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EXPANDING INSTRUCTIONAL MODEL OF SOCIO AFFECTIVE STRATEGY FOR SPEAKING SKILL IN ISLAMIC INSTITUTION

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Abstract

English speaking strategies are broadly conceptualized as cognitive, metacognitive, and socioaffective strategies where are consciously or unconsciously employedby the multilingual speakers in studying. Nevertheless, students rarely utilize socioaffective strategies in speaking that caused students are anxiety, less ability to socialize, less self-confidence and motivation that give the bad effect to the students as multilingual speakers on their speaking performance in the classroom. Meanwhile, the speaking lecturer who has use the modul of socio affective strategies in IAIN Bukittinggi still face some difficulties in applying it since the materials are not really appropriate to the culture of students in islamic institution. To solve these problems, there must be the expanding instructional model that is not only focus on the socio affective strategies in teaching English but also integrating the culture of local wisdom to the model. Consequenly, this studyidentify the strengths and weaknesses of Socio affective in Feby's model and develop Socio-cultural affective strategy model in speaking skill. After conducting R and D research, through Planning, Impementing and Evaluating Model (PIE model) to third semester students registered 2015/2016 academic year of English Department in the State of Islamic Religious Institute (IAIN) Bukittinggi in Indonesia, it is found that socio cultural affective strategy model is effective to improve students' speaking skill.

Keywords *: Socio Affective Strategy, Speaking Skill, Multilingual Speakers*

1.   INTRODUCTION

Learning strategies is really needed in practicing English. They are dividedintothreemain categories: metacognitive, cognitiveand socio affective (O'Malley&Chamot, 1990). In improving speaking skill, students use cognitive strategies toachievea particulargoal where they will have the speaking competence. Meanwhile, metacognitive strategies are used to ensure that the speakerhassuccessfully donetheactivity of speaking practice afteritiscompleted.Socioaffectivestrategies,on theother hand,dealwithstudents'interactionswithothers(Brown, 2000). Socio affective strategy is the strategy which are non academic in nature and involve stimulating learning by establishing a level of empathy between the lecturer and student. it is supported by considering factors such as "emotions and attitudes" (Oxford, 1990). It means that socio affective strategies strongly consider the students' relation to society promoted by the affective factors. It is like to work closely with groups in their class who have helped students to overcome difficulties in learning English, to solve and discuss English tasks in class, to identify classmates who could help them with the specific English language problems, to approach and establish a level of communication with their lecturer for specific help with the English language problems, or to establish a level of confidence when presenting and discussing topics in class as a result of practice. Futhermore, lesssuccessful languagelearners who donot havethesocio affective knowledge needstoselectappropriatestrategies. In this case, Goh

(2002)emphasizestheimportanceofsocio affectivestrategies by arguing that learners'socioaffective strategy is related to effectivelearning in alllearning contexts.Thus,learning by interactingwith others, suchas workingwithfellowstudentsoraskingthelecturer'shelp are the powerful social andaffectivestrategies in learning English.

In applying this strategy, the students have to seek a mentorship relationship with their lecturer. In doing so, they learn more when they are able to share aspects of their personal life. Socio-affective strategies ranked as the most effective strategies in terms of enhancing learning among students. In this case, more than 54%, statistically a majority agreed that the relationship between instructor and student is important (Gabr, 2006). Futhermore, socioaffectivestrategyrelatesto social-mediatingactivityandtransacting withothers by cooperatingand asking questionforclarification.Affectivestrategies,suchas identifyingone'smoodandanxiety level,talkingabout feelings, rewarding oneselfforgoodperformance,andusing deepbreathing orpositiveself-talk,have been showntobe significantlyrelatedto Englishproficiency as states in the researchconducted byMagno in Zeynali in 2015. As the result, the English lecturer have to promote high touch approach in order to be more close to their students in the academic aspect to get the good result of the students in learning English.

However, it found that this strategy is less often applied by the common lecturers becausesome lecturersdonotstudy thesebehaviorsfrequently,andbecauselearners arenotfamiliarwithpayingattentiontotheirownfeelings andsocialrelationshipsaspartof thelearning process (Oxford,1990). Moreover, various researchers who have devoted themselves to identifying the strategies used by students found that the cognitive strategies are the most frequently used by the learner. Meanwhile, learners apply far fewer metacognitive than cognitive strategies, and seldom employ socio affective strategy (Chamot & Küpper, 1989). In other words, among these kinds strategies, socio affective strategy is the straegy that are seldom applied by the learners. Besides, Goh & Kwah in 1997 reports high use of metacognitive strategies and low use of socioaffective strategies. It means, students regularly employ metacognitive strategies in language learning and rarely utilize socioaffective strategies. The previous research studies have shown a consistent perspective that language learners tend not to use socioaffective strategies in language learning eventhough this strategy is really needed by the students in learning English. Consequently, there are some gap in the social relation between students and lecturer that give the bad effect to the affective factors to the students.

