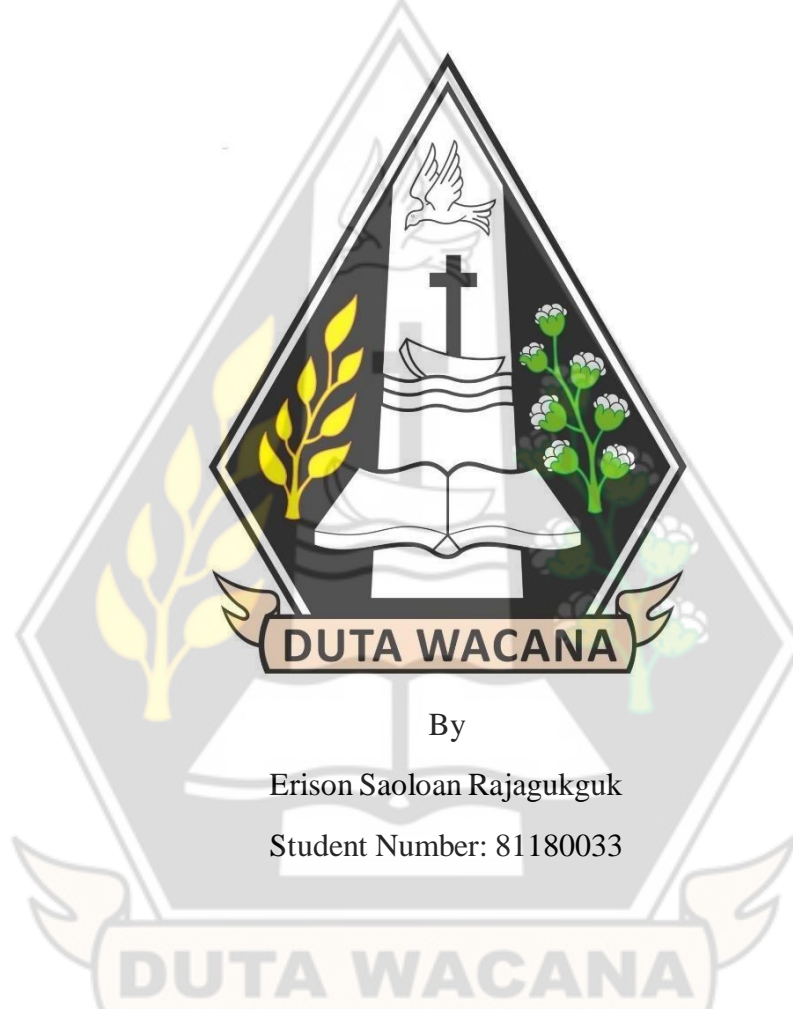


**THE USE OF SOCIAL LEARNING STRATEGY BY
INDONESIAN NON-ENGLISH DEPARTMENT STUDENTS IN
GENERAL ENGLISH CLASS**

SKRIPSI



By

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FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

