

## The Use of Affective Strategies in a Speaking Class

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### Abstrak

Affective Strategies berurusan dengan bagaimana orang atau mahasiswa berbicara dengan kecemasan rendah dan berkomunikasi dengan orang lain. Selain itu, guru menerapkan affective strategy untuk mengetahui apakah siswa berbicara dengan fasih setelah berlatih affective strategy. Sebagai contoh, deep breathing, listening to music, and laughing guru dilatih siswa untuk menerapkan strategi ini. Setelah menerapkan pernapasan, mendengarkan musik, dan tertawa guru memberikan topik untuk membahas bersama-sama. Penelitian ini dilakukan menggunakan metode kualitatif deskriptif, instrumen untuk studi ini adalah peneliti dirinya. Sebaliknya, peneliti harus memiliki keterampilan observasi yang baik dan kesadaran diri bias pribadi dan penghakiman. Selain itu, catatan-catatan lapangan yang digunakan untuk mengumpulkan informasi mengenai pengajaran dan pembelajaran di kelas ketika berbicara kelas untuk mengetahui affective strategy baik diterapkan guru dan siswa berbicara kegiatan itu sendiri. Namun, studi ini menemukan bahwa guru diterapkan affective strategy sebagai berikut: deep breathing, listening to music, and laughing dalam pengajaran dan pembelajaran, dan telah berbicara kegiatan setelah menerapkan pernapasan. Yang paling sering digunakan oleh siswa tertawa karena itu yang paling kesan dan teknik-teknik yang santai di kelas. itu membuat mereka berbicara aktif di kelas dan mengurangi kecemasan mereka.

**Kata Kunci:** *affective strategies, speaking, deep breathing, listening to music and laughing.*

### Abstract

Affective strategies deal with how people or student try to speak in the low anxiety and communicate with others. Thus, the teacher applies affective strategies in order to know whether the students speak fluently after practicing the affective strategies. For instance, deep breathing, listening to music and laughing, the teacher trained the students to apply these affective strategies. After applying deep breathing, listening to music, and laughing teacher gave the topic to discuss together. This study was conducted using descriptive qualitative method, the instrument for this study is the observational audio. Instead, the researcher must have a good observational skill and self-awareness of the personal bias and judgment. Furthermore, the field notes were used to collect the information regarding the teaching and learning process in the class while speaking class in order to know the teacher well-applied affective strategies and students speaking activities itself. However, this study found that the teacher applied affective strategies as follows: deep breathing, listening to music, and laughing in the teaching and learning process, and had speaking activities after applying deep breathing. The most used by the students were laughing because it the most impression and relaxed techniques in the class. it made them speak actively in the class and reduced their anxiety.

**Keywords:** *affective strategies, speaking, deep breathing, listening to music and laughing.*

### INTRODUCTION

Recently, there are various speaking activities need a self-assured to communicate in English with other students. Especially in speaking classes, they need to give a respond or give a statement to life the class more alive. On the other hand, there would be some of them are not able to talk because they neither confident for practicing

nor listening to their friends. Hence, they have anxiety which influenced from intrinsic or extrinsic of foreign language learner itself (Scovel, 1978). Despite, the way how students able to speak in English without anxiety and become more active to talk in the speaking class, by using music or laughter can decrease the anxiety (Oxford, 1990).

According to Gürman-Kahraman (2013),

students can debilitate anxiety effects which focus in speaking classes by using Socio-affective strategies. It is also agreed by Ohata (2005) the anxiety test can be lowered by using socio-affective strategies. Socio-affective strategies are similar with speaking or communication which possible difficulty just as misunderstanding by not knowing the meaning of the word. The students still use the language and words from the previous experience which do not improve well.

Stated by Habte-Gabr (2006) socio-affective is non-academic in nature and include stimulating learning in the level of empathy between the teacher and the students itself. Moreover, the students and the teacher should know the characteristics and emotions while using the language, words and attitudes. The purpose using socio-affective strategies are advantageous, liberated, and pleasant needed in learning language (Oxford 1989, p.235). The students would like to speak by using the new languages based on their knowlegde and they can improve it by listening another person's statement or the teacher. According to Jou (2010), it would be effective if the students also make a communication in the real life besides taking the listening exam.