Nevertheless, students rarely utilize socio affective strategies in speaking that caused students are anxiety, less ability to socialize, less self confidence and motivation that give the bad effect to the students as multilingual speakers on their speaking performance in the classroom. Meanwhile, the speaking lecturer who has use the modul of socio affective strategy in IAIN Bukittinggi still face some difficulties in applying it since the materials are not really appropriate to the culture of students in islamic institution. Besides, from the experience as English language education, it would appear that the material about the culture is often relegated to the end of a language teaching plan. It can be seen from one of the modul as found in Yusuf students' modul as the product of her desertation that is called 'cutural corner' where it seems as if it is something of a bonus to the students if the lecturer manages to find time to introduce a bit of the culture of the English language into the classroom like introducing some music, or a traditional dance, in the final lesson of the course. If English students are particularly lucky due to such interchange program,etc, they will get a chance to spend time in the foreign country to immerse themselves in the culture of the country. Besides, the local wisdom of the students can be enrich by the students without limited time because it is relate to the students'

society. However, encourage them with the local wisdom still needed since it is not all students care, know and understand about their own culture.

Due to the English language has the close entwined with culture, English lecturer who entering a different culture must respect the students' cultural values. As Englebert (2004) describes: "…to teach a foreign language is also to teach a foreign culture, and it is important to be sensitive to the fact that our students, our colleges, our administrators, and, if we live abroad, our neighbours, do not share all of our cultural paradigms." in this case, when researcher teach speaking by using modul made by Feby Meuthia Yusuf for STBA Prayoga Padang, she found some cultural shoching where there are pictures available that are not appropriate to be seen by the IAIN Students who basically have studied many rules about wearing clothes in islamic perception. There is also the story that is classified as the joke story however consist of the criminality where is not aprropriate as the funny stories in the Islamic perspective and English song that is not good to the students character building. It creates the complain from the students when they learning the speaking through that modul. Therefore, lecturers must remember to respect the culture in which they are located.

To solve these problems, there must be the expanding instructional model that is not only focus on the socio affective strategy in teaching English but also integrating the culture of local wisdom to the model. Consequency, this study identify the strengths and weaknesses of Socio affective in Feby's model and develop Socio-cultural affective strategy model in speaking class at Islamic Institution.

2.   REVIEW OF RELATED THEORIES
A. *SOCIO AFFECTIVESTRATEGY IN TEACHING ENGLISH*

Socio affectivestrategy in teaching relates to thestudents' relationto the society asawholerangingfrom nuclear family tothe globalcommunity like school and campus to developthe students' inherentpotentialstolearn.Among somestrategies in learning English,socialaffective strategy isconsideredas themost essential ones in developinglearners' skills(Anderson,1991). It means, lecturers have to consider this strategy to be applied in teaching English. Futhermore, the students also have to be the active one in building up the good relation and increase the inherent potential to learn English.In the other words, learnerswhohave developedtheirsocio affective strategies arelikely tobecomemoresuccessfullanguage learners (Hauck,2005). Consequently, socio affective strategy in teaching needs the condusive cooperative teamwork between lecturer and students in teaching process in order to get the optimal result in learning English.

Moreover, therearemany affective factorsinvolved when trying tounderstandwhatmakesstudents learnEnglishlanguagesuccessfully.   In this case,affectivefactors,such as attitudes, motivation,anxiety,andself-esteem,havegreat influencedon the success of Englishlearningsince"thewaywefeelabout ourcapacitiesandourselvescaneitherfacilitateorimpede ourlearning" (Arnoldand Brown,1999,p.8). It means that the students' ability to increase their internal capacities can improve the quality of their learning in English. In thesame research,Andres (2002)argues that"ifwewant ourstudents developtheir inherentpotentialtolearn,theaffective variablessuch asanxiety,motivation,self-esteem and inhibitionandtheinnerneedsofthelearnerscannolonger beneglected" (p.97). In this case, if English lecturers want to develop students' inherent potential in learning English, they cannot neglected students' affective variables in teaching English. Previously,OxfordandEhrman (1993) havepointedout that"manyexcellentteachershavelearnedtodo someof thisintuitively,butexplicitunderstanding of individual-differencedimensionscan enhance

thework of all teachers"(p.188). This statement supports the idea where the lecturers have to increase their understanding deal with students' individual difference especially the social and affective factors in learning English in order to get the good result in teaching English. In this case, lecturer are much more successful when they can bring in their own lives and experiences how to be the successful learners not only in the cognitive side, but also in social and affective parts into the classroom.