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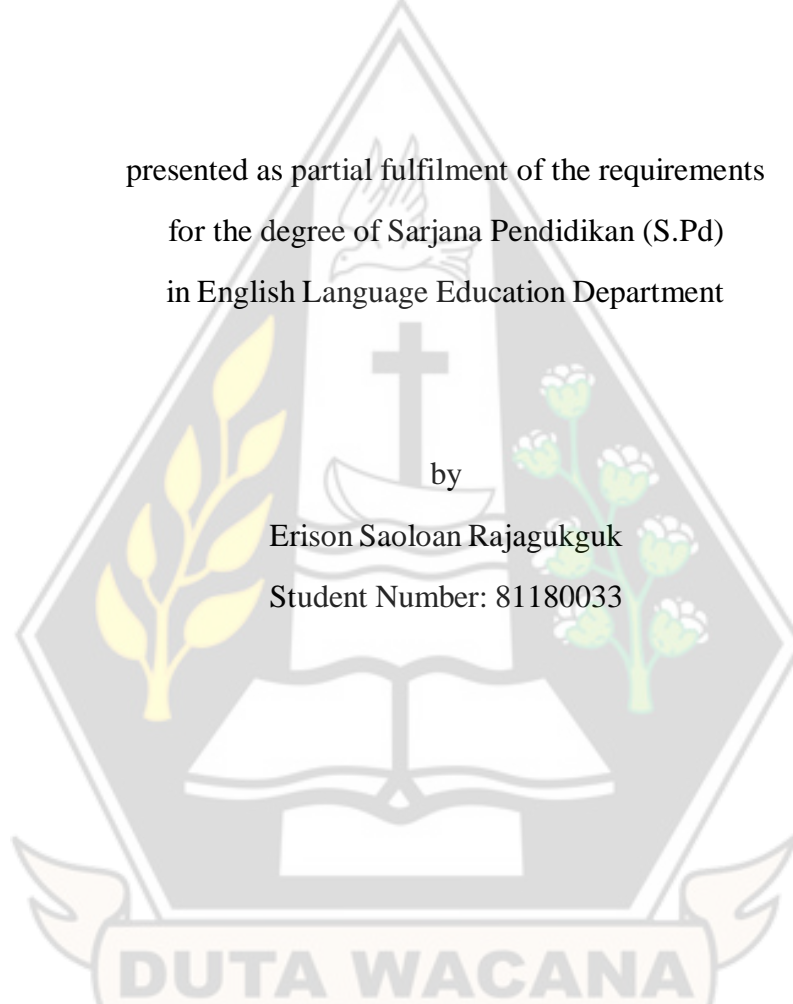
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presented as partial fulfilment of the requirements
for the degree of Sarjana Pendidikan (S.Pd)
in English Language Education Department

by

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ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

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APPROVAL PAGE

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INDONESIAN NON-ENGLISH DEPARTMENT STUDENTS IN
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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 18 November 2022

Author



Erison Saoloan Rajagukguk

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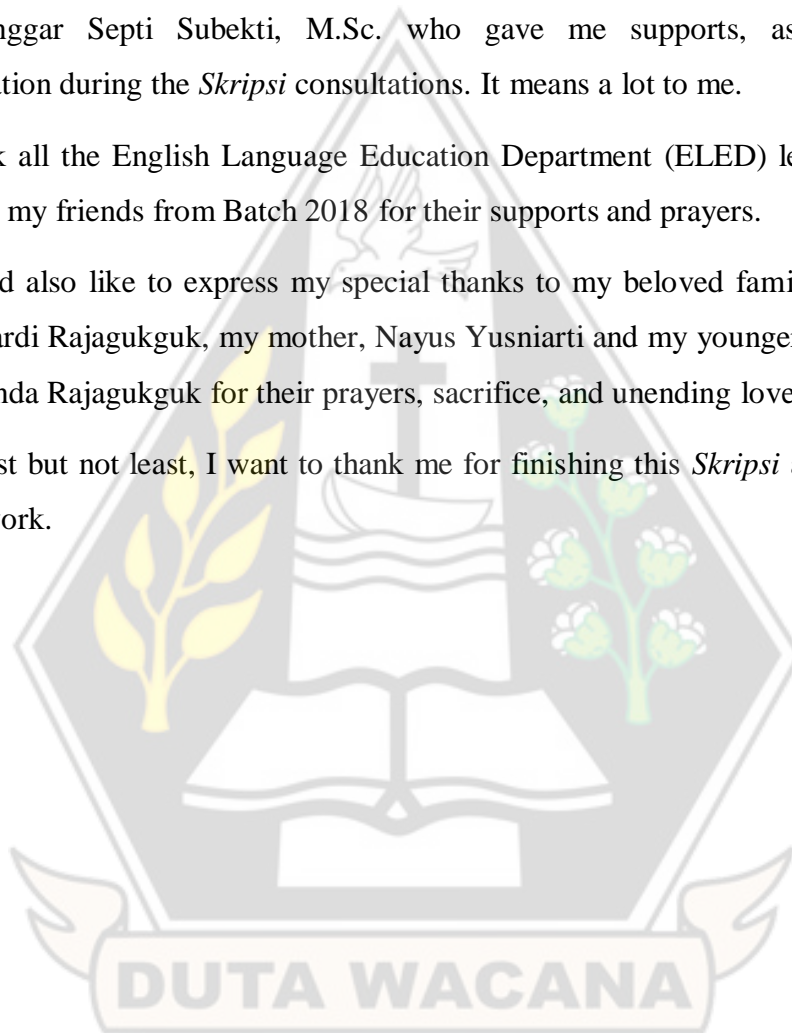


