CHAPTER I

INTRODUCTION

A. Background of The Problem

Learning strategy is a strategy that learners used during the process of the learning. Strategies are steps, ways, technique used by the students to increase their learning. The defenition of strategy is stated by Rebecca as" learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferrable to new situation"[1]. From the defenitions, the strategy in learning is the specific methods or actions taken by learner to make learning easier and more effective.

Learning strategy is very important thing for students in learning process. It is because successful and unsuccessful learners depend on how the learners used strategies in the classroom. Learners at all levels use strategies. Some of learners use various strategy according to the task, stage of the learner, age of the learner, the context of learning, and cultural differences. The strategies are usually choosen based on learner's need and interest to enhance learning and are based on many types of learning style.

To master in learning English, the students also need some strategies in learning to get succesfully in learning goals. In learning proccess, there are many strategies that can be applied by students. One of them is indirect

[1]Rebecca L, Oxford, *language learning strategies*,(Boston : Heinle publisher), 2001, p.8

strategy for general management of learning. Indirect strategies are divided into metaconigtive, affective and social strategies. The metacognitive strategies allow learners to control their own cognition to use in learning proccess by using functions such as centering, arranging, planning and evaluating.Wherease, affective strategis is the strategies to help the students to control emotions, motivations, and attitudes. The last strategies is social strategies that is strategies to help the students learn through interaction with others.[2]

In this research, the researcher focus on the social strategies. Social strategies are the strategies represent the actions that learners choose to take in order to interact or communicate with others learner, the teacher, or with native speakers.[3] Social strategies can give positive environment in the claassroom. For example, the students have to have good interaction to the teachers, and their friends, because it makes them comfortable and make the learning process become effective.

Oxford states that, there are three basic specific social strategies in learning, they are asking question, cooperating with others, and empatizing with others.[4]The first is asking question strategies. Asking question strategies is strategy that can be applied by students by using asking for clarification and asking the correction. In the classroom,asking question

[2]Rebecca L, Oxford, *language learning strategies*, Boston : (Heinle publisher), 2001, p 135

[3]Lynne T. Diaz – Rico, *Teaching English Learners Strategies and Methods*,(United States of America : California State University) p.126

[4]Rebecca L, Oxford, *Language Learning Strategies*, Boston : (Heinle publisher), 2001,p 145

gives benefit to thelearner to help them to understand what they have learn before. In asking questions, there are asking question for clarification and asking for correction. Asking question for clarification it means when the learners did not understand about something**.** While,asking for verification is when the learners wants to check whether something is correct or not.

The second is cooperating with other. It consists of cooperating with peers and cooperating with proficient users of new language. Two of strategies are involve interacting with one or more students to improve language skills. Cooperating with peers is strategy that involve some of partner or a pair of small group. This strategy frequently involves impulses toward competition and rival.While, cooperating with proficient users of the new language is working with native speaker or other proficient users of the new language, usually outside of the classroom. This strategy involve attention to the conversational roles each person takes.

The third is empathy with others. Empathy can be developed more easily when language learners use these two strategies. These strategies are developing cultural understanding and becoming aware of others' thoughts and feelings. One, developing cultural understanding is traying to empathize with another person through learning about the culture, and traying to understand the others person's relation to that culture. The other is becoming aware of others' thoughts and feelings. It means the students observing the behaviours of others as a possible exspression of their

thoughts and feelings and when appropriate, asking about thoughts and feelings of others.

Based on the researcher's preliminary research in MTsM Sungai Batang on 2nd and 3rd March 2017. On 2nd March, the researcher interview the students about what their problem in learning English, the students said that English was the most difficult subject among the other. The students also said it was very difficult because English is not their mother tongue.

The researcher also observed in the class, many of students still keep silent eventhough they do not understand about the material that teacher taught. For example, when the teacher teach about recount text, the teacher had to teach all about recount text and all of the components. When the teacher ask to the students" do you understand ?" some of students answer "yes mrs" but when the teachers check students' comprehension by asking back, some of them can not answer the teacher' questions. For example, "what is the generic structure of recount text ?". In this case, some of students still silent and can not answer the question. It means that, some of students still did not understand and they did not want to ask the material that they do not understand.

In the classroom on 3rd March, the researcher also saw some of students are busy with themselves, or not active with the others eventhough the teacher had classified them into the group for working together. For example, the teacher classified the students into 4 groups and each group consist 5 students. The teacher asked the students to make conversation in

group, but only two or three students did it. At the end of the class, the teacher asked who did not participated in group. The students who did not participated said that they did not understand to make conversation and let their friends to do it. It means some of students do not cooperating with others and let their friends to make it.

The researcher also did interview to the students. The researcher asking them some questions about their difficulities in learning English, especially when they do interaction with other friends. Some of students were not confidence to speak, because they are shy with the other friends. In the class, some of students mock the others students and fear being laugh by other when they start to talk in English. For example, when the students start to introduce themselves, some of their friends mock them from the back sit. Some of students feel nervous when they start to speak in the class eventhough the other students giving their attention for their friends. It means, some of students do not have empathy with others.

In the classroom the researcher saw the ability of students still varied. The researcher asked the teacher about category of students in applying strategies in the class especially in using social strategy. But, the teacher did not know and still had difficulty to identification cathegory of students because the students almost had same ability. The teacher did not know exactly the social strategy of students in the class whether good, enough, low, or very low.

Based on those phenomena above, the researcher wants to analyze students' social strategies in learning English. The researcher wants to know social strategies are used by students generally. Finally the researcher conduct the research entitled **An Analysis of Students'Social Strategies in Learning English at The Second Grade Junior High School Students of MTsM Sungai Batang Academic Year 2017/2018**

B. Identification of the Problem

Based on the background of the problem above, the researcher found some problems that can be identified as follow :

1. Some of students had assumption and believe that English is the difficult subject to master.
2. Some students still kept silent in the learning English eventhough they did not understands about the material that teacher taught.
3. Some students were busy with theirself and did not cooperate with the others eventhough the teacher had classified them into the group.
4. Some students mock their friends who will start to talk in English and some students fear being laugh by others.
5. Some of students had use about the strategies, but they were not aware of using these strategies
6. The teacher did not know and still difficult to identification cathegory of students in using social strategy.

C. Limitation of the Problem

Based on the problem above, the researcher limit the problem on an analysis of students' Social Strategy in learning English by the second grade junior high school students in MTsM Sungai Batang.

D. Formulation of the Problem

Based on the background and identification of the problem above, the researcher wants to analyze students' Social Strategies in learning English by the second grade junior high school students in MTsM Sungai Batang. The problem was formulated in questions :

1. What social strategies are used by students in learning English at the second grade junior high school students in MTsM Sungai Batang?
2. What is the category of the students in applying social strategy?

E. Purpose of the Research

There were two purposes of this research which were :

1. To find the social strategies are used by students in learning English at the second grade junior high school students in MTsM Sungai Batang?
2. To find the category of the students in applying Social Strategy.

F. Significance of the Research

This research might be an useful for information and the resource for peoples, such as :

1. Students

   The students can improving their classroom interaction in learning English by using many ways, one of them is by using social strategies.

2. Teacher

   It can be useful information about the social strategies that students use to improve students' skill in learning English

3. Other Researcher

   It can be the basic concepts for the same research.

G. Defenition of the Key Terms

To avoid misperception among the reader, the researcher will explain the key terms as the following :

1. Social strategies are the strategies represent the actions that learners choose to take in order to interact or communicate with others learner, the teacher, or with native speakers. In other words, social strategies is the strategies that can be applied by students to interaction with student to student, student to some students, students to teachers and students to the other language.
2. Learning strategy arespecific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed , more effective and more transferable to the new situations.[5]

[5]Oxford, Rebbeca L. *Language learning strategies : what every teacher should*know.....p.8

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Strategies in Learning English

a. Defenition of Strategies in Learning English

English language learning strategies have a potential to be a powerful learning tool. Oxford said learning strategies are steps taken by students to enhance their own learning.are especially important for language learning because they are tools for active, self directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self confidence.[6] In line with her, Chamot defines learning strategies as " learning strategies as the special ways of processing information that enhance comprehension, learning, or retention of the information. Elizabet stated in Motivation and Learning Strategies in a Foreign Language Setting "assumptions found throughout the literature that the difference between successful and unsuccessful language learners is either a factor of the quantity, quality or combination of strategies that learners of each group use".[7] So that, English Language learning strategy is a learning process which are conciously selected by the learner and which may result in action

[6]Rebecca L. Oxford, *Language Learning Strategies*, (Boston : Heinle Publisher, 2001), p.1

[7]Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition*, (Cambridge *:* Georgetown University 1990) p. 1

taken to enhance the learning of English, the storage retention, recall, and retrieval.

b. The Main Features of Strategies in Learning English

Oxford list the main features of language learning strategies, which are specific action taken by the learner to make learner easier, faster, more self directed and more effective as a follows.

1. Language learning strategies serve the main goal of communicative competence. Learner have to interact with language using meaningful, contextualized language in order to develop communicative competence. Learning strategies help learners to participate actively in such authentic interaction and aid the development of the communicative competence.
2. Language learning strategies encourage the learner for greater self direction. Self direction is essential for the active development of ability in a new language.
3. Language Learning strategies assign the new roles for the teacher. Through language learning strategies, teacher can get rid of their traditional roles asthe authority figures and controller in the classroom. The new roles of teacher include identifying students' learning strategies, conducting training on learning strategies, and helping learner become more independent. These changes will strenghen teachers' roles making them more varied and more creative.