B. SOCIOAFFECTIVESTRATEGIES IN SPEAKING

Socio affective strategies can be regarded as a powerfull approach for English learners to accelerate their speaking skill and vigorously interact with native speakers. As commonly accepted, socio affective strategy in speaking is the strategy that help learners regulate and control emotions, motivations, and attitudes towards learning speaking, as well as help learners learn through contact and interaction with others (O'Malley & Chamot, 1990). By means of socio affective strategies, English lecturer in speaking can lower students' anxiety by using some mental techniques and solve problems through lecturer-students or peer interactions.

Futhermore, Yusuf (2015),drawattentiontothespecificcontextofspeaking andclaim thatstrategies in teachinghaveadirectandpositiveinfluence onspeakingperformance.It means that there are thedistinctivefeatures differentiatingsuccessfulstudents in speakingfrom unsuccessful ones from the use of socioaffective strategies in teaching and shesupports theideathatteaching the role of socio affective strategiesin English as the foreign language helps students to do the speaking task more effectively. In other words, teaching practices to support learners' socio affectiveinspeaking is needed to support the students speaking ability. It must be the consideration for the speaking teacher.

Speaking strategies, particularly,have been thefocus ofa wealth oflearning English.Richards (2002)arguesthatthe useofwell chosen strategies distinguishesexpertsfrom novicesinmanylearningareas. In this case,good students in speakingapply a variety of appropriatestrategies as the crucial importance ofspeakingstrategies. In other words,theeffectiveness ofspeakingstrategiesindicatefutility ofspeakingstrategiesinstruction. As the result,currentviews on speaking development recognizethe relevanceof socio-affectivefactors.

C. THE COMPONENT OF SOCIO AFFECTIVE STRATEGIES IN TEACHING SPEAKING

The component of socio affective strategies in teaching speaking is really important especially for the lecturer who teach speaking because many students face many problems relates to the social and affective domain. According to the Oxford (1990: 17), there are three components in the social domain. The components are ask, cooperation, and empathy. Besides, there are also three components in the affective domain. The components are relaxation, motivation, and confidence. These components are basically used in teaching speaking that aim to involve learning conducive to interaction with others.

1. The Component Of Social Strategies

In the socialstrategiesthere are many activities that can be applied by the students like asking questionstoget verification,asking forclarification of aconfusing point, asking for help in doing a language task, and talking with a native-speaking conversationpartner. Besides, social strategiesdealwiththepeoplesurroundingthelearnerand theenvironment aswell who leadtoincrease interaction with the target language. According to the Oxford (1990: 17), there are three components in the social domain. The components are asking, cooperation, and empathy. These components can be seen from the figure below:
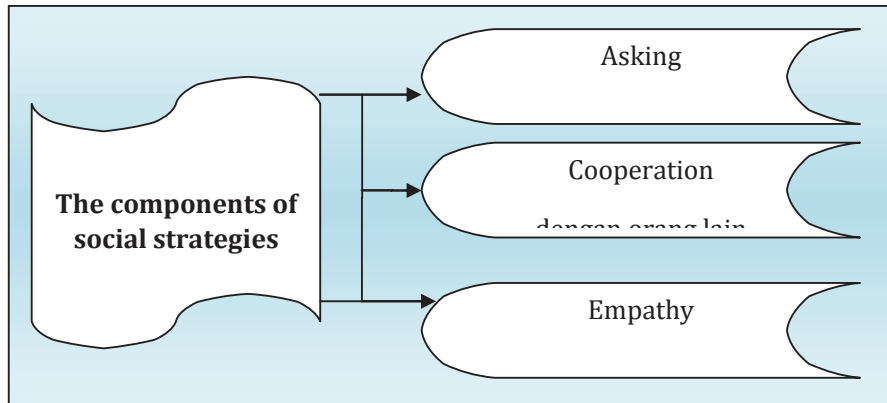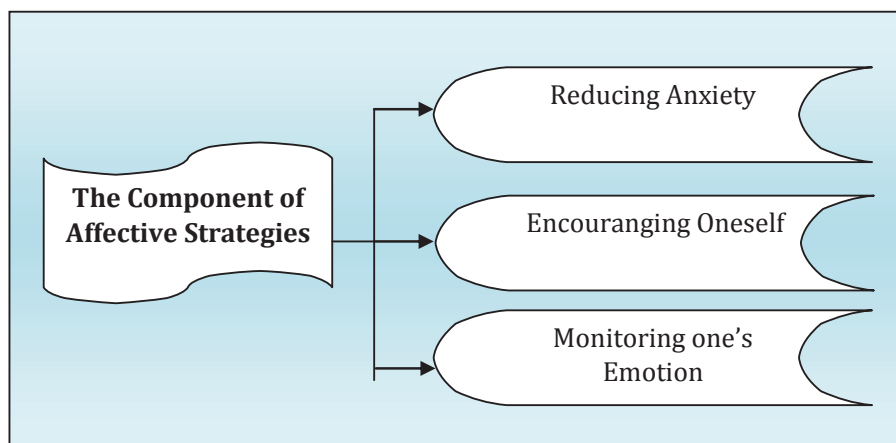
Picture 2
The Component of Affective Strategies