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ABSTRACT

Rajagukguk, E.S. (2022). *The Use of Social Learning Strategy by Indonesian Non-English Department Students in General English Class* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

The aim of this study was to investigate to what extent the students used social learning strategy in the classroom and to find the possible factors that affected the students' use of social learning strategy. This study was conducted because in learning English, non-English department students may face difficulties and they may use social learning strategy (SLS) by learning with other students. This study used mixed method and involved 125 General English students from a private university in Indonesia. Six students were invited for interviews. The questionnaire was distributed through *WhatsApp* Groups. Based on the findings, SLS was used by the students to learn English. Furthermore, the interviews result was analysed using thematic analysis and three themes were found. First, quizzes and teachers' instructions to watch videos encouraged students to ask questions and do relevant discussions. Second, technical difficulties during online learning encouraged students to ask questions to their teachers and friends. Third, unfamiliar vocabulary and difficulty in pronouncing certain words stimulated students to ask questions to their friends. This study suggested that teachers could provide activities that allow students to practice their English with their friends.

Keywords: Social learning strategy, mixed methods, General English

INTISARI

Rajagukguk, E.S. (2022). *The Use of Social Learning Strategy by Indonesian Non-English Department Students in General English Class* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Tujuan dari penelitian ini adalah untuk mengetahui seberapa jauh mahasiswa menggunakan strategy belajar sosial di kelas dan untuk menemukan faktor yang mungkin mempengaruhi penggunaan strategy belajar sosial mahasiswa. Penelitian ini dilakukan karena dalam pembelajaran bahasa Inggris, mahasiswa non-Bahasa Inggris mungkin menghadapi kesulitan dan mereka dapat menggunakan strategi belajar sosial dengan belajar bersama mahasiswa lain. Penelitian ini menggunakan metode riset campur sari dan melibatkan 125 siswa General English dari salah satu universitas swasta di Indonesia. Enam siswa diundang untuk wawancara. Kuesioner disebar melalui *WhatsApp* Groups. Berdasarkan temuan tersebut, strategi belajar sosial digunakan oleh siswa untuk belajar bahasa Inggris. Selanjutnya, hasil wawancara dianalisis menggunakan analisis tematik dan ditemukan tiga tema. Pertama, kuis dan instruksi guru untuk menonton video mendorong siswa untuk bertanya dan melakukan diskusi yang relevan. Kedua, kesulitan teknis selama pembelajaran online mendorong siswa untuk bertanya kepada guru dan teman-temannya. Ketiga, kosakata yang tidak familiar dan kesulitan dalam melafalkan kata-kata tertentu mendorong siswa untuk bertanya kepada temannya. Penelitian ini menyarankan agar guru dapat memberikan kegiatan yang memungkinkan siswa untuk berlatih bahasa Inggris mereka dengan teman-teman mereka.

Kata kunci: Strategi belajar sosial, metode riset campur sari, kelas Bahasa Inggris untuk tujuan umum (General English)

CHAPTER I

INTRODUCTION

This chapter is consisting of four parts, research background, research question, research objective and research benefits.