According to Brown (2000:124) socio-affective strategies should deal with social-mediating activities and communicating with their friends. By using socio-affective strategies, the teacher may start to give a topic or theme and ask them to give their opinion. Further, they will start to interact with their friends to give an argument or opinion about the topic or theme. the teacher also should give a motivation or guessing in order to arouse them. The environment should be relaxing and supporting them to talk. Furthermore, he can give some jokes to create the environment like easy-going.

According to Oxford (1990), affective strategies techniques, first, the teacher able to decrease anxiety by using relaxation or deep breathing, listening music, laughing in order for alternative tensing and relaxing themselves. Second, the teacher able to encourage the students by making positive statements, taking risk wisely, and rewarding yourself. Based on Khalilaqdam and Rezvani, humor, friendly relationship, and worry-free classroom setting are used to support taking-risk in order to decrease foreign language anxiety. Third, the teacher able to take students' emotional temperature by using checklist, writing diary and discussing the feeling or idea to others. Students

able to speak while the environment supports them to talk. They will feel worry-free whenever they get the jokes and everyone laughing. So, they would never feel like its kind of pressure

In deep breathing, according to some researchers (Ma et al,2017), Deep breathing is described as an effective integrative body-mind exercise for dealing with stress and emotional conditions. The benefits of deep breathing that ancient eastern religions, and martial arts have been investigated (Lehrer et al., 2010). However, by applying deep breathing, it will make your body turned into relaxed and get positive side. As long as practicing with the right techniques. Psychological studies have shown that deep breathing practice being an effective non-pharmacological involvement for emotion boost (Stromberg et al., 2015), including a decrease in anxiety, depression, and stress (Brown and Gerbarg, 2005a,b; Anju et al., 2015).

However, the way of listening to music has the ability to initiate a multitude of cognitive progressions in the brain Peretz and Zatorre (2005), it might be supposed that music also effects stress-related cognitive processes and, as a concern, physiological responses. Prior investigations found reductions in obvious levels of psychological stress, increased coping abilities, or changed levels in obvious relaxation after listening to music in the stressful condition situation. Instead, research has concentrated on the effects of music on anxiety, which may be reflected an adaptive response to the stress experience. Blood AJ, Zatorre RJ (2001) Expected that music listening be able to start activity in brain areas related to the experience of emotions, may also control anxiety levels made by the experience of stress.

Moreover, according to Jeffery (2011), Laughing is the way to response some fascinating humor or laughing by their own sake with the positive emotions. The psychological effects of laughter relay mainly to both its use as a managing mechanism and, to a lesser extent, its enhancement of interpersonal relationships.

Based on the problem above, this study tried to answer the following questions:

1. How does the implementation of deep breathing help increase students speaking activities?
2. How does the implementation of listening to music help increase students speaking activities?
3. How does the implementation of laughing help increase students speaking activities?

## RESEARCH METHODOLOGY

A descriptive qualitative research was used in this study. Since this study examine the naturalistic experiment while conducting the research, it is an essential to conduct a qualitative research to investigate the detail experience in social content and behaviour (Ary, et al, p. 420; Bhattacharjee, 2012, p. 114; Richards, 2003, p. 1). The data collection methods for this study was observation. Observation was the technique basically used for qualitative research (Ary et al., 2010, pp. 431–438; Bhattacharjee, 2012, p. 108). Furthermore, the field notes were used to collect the information regarding the teaching and learning process in the class while applying affective strategies (appendix 2)/ for instance of field notes *pengamatan tak struktur* by Susanto (2010).

This study was conducted in the classroom at the English course in Surabaya. The researcher chose this course because the class is great for applying this strategy. Moreover, the class is great, there was 6-9 students in this class. The class is big and more than enough for nine students. It provides LCD projector, chairs, sounds speakers, air conditioner, and two windows.

However, Based on the data that have been collected, the best way to analyze the data by using the method from Ary et al (2010), there are three stages in analyzing qualitative data research: a.) familiarizing and organizing; b.) coding and reducing; c.) interpreting and representing. Thus, to ease the data analysis, the three stages were applied in order to find out the answer of three research questions in this study.