4. Language larning strategies are problem oriented. They are tools used because there is a problem to solve, a task to accomplish, or a goal to attain.
5. Language learning strategies have an action basis. They are specific actions or behaviors taken by learner to enhance their learning.
6. Language learning strategies are not restricted to cognitive functions, such as those dealing with mental proccessing and manipulation of the new language. They also include metacognitive functions, for example arranging and planning one's own learning, centering one's own learning, and evaluation.
7. Language learning strategies offer direct and indirect strategies. Some learning strategies involve the direct learning and use of the subject matter. These are known as direct strategies. The others strategies, including metacognitive, affective, and social strategies contribute indirectly to learning. These are known as indirect strategies. Direct and indirect strategies are equally two important things.
8. Language learning strategies have some degrees of observability. They are not always readily observable, for example the act of making mental associations, which is an important memory strategy that can not be observed. However, cooperating, a strategy in which the learner works with someone else that can be observed.
9. Language learning strategies have some levels of consciousness. They usually reflect the conscous efforts by learner to take a control of their

learning. However, after a certain amount of practice and use, learning strategies can become automatic. In fact, making appropriate learning strategies automatic is a desirable thing.

10. Language learning strategies can be taught and modified. This can be done through strategy training, which is an essential part of language education. Strategy training help learners to become more conscious of strategy use and more skilled at using appropriate strategies.
11. Language learning strategies are flexible ; that is, they are not always in the same sequences or certain patterns. There is a variety and individuality in the way that the language learners choose and utilize strategies.

It can be concluded that there are many main features of English language learning strategies that students can use. This strategy make the students easier in action that they take. The students can use the features of strategy as reference in learning English.

c. The Taxonomy of Strategies in Learning English

Language learning strategies have been classified by many scholars cohen, 1998: O'Malley Chamot, 1990; Oxford, 1990; Rubin, 1981) [8] However, most of these attempts to classify language learning strategies reflect more or less the same categorizations of language learning strategies without any radical changes. For the purpose of this research, Oxford's taxonomy of language learning strategies would be handle. According to

[8]Eid Alhaisoni, *Language Learning Strategy Use of Saudi EFL*, (*sudents in an Intensive english learning context*), vol.8, no.13, p11, retrieved on may,2nd 2013

jones, Oxford's framework developed a system of language learning strategies that is more comprehensive and detailed compared to other models. [9] This taxonomy is systematic in linking individual strategies as well as strategy groups with each of the four language skill listening, reading, speaking, and writing) based on oxford taxonomy , language learning strategies are, divided into two major classes : direct strategies and indirect strategies. These classes are subdivided into six groups. Memory strategies, cognitive strategies, and compensation strategies are under the direct strategies while metacognitive strategies, affective strategies and social strategies are under the indirect strategies. [10]

In short, taxonomy of english language learning strategy classified into some categories. There are direct and indirect strategies. These classes are subdivided into six groups. Memory, cognitive, compensation, metacognitive, affective and social strategies

d. Factor Affecting Foreign Language Learner

There are number of factor which affect the succes or failure of second or foreign language learner. Lightbown P.M and Spada present the factor of affecting second language acquisition including social, affective, cognitive, aptitude personal input and instructional variables.

a) The social factor include the lenght of a residence in the target group, other such factor.

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[9]Eid Alhaisoni, *language learning strategy use of saudi EFL, sudents in an Intensive English learning contex*....., p. 11

[10]Rebecca L,Oxford, *Language Learning Strategies : What Every Teacher Should Know*...p.14

b) Affective variable have something to do with motivation, cltural shock,and attitude.

c) Personality factors include tolerance for ambiguity, self esteem, and ego orientation.

d) Cognitive factor relate to cognitive style, field dependence or field independence and other such constructs.

e) Biological factors are those, which form the basis for learning.

f) Aptitude and personal factors relate to factors, which are to the internal the learner, input factor and instructional factors are inherent in the classroom context.[11]

For that the researcher concludes that there are several factors that affecting students in language learning, they are social factor, affective, cognitive,biological, aptitude, personal, input and instructional variables

2. The Nature of Social strategies

a. Defenition of Social Strategies

As English is hardly spoken outside class hours, the application of social strategy should be emphasized to help them improve their communicative skills. This indication is worrying because poor application of this strategy might fail to help the weak students improve their ability. Social strategies are often used during activities like language games and regular practice of this strategy helps students to express themselves and gain confidence. Indeed, social strategies are closely associated with second

[11]Lightbown P. M, *How Languages Are Learned*, (Oxford : Oxford University Press,1)

language proficiency.[12] It means social strategy can help the students in learning process to improve their ability and their communication skill.

Social is an aspect that has contributions in learning process especially in learning language. Social relates to interaction with others learners, teacher and the others in the learning process. According to Lynne in Teaching English Learners Strategies and Methods "Social represent the actions that learners choose to take in order to interact or communicate with others learner, the teacher, or with native speakers".[13] So, social strategy in language learning influence students how to do interaction with others when they face on learning.

Social strategies facilitate learning with others and help learners understand the culture of the language they are learning. According to Rubin in Pezhman Zare , " Social strategies are activities in which learners are exposed to the opportunities that can be a great help to practice their knowledge. Even though these strategies offer exposure to the target language, they contribute to learning indirectly since they do not lead directly to the obtaining, storing, retrieving, and using of language.[14] It means social strategies is the strategy that can help the students to practice their knowledge.

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[12] Muhammad, Norimah Yusuf, *The Use Of Indirect Strategies In Speaking: Scanning The MDAB Students* , (Melaka , Malaysia) , 2013, p 211

[13]Lynne T. Diaz – Rico, *Teaching English Learners Strategies and Methods*,(United States of America : California State University) p.126

[14] Pezhman Zare, *Language Learning Strategies Among EFL/ESL Learners*, (Iran : Marvdasht) Vol. 2 No. 5; March 2012 .p. 165

Social strategies in language learning is very important because these strategies can encourage the students to establish communication with people who speak the target language. In order to make communication in a foreign language effective, there is a need to develop the oral communication skills. The biggest contribution of the social strategies into the language learning process is the emphasis on the importance of social environment and oral communication.

Filmore in Griffiths, She reported that the good language learners spent more time than they should have during class time socialising and minding everyone else's business, they were constantly involved in the affairs of their classmates.[15] It means social strategy giving chance to the students to become good language learner because the students involved in their classmate.

Social side will determine how learners interact with the other. Learners' reaction in learning a foreign language may be different each others, it depends on how they can do interactions and utilize their social strategy on themselves. Learners who want to know how to do interaction with others will help them to develop their skill and make them easy in language learning process. Otherwise, learners who do not know how to do interaction with others they will get the difficulities and will have problems in language learning, like lazy to asking and clarification although they did

[15] Carol Griffiths, *Language Learning Strategies: Theory and Research*, New Zealand: Auckland, 2004*)*,p.12

not know. So, students personal factors within a person that contribute in some way to success of language learning.

In learning English, the relationship between teacher and students is very important. Social interactionism emphasizes the dynamic nature of the interplay between teachers, learners, tasks, learning environment, and the importance of the role of social strategies which involve interacting with other people in learning and using a second language".[16] It means that social strategies gives benefit in learning process because it will build good interaction and positive environment in the classroom between teacher and students.

Social strategies is a strategy that can be applied by students to help them develop their skill, according to Fillmore in Ignacio's research. He stated that counting on friends for help, participating in group conversations while not understanding fully what is being discussed, and cooperating with others, are examples of social strategies. [17] it means when the students did not know what they want to do, they may also asking and cooperating with the others.

Social strategy is the strategies, that can help the learner to improve their skill with asking to their friends. According to O'malley, social strategies mainly involve the learner in communicative interaction with another person, for example, when collaborating with a peers in problem –

[16]Jirapa Abhakorn, *The Implications Of Learner Strategies For Second Or Foreign Language Teaching,* ARECLS, (2008), Vol.5, 186-204.p 190

[17]Ignacio. M Palacios Martinez, *The Importance Of Language Learning Strategies In Foreign Language Teaching,* (Universidad de santiago de compostela) p.105

solving exercises.[18] In short, social strategies can help the learner to work together with their friends to solve the problems.

It can be concluded that, social strategiesare strategies which students can use when theyinteracting with other students. Students can use social strategy for practising interaction with the other. The students can ask their friend to solve the problems that they have.

b. Social Strategies as the Essential Components in Language Learning

Social strategies as the essential components in language learning. The experts told their assumption.[19] The first is Oxford defines social strategies as follows: "Language is a form of social behaviour; it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process" (1990: 145). Besides, Oxford considers that a good student uses more social strategies than a poor one. As we have observed, social strategies correspond to those social acts which the student carries out to be able to understand and study a second language in a better way. Therefore, some authors have identified the actions listed below as part of the so-called social strategies.

The second is Bialystok considered social strategies to be going to the cinema, talking to native speakers, reading books, that is, activities in which the meaning is the most important thing. Oxford, in 1990, came up with

[18]Chamot, O maley, *Learning Strategies In Second Language Acquisition, (* George town university) p. 275

[19] Aintzane Etxebarria, *Implementation of Social Strategies in Language Learning by Means of Moodle,* (Finland) 2012.p. 275

three groups of social strategies: on the one hand, the actions used for asking, among which she enumerates the following: asking for explanations and/or checking them and asking someone to correct mistakes; on the other hand, the actions aimed at cooperation, which lead us to carry out activities with a classmate or native; and, finally, those actions which enable us to use empathy, being open to culture and to the way of thinking and feeling of other people. That same year, O‟Malley and Chamot enumerated the same social strategies named by Oxford in a simpler way: asking and/or checking and cooperation.

The third is In 1989, Rubin (Cyr, 2000), and subsequently in 1997, Villanueva and Ellis, introduced one more action within social strategies: the search for situations in which a second language can be practised.

c. The Goals of Social Strategy

Social strategies strives to accomplish a number of goals. [20] The first is to encourage teachers to open their minds, and their classrooms, to highly participatory approach to instruction. As the teacher more comfortable with active learning, they will be better able to help students visualize and experience lesson through a hands on, inquiry based approach rather than through rote or simple memorization. It means goals of social strategies encourage the teacher to open their minds and make class be come comfortable.