A. Research Background

Learning English as a foreign language is quite challenging for learners. Studies have shown that having an understanding of English as foreign language could help learners to develop native language development (Mahu, 2012). In the classroom, students may have difficulties to interact with other students or teachers. Sundari (2017) stated that most of the interaction in the classroom is initiated by the teachers. By using target and first language, teachers assigned task, correct students' error, ask questions and give directions (Sundari, 2017). Sundari (2017) stated that classroom interaction involves students and teachers as interactants in using the target language. Not only as an interactions initiator, teacher also as a key and play prominent role to stimulate students' language productions in the classroom (Sundari, 2017). To achieve certain goals in learning English, students have to use learning strategy. Božinović and Sindik (2017) stated that learners will use several different strategies when learning a foreign language. Božinović and Sindik (2017) also stated that those strategies will act as tools to help them and autonomously affect the efficiency of foreign language learning. Furthermore, learning strategy is defined as techniques or approaches that is used by the learners to increase their progress in advancing L2 skills (Gerami & Baighlou, 2011). According to Green and Oxford (1995) language learning strategy are actions or techniques that students use to develop second/foreign language (L2) skills. Green and Oxford (1995) divided learning strategies into six: social strategy, affective strategy, metacognitive strategy, cognitive strategy, memory strategy and compensatory strategy. One of strategies that could be used in English learning is social learning strategy where students could interact with their friends in the target language. The reason why researcher of this study investigated social learning strategy was to know whether the students of

General English used social learning strategy (SLS) or not. Besides, previous studies (Khalil, 2005; Nurliana, 2020) stated that social learning strategy involves cooperating with others and empathizing with others. It means students could learn English by asking questions to their friends and teachers. By using social learning strategy (SLS), students could share thought and ideas in English to improve their proficiency of the target language. Besides, students could work in groups to finish the tasks.

There were several previous studies on language learning strategy conducted in Iran (Gerami & Baighlou, 2011), Croatia (Božinović & Sindik, 2017) Palestine (Khalil, 2005), Japan (Gagne & Oda, 2022) and in Indonesia context (Ajeng, 2017; Budiarti, 2022; Daflizar et al., 2022; Lestari & Wahyudin, 2020; Nurliana, 2020). Several previous studies (Ajeng, 2017; Daflizar et al., 2022; Lestari & Wahyudin, 2020; Nurliana, 2020) involved English Department students in the university while Budiarti (2022) involved Senior High School students. Those previous studies (Ajeng, 2017; Daflizar et al., 2022; Nurliana, 2020) involved students of English study program in the university, English Literature Study Program (Lestari & Wahyudin, 2020) and Senior High School students (Budiarti, 2022), while this present study program involved General English students in the university. Furthermore, this present study was different from the previous studies in terms of its number of participants. The previous studies involved relatively smaller numbers of participants: 10 students (Ajeng, 2017), 76 students (Daflizar et al., 2022), 76 students (Lestari & Wahyudin, 2020), 98 students (Nurliana, 2020) and 99 students Budiarti (2022); while this present study involved 125 General English students. The first consideration was the participants. The participants of previous studies involved students of English study program (Ajeng, 2017; Daflizar et al., 2022; Nurliana, 2020) and English literature study program (Lestari & Wahyudin, 2020) where students are used to learn English in their major. The second consideration was several quantitative studies (Daflizar et al., 2022; Nurliana, 2020) in Indonesia focused on university students who took English study program and English Literature study program. Therefore, this present study distributed the questionnaire to General English students at

university who took General English as requirements. Besides, General English students came from many different majors. Therefore the researcher of this study wanted to know how university students learn English with their friends or teachers. By knowing how they learn English, teachers could make activities that enables them to use social strategy in their learning.

Furthermore, to gather data from participants, the researcher of this study used mixed method which was not used in these previous studies in Indonesia (Budiarti, 2022; Daflizar et al., 2022) except a mixed method study conducted by Nurliana (2020) and Lestari and Wahyudin (2020). These two previous studies (Lestari & Wahyudin, 2020; Nurliana, 2020) did not mention the rationale of their method and how they chose the participants. This present study used questionnaire to investigate the extent of the students' use of social learning strategy in the classroom while the interview or qualitative method was conducted to find the possible factors that may cause students' use of social learning strategy. The researcher used mixed method in this study since there are some benefits. Migiro and Magangi (2011) stated that by using mixed method, a complete range of research questions could be answered since the researcher does not only stick to a single method or approach. Pardede (2019) stated that mixed method could help the researcher to develop instrument for the next data collection for example the statistical data from executed questionnaire item could help the researcher to shape an interview for the qualitative portion. The benefit of using mixed method is completeness (Doyle et al., 2009). It means using combinations of research approaches provide a comprehensive picture of the study phenomenon. Furthermore, Doyle et al. (2009) stated that research questions that cannot be answered by quantitative or qualitative alone can be answered by mixed method.