The first step in this study was conducting the observations to the intermediate class of speaking. Instead, started on the beginning of March, the observations were conducted nine times with three times in each of techniques in different day and all the data collection finished in the beginning of May. The whole data collection from the observations was recorded in form of audio file. To familiarize the data, audio recording from observations was transcribed into audio transcriptions in form of sentence, phrase, or words. After familiarizing the data was done, organizing them into one folder in the computer was an essential to keep the data on the track. The next analysis process was the data coding. A codebook was identified regarding the affective strategies. There was a group of the techniques affective strategies. It talks about the affective strategies that had found by the researcher. The final stage of the

data analysis process in this study was interpreting and representing the data. The first is the affective strategies used by the teacher in the class while it was in the teaching and learning process. The second is the speaking activities was conducted by the students after applying affective strategies in the class. With the regard to the first standpoint, it can be surmised that, to have decided to conduct the research, the researchers must have felt that there was applying the affective strategies in the course and reliable both the students and the teacher. With regard to the second standpoint, it can be surmised that there was speaking activities after applying affective strategies in the class and it had differences impact to each student. This led the questions representative enough to get the socio-affective strategies in speaking class. Ultimately, the discussion of this study was reported in the form of descriptive and narrative after observing the class and finding the socio-affective strategies in speaking class to the related theory and concluding into a good discussion.

## RESULT AND DISCUSSION

### Student's Background

As the researcher observations, before the teacher found about the socio-affective strategies, the student's speaking background was quite low. It can be seen when the teacher gave the students some questions but the students not able to answer the question because they did not know what did the teacher say. Sometimes, the students asked what the teacher says in order to make them more understand about the question.

The first time observation, it did not change much while it was in the speaking activities. As the time pass, while the teacher applied it, it has changed a bit gradually, until the last strategies applied. Eventually, by the process, the students gained the affective strategies and improved their speaking while it was in speaking activities. They responded well and prepared well while it was in speaking activities.

### The teacher's applied affective strategies and speaking activities in teaching learning process

In this part detailed the teacher while applied affect strategies in teaching and learning process. It will answer the three research questions of this research. Furthermore, there are three parts: the teacher applied deep breathing, the teacher applied listening to music and the teacher applied laughing.

In this part also focused on the student's speaking after applying the affect strategies technique in teaching and learning process. It will answer the three research questions of this research. Furthermore, there are three parts: the teacher applied



deep breathing, the teacher applied listening to music and the teacher applied laughing.

### The Extent of Deep Breathing Help Increase Students Speaking Activities

In the form of observation, the researcher found that the teacher applied deep breathing to reduce the student's anxiety. It can be determined by the teacher's verbal and non-verbal behavior during teaching and learning process. The teacher used power point as the teaching aid to show the techniques that the students should practice. Moreover, the teacher also used audio and sound speaker to make sounds louder.

First, the teacher explained in short, what deep breathing is and how to do it (8). after comprehending the meaning and applying, the students should practice it (see picture 4.1).

- (8) T : first step, we have deep breathing. Do you know what is it?  
 S : ehmm.. it is like hemmmm (they breathed)  
 T : OK. Deep breathing is done by contracting the diaphragm. Ok, just be like that. Let us check the techniques. first, Sit comfortably with your back straight. Put one hand on your chest and the other on your stomach. (she practiced)  
 S : like this one miss?  
 T : yes, that's right. Ok, can you practice it?  
 S : yes, miss.  
 T : next step or the second step is, breathe in...through your nose. The hand on your stomach should rise. The hand on your chest should move very little. Is it difficult?  
 S : S: no, miss

Moreover, based on the observations which recorded into field notes which the teacher applied deep breathing for the students in the teaching and learning process.

The teacher was in front of the class and just asked the students whether they perceived or not. Then, the teacher continued to how practice deep breathing technique. As the teacher mentioned for the first technique seemed according to Rakal (2006) Put one hand on your stomach and one hand on the chest. When you take deep breath, the hand on stomach should be higher than the other one. It showed that the students understand well about the first technique.

The audios were played by the teacher then the students practiced it based on the techniques that have explained to them and also the instructions from the audio. It presented that the teacher actually gave the technique how to do it and the students understood well about the technique. The teacher did

not ask anything to the students about the techniques whether the students got difficulties or not.