[20] Andi Stix , *Social Studies Strategies for Active Learning,* (USA) 2007. p.5

The second is to encourage teachers to create a learning environment in which students are urged to express their understanding in variety of modes. By encouraging and stimulation students to verbalized, act, read, and write drafts and final copies. Instructors can help them bridge the gap between understanding what they have learned and applying it to their own real life setting. It means in social strategies the instructors or the teacher can help the students bridge the gap between what they have learned and applying to the real life.

The third goal is to raise students' confidence to a point where they feel more comfortable with themselves and their environment. They discover both the power and the beauty of the social studies as a mirror of human experience, reflecting human motives, conflicts, values and traditions. It means social strategy can give positive environment and make the students comfortable.

It can be concluded that, there are three goals of social strategies. The goals giving contribution to the teacher and students. Social strategies represents as the interaction each others. The students and the teacher will get good relationship if succesful in using social straegies.

d. The Characteristics of Social Strategies

Social strategies have characteristic to describe strategies social that students use in learning process.[21] The first is promote feedback and interaction to learn a second language and control the affective part. It

[21]Aintzane Etxebarria, ... p. 275

means these strategies are related to actions carried out with surrounding people like teachers, friends or classmates who are studying the same language to get the feedback each other.

The second is they are social actions for understanding, learning and keeping information. It means, the students who is learning a language can interaction with the other friends to help themself when they need to understand something. In understanding something, the students do not always ask to the teacher because the students can learning and keeping information through the other sudents.

e. The Advantages of Social Strategies

In social strategies there are some of advantages. There are six advantages of social strategies that classified by Aintzane Etxebarria.

a) Higher self-esteem

b) Aims are achieved sooner than expected.

c) Greater respect towards teacher,classmates and school.

d) The use of cognitive strategies is increased.

e) More opportunities to practise the language.

f) Greater feedback on mistake.

Another advantages of social strategy come from Beth Hurst, the advantages as following : [22]

a) Helps students learn from others

b) Makes leaarning fun

[22]Beth Hurst, Randall Wallace, and Sarah B. Nixon, 2013, *The Impact of Social Interaction on Student Learning*, (Missouri State University), p. 382

c) Gets students interested and engaged

d) Allows students a chance to talk in the classroom

e) Improve comprehension

f) Makes the classroom a learning environment

g) Helps students become comfortable and confident

h) Prepares students for the real world

i) Teachesstudents how to work together

j) Helps students develop social skills

It can be concluded that the advantages of these strategies not only focus on the socio aspect, but also on the cognitive and effective one.The students get the advantages for inside and outside of theirself.The advantages give the positive side to the students like Aims are achieved sooner than expected.

f. Types of Social Strategies

There are some sets of social strategies that can be used and applied by students in learning English. According to Oxford, there are three basic kind of social strategies. There are asking for questions, cooperating with others and emphatizing with others. [23]

The first is asking questions. Asking question is a strategy that can help learners get closer to the intended meaning and thus aids their understanding. It also helps learners encourage their conversation partners to provide larger quantities of input in the target language. Asking questions

[23]Rebecca L, Oxford, *language learning strategies*, Boston : (Heinle publisher), 2001. p .145 - 173

is a set of strategies involves asking someone, possibly a teacher or native speaker or even a more proficient fellow learner, for clarification, verification, or correction. Asking question is an action from which learners gain great benefit. Asking question used when the students do not understand in learning process. It means asking questions is a strategy that can be used by the students to know something that they did not understand to ask the problem.

The second is cooperating with others. Cooperating with others is a set of two strategies involves interacting with one or more people to improve language skill. Cooperative learning consistently shows the following significant effects : higher self esteem, increased confidence and enjoyment, greater and more rapid achievement, more respect for the teacher, decrease prejudice and increased altruism and mutual concern. Cooperation implies the absence of competition and the presence of group spirit. In coopeartion more language practice opportunities, more feedback about language errors.. It means with cooperation the students can improve their skill and increase their confidence.

The last is empathizing with others. Empathy is very important in communication. Empathy means to put oneself in someone elses situation to understand that person's point of view. In emphatizing, the students can become aware of the feelings of other's expresssed. It means emphatizing is when the students join to feel what the other friends feel.

Social strategies have three basic point, each of them divided into two categories. In asking question, it involves asking for clarification and asking for correction. And then, in cooperating with others, it divided into cooperating with peers and cooperating with proficient user of the new language. The last is emphatizing with others. Empathizing with others have developing cultural understanding and becoming aware of others' thought and feelings.

The first is asking questions. Asking questions are divided into two categories, asking for clarification and asking for corrections. Asking for clarification is asking the speaker to repeat, paraphrase, explain, slow down or give examples. Asking question involves asking if a specific utterance is correct or if a rule fits a particular case , paraphrasing or repeating to get feedback on whether something is correct. The example of the aplication of this strategy is students can ask :

Would you repeat that, please ?
Please speak more slowly ?
I'm sorry, I don't understand
Pardon me.

Asking for correction is asking to someone for correction when the students do something that they are feel wrong. It can be do in a conversation and in writing too. The example of the aplication of this strategy is students can ask the other person for correction of important problems. Asking for correction used to check right or wrong what we make or we do before. It means asking for correction can be used by students to repaire the problems that they have.

The second is cooperating with others. Cooperating with others can classified into cooperating with peers and cooperating with proficient users of the new language. Cooperating with peers is working with others language learners to improve language skill. This strategy can involve regular learning partner or a temporary pair or small group. The example of the aplication of this strategy is the students can play with games, simulation, and other active exercises challenge students to develop their ability. It means cooperating with peers when the students practice with their friends in the classroom. The students can improve their skill through games or the others activities.

Cooperating with proficient users of the new language is working with native speakers or other proficient users of the new language. Cooperating with proficient user ussualy outside of the language classrom. This strategy involves particular attention to the conversational roles each person takes. This strategy involves taking specific steps to enhance comunication with a proficient user of the new language. Cooperating with proficient users of the new language often need when language learners encounter proficient language users on the job or in the classroom. The aplication of this strategy is the students can practice with proficient users of the new language or native speaker to improve their ability. It means to improve the student's ability they can practice with the other who master in that language.

The last is empathizing with others. Empathy can be developed more easily when language learners use these two strategies. The first, developing

cultural understanding is trying to empathize with another person through learning about the culture, and trying to understand the others person's relation to that culture. Background knowledge of the new culture often helps learners understand better what is heard or read in the new language. Outside of the classroom, encourage students to find out all they can about the target culture through reading, going to lectures or watching film in the target language. Such knowledge also help learners know what is culturally appropriate to say aloud or in writing. It means before the students learn about the language, they must know the background knowlegde about the culture first. It can help the students to easy learn about the language.

Then, becoming aware of others' though and feelings is observing the behaviors of others as a possible expression of their thoughts and feelings, and when appropriate, asking about thoughts and feelings of others. Becoming aware of others though and feelings help the students understand more clearly what is communicated and suggest what to say and do.

Observing the bahavior of others during face to face communication often sharpens this awareness. Listening carefully to what is said, and what is left unsaid, enables learners to become more aware of the mind set of other people. For instance, Rosalee carefully listen to the tone and exspression of the mother in the italian " host family" so that she can be more sensitive to the mothers feelings. Ramons observes the physical signals and speech of his teacher, so he can be more aware of the teacher's

mood and thoughts. With this knowledge, rosalee and ramon both understand better what they themselves should say.

According to Brown, he classified two of types social strategies.[24] The first is cooperation. Cooperation is working with one or more peers to obtain feedback, pool information or a model of language activity. The second is question for clarification. Question for clarification is asking a teacher or other native speaker for repetition, paraphrasing, explanation, and examples.

According to Saydi in Mehmet celal, there are some strategy of the social strategies which can be used to learn a foreign language. There are following [25]

The first is reaching clarity. Reaching clarity is explanation and giving a definition of information that is not understood or not completely understood in the process of language learning. It means reaching clarity can help the students to get the explanation from information that they do not know.

The second is confirmation of knowledge. Confirmation of knowledge is correction, giving a definition with the help of different sources of situations in which the students are not sure and make mistakes. It means

[24] Brown, H. Douglas. 2000. Principles of Language Learning and Teaching . New York : Longman. p. 122

[25]Mehmet Celal, *The Importance of Strategies of Social Language Learning and Cooperative Learning in The Process of Teaching Turkish as a ForeignLanguage* (Gaziantep University : Turkey : 2016) p 983

that, confirmation of knowledge can help the students to get knowledge from the other source when they make mistakes.

The third is establishing cooperation. Establishing cooperation is making cooperation in order to bring the targeted language into the part of the students' life during the process of language learning. The cooperation is established with people who have enough knowledge and skills in the target language. It means, when the students establishing cooperation it can help them to improve their skill with the others students who have enough knowledge.

The last is cultural sensitivity. Cultural sensitivity is the attempts of the students to learn in the process of language learning the feelings and thoughts of their friends who belong to different cultures. It means the students can use cultural sensitivity to feel and thoughts the difference cultural between the other students.

On the other hand, Ommaley and chamot divided social and affective strategy.[26] The first is questioning for clarification. Questioning for clarification did occur when students asked questions of the interviewer about the task, or adressed questions to themselves as they worked through a language activity. In questioning for clarification involves asking for explanation, verification, rephrasing, or examples about the material and in asking for clarification or verification about the task involve posing questions to the self.

[26]Chamot, O maley, *Learning Strategies In Second Language Acquisition, (*Georgetown University) p. 13

The second is cooperation. Cooperation involves working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance. It means cooperation use by students to work together with the others to solve the problems and check learning task.

The third is self talk. Self talk involves reducing anxiety by using mental techniques that make one feel competent to do the learning task. It means self talk talk is try to talk by ourself to manage mental to decrease nervous. Self talk help the learners to better to do task in learning proccess.