Social strategies are activities whichgivethemopportunitiestobeexposedtoand practicetheirknowledgeasdescribedby (Hismanoglu,2002). These all are the component of social strategies. Thus, socialstrategies c a n helpthestudentsworkwithothersandunderstand others.

2. *THE COMPONENT OF AFFECTIVE STRATEGIES*

Affective factors are emotional factors which influence students in learning. They can have a negative or positive affective factors. Negative affective factors are called affective filters that can contribute the bad influence of the learner's attitude to English, to the lecturer, to other learners in the group and to learner herself. In particular, affective factors refers to the emotions, feelings, and attitudes that individuals bring to the learning experience and the role these play in motivation (Dörnyei, 2001; Hurd, 2008). It points out that affective factors is the fundamental and interdependent aspects of human brain functioning because affect has a bearing on the way information is encoded in the brain that can be regulated through the use of the affective strategies component; 'reducing anxiety, encouraging oneself and monitoring one's emotions' (Oxford, 1990;17) that can be seen though the picture below.

Picture 2

The Component of Affective Strategies

When we relate these components to the learning English, it assumes that the English learners who successfully using such affective strategies can yield cognitive benefits in terms of greater control over learning outcomes (Benson, 2001). It means that the lecturer of English has to consider not only the cognitive and metacognitive strategies for the success of students in learning English, but also the affective strategies as the greater control to the outcomes of the learning process. As the result, Hurd (2008) concludes that affective strategies are as crucial as cognitive and metacognitive strategies for successful language learning. It means, affective factors is important for the successful of the students in learning language. In this case, lecturer can reduce negative factors and develop positive ones by doing activities to build a positive group dynamic. The English lecturer also can increase the affective factors of the students by including students in deciding aspects of the course and choosing activities that are motivating for the age and interests of the learners. Consequently, these all affective factors can give the impact on how well the student learns.

Although affective factors may mostly relevant to independent language learners, research about affect in language learning has tended to focus on classroom learning (Hurd, 2008). In other words, maintaining motivation and reducing anxiety are crucial issues that is not only for learners in independent settings but also for the lecturer in the teaching process. The appropriate moduls and methods in teaching is really needed in maintaining the motivation and redusing anxiety especially in speaking where commonly students face the problems in these cases.

D. MULTILINGUALISM SPEAKERS IN IAIN BUKITTINGGI

Multilingualism is the use of two or more languages by an individual speaker or a community of speakers as the social phenomenon governed by the needs of globalization and cultural openness.Multiple languages is becoming increasingly frequent due to a need to acquire additional languages. In learning languages, multilingual speakers have maintained at least one language during childhood that is called first language (mother tongue) where acquired without formal education followed by the second language in this way are called simultaneous bilinguals where one language usually dominates over the other. People who know more than one language often have important economic benefits who carry out duties that monolinguals cannot like interacting with native who only speak a minority language.