Third, the teacher asked the student's feeling (10) about deep breathing and the techniques during practicing.

- (10) T : so, what do you think about the audio? Start from you. (pointing to S1)  
 S1 : I am sleepy  
 S2 : me miss? Me too. I am sleepy  
 S3 : I am dizzy miss  
 T : why are you dizzy?  
 S3 : yes, miss. Because I want to sleep  
 T : ok then, next  
 S4 : ngantuk miss. I am sleepy

It exposed that the students are not feeling well after deep breathing practices. On the other hand, they seemed like bored and did not want to continue deep breathing techniques. Moreover, actually the way that the student's feel, it may conclude that they have good process of deep breathing technique. According to Borelli (2016) it showed that if people have understood well the technique, it would become effective and able to reduce the anxiety and stress. In addition, she said that if people keep practicing for over than a month, it would make people sleep less than a minute.

In short, during deep breathing technique the teacher almost got fair respond from the student as stated above. When the students said sleepy or want to sleep, it means the student was relaxed. The teacher needs to encourage the students much in order to make the students more active in the techniques.

### Speaking Activities after Deep Breathing Techniques

In the form of observation, the researcher found that the teacher did speaking after applying deep breathing techniques with the topic chosen by the teacher. It was talking about flea market (11). The teacher asked them one by one to give their ideas.

- (11) T : FLEA MARKET (wrote down on the board)  
 S3 : what is that miss?  
 T : ok. You just hear about it right? Flea market is the place where you sell your things or beloved things that you have and you do not need them again. Would you like to mention your beloved things? Student 9 please?  
 S9 : emm.. book miss? Novel?  
 T : ok. It can be. Others?  
 S2 : how about the old things miss?

- T : would you like to mention?  
What are the old things that you want to sell?
- S4 : gramophone miss?
- T : ahh yaya. Gramophone
- S5 : can we sell such things miss?
- T : if you have and want to sell it ya.. it is ok

The teacher did a good thing. The teacher tried to arouse them with some questions which are related to the topic in order to make the students more active to guess what their friends wanted to say. Although, not all the student's response their friends.

The students seemed like never going to that place so, some of them try to find something on the internet (13) and asked to their friends, what is the meaning of that.. and it showed that they had lack of vocabularies so they could not speak it. But, the other students just kept silent because of their anxiety or it did not help him or her to relax.

- (13) T : ok. Now. Your job is, please think about two things that you want to buy if you visit flea market and if you have a chance to sell something in flea market, what do you want to sell in flea market. Now please tell me. Start from you.
- S1 : if I want go to flea market I want buy the coal fired iron and some old disks. because I am interested on it. Hahaha
- T : anyone, do you want to ask him something?

The teacher tried to make the class more alive by forcing them to ask and give some clues in order to make the students ask about it.

The teacher seemed like want have another idea from flea market, so that she chose another student to give different idea (15).

- (15) S2 : what? Do you want to ask?
- S4 : yes, yes. Why do you want to buy vase?
- T : mmm.. wait, you can call it antique jar.
- S2 : oh yes miss. I want to buy antique jar because I like the sculpture and the paint of it. And when I put it in the living room, it would be like elegant. Hehe. Any other questions? No, right?. Ok. I will sell some old furniture but still useable at my house because I want to change it with the new one.
- T : ok, thak you s2. Next turn please!

The last chance of this section, the teacher chose the last students. In hope, the idea would be better and more creative than before (16).

- (16) S3 : I want to buy some old chairs and tables made of wooden.
- S5 : why do you want to buy it? I think it would be expensive
- S3 : that's why I want to buy it. I want to make my house full of vintage and looks adorable. No other question? I will continue. I want to sell some music equipment because my grandpa has many kinds of it. And it is stuck at my house and I don't like it.
- T : ok. Let's go to the next turn.
- S4 : I want to buy some clothes and blender only. Because I think, it would be cheaper to buy it over there. And I want to sell some my old bags. My parents always bought some bags when go to another city.
- S3 : what bag is it?
- S4 : emm. It looks like traditional bag, made from root, batik, and like a bamboo anyaman.

