THE IMPLEMENTATION OF SOCIAL LEARNING STRATEGY FOR LEARNING ENGLISH FOREIGN LANGUAGE IN VOCATIONAL HIGH SCHOOL

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Abstrak *: This study aims to investigate students' perceptions of Sosial Learning Strategies in improving various English as a Foreign Language (EFL) language skills in SMK N 4 Semarang. A descriptive qualitative method was used with a questionnaire survey to collect data from 66 students of SMK N 4 Semarang who completed the 4 items of the Strategy Inventory for Language Learning (SILL) questionnaire and a Background Characteristics survey. The study's findings indicate that how English is used in practice affects how well it is learned. The findings showed a connection between using social strategies and effectively learning English. The most commonly used social strategies are "I review English lessons with my closest friends".*

Kata Kunci *: Social Strategy, Vocational School, SILL, EFL*

INTRODUCTION

Teaching and learning English as a foreign language is a difficult and complex process for both students and teachers. All conceivable methods should be used to complete this process as productively and effectively as possible. For the same reason, you need a learning consulting company that can ensure that the learning process is carried out in the shortest possible time and in the most efficient way. Indonesia is one of the most populous countries in the world. English is a foreign language that must be

learned and incorporated into school subjects. The subject of teaching English to Indonesian students' is one of difficult thing by teachers in Indonesia. In this context, teaching English requires the use of effective teaching materials, based on modern approaches and methods. Teachers in the twenty-first century are expected to take a more interactive approach in the classroom, pushing beyond traditional lecturing methods (Susanto, 2020). Many foreign language teachers dream of teaching to their students how to implement and think in their goal of the language. Consequently, it is important to know problems encountered in teaching and learning. Therefore, research is needed that focuses on student experiences to find out how students learn English most easily and to put learning strategies into practice.

Language learning strategies are defined as "conscious student behaviors to acquire knowledge, retain stored information, remember and use that information, and to the specific activities, behaviors, and techniques used by students". You can also define Foreign Language Learning Skills" (R. L. Oxford, 2003). Using the right strategies in the classroom will help your students quickly understand what your teacher or instructor is offering. Not only can it aid comprehension, students will be more interested in learning different lessons because they feel that there is a solution to their learning problem. Oxford (1990) identified learning strategies between direct and indirect strategies. Direct strategies include memory strategies, cognitive strategies, and compensatory strategies. Whereas, indirect strategies includes metacognitive, affective, and social strategies. Magfiroh, Susanto, & Setyorini, (2022) emphasized that employing social strategies in language learning can amplify students' communication and interpersonal skills, particularly within group discussions. Kusumawardhani et,al (2017) stated that language learning is necessary for both teachers and students to successfully teach grammar, allowing meaningful interpersonal interactions between them.

Learning strategy can be viewed as the steps an individual takes in the learning process of something. According to Mayer (1988), cited in Gu (2012), learning strategies refer to the intended behavior of learners and play an important role in influencing how learners process information. Centering on his nine definitions of learning strategies adopted by some experts in the language learning field, Gu developed his own definition of LS as "what students use to achieve learning." Made (Gu, 2012). (Griffiths, 2004) defines a language learning strategy as a carefully chosen approach to addressing a particular language learning problem in a particular context. A major goal of LLS is to provide learners with the ability to become independent and to independently direct and manage their learning. This is important because no one knows their learning style better than they do, so learners can pace themselves based on their abilities (Adan & Hashim, 2021). According to Biggs (1987), learning strategies refer to cognitive approaches or styles related to how a person conceptualizes meaning, learns a task, or solves a problem in a learning task. Language acquisition techniques can be used to improve academic performance, time management, and effort management. Memory strategies, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies, threshold and social strategies are the six types of language acquisition approaches defined by (R. L. Oxford, 2003).