B. Research Questions

With the aforementioned rationales, the present study intends to answer the following research questions.

1. To what extent do the students use social learning strategy in the classroom?
2. What are the possible factors that cause the students' use of social learning strategy?

C. Research Objectives

The objectives of this study are the following:

1. To identify the extent of students' use social learning strategy in the classroom.
2. To find the possible factors that may cause students' use of social learning strategy.

D. Research Benefits

This research has benefit for students, teachers, and researchers.

1. Students

By knowing the use of SLS, students may become aware of social learning strategy and could use it optimally when learning English.

2. Teachers

By knowing the possible factors that cause students' use of social learning strategy, the teachers could design class activities that is interactive for students

3. Researchers

By knowing the method that was used in this study it could help them to know the extent of students' use of social strategy and the possible factors that cause students' use of social strategy.

CHAPTER V

CONCLUSION

A. Summary

The present study found that students' use of social learning strategy was high. The students' use of social learning strategy was categorised into two: collaborating with friends to improve English mastery and getting help from English speakers, teachers or friends when facing difficulty in learning. In the first category, the study found moderately high use of SLS with means score of 3.61 until 4.00. In second category, the study found moderate response on asking for help and asking questions and high level of social learning strategy use on their initiative to ask interlocutor to slow down and to correct them when make mistakes. Through interviews, the study further found that there were three factors that caused the students' use of social learning strategy. Firstly, quizzes and teachers' instructions to watch videos encouraged students to ask questions and do relevant discussions. Secondly, technical difficulties during online learning encouraged students to ask questions to their teachers and friends. Third, unfamiliar vocabulary and difficulty in pronouncing certain words stimulated students to ask questions to their friends. Students had difficulties in vocabulary and pronunciation which stimulated them to ask questions to their friends.

B. Implication and contribution

The present study has several implications. Firstly, classroom activities and teachers' instruction affect students' learning strategy. Conducive atmosphere could encourage both students to students' and students to teachers' interactions. As a teacher it is important to build a conducive atmosphere at the beginning of the class. It is because it will affect the learning activities. Secondly, the study found limited vocabulary and pronunciation on certain words, suggesting that their vocabulary and pronunciation may still need improvement. Hence teachers could provide activities allowing students to learn new words and practice pronunciations in less tense environments where they can freely use their social

learning strategy at their disposal. This learning strategy will help them in learning and teachers could participate in their learning or be a facilitator.

Additionally, there is contribution of this research to other researchers. The participants of this present study were General English participants. It could be important if future studies could investigate General English participants further. It is because in the process of learning, they might face difficulties. To learn English or acquire English knowledge it is beneficial for them if they acquire knowledge as much as they can.

C. Limitations

There are some limitations in this study. Firstly, the findings in the interview or second research objective was superficial since the researcher of this study is a beginner researcher. Secondly, the questionnaire item originally consisted of 11 items. After the questionnaire was distributed and the participants were chosen from their result of social learning strategy, it turned out that there were only 6 items indicating SLS, so 5 items were removed. Thirdly, this present study was conducted at one of universities in Indonesia especially in General English class and it could be generalized by conducting research in General English classes in different universities in Yogyakarta. Lastly, due to Covid-19 pandemic, the interview was conducted in online mode. This was actually quite new for both researcher and participants, and it may affect the result of the qualitative data.

D. Future studies

For future studies, there are several suggestions. Firstly, researchers in the future studies must pay attention to their questionnaire items and make sure the questionnaire items are correct. This is important to avoid any inaccuracy in the questionnaire items as explained earlier in the limitations of this study. Secondly, researchers in the future studies could investigate different types of participants not only in university level. By investigating participants from different study backgrounds, we could differentiate how different students use learning strategy in learning English. It could be beneficial for the teachers to create varied

activities. Since varied activities are used in the learning, students could use SLS at their disposal. Thirdly, the qualitative findings of the present study regarding some factors which stimulated the students to use SLS may become a topic for future researchers to investigate.



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