The fourth is self reinforcement. Self reinforcement involves providing personal motivation by arranging rewards for oneself when a language learning activity has been succesfully completed. It means that self reinforment can give support to ourself. Self reinforcment as tools to motivate the students in learning procces.

It can be concluded, there are many type of social strategy that can students use in learning process. Social strategies has contribute to students to improve their skill. Social strategy makes the students easy in the classroom. One of the kinds of social strategy is asking for questions that make students active and solve the problems.

B. Review of Related Studies

In this subchapter, the researcher would like to review some previous studies that support researcher's view about the social strategies are used by students in learning proccess.There are two of the related studies in social strategy.

First, a study done by Sabiha Ozgur Tunc, 2003, entitled "Use Of Language Learning Strategies in Relation To Student Characteristic at Basket University." The study was designed to investigate the influence of gender and major on college EFL learning strategy use in Taiwan. The findings of the study were generalized as follows. The first, there was not a great difference among the frequency of each strategy that Taiwanese college EFL learners report using, all in medium-use level. Then, Statistically significant differences were found in the use of cognitive strategies, metacognitive strategies, social strategies and overall strategies with regard to gender. The last, Statistically significant differences were found in the use of six subcategories of language learning strategies and overall strategies with regard to major. In the end of this study, the pedagogical implications were provided.

Second study was held by Marites B. Querol 2010, entitled " college students' use of affective and social language learning strategies : A classroom – based research " this study is a classroom – based research that investigated the use of Affective Language Learning Strategies (ALLS) and Social Language Learning Strategies (SLLS) of 24 senior education students

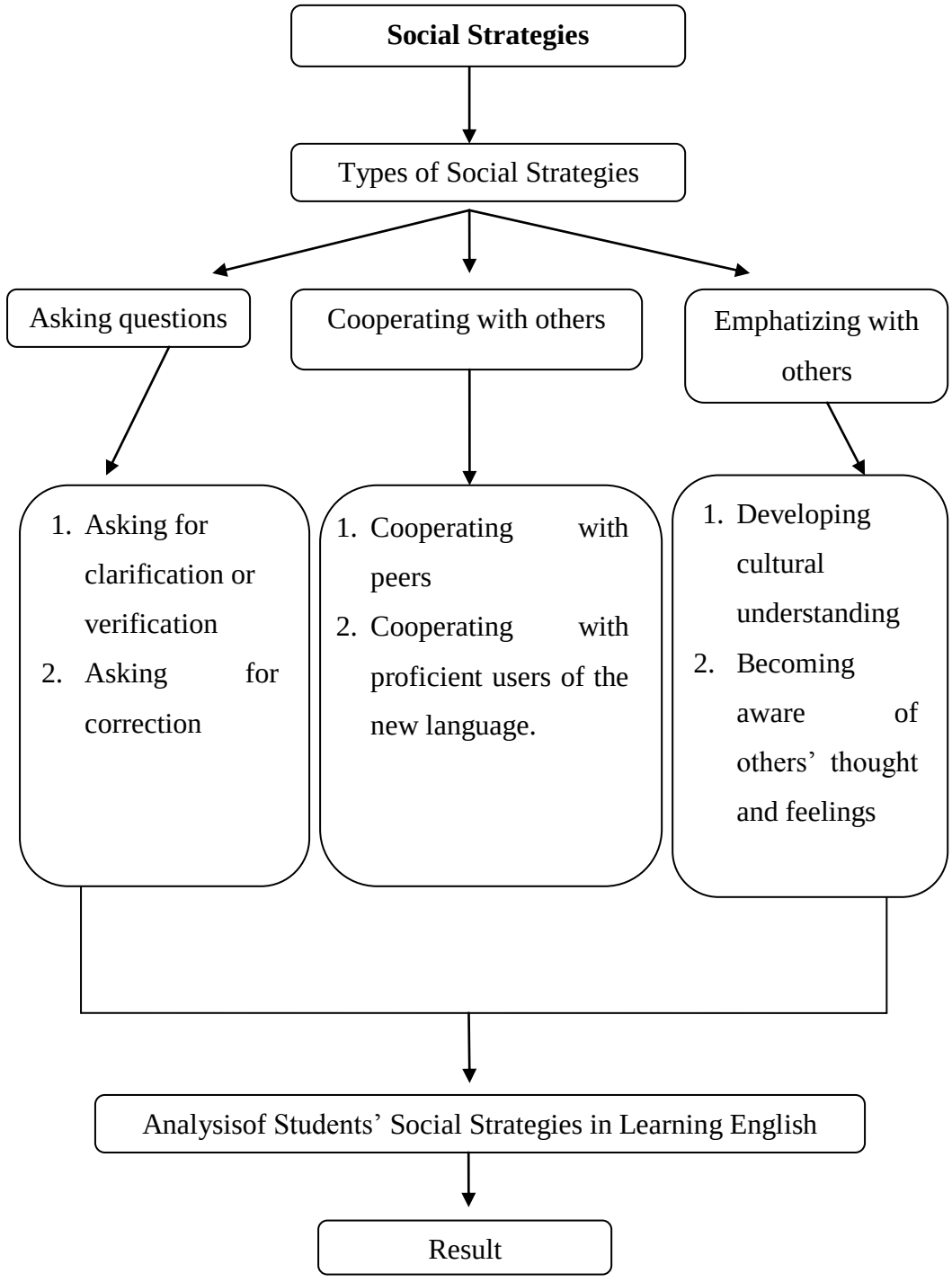
majoring in English in a private university and the possible relationship between the two taxonomies. The result showed that the students did utilize the identified ALLS and SLLS ; however, the use of these strategies was not optimized. The results also showed that positive correlation exists between the use of ALLS and SLLS.

Third study was held by Zainal who graduated from STAIN Batusangkar (2008) under the tittle "students' perception toward the advantages of learning strategy subject", he found that the student's perception toward the advantages of learning strategies subject is highly positive in studying English.

In doing the same research, the researcher will conduct a research to the second grade junior high school students in MTsM Sungai Batang. The researcher will do research about the student's social in learning English. The difference between this research and the researches done above is to know how the student's social strategy in learning English at the second grade junior high school students in MTsM Sungai Batang. The first study was conducted the quantitative research. The second study was conducted A classroom – based research. The researcher also conducted the research about descriptive quantitative on student's social strategy in learning English at the second grade junior high school students in MTsM Sungai Batang.

C. Conceptual Framework

There is a schema to explain this research in order to make clear; the research can be shown in a diagram as follows:



-

Based on conceptual framework above, it can be concluded that social strategies have many ways to improve students on their skill in learning English. In social strategies is dominant to interaction with each others. In learning English, some of students did not used the strategy. So, it makes students difficult in learning process especially when they have interaction each others. In this research, the researcher do research to know what Social Strategies are mostly used by students in learning English at the second grade junior high school students in MTsM Sungai Batang and what is the category of the students in applying social strategy in the classroom.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

In this research, the researcher would used a descriptive quantitative research. The researcher want to analyze and make description about students' social strategies in learning English. Descriptive research involved collecting data in order the test hypotheses or to answer question concerning the current status of the subject study. [27] So, the researcher would collected the data by giving some question in questionaire and then analyzing them. Therefore, according to Margono, quantitative research is the process discovering knowledge by using numeral data as the instrument to find information about what is wanted to know[28]. Moreover descriptive quantitative is a numeral related to statistic descriptive such as measuring scale, potrays, graphic and variability. The data find in numeral statistic and would be explained in descriptive.

B. Population and Sample

1. Population

The population was the whole number of the research field. Gay stated that, population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable.[29]In this

[27]L.R.Gay, *Educational Research*, New York: Macmillan publishing company,1) p.18
[28]Margono, *Metode Penelitian Pendidikan*, (Jakarta : PT. Rineka Cipta,2007) p. 103
[29]L.R.Gay, *Educational Research* , (New York : Macmillan publishing company 1990), p.102

research, the population of this research was all students at second grade junior high school of MTsM Sungai Batang academic year 2017/ 2018

Tabel 3.1 : The Total Number of Population Second Grade Students

No	Class	Student's totally
1	A	21
2	B	21
	Total	**42**

Source : Academic of MTsM Sungai Batang

2. Sample

Sample was part of the population which is representative of the population. Gay states that, sample is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected[30]. So it could be concluded that sample is the part of the population which is going to be researched by researcher in finding certain data.

The sample of this research was selected by total sampling. The reason of taking total sampling was based on what stated by Arikunto, the researcher uses total sampling if the amount of population less that hundred, so it is better to take the entire sample. The opposite, if the research more than 100 respondents, took 10% to 25%.[31] The population in this research was less than 100 students; it was only about 42 students. So, the researcher take all of the students in the population as the sample of the research.

[30]L. R. Gay, *Education Research*, ..., p. 101.

[31]Suharsini Arikunto, *Procedure Penelitian Suatu Pendenkatan Praktek* (Jakarta: Rineka Cipta, 1998), p. 120.

C. Instrumentation

The researcher will used the questionnaire as the instrument. According to Gay, "descriptive data are usually collected through a questionnaire survey, survey, or observation"[32] It means that the questionnaire could be used to collect the data on this research since the design of this research was descriptive quantitative research.

The instrumentation which was used in this research was the instrumentation which was arranged to identify the students' social strategy. For example the researcher used Rebbeca theory to arrange the questionnaire. It could be seen based on the statements and key on this questionnaire because consist of statements of social strategy theory. In addition, the instrument or the instruments guidelines were also arranged based on Rebeca theory and approve by other expert.

The questionnaire consist of 35 statements. The contents of questionnaire divided into three part, asking questions, cooperating with others and empathizing with others. The questionnaire was also written in indonesian to make sure the respondents can understand easily in fulfiling the questionnaire. The questionnaire of this research included to the closed questionnaire. The respondents did not choose right or wrong, but they only need to choose what number that was related to their strategy. The options in answering the questionnaire consisted of always, often, sometime, seldom and never.