Social strategies are activities that provide opportunities for learners to participate, explore and practice knowledge. The use of social learning tactics, such as

questioning and collaboration, aids in the promotion of interaction and the facilitation of learning among individuals (Ardasheva & Tretter, 2013). These strategies enable the use of the target language, but indirectly contribute to learning, as they do not lead directly to language acquisition, storage, retrieval, and use (Rubin and Wenden 1987:23-27). In social strategies, students put their knowledge into practice and consciously look for opportunities to be exposed to the target language (i.e. try to listen to the radio to practice the language, talk to Native, watch television and movies, reading comic, newspaper or books in English). Social and emotional strategies are of utmost importance because they involve the whole student and bring the learning process very close to mastery. It can be misleading to think that social strategies are only used for listening and speaking. He believes that social strategies are indeed and useful essential for all four language skills (Oxford, 1990:168). Social strategies is a one of indirect strategis that can use to teaching English as a foreign language in vocational high school. Naeimi & Foo (2015) points out that the SLS approach incorporates an element of indirect learning that greatly improves learners' vocabulary when they engage in classroom activities by collaborating, inquiring, and empathizing with their peers. Machmut, Susanto, & Suwarti (2023)has demonstrated a possible link between the efficient application of social learning strategies and students' enthusiasm to actively participate in English language classrooms.

According Songbatumis (2017), Teaching English as a Foreign Language in vocational schools has become increasingly important in the globalized world. English is taught and used in Indonesia as a foreign language. The fact that English is one of the most important international languages for communication has been recognized by the Indonesian government since its independence. In vocational schools, it is important to teach English in a manner that is relevant to students' future careers. Susanto & Yosephine (2017) The instructional content should emphasize the life skills that students will need to deal with career and work challenges. It is believed that by providing effective learning methodologies and assisting students in developing effective learning habits, the length of the learning process may be minimized, learning can become more accessible, and students can effectively achieve their objectives. The previous social strategy study aimed to know possible educational methods based on social strategy and to refute some negative claims about couples and groups. Research-based work by Hana Burešová (Buresova, 2007). From previous research, the title mentions social learning strategies and the effectiveness of this approach. However, the study did not describe the common strategies taken by the students. Especially social strategies that used in Vocational high school. Sani, et al (2023) argued that social techniques in language learning necessitate the employment of speech functions, which are language users' activities or performances such as asking, directing, and replying.

According to Sahalluddin et al., (2023) the selection of an appropriate learning model influences the success of learning outcomes. Educators are continuously seeking to select an intriguing and new learning model in order to bring the learning environment to life. Indonesia has many languages based on region and ethnicity. At the learning stage at school, English is one of the school subject. It is different with countries that teach English as a second language. In Indonesia, English is taught and learned as a foreign language. Vocational high schools in Indonesia are one example that requires students to learn English. English was given as a provision for students

to face the world of work when they graduated. The reason the researcher choose survey of social strategies in learning English is want to know the frequently of social strategies that use by students in Indonesia. Indonesia has many languages based on region and ethnicity. At the learning stage at school, English is one of the school subject. It is different with countries that teach English as a second language. In Indonesia, English is taught and learned as a foreign language. Vocational high schools in Indonesia are one example that requires students to learn English. English was given as a provision for students to face the world of work when they graduated especially in SMKN 4 Semarang. The researcher argues that students' social strategies need to be known to make it easier for teachers to convey the material. The researcher want to use SILL Questionnare to know which social strategies most frequently used by the students in SMK N 4 Semarang.

RESEARCH METHOD

The purpose of this study was to examine whether students are using learning strategies effectively for learning English as a foreign language, to find out which strategies are more popular among students, and to determine which learning strategies are more efficient. The goal was to draw conclusions that would be useful for practical use. A qualitative descriptive method was used in this study. According to Creswell (2018), qualitative research is a means of investigating and understanding the importance of individuals or groups attributed to social human problems. The research process includes question and technique development, data collection in the participant's environment, inductive data analysis, transition from specific topics to general topics, and data analysis. The composition of the final report varied. This claim states that the author's use of a qualitative approach made possible the explanation of the subject matter. Analytical results are used to describe research conducted using questionnaire-based observations of individuals or groups of individuals under study.