The students seemed like enthusiastic about the topic because some of them asked the questions frequently about their friend's opinion but some others not. It means they got into the discussion and without any worry. Even though, the atmosphere was not good at first but they were good at last. Besides, they still had some effort to speak, despite they made a mistake and used Indonesian.

### **The Extent of Listening to Music Help Increase Students Speaking Activities.**

In the form of observation, the researcher found that the teacher applied listening to music for reducing the student's anxiety. It can be determined by the teacher's verbal and non-verbal behavior during teaching and learning process. The teacher used power point as the teaching aid to show the techniques that the students should practice. Moreover, the teacher also used audio and sound speaker to make sounds louder.

First, the teacher only explained a bit about listening to music (17). She only guided the students by guiding them while the music played.

- (17) S6 : emm... listening to music... ahh raisa raisa, kpop, rock?
- T : mmm... ok. It would be like that one. Actually, listening to

music chosen by the subject was effective in reducing state anxiety and increasing relaxation of college students. In this section, you must close your eyes while listening to the music and listen to me for the instruction. I will choose the song for you. It is only 7 minutes. Are you ready listening to this music?

S : yes, miss.

T : ok. Let's start... As you relax...begin by gently closing your eyes....take a full deep breath in...and let it out slowly. Again, breath in...and slowly breath out. Check your body...relax your arms...take a deep breath in...and out. Drop your shoulders...now relax your legs...and let your facial muscles relaxed loosely. While you breathe in...take in the fresh cleansing air, and while breathing out...breathe out all the worries of the day...all the anxieties that hold you down...breathe them all out. And again, breathe in...and out. Allow yourself to relax, deeper and deeper.

The teacher guided the students well as long as the students listening to the music. The students were put down their head, closed their eyes, and some of them seemed like sleeping. In addition, the teacher did not explain much about that.

Second, the teacher asked about the feelings (18) after listening to music.

(18) T : ok then. Now open your eyes. How do you feel right now?

S2 : emm.. just so so

S3 : sleepier than before

S4 : scary..

T : why is it scary? Isn't it nice to listen just kind of piano or violin?

S4 : yeapp.. but I do not like it.

T : ok, next

S1 : so deep and thin

S8 : I feel sleepy and I like the previous step.

S9 : I am relaxed

S7 : I want to sleep miss

T : ok guys. While you feel like want to sleep. It means you are relaxed and successfully get in to the song. Isn't it?

S : yes, perhaps miss

The teacher got good respond from the students. It means that the students felt like relaxed and was good for them to apply that techniques than deep breathing one. Although, some students felt nothing but it did not effect for other's emotion.

In short, as the explanation and the way how was the student's feeling. It seemed like some students gave better responses and another's feeling nothing. It needs more the discussion during the teaching and learning process.

### **Speaking Activities After Listening to Music Techniques**

In the form of observation, the researcher found that the teacher did speaking (19) after applying listening to music techniques with the topic chosen by the teacher. It was talking about do not judge by its cover. The teacher asked them one by one to give their ideas.

(19) T : that was all listening of music. We will have speaking now and it is about do not judge by the cover. What is in your mind while hear this sentence or the topic that we will discuss?

S5 : emm.. maybe, it is like cover of the book is bad but inside of the book is nice

T : you mean that the cover would be ugly or uninterested but content is great. Any others?

In this conversation, it showed the teacher unable to convey some clues and like not all students want to respond to the teacher because they did not know the meaning itself and did not want to find at dictionary or gave an opinion and only listened to their friends. Furthermore, there are some students still response to the teacher (20). It described that there are still some students well gain or enjoy the music.

(20) T : now, please try to prepare two cases that I have prepared and of course related the topic. First, what particular appearances do you dislike? Second, have you ever judged a person, animal or anything by what it looked like or what someone else told you about him/it? tell us about it. I will give you 15 minutes to prepare. 15 minutes passed...