[32] Gay,L.R, Educational Research.....p18

Validity

An instruments used in the research must be valid. It means that the instruments should measure what it should be measured. As stated by Gay, " validity is the degree to which a test measures what it is supposed to measure "[33] The instruments is called valid if the instruments covered what should be and what should ask. In this research, the researcher will ., validity before giving the instruments, in this case is questionnaire. They are connstruct and content validity. As reported by Gay, "construct validity is non observable trait, such as intelligence , which explain bahaviour "[34] The researcher assumed that the questionnaire had the valid construct because the questionnaire assumed easy to understand grammatical by the respondents. Next, it is validity of content: the researcher assumes that the questionnaire had a validity content. All of the content of questionnaire covers all of aspect of the variable which need to be identified .

D. Technique of the Data Collection

The data in this research was collected by questionaire.

Questionaire

The data of the research were collected by using questionaire. Questionaire was the technique of the data collection by giving some question with asnwering some alternates to respondent. Margono stated that, questionaire as a technique of data collection that is done by giving some

[33] Gay,L.R, Educational Research.....p128
[34] Gay,L.R, Educational Research.....p128

written question to respondent[35]. Questionaire in this research consists of 35 list question items that was related to social strategy in learning English. The questionaires was arranged by Rebbeca theory.

The type of questionaire use was close questionaire type. By using close questionaire, it was make easier the respondents to respond all the questions and statements given in the list, and the respondents only answered based on the available respond. The questionaire was writen based on the indicators that was used by students social strategies in learning English. To avoid the miss understand and to make it clear for the students, the researcher consider making questionaire in indonesian. It was excepted that the students as sample would gave spontaneous and accurate answer and also to make the researcher easy in analyzing the data. The questions are arrange in Likert Scale which is use always, often, sometimes, seldom and never.

Table 3.2 : Rating of Likert Scale

Likert Scale	Code	Score
Always	SL	5
Often	SR	4
Seldom	KD	3
Sometime	JR	2
Never	TP	1

Source : Sugiono[36]

[35] Margono, *Metode Penelitian Pendidikan*, (Jakarta : PT. Rineka Cipta,2007) p. 167

[36]Sugiyono, *Metode Penelitian Pendidikan : Pendekatan Kwantiatif, Kualitatif, dan R&D*, (Bandung : Alfabeta 2007), p. 199

The way to collected the data as follows:

1. The researcher gave the questionnaire to the students
2. The researcher gave the explanation about the rules how to answer
3. The researcher monitored and gave time to students to answer it
4. The researcher collected the questionaire about 30 minutes gone

After getting the data, the researcher analyze the students' answer by using likert scale, there were five options in answering the questionaire. Those are always, often, soetime, seldom, never. The point of always is value as 5, meanwhile, the point of of often is value as 4, 3 point for sometimes, 2 point for seldom and 1 point for never.

E. Techniqueof Data Analysis

The questions what the social strategy used by students, could be answered by following this steps. The researcher started with collected the data. After the data was collected, the researcher conduct following procedures to analyzing them :

1. Counted the students answer in questionaire and then put into the table
2. Analyzed the student's questionaire base in kind of social strategies in learning English to obtain information about the use of strategy.
3. Calculated the frequencies into a table and put it into percentages, calculate means of the score obtain.

To find out the percentage of item or frequencies, the researcher used formula as below: [37]

$$P = \frac{f}{n} \times 100\%$$

p = the percentage of the result

f = the frequency of the answer on each question

n = the amount of the sample

4. Calculated the frequencies that answer by the students to find the total score of each students in the use social strategies.

   The percentages of total score could be got by using formula: [38]

$$N = \frac{Sp}{Si} \times 100\ \%$$

   N = The final score

   SP = Total score of student' answer in questionnaire

   Si = Ideal score of questionnaire, the ideal score of questionnaire is 210 because the ideal score is total items (42) (x) highest score (5)

5. Determined the mean of the result from percentage each item to know what strategies were used by students. To found mean of item and

[37] Suharsimi Arikunto, *Prosedure Penelitian, Suatu Pendekatan Praktek* , (Jakarta : Rineka Cipta), p.266

[38] Sugiyono, *Metode Penelitian Pendidikan : Pendekatan Kwantiatif, Kualitatif, dan R&D*, (Bandung : Alfabeta 2007),p. 137

percentage, the researcher used the formula that states by gay as followed : [39]

$$x = \frac{\sum x}{n}$$

x = mean score

$\sum x$ = the sum of the score

n = total of subject

After got the percentage of the social strategy used by students, next the researcher use the total score and then categorize the students using the table category of the students to answer research question what the category of student in applying social strategy. To categorized the level of the usage of social strategy among the students, researcher used the table of category : [40]

Table 3.3 : The Table Cathegory of Students in Social Strategies

The range of category	Interpretation
76 % - 100 %	Good
56 % -75 %	Enough
40 % - 55 %	Low
< 40%	Very Low

Source: Suharsimi Arikunto, prosedure penelitian, suatu pendekatan praktek

Then, the researcher would analyzed the data study all available data of source, which was questionaire. The data would analyze by used the form

[39] L.R.Gay, *Educational Research,* (New York: Mncmillan Publishing Company 1990) , p 361

[40] Suharsimi Arikunto, *Prosedure Penelitian, Suatu Pendekatan Praktek* , (Jakarta : Rineka Cipta), p.246

above in order to got the result, and then start to analyze deeply by converting it into words as the descriptive quantitative research.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

In this chapter described the finding and discussion of the two research questions. First was about the social strategy used by students, and the category of the students in applying Social Strategy. Finding of this research served as numerical data and the way they were analyzed.

1. Description of the Data

The data in this research were collected from the second grade Junior High School Students of MTsM Sungai Batang Academic Year 2017/2018. The researcher collected the data from 8 until 9 December 2017. 42 sample from total population was taken to be further analyzed. The final result of the data served as numerical data because the kind of research was descriptive quantitative.

Tabel 4.1 The List of Students who had Answer the Questionaire

No	Nama	Frequency				
		Always	Often	Sometime	Seldom	Never
1	AH	10	10	9	3	3
2	AA	9	12	8	4	2
3	AR	10	10	9	3	3
4	D	10	13	8	4	0
5	EF	10	8	8	6	3
6	F	10	10	6	5	4
7	FA	10	8	8	6	3
8	GA	10	9	6	5	5
9	IP	9	9	7	5	5
10	KH	6	7	12	6	4

11	**LN**	10	8	8	6	3
12	**M I.**	10	7	8	5	5
13	**NF**	12	11	6	5	1
14	**PR**	10	13	6	6	0
15	**RH**	9	14	4	4	4
16	**RK**	8	13	6	6	2
17	**S**	10	13	8	2	2
18	**SW**	11	8	6	6	4
19	**SA**	8	14	5	4	4
20	**TH**	7	15	3	5	5
21	**YF**	8	10	6	6	5
22	**AN**	6	11	6	8	4
23	**BR**	12	9	4	6	4
24	**GM**	11	14	6	2	2
25	**IF**	9	8	8	5	5
26	**JM**	7	11	8	4	5
27	**MA**	10	12	4	4	5
28	**MJ**	11	11	5	4	4
29	**MA**	10	12	5	4	4
30	**MR**	10	8	6	6	5
31	**MM**	12	14	5	4	0
32	**NP**	9	9	4	8	5
33	**NS**	11	13	4	5	2
34	**PJ**	11	9	7	5	3
35	**RY**	10	8	8	5	4
36	**RF**	8	7	8	6	6
37	**R**	11	9	8	3	4
38	**SB**	9	10	8	6	2
39	**SR**	8	9	6	6	6
40	**VG**	8	10	8	6	3
41	**YD**	8	13	8	3	3
42	**ZA**	8	8	8	6	5

The table above explained the frequencies of students answer in questionaire. There are five frequencies based on rating scale those are

always, often, sometime, seldom and never. The students of second grade junior high school MTsM Sungai Batang had chosen the answer from questionaire that researcher gave. Base on the data above, Ahmad Hidayat was the student from the class A who answer 10 for always, 10 for often , 9 for sometime, 3 for seldom, and 3 for never. Next, Alfan Alvaresi choose 9 for always, 12 for often, 8 for sometime, 4 for seldom and 3 for never, and following by the others students.

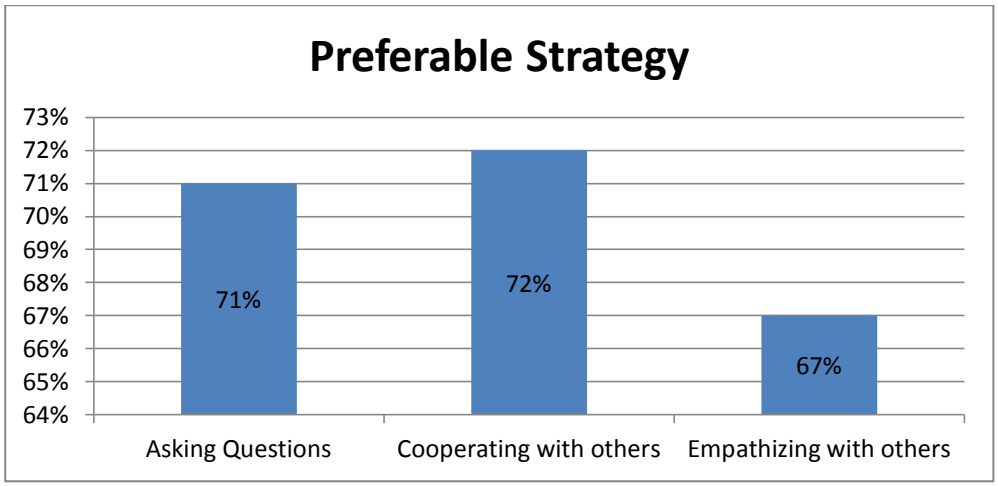
The items that would become the data were thirty five items. These items were divided into three main group which represent three main Social strategies. The first strategy was asking questions which consist of 13 items which were asking the teacher to repeat (1 item), to slow down (1 item), to explain back to get feedback whether something is correct or not (1 item), to give the another example (1 item), asking the teacher for clarification or verification something correct or not (1 item), asking someone who is more proficient in the target language (1 item), asking questions helps learners to get closer to the intended meaning (1 item), asking questions encourage learners' conversation partners (1 item), learners gain great benefit from asking questions (1 item), asking the teacher to correct my conversation (1 item), asking the teacher to correct my exercises (writing) (1 item), asking someone more proficient in the target language to correct my exercises (writing) (1 item), asking someone more proficient in the target language to correct my conversation (1 item).

