchange that can't speak Indonesia so I have to speak English more often with them, I watch movies in English, and try to speak English with my friends in my class every day
If a friend says something with English, I trying to answer it with English too. Sometimes, what do I think it's not relevant to what I speak.	I think it's difficult for me because not all to respond if I say something with English.

3. CONCLUSION AND PEDAGOGICAL IMPLICATION

We can conclude the points of this study with these statements; there is a gender of research participants which are male and females', students. The male participant is 22,2% and female are 77, 8%. The student's samples were the sixth-semester grade of the English education study program which was dominantly formed class 6A. Students predominantly 92,6% do attending and enjoying the speaking class, and 7,4% do not like attending and joining it. 100% of students agree about the hope of improving their speaking skills. The dominant language learning strategy which is claimed by students is the affective strategy which 51,9%. It is in line with (O'Malley & Valdez, 1996) stated that outside the class in practicing students' speaking skills exposures students' confidence in communicating using English rather than having usual in-class speaking practice.

The motivation and reinforcement of the affective strategy, students do; using the technology to support their English-speaking skills like; internet, vlog, youtube,

movies; singing English songs; reading some English books. The in-classroom and out-classroom environments of the social strategy, students do; practicing to speak English by themselves; speaking English to friends; having English-speaking community. From the statements above, students feel that effective strategy. Students' opinions relating to the strategy that is more predominantly influenced them in gaining their speaking English skill is an effective strategy. They claim that motivation and reinforcement are motoring them to improve and enhance their speaking to be fluent and full of confidence.

The pedagogical implication that can be declared is; students need to maintain the motivation and reinforcement in having an effective strategy. They should do those strategies in discipline time and goals they want to achieve. On the other hand, students should create their social strategy in times while in the classroom and out of the classroom. They should do both strategy togetherness in their activity while learning English at the campus.

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