T : time is enough. Please put all the stationaries, and I will

- choose one by one to tell us what you have written or prepare it. first turn, please s1.
- S1 : ok miss. I do not like while I see or meet someone who has tattoo on their body. I do not care whether it is men or women. Second, someone told me that he has a friend who was big enough and he yelled him in front of the class.
- T : is it enough? Ok, next turn
- S2 : S2: I do not like someone who is messy and not fashionable enough. For instance, she wears too bright color but she has brown skin. She should wear something suitable with her skin, right? Then.. next I ever judge my friend because.. you know she wore pink clothes from head to toe but you know.. her shoes was yellow.. ok that is from me, thank you
- T : ok, next turn
- T : I do not like someone who says that he is tall but actually not. I have a friend who was shorter than me and another friend yelled at him. But you know, actually he is shorter than me... I just say to him, never yelled at my friend because you are shorter than me. And start from that he never yelled at my friend... as you know, my friend is the smartest student at my school. So, even he is shorter than others but he can show to them that he can be bright and diligent to them. So, never judge by its cover.
- T : wow... that is great and excellent. Thank you for your sharing

The teacher really appreciated her students, even though sometimes they copied their friend's utterances. The last student's performance was excellent because he told full story and related with the question (20). It means, this technique would be great for some students but not all students itself.

#### **The Extent of Laughing Help Increase Students Speaking Activities.**

In the form of observation, the researcher found that the teacher applied laughing for reducing the student's anxiety. It can be determined by the teacher's verbal and non-verbal behavior during teaching and learning process. The teacher used

power point and video player as the teaching aid to show the techniques that the students should practice (see picture 4.3). Moreover, the teacher also used audio and sound speaker to make sounds louder.

First, the teacher only explained a bit about laughing (21). Then, the teacher played the video to show how to laugh with some techniques. Moreover, teacher asked to imitate first before practicing.

- (21) T : We will do another step. Today, will be not bored and happy. You will laugh together as much as you can. Because the next step is about laughing. What is the meaning of laughing actually, guys?
- S : emm.. tertawa miss, feel happy, enjoy and fresh.
- a T : yeah, it can be said. Laughing is the way to response some fascinating humor or laughing by their own sake with the positive emotions. Now let's check what can we do in this step. First, warming up such as stretching, making funny faces and making animal noises. Let's practice it.
- S : (laughing look at the teacher)
- b T : ok, next. Laughing about 5 minutes such as knee-slapper, ho-haa-hee, nasal laugh and the mad scientist, let's practice it. Then.. the last have relaxed breathing. Ok.. I already give you some examples, now you can watch on video.. and practice it after watching it.
- S : S: no miss.. so shy
- T : T: no, you must practice it
- Some minutes later...
- T : T: ok enough for laughing. What do you think about this step?
- S2 : S2: it is good miss
- S3 : S3: yaa.. more relaxed miss. It is different than before.
- T : T: what do you mean by saying different?
- S4 : S4: itu miss... it is more relaxed than we should silent and only listen to music or audio. Haha
- T : T: ok that is good. Do you mean that it is the best one than before?



The teacher encouraged the students by giving them a video related with laughing practicing video. The teacher also pushed them to practice. This technique (a,b) got the best responses from the students because it was significant different with the two previous techniques. It was more enjoyable and suitable with their mood swing or the feeling that they were easily getting bored. It showed that the student's feeling while they finished the technique's practicing.

In short, the students felt relaxed and enjoyed during practicing the laughing techniques (see picture 4.3). It can be showed form their opinion after practicing. The students also have good respond. It means the teacher was great and successful while applying this technique.

### **Speaking Activities After Laughing Techniques**

In the form of observation, the researcher found that the teacher did speaking after applying laughing techniques with the topic chosen by the teacher. It was talking about present. The teacher asked them one by one to share their ideas.

- 22) T : I will choose from your name's alphabet. I hope that you do well in this occasion because we had laughing so much and let's proof it from your speaking performance. First, S1.
- S : ok.. thank you all, for your time being my friends while I study with you. I will not forget for all your kindness. I will keep this bracelet and take care of it.
- 1 only that? Ok thank you.. next S2 please.
- 2 ok guys, I am actually sad to say the last sentence or speech to all of you. I know that you are all precious for me, but I need to move because of my parent's obligation. I really thankful you gave me this jacket. I hope, it would be benefit for me while I am in another city. Again, thank you so much
- 3 ok, great. Thank you. Next speaker S3 please.
- assalamu'alaikum.
- Today will be the last day that I can see all of you. All the time that we spent together, I will not forget it and keep it in this diary book that you give to me. I hope we can meet each other. See you guys.
- thank you. Nice. Next s4.
- 4 good evening guys. I get this blanket, I could not say

anything because I will miss you guys. If you see me on the road, I hope you can say hello or call me. There is no word can say about my feeling now. I love you guys, do not forget me yaa..