Second strategy was cooperating with others which consist of 14 items which were cooperating with partner, cooperating with peers in games, cooperating with peers frequently to involve controlling impulses toward competitivenes and rivalry, making a small group to give more language practice opportunities, making a small group to get a feedback about language errors, making a small group to increase altruism, making a small group to increase mutual concern, cooperation implies the absence of competition and the presence of group spirit, cooperating with native speaker outside the classroom, cooperating with teacher to practice the language, cooperating with someone who is more proficient in the target language to increase confidence, taking specific steps to enhance communication with a proficient user of the new language, cooperating with a proficient user of the new language to help doing exercises

The last strategy was empathizing with others consist 8 items : encouraging watching film of the target language to help learners undderstand better what is heard or reading in the new language, observing the behaviours of others as a possible expression of their thoughts and feelings, become aware of flunctuations in the thoughts and feelings of particular people who use the new language, asking about thoughts and feelings of others, help the others students understand more clearly what is communicated, help the others students to suggest what to say and do, observing the bahavior of others during face to face communication, enables learners to become more aware of the mind set of other people.

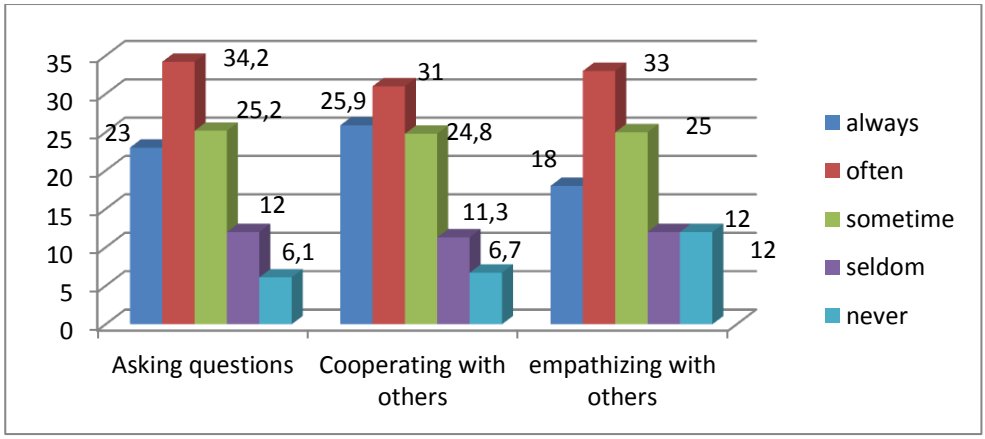
The items of the question answered by the student then calculated into table and chart, to know the description and percentage of the social strategies which were used by the student. More detailed description of the social strategies used by the student could be seen below :

Figure 4.1 : The General Percentage of Student's Answer In Using Social Strategy



The chart above explained the total percentage of the strategies used by students in learning English. The highest strategy that was choosen was cooperating with others (72 %), the second was asking questions (71%), and the lowest choosen strategy was empathizing with others (67 %). The percentage was gotten by finding the average of each strategy choosen by the students. The total percentage above would be revealed further in the analysis of the data. For more detail description in each frequency, the chart above divide frequencies into always, often, sometime, seldom, and never

Figure 4.2 : Percentage of Student's Answer in Frequencies



From the chart presented above, students of the second grade in learning English mostly used social strategies. It can be seen from the percentage of seldom and never frequencies were less than always and often. The highest percentage of strategies that always applied by the students were cooperating with others strategies (25,9%). Continued by asking question strategies (23%). The last is empathizing with others strategies (18%).

2. Analysis of the Data

The items answered by the student from the questioner were further analyzed to find the percentage and mean of the data. Data was analyzed by using formula and then served into table and chart. The items from the questionnaire were 35 items which consist of 3 main strategies which were asking questions (13 items), cooperating with others (14 items), and empathizing with others (8 items). Each of the item had five options of frequencies : always, often, sometime, seldom and never. The highest point of frequency was always (5 point) and the lowest frequency was never (1 point).

To answer the research question : what is the percentage of the social strategies used by student in learning English and what is the category of the students in applying social strategy, the researcher analyzed the data through finding percentage and mean of the data. The more detail analysis would be described below :

a. The used Social Strategies by students in learning English .

The researcher would answer the social strategies used by student in learning English by looking the frequency of student's answer. The researcher counted the result from the questionnaire in order to know are frequencies that had been answered by the student in each option (always, often, sometime, seldom and never). Then the frequencies of student answer would be described to the percentage of each item. The frequency of the used of each strategy in learning English could be described as follow :

1) Asking questions

Asking questions strategy included asking the speaker to repeat, slow down, explain back to get feedback, give the another example, asking for clarification or verification something correct or not, asking someone who is more proficient although they are students at the same proficiency level for clarification or verification something correct or not, get closer to the intended meaning, asking questions encourage learners' conversation partners to provide larger quantities of input in the target language, learners gain great benefit from asking questions, asking the

teacher to correct my conversation, asking the teacher to correct my exercises (writing), asking someone more proficient although students at the same proficiency level to correct my exercises (writing), asking someone more proficient in the target language, although students at the same proficiency level to correct my conversation. So, the total item for asking questions strategies would be 13 items. The frequencies and total percentage of items was described as below :

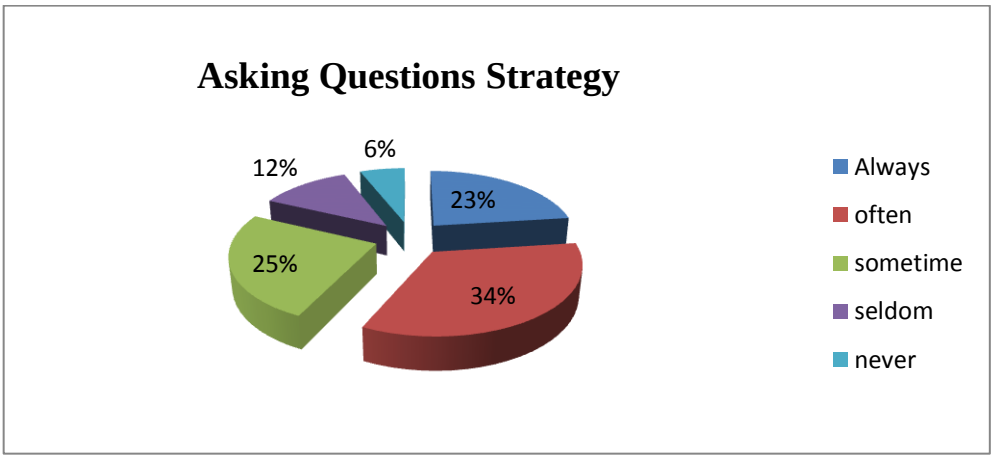
Table 4.2 : The Frequencies and Total Percentage of Asking Questions Strategies

NO	Always		Often		Sometime		Seldom		Never		Total score	Percentage Final score
	5		4		3		2		1			
	N	%	N	%	N	%	N	%	N	%		
1	8	19	26	61,9	5	11,9	3	7,1	0	0	165	79%
2	12	28,5	14	33,3	8	19	4	9,5	4	9,5	152	72%
3	7	16,6	21	50	10	23,8	3	7,1	1	2,3	156	74%
4	6	14,2	10	23,8	15	35,7	6	14	5	12	132	63%
5	10	23,8	10	23,8	10	23,8	7	17	5	12	139	66%
6	6	14,2	15	35,7	10	23,8	8	19	3	7,1	139	66%
7	9	21,4	18	42,8	10	23,8	4	9,5	1	2,3	156	74%
8	12	28,5	11	26,1	11	26,1	7	17	1	2,3	152	72%
9	10	23,8	14	33,3	11	26,1	4	9,5	3	7,1	150	71%
10	6	14,2	14	33,3	15	35,7	4	9,5	3	7,1	142	68%
11	12	28,5	10	23,8	11	26,1	5	12	4	9,5	147	70%
12	17	40,4	10	23,8	10	23,8	4	9,5	1	2,3	164	78%
13	9	21,4	14	33,3	12	28,5	4	9,5	3	7,1	148	70%
Mean	**10**	**23**	**14**	**34**	**11**	**25**	**5**	**12**	**3**	**6**	**149**	**71%**

From the table frequencies and total score of asking questions strategies above, it could be seen the each frequency from overall 13 items. N of the table was the student who answer the item, and percentage symbol was the degree of

the percentage of the answer. The highest frequency from the strategies was often with 34 %. From the table above, it could be seen total percentage (71%) is the mean of each percentage of the item. Each final score percentage was gotten from total score divided by ideal score and timed with 100%. The detail description in frequencies of the asking questions showed on the table above. For general percentage of asking questions strategies was described below :

Figure 4.3 : The Percentage of Asking Questions Strategy



According to the figure above, it can be seen that asking questions was used by students. From 42 students, there were most student choose often to the strategy (34%), some students answered sometime (25 %), some students answered seldom (12 %), some answered always (23%) and the lowest frequency was never (6%).