As a complete competence in mastering another language, multilingualism would presumably have complete knowledge to sound the language as the native. Many school today compelled to learn multiple languages because of international interactions. For example, in Indonesia, there are some universities are required to learn some foreign languages like English, Japan, Mandarin,etc. The students can select further languages, such as German or Russian if they have choose one main foreign language. Meanwhile they have master the mother tongue and indonesian as the state language. It is also happened in IAIN Bukittinggi that is requared to learn English in all department and majors available.

Multilingual speakers in IAIN Bukittinggi are someones who can communicate in Indonesian as the state language, in their mother tongue commonly in Minangkabau language and some others languages if they do not come from West Sumatra. They have the competence in language either actively through speaking, writing, or signing even passively through listening, reading, or perceiving. According to a view widely held by linguists, a native speaker of a given language communicate in a mean language standard mixing both the mother tongue and the medium language. Students in IAIN Bukittinggi

have no chance to study both the languages separately and cannot differentiate between the two and maintain it in expression.

E. THE CONCEPTUAL FRAMEWORK

The purpose of this study was to develop a model of learning English speaking skills based on Socio-affective strategies. Framework is a conceptual model that can be seen from the picture below.
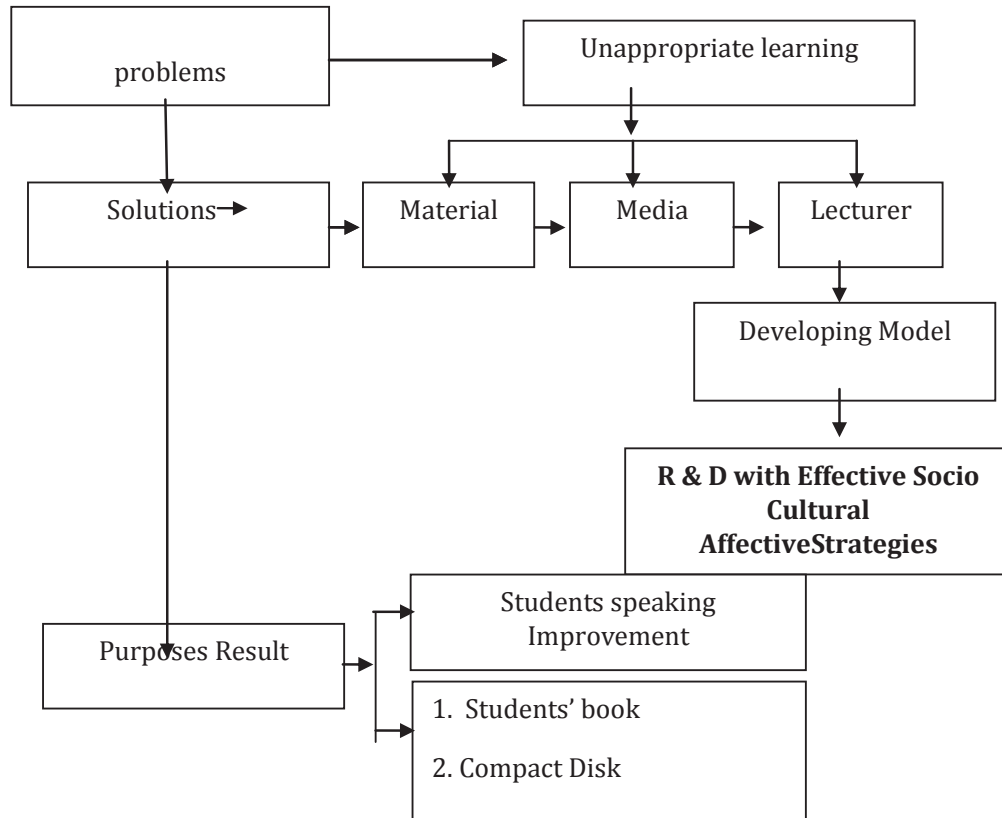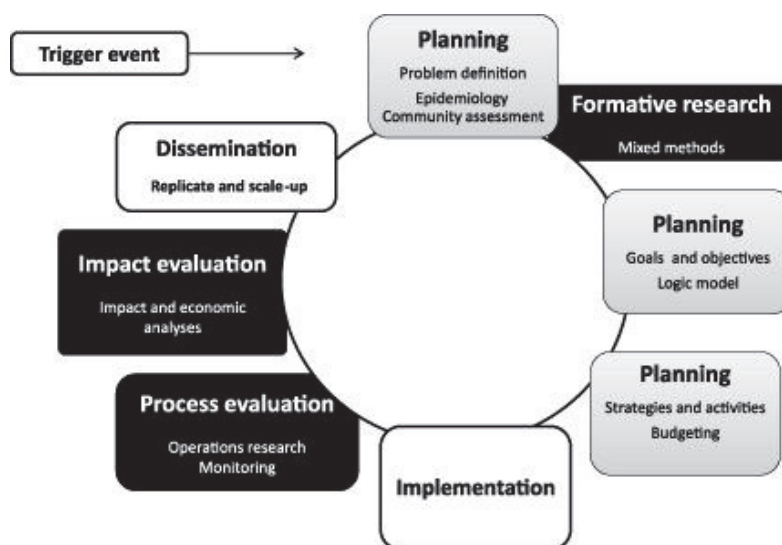
Picture 3
Conceptual Framework

