

**EXPLORING THE USE OF SOCIAL AND AFFECTIVE LEARNING
SPEAKING STRATEGIES OF ENGLISH DEPARTMENT STUDENTS
WITHIN DEBATE-RELATED SPEAKING ACTIVITIES**

SARJANA'S THESIS

AKHMAD SYAIFUDDIN ARRIZKY

REG. NUMBER: 2110117210011



**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY
BANJARMASIN**

2026

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SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the Sarjana Pendidikan
Program in English Department**

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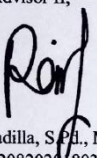
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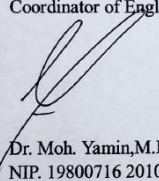
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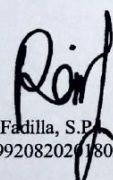
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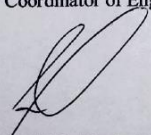
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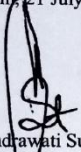
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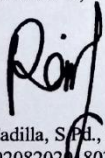
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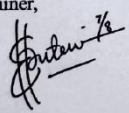
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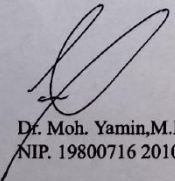
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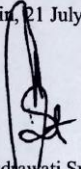
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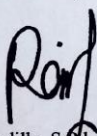
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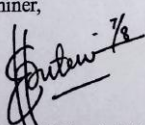
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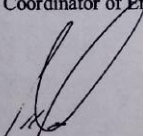
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ABSTRACT

Arrizky, Akhmad Syaifuddin. (2026). Exploring the Use of Social and Affective Learning Speaking Strategies of English Department Students Within Debate-Related Speaking Activities. Sarjana's Thesis, English Department, Lambung Mangkurat University. First advisor: Dr. Cayandrawati Sutiono, M.A., the second advisor: Raisa Fadilla, S.Pd., M.Pd.

Keywords: Social and Affective Learning Speaking Strategies, Speaking Proficiency, Speaking Anxiety, Authentic Interaction.

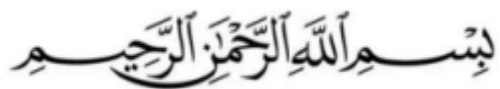
This research explored how English Department students apply social and affective learning speaking strategies to manage cognitive load and speaking anxiety within debate-related speaking activities.

This descriptive qualitative case study utilized naturalistic observation and stimulated recall interviews to investigate two high-achieving students across specific debate-related speaking contexts: high-pressure sparring debates and collaborative discussions.

Findings revealed that strategy application is a highly dynamic process. Students acted as "Chameleon Learners," shifting from affective "Survival Strategies" (e.g., laughter, venting) during high-pressure debates to maintain fluency, to social "Performance Strategies" (e.g., peer co-construction) in collaborative settings. Strategy preferences remained highly individualized, reflecting distinct internal and external regulatory profiles.

The study concludes that successful communication requires not only a social and affective repertoire but also the contextual adaptability to deploy strategies intentionally according to specific speaking demands.

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