2) Cooperating with Others Strategies

This strategies involves interacting with one or more people to improve language skills. The application of this strategies were to involves a concerted effort to work together with other learners on an activity with a common goal or reward.

The strategies were cooperating with partner, cooperating with peers in games, cooperating with peers frequently to involve controlling impulses toward competitivenes and rivalry, making a small group to give more language practice opportunities, making a small group to get a feedback about language errors, making a small group to increase altruism, making a small group to increase mutual concern, cooperation implies the absence of competition and the presence of group spirit.

Then, cooperating with native speaker outside the classroom, cooperating with teacher to practice the language, cooperating with someone who is more proficient in the target language to increase confidence, taking specific steps to enhance communication with a proficient user of the new language, cooperating with a proficient user of the new language to help doing exercises. The total perentage for this strategy could be seen in the table below :

Table 4.3 : The Frequencies and Total Percentage of Cooperating with Others Strategies

No item	Always		Often		Sometime		Seldom		Never		Total Score	Percentage Final Score
	5		4		3		2		1			
	N	%	N	%	N	%	N	%	N	%		
14	13	30,9	10	23,8	9	21,4	6	14,2	4	9,5	148	70%
15	10	23,8	18	42,8	10	23,8	2	4,7	2	4,8	158	75%
16	12	28,5	10	23,8	10	23,8	6	14,2	2	4,8	144	69%
17	10	23,8	13	30,9	12	28,5	4	9,5	3	7,1	149	71%
18	12	28,5	11	26,1	13	30,9	4	9,5	2	4,8	153	73%
19	14	33,3	10	23,8	10	23,8	5	11,9	3	7,1	153	73%
20	8	19	13	30,9	10	23,8	6	14,2	5	12	139	66%
21	5	11,9	23	54,7	10	23,8	4	9,5	0	0	153	73%
22	7	16,6	22	52,3	10	23,8	3	7,14	0	0	159	76%
23	17	40,4	6	14,2	10	23,8	7	16,6	2	4,8	155	74%
24	17	40,4	5	11,9	10	23,8	5	11,9	5	12	150	71%

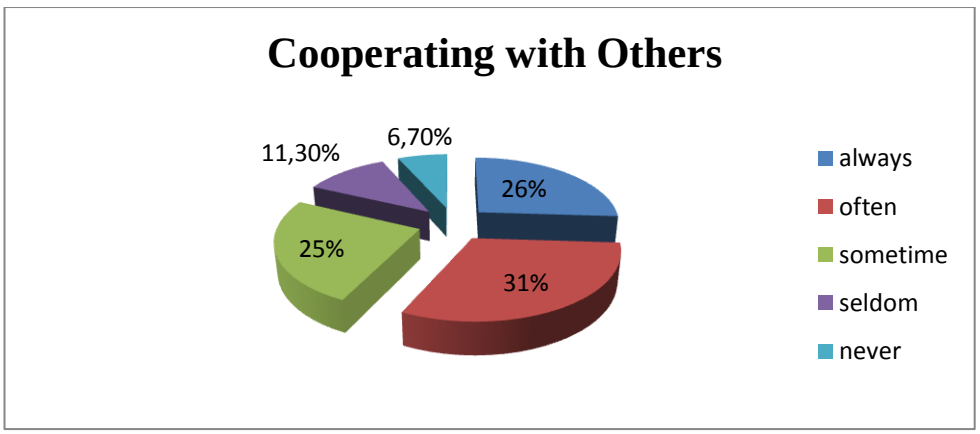
25	12	28,5	16	38	6	14,2	5	11,9	3	7,1	187	89%
26	8	19	13	30,9	11	26,1	6	14,2	4	9,5	141	67%
27	8	19	10	23,8	15	35,7	4	9,5	5	12	138	66%
Mean	**11**	**26**	**13**	**31**	**11**	**25**	**5**	**11**	**3**	**7**	**152**	**72%**

The table above served the percentage of each item and final percentage of each frequency. It can be seen that social strategies was used by the students, students often used this strategies with 31% for the highest score. The result from the table above showed that from 42 respondents, there were respondents answer always (26%), some respondents answer sometime (25%**),** seldom (11%) and never (7%). It means the students often use these strategies in learning English.

The total score from the cooperating with other strategy was 72%. It was gotten from the mean of each item's percentages. The detailed data of each frequency (always, often, sometime, seldom, and never) explained by the table above.

For general percentage of cooperating with others strategies was described below :

Figure 4.4 : The Percentage of Cooperating with Others Strategies



From the chart above the highest frequency of cooperating with others strategies choosen by the student was often (31%) and continued by sometime (25%), always (26%), seldom (11,3%) and the last never (6,7%).

3) Empathizing with Others Strategy

Empathy means to put one self in someone else situation to understand that person's point of view. This strategy consist of 8 items which encouraging watching film of the target language help learners understand better that what is heard or read in the new language, observing the behaviours of others as a possible expression of their thoughts and feelings, become aware of flunctuations in the thoughts and feelings of particular people who use the new language, asking about thoughts and feelings of others, help the others students understand more clearly what is communicated, help the others students to suggest what to say and do, observing the bahavior of others during face to face communication, and enables learners to become more aware of the mind set of other people.

. The description of this strategy choosen by student served on the table below :

Table 4.4 : The Frequencies and Total Percentage of Empathizing with Others Strategies

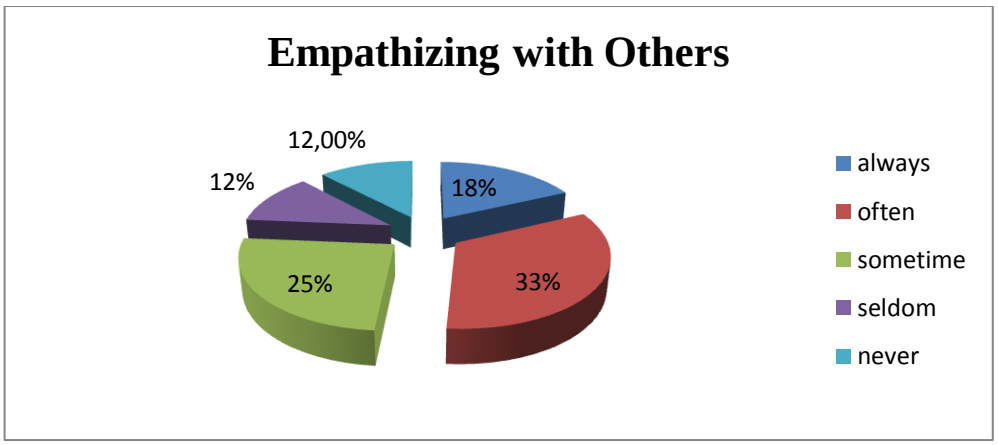
No	Always		Often		Sometime		Seldom		Never		Total score	Percentage Final score
	5		4		3		2		1			
	N	%	N	%	N	%	N	%	N	%		
28	4	9,5	17	40,4	10	23,8	7	16,6	4	9, 5	136	64%
29	8	19	12	28, 5	10	23,8	1	2,3	11	26	131	62%
30	9	21,4	14	33,3	11	26,1	5	11,9	3	7,1	147	70%
31	11	26,1	10	23,8	10	23,8	8	19	3	7,1	144	68%
32	9	21,4	16	38	11	26,1	2	4,7	4	9, 5	150	65%
33	3	7,14	22	52,3	9	21,4	5	11,9	3	7,1	143	68%

34	7	6,6	18	2,8	10	23,8	4	9, 5	3	7,1	148	70%
35	14	33,3	13	30, 9	6	14,2	7	16,6	2	4,7	156	74%
Mean	**8**	**18**	**15**	**33**	**10**	**25**	**5**	**12**	**6**	**12**	**144**	**67%**

The table reveal everything about empathizing with others strategy that was used by the student. From the table, student used few this strategy. Only 18 % of student that averagely always used this strategy. This strategy was the lowest preference for students in use of strategies From others strategy, empathizing with others strategy got the total score with 67 %. For further explanation related to the description in each frequency will be explained on the table above.

The simple description of percentage could be seen from the chart below :

Figure 4. 5 : The Percentage of Empathizing with Others Strategies



The percentage of often was the highest frequency (33%) and followed by sometime (25%). Some student choose seldom (12%) and always (18%), the last frequency was never only (12%).

In conclusion, most of the students use social strategy. The students got different percentage each of the strategy. The result show that cooperating with others was the highest strategy, it means many of students use that strategy in learning English.

b. The Category of Students in Applying Social Strategy

There were several steps to found the level of students who were the user of the social strategy. The first step was determined the percentage of each student into table

Table 4. 5 : Student's Score of the Use of Strategy

No	Name	Always	Often	Sometime	Seldom	Never	Total score	Final score
		5	4	3	2	1		
1	AN	10	10	9	3	3	126	60
2	BR	9	12	8	4	2	128	61
3	GM	10	10	9	3	3	126	60
4	IF	10	13	8	4	0	134	64
5	JM	10	8	8	6	3	121	58
6	MA	10	10	6	5	4	121	58
7	MJ	10	8	8	6	3	121	58
8	MA	10	9	6	5	5	119	57
9	MR	9	9	7	5	5	117	56
10	MM	6	7	12	6	4	110	52
11	NP	10	8	8	6	3	121	58
12	NS	10	7	8	5	5	117	56
13	PJ	12	11	6	5	1	133	63
14	RY	10	13	6	6	0	132	63
15	RF	9	14	4	4	4	125	60
16	R	8	13	6	6	2	124	59
17	SB	10	13	8	2	2	132	63
18	SR	11	8	6	6	4	121	58
19	VG	8	14	5	4	4	123	59
20	YD	7	15	3	5	5	119	57
21	ZA	8	10	6	6	5	122	58
22	AH	6	11	6	8	4	112	53
23	AA	12	9	4	6	4	124	59

24	AR	11	14	6	2	2	135	64
25	D	9	8	8	5	5	116	55
26	EF	7	11	8	4	5	116	55
27	F	10	12	4	4	5	123	59
28	FA	11	11	5	4	4	126	60
29	GA	10	12	5	4	4	125	60
30	IP	10	8	6	6	5	117	56
31	KH	12	14	5	4	0	139	66
32	LN	9	9	4	8	5	114	54
33	MI	11	13	4	5	2	131	62
34	NF	11	9	7	5	3	125	60
35	PR	10	8	8	5	4	120	57
36	RH	8	7	8	6	6	110	52
37	RK	11	9	8	3	4	125	60
38	S	9	10	8	6	2	123	59
39	SW	8	9	6	6	6	112	53
40	SA	8	10	8	6	3	119	57
41	TH	8	13	8	3	3	125	60
42	YF	8	8	8	6	5	113	54

After the list of student's score above gotten, then researcher could categorized students into the level of categories. The category range from good, enough, low, and very low. Each of the category had different level of percentage

Table 4.6 : The Table Category of Students in Social Strategies

The Range of Category	Interpretation
76 % - 100 %	Good
56 % -75 %	Enough
40 % - 55 %	Low
< 40%	Very Low

The first category was the highest category which could be interpreted as good. There was no student who could be categorized as good user of strategy after calculates the data.