3.   RESEARCH METHOD

This is the research that has used R and D by using PIE modelto third semester students registered 2015/2016 academic year of English Department in the State of Islamic Religious Institute (IAIN) Bukittinggi in Indonesia. PIE model is the model that focuses on classroom oriented and consists of three steps: planning, implementation, and evaluation. It is supported by Newby et.al (2000) who has introduce and develop in by the specific explenation in each steps. In planning steps, the researcher needs to plan and prepare the lesson by reviewing resources, analyzing the environment, gathering the data about the learner, content, setting and possibility method and media. After that, in implementation phase, the researcher builds up learning experiences, combines methods/media, clarifies instructional issues related to the implementation of media and methods that has been

chosen. As the final step, the researcher do the evaluationwhere she evaluates student learning and the overall effectiveness of the lesson to assess learners performance based on the collected data. The next evaluation relate to the use of the data to improve the teachers' and students' performance.

The powerfull thing about this model is that although it introduces each phase in a particular order, it does not force a particular process which makes it very useful for teachers. It means,it can adjust the instruction according to the interaction they receive from the student. The use of instructional media is stressed in this model to assist student-centered. In the other words, the PIE model has "general rules that you can adapt to fit each situation, rather than a rigid procedure that you must follow in the same way every time" (Newby, p. 81). As the result, the researcher can introduce the concept of instructional model to implement technology into classrooms creativily focuses on classroom instruction. It can be created and delivered by the same individual emphasis on using media and technology to assist them.

Iannotti L. (2012) *Program Planning, Implementation, and Evaluation (PIE) course curriculum, MPH Program, Washington University in St. Louis.*

Picture 3

The PIE Model

4.   DATA ANALYSIS AND DISCUSSION
A. *CULTURE IN THE SPEAKING CLASSROOM*

The link between speaking English and culture learning has been established by the linguists and anthropologists. Through the study of speaking English, students gain a knowledge and understand the cultures where is not only from that language but also the culture form the area where the students learning the material. Moreover, students cannot truly master the language until they have also mastered the cultural contexts of the language. Futhermore, the students will understand more about the material if it about the culture of their local wisdom. Thus, linguistic competence alone is not enough for learner to be competent in speaking English. From the simple one from the everyday things like

forms of address to appropriate ways of expressing disagreement to the more complicated one like culture forms as the integral part of the language learning curricula. In any case, in order to get the successful communication, language use when speaking English must be associated with other culturally appropriate behavior, not only linguistic rules in the narrow sense.

In reality, culture is often taught implicitly, as a part of the linguistic forms that students are learning. To make students aware of the cultural features, lectures can make those cultural features an explicit topic of discussion when speaking and bring them to the forefront when appropriate. It is importance where cultural information be presented in a speaking classroom by learning the distinctions between the students' native culture and the culture explored in the classroom. Claire Kramsch uses the term "*third culture*" of the language classroom to describe an ideal learning environment, one where learners can explore and reflect on their own and the target culture and language. it means, it is really important to help students understand that cultures are not monolithic. So that, a variety of successful behaviors are also possible for any type of interaction in any particular culture.

In this case, lecturers can make it possible for students in the speaking classroom to observe and explore cultural interactions from their own perspectives to enable them to find their own voices and language egos in their language speech community. Based on Miladinovic (2013), there are several practical ways to the effectively teaching culture, along with teaching a language:

1. Provide students with **authentic materials** – Watching films, news broadcasts or TV shows can provide students with ample information about non-verbal behavior, such as the use of personal space, eye contact or gestures. On the other hand, reading authentic fictional or non-fictional materials can also be a good introduction about the values and norms of the target language culture. These materials also help the students improve their language skills, especially in terms of listening and understanding written texts.