The class was quiet and everyone listened to the speaker. It showed us, the students enjoyed the laughing techniques because they were good while spoke in front of the class. Even though, their speeches were short but excellent and without hesitation. It means this technique is the best techniques for them because it is fun and relaxed. The teacher responded also showing the satisfyeig face and word to the students. It also said by Khalilaqdam and Rezvani, humor, friendly relationship, and worry-free classroom setting are used to support taking-risk in order to decrease foreign language anxiety.

In conclusion, the teacher applied three affective strategies in her teaching and learning process in the English course classroom. The teacher was more impressive while practicing laughing techniques because it showed significantly from the student's respond and the way how the students understand about what should they did during practicing the technique.

In sum, according to the findings; the teaching and learning process in English course and applying affective strategies techniques during teaching and learning process. It can be concluded that the classroom conditions are different in each day because of randomly students, means not all students participated or presence in the class. Moreover, actually all the meetings had the same main point, e.g. when deep breathing techniques, it was used three times in different days. It also happened in another technique with different days. Furthermore, the teacher applied three affective strategies technique. The researcher did not find any kind of differences between the first or second meeting while it is same techniques. In addition, there is one technique that must be suitable with the students, it is laughing technique.

Moreover, while speaking, they have good responses to the teacher means, they feel relaxed after doing some affective strategies. According to Oxford (1989) The purpose using socio-affective strategies are gainful, open-minded, and enjoyable needed in learning language. It can be seen in the speaking part after doing deep breathing, listening to music and laughing techniques, some students did the best responses and ideas to their friends in the class.

### **CONCLUSION**

Affective strategies deal with how people or student speak with the low anxiety and communicate with others. Besides, the teacher



applies affective strategies in order to know whether the students speak fluently after practicing the affective strategies. For instance, deep breathing, listening to music and laughing, the teacher trained the students to apply these affective strategies. After applying deep breathing, listening to music, and laughing teacher gave the topic to discuss together. According the result and discussion, it can be seen the affective strategies applied by the teacher while in the classroom. It can be shown in the classroom as below:

1. Deep breathing. Based on the result, it shows that the teacher applied deep breathing but the students did not enjoy the strategies well. Furthermore, they have lack of speaking and just gave the response a bit.
2. Listening to music. Based on the result. It shows that the teacher applied listening to music, but the teacher chose her own music so not all students can enjoy the music well. On the other hand, another student enjoyed the music well because they really listened to the audio itself. Then, the students who paid attention well, they have better spoken English than others.
3. Laughing. Based on the result, it shows that all the students enjoyed well this strategy because they should laugh with some techniques and they did not feel bored. Moreover, they spoke well after applying the laughing techniques. They gave the explanation well in order to show that they can enjoy well the strategy.

Furthermore, the teacher applied the affective strategies. In hope, the students can speak fluently by applying these strategies during speaking activity in the classroom. Moreover, laughing is the best strategies to apply by the teacher and the students able to speak well while the teacher gave them a topic.

### SUGGESTION

It is the best way for English teacher who loves to make the students speak more actively in the class. first of all, the English teacher should understand-well of the student's need, because the affective strategies will not able to apply while the students are not ready for it. actually, it has already applied in some English courses or even English classes by the teacher but they do not realize that they had applied affective strategies. In addition, the teacher should know how is the student's condition during applying the strategies and discuss it together about their feeling. Furthermore, the teacher needs to give the instruction well in order the students able to understand what they need to do.

In addition, for the researchers who want to conduct further research about another affective strategy that used in English college. However, for the future study, it is better to conduct the research based on the result and what suggested above in order to

enlarge your information about applying this strategy while it is used in the formal class and the participant having another way to show it. Thus, the next study will be able to get the new atmosphere of the class and participant, and also the new strategies different applied.

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