Next category was enough category which range from 56% - 75% . From all of the sample, 34 students were in the category of enough.

Table 4.7 : Students with Enough Category

No	Nama	Score	Category
1	AN	60	Enough
2	BR	61	Enough
3	GM	60	Enough
4	IF	64	Enough
5	JM	58	Enough
6	MA	58	Enough
7	MJ	58	Enough
8	MA	57	Enough
9	NP	58	Enough
10	NS	56	Enough
11	PJ	63	Enough
12	RY	63	Enough
13	RF	60	Enough
14	R	59	Enough
15	SB	63	Enough
16	SR	58	Enough
17	VG	59	Enough
18	YD	57	Enough
19	ZA	58	Enough
20	AA	59	Enough
21	AR	64	Enough
22	F	59	Enough
23	FA	60	Enough
24	GA	60	Enough
25	IP	56	Enough
26	KH	66	Enough
27	MI	62	Enough
28	NF	60	Enough
29	PR	57	Enough
30	RK	60	Enough
31	GH	59	Enough
32	S	59	Enough
33	SA	57	Enough
34	TH	60	Enough

Then, the low category was the score range from 40 % - 55 %. From all of the sample, only 8 students were the low user of social strategy.

Table 4.8 : Students with Low Category

No	Nama	Score	Category
1	MM	52	Low
2	AH	53	Low
3	D	55	Low
4	EF	55	Low
5	LN	54	Low
6	RH	52	Low
7	SW	53	Low
8	YF	54	Low

Finally, researcher could took a conclusion of the level or category that differentiated students into four main category : good, enough, low, and very low. From the score which student had in answering questionnaire and the table of category served above, one students were good in applying strategy, then fourty students were enough in using strategy, 8 students were low user of social strategy, and there was no student in category of very low in using strategy

B. DISCUSSION

An appropriate Social strategy are very important in learning process. Social strategies involve a communication and a communication occurs between among people. Social strategy will make good language learners because good language learners spent more time than they should have during

class time socialising and minding everyone else.[41] Students will get many advantages from social strategies, such as more help students learn from others, allows students a chance to talk in the classroom, greater respect towards teacher, classmate and the last prepare students for the real world. So, social strategies is very important.

Based on the description and the analysis of the data above, the researcher found that the students of the second grade semester of MTsM Sungai Batang used social strategies eventhought they got differentiate result in using strategy. The first research question is what social strategies are used by students in learning English.The researcher could disscuss on the explanation below. The social strategies that used by student can be divided into three main cathegories [42]:

1. Asking Questions Strategies

Asking questions was the second highest percentage of strategy. This strategy consists of 13 strategies. Overall percentage for this kind of strategy is 71%. in asking questions strategy, it is help the students focus on asking. The students can ask all about the material with many ways. The students can ask the teacher and their friends as long as it can improve and help to repaire their skill. Based on the result, the students choose this strategy after cooperating with others.

[41] Carol Griffiths, *Language Learning Strategies: Theory And Research*, New Zealand : Auckland,2004),p.12

[42] Rebecca L. Oxford, *Language Learning Strategies*, (Boston : Heinle Publisher, 2001), p.164

Asking questions strategy help them easy in learning process. Norimah Muhammad said in " The use of indirect strategies in speaking" learners should make full use of this strategy during classroom interaction regardless of their proficiency level because language learning is the outcome of opportunities for meaningful interaction with others through asking questions for clarification. It is a fact that asking for clarification particularly during classroom enables learners to indirectly create rapport between the lecturer and other students.[43] It means asking questions help the students create the positive environment between them and the teacher and it can help them to improve the skill and enjoy in the class.

2. Cooperating with Other Strategy

The students used cooperating strategies (25,9%) that was represented by selecting the topic most frequently among the other strategies. As far as the individual strategy was concerned, the cooperative with other strategies were used with the highest frequencies. It reveal that EFL learners did the frequently employ various strategies to overcome problems or difficulties encountered in the learning process. The result is consistent with Mehmet Celal's finding (2016). In Mehet Celal's finding "The effective methods will be those which are arranged according to the strategies of social learning and the

[43] Muhammad, Norimah Yusuf, *The Use Of Indirect Strategies In Speaking: Scanning The MDAB Students*, Universiti Teknologi MARA, Melaka, Malaysia, 2013, p 211

principles of cooperative learning.[44] In short, social strategies could be use by the students as the effective strategies.

In other theory, Melvin L. Silberman said in "Active Learning " He writes as follows: where a joint action is required, and where reciprocity is necessary for the group to achieve a goal, there is a process that brings the individual into learning, guiding him to gain the necessary abilities in group formation.[45] In conclusion, Student prefer this strategy because in using this strategy the students more comfortable and most of this strategy can involve them in group to working together and sharing. In using this strategy make the students easier and fun in learning proccess and help them to improve their skill.

3. Empathizing with Others Strategy

The general preference for this strategy was 67%. The detailed percentage of always frequency is 18%, and sometime frequency is 25%, the highest frequency is often with 33%, seldom 12% and the last frequency is never with 12%. This strategy is the lowest strategy that is choosen by the student. Thus, Empathizing with others is the lowest strategy that students choose among three strategies. Empathizing with others is strategy that students use to share their empathy from theirself to other. In this case students seldom use this strategy because its so difficult to understand the other.

[44]Mehmet Celal, *The Importance of Strategies of Social Language Learning and Cooperative Learning* (Gaziantep University : Turkey : 2016) p 985

[45] Silberman L. Melvin, *Active Learning*, Boston, 1996, p. 30

From the explanation above, the result would show from social strategies, social strategies had three major strategies such as asking questions, cooperating with others, and empathizing with others. Social strategies gave different percentage each other. The result from asking questions is 71 percent, and then follow by cooperating with others, that is 72 percent and the last strategies is empathizing with other 67 percent. From the result of the percentage, it can be seen from the result, the students mostly used cooperating strategies in learning English.

The researcher also had questions about the category of the students in applying social strategy. The description of students who apply social strategy could be categorized into the table of category. This category can be divided into four level : good, enough, low, and very low. Each of the level contain each percentage which become standard or reference in grouping student into the category. From the result show most of students enough in using Social Strategies in learning proccess.

From student's score gotten through statistical calculation, researcher tabulate the data and then grouping it into table of category. There was no one student from 42 total sample are the good user. 34 students were in enough level of the use strategy. Only 8 students in low using strategy and no one student interpreted as very low in using social strategy.

At last, from the discussion above, the researcher concluded the first about social strategy used by students. The social strategies spread well. In general, the students had use all strategies although they did not always use

these strategies when they were in learning process. as can be seen in the result, cooperative strategies had the highest frequency and empathizing strategies got the lowest strategies. It meant the cooperative strategies was the most frequently was used in learning English. However, three of social strategies work best when used in combination.

The second, the researcher conclude that second grade students of MTsM Sungai Batang got enough category in using Social Strategies. The student's categories can give the teacher information about the students. In this case, the teacher must increase students in using social strategy, because statistical show the students in enough category, but come up low. If the teacher can guide the students to increase social strategy, it will help to improve learning proccess.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

The purpose of this research questions is to know about what social strategy used by students, and the category of student who used the strategy in learning English exactly in MTsM Sungai Batang. In this research, the researcher analyzed the questionnaire score of the use of the use of learning strategies in learning English.

Based on the result that has been discussed in previous chapter, the researcher found social strategies use in learning English by students. Based on the analysis of the questionnaire, it can be concluded for the first, students of the second grade of MTsM Sungai Batang use all of the Social Strategies with different percentage of frequency. The highest percentage of strategy is Cooperating with Others 72%. Continued by Asking Questions as the second higher percentage with 71%, and the last and lowest preferable is Empathizing with Others strategy with only 67%. So, the most social strategy used by students in learning English is cooperating with others strategy.

The second, In the class the students had varied on the category in using social strategy. From the total sample which are 42 students, no one of student in good category. There were 34 students in enough category and 8 students in low category, and for very low category no one of student in

got it. So, from the result students of MTsM Sungai Batang had enough category. From the conclusion, the teacher know the most strategy that students use in the class and then the category of students in using strategy.

B. SUGGESTIONS

Having finished conducting the research, there are some suggestion that might be useful which are proposed as follow:

1. It is expected for the second grade sudents to always struggle in improving their learning by using many ways, one of them is by using social strategies in the proper condition and situation.
2. It is suggested to the teacher to remind the students to use appropriate social strategies in learning and these strategies are not only thought but also trained in order to they can be more aware in using strategies in learning English.
3. The researcher suggest to the next researchers to do research in other setting to have variation research as the research assumes that this research is conducted in different place, it will give different result.