2. Compare and contrast **proverbs** – Apart from being very informative about the two cultures, proverbs can lead to a discussion about stereotypes or values represented in the proverbs of both cultures. Furthermore, proverbs and idioms form a significant part of every language and knowing them is a plus for every learner.

3. Use **role plays** – They especially support students in making the shift in perspective from their own culture, which can become a strange one and is looked at from the outside, and the target culture, which becomes more familiar. In the process, students practice speaking and using language in unpredictable situations.

4. Research **cultural items** – While also practicing their presentation or writing skills in the target language, the students can inform their classmates about an assigned item from the foreign culture and contextualized the knowledge gained.

5. **Students** as cultural resources – Many classrooms nowadays are very culturally and ethnically diverse and they often have exchange students from foreign cultures or returnees from an exchange program in the target culture. They can be invited to the classroom as expert sources and share authentic insights into the home and cultural life of native speakers of the language.

From some practical ways above, the lecturer in speaking class can reach the effectively teaching culture along with teaching a English to get the strongly encourage material to the students. Here, more culture related topics can be used in the speaking classroom, as well as some deeper explanations about the culture mentioned to the students in improving the speaking skill as well as the intercultural competence.

B. THE POSITION OF CULTURE IN THE ENGLISH LANGUAGE CLASSROOM

In the field of teaching English, one aspect that occasionally emerges as a topic of discussion is the relationship between knowledge of English as a foreign language, knowledge of the culture from English which that language originated and knowledge of the culture where the students learn speaking English. When Pica (1994: 70) asks the question "how necessary to learn a language is the learner's cultural integration?", it is something which troubles the lecturers, whether they work with learners in the English language classrooms far removed from the culture of the English they are learning and their own culture as the local wisdom or with learners who are physically immersed in the culture but experientially and psychologically distant from it. Some other researchers have tried to address issues along similar lines as what Gardner and Lambert (1972) who has postulated that learners may have two basic kinds of motivation. The first is integrative motivation. It is refers to the desire of language learners to acquire the language while immersing themselves into the whole culture of the language, in order to identify themselves with the culture and become part of their society. After that, the second is instrumental motivation. It is refers to the functional need for learners to acquire the English language in order to serve some utilitarian purposes like securing a job, touring abroad,or knowing a place at a university. In the reality, however, such instrumentally motivated learners are neither concerned with the culture from which their target language emerged, nor interested in developing any feelings of affinity with the native speakers of that language.

These condition create the idea to presuppose that culture can be separated from narrow learning English that commonly happen in speaking class or culture is something that needs to be introduced to the English learner. In this case, teacher have some sort of a choice whether cultural integration is to be included in the "syllabus" or not. Consequently, language and culture are may be pointless, and perhaps even impossible, to ask ourselves: "how much of the culture of a country should be taught along with the language?".

Actually, language is culture. When learners decides to learn English, for example, they are not merely absorbing the linguistics of the English language, but everything to do with English. What they are taking in includes all the preconceptions about the English language. that it is unique, that it is different with their mother tongue, that it is spoken along in the international space, and so on. So that English languages come with some cultural associations attached. In other words, by speaking English language, therefore, one automatically aligns oneself with the culture of the language. To speak English well, one has to be able to think in that language, and the thought is extremely powerful to the language.

Futhermore, a person's mind is in a sense the centre of his identity. So that, if a person thinks in English in order to speak English, one might say that he has, in a way, almost taken on a English identity (see for example Brown 1994, and Littlewood 1984). As the result, language is the culture that has the power, the essence and the soul of the country and people who speak it. In other words, language itself is already culture where it is something of a moot point to talk about the inclusion or exclusion of culture in a foreign language curriculum. So that, we might perhaps want to re-envisage the situation as a contrast between an active and deliberate immersion in culture, and a non-deliberate exposure to it. Therefore, it might want to consider by treating language and culture especially in English classroom as if they were ultimately separable.

C. EXPANDING INSTRUCTIONAL MODEL OF SOCIO CULTURAL AFFECTIVE STRATEGIES FOR SPEAKING SKILL
1. THE STRENGTHS AND THE WEAKNESESS OF SOCIO AFFECTIVE STRATEGIES

Based on the data obtained from the applying the Feby's model of socio affective strategies to the students of IAIN Bukittinggi in 2015 for the third semester students, the researcher found the strengths and the weaknesess of the modul that can be seen from the table below.

Tabel 1

**Strengths and Weaknesses of
Socio-Affective Strategies from Feby Model**

No	Strength of Feby Model	Weaknesses of Feby Model
1	Relaxation as one of activities in Feby model is a very important element to instill confidence, reduce anxiety, and create an conducive atmosphere to learn where it can be done anytime the students want to do it.	In Feby model, relaxation is done only by using the body motions like take a breather and stretch. In fact, relaxation is the way to rest and enjoy the feeling from nervous, worried, etc. Since it relate with the feeling, so that, in the religious perception do not forget to pry in asking the peacefull to ALLAH and saying the positive words to the soul.
2	From the social point of view, the Feby model assist students in performing tasks by exchanging ideas and working together in groups and in pairs at each stage of learning, Pre Speaking, Whilst Speaking, and Post Speaking.	In the Pre Speaking stage , the students do the brainstorming, however,in practice largely students do not have the desire and ability to answer the questions because the conducive atmosphere has not been created.
3.	Students motivating themselves to be able to master the learning objectives of the day so that they have a clear direction in mastering the material in speaking	In the sesion of 'motivate yourself',students have to motivate theirselves. However, the way to apply it is not really interesting although it guided by the lecturer. As the result the achievement is not really optimal.
4	Increase the emphatic of the students when do the discussion	Lack of example of the expression and dialog about the material
5	The wise expression is really support the motivation of the students to spe ak.	Some material in the modul are not suitable with the culture of the students that make them are not really suitable with its for example: some pictures like the sexy girl with minim clothes, dogs playing paker, the death of Kim Jong-il, LGBT indication, joke like the

No	Strength of Feby Model	Weaknesses of Feby Model
		criminality and murder, and song that is not build the good character of the students.
6	The compact dist is really interesting to be showed to the students that consist of videos relates to the materials	There is no direction to the build the affective of the students based on their local wisdom
7	Students have the opportunity to give the comment to their friends' permormance that can make them more serious to listen to their friends performance and those who perform also can be motivated from their friends' comment.	The unappropriate way to give the comment about their friends performanace also can give the negative effect to the students who has performed their speaking, so that, it can be the moment to overthrow their friends mentality
8	Every students have the opportunity to talk	Lecturers cannot control the activities of all students simultaneously. Active students tend dominating the conversation in the group.
9	The culture corner give the students interesting information about western culture in certain situations compared with their own culture.	There is no clear information and direction about the good and appropriate thing that must be known and done by the students relate to their own culture.
10	The model has also offered a reward and encouragement to students.	The reward is only given to the Post Speaking.
11	Students get the new experiance and interesting materials that can increase the students' social and affective domains.	The material is quite difficult as the speaking 1

Based on the strengths and the weaknesses of the Feby's model above, so that the researcher develop a preliminary form of the product as the beginning of the product to be produced. The initial model of learning to speak using Socio-affective strategies will be develop become the socio cultural affective strategies (SCAS model) for speaking III because the material is more suitable for the higher level students.

2. *IMPLICATIONS OF SOCIO CULTURAL AFFECTIVE FOR TEACHING SPEAKING*

Lecturers must instruct their students on the cultural background of language usage and integrate it with the local wisdom as their own culture. If one teaches English without teaching about the culture in which it operates, the learners are learning empty or meaningless symbols or incorrect meaning to what is being taught. Consequently, the learners when using English, may use the inappropriately or within the wrong cultural context that defeating the purpose of learning a language.

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Language lecturers must realize that their understanding of something is prone to interpretation. The meaning is bound in cultural context. One must not only explain the meaning of the language used, but the cultural context in which it is placed as well. Often meanings are lost because of cultural boundaries which do not allow such ideas to persist. As Porter (1987) argues, misunderstandings between language educators often evolve because of such differing cultural roots, ideologies, and cultural boundaries which limit expression. After apply the socio cultural affective strategies model (SCAS model) the learning process more affective in the class.

5.   CONCLUSIONS

Finally, as this paper has shown, language and culture of the language and the students' culture are intertwined to such an extent whereas one cannot survive without the other. It is impossible for the successful lecturer to teach language without teaching culture. The implications for language teaching and policy making are therefore vast and far reaching when this two aspect integrated in teaching process . As a lecturer of speaking, one must be culturally aware, considerate of the students` culture, and inform students of cultural differences thus promoting understanding. Language policy must reflect both the target language culture as well as the students` and lecturer`s thus avoiding any cultural misinterpretations.

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