In this study, the qualitative descriptive in the form of online survey was employed. It is applied to describe the use of language learning strategy by the students. The descriptive qualitative approach is a method based on post-positivist philosophy that is beneficial for analyzing the natural condition of objects. In general, qualitative research is intended to provide real-world experience and capture meaning established in the study field through direct interaction between the researcher and the researched. Meanwhile, survey study is a form of study that collects data or information from an individual or group through responses on question. To investigate language learning strategies, the social strategy applied by the students' questionnaire about self-inventory language learning (SILL) proposed by Rebeca Oxford was employed.

The population of this research was tenth grade of autotmotive engineering 2 students and eleventh grade of visual communication design 2 students of SMK N 4 Semarang. The total number of population was 66 students. The questionnaire responses were analyzed and qualitatively described. This study's target audience was vocational students in the tenth and eleventh grades at SMK Negeri 4 Semarang. Students were invited to complete a Google.docs-based questionnaire. As a result, 66 students from SMK Negeri 4 Semarang who study English as a foreign language were invited to participate in this survey study. The statistical analysis was based on 55 subject replies (83.3% of 66 participants).

The respondent followed the questions that give open questions and multiple choice questions. As for the background personal information, the researcher asked about the student's name and gave them open questions about *"How long they have been studying English and The motivation they want to studying English"*. To elicit some information about the Language learning Strategies, the researcher used The Strategy Inventory for Language Learning, *SILL,* published in 1990 by Rebecca Oxford. These test were administered by using google.doc, which allowed us to have immediate answers from distant respondents.

Table 1. The Instrument of SILL

No	The question of Social Strategies
1.	I practice English with other students
2.	I review English lessons with my friends
3.	If I do not understand something in English, I ask the other person or friend to slow down or say it again
4.	I ask or help from English speaker

The data analyze used the theory of Miles, Huberman and Saldana concept (Miles & Huberman, 1994). The figure below;
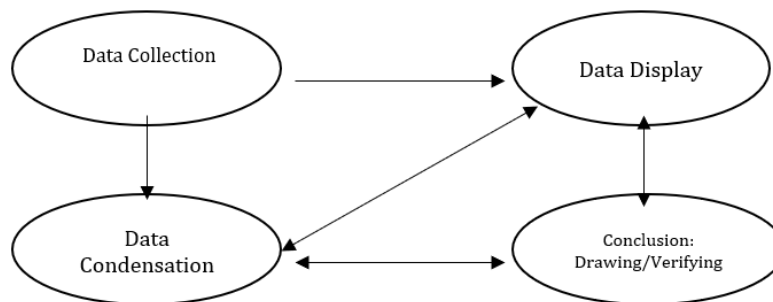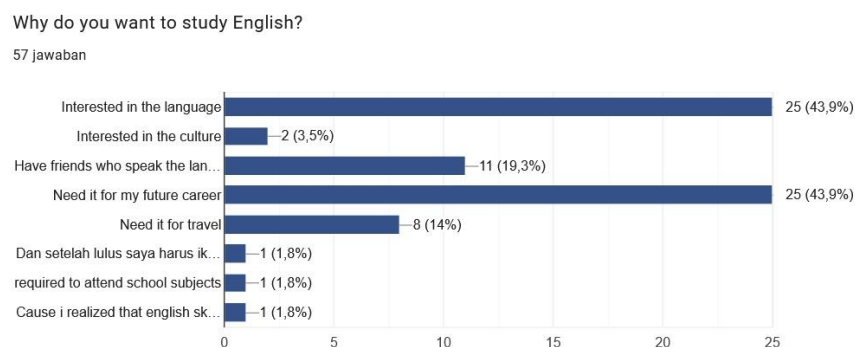
Figure 1. The Component Of Data Analysis

RESULT AND DISCUSSION
A. Result

Before distributing questionnaires, researchers make several preparations. The questionnaire was checked to ensure that respondents did not encounter confusing words or phrases. Researchers gave instruction the respondents can be used Bahasa to answer the question. In this section researcher present about the result of the data that was conducted.

1. Background Characteristic

Why do you want to study English?

57 jawaban

|	
Interested in the language	25 (43,9%)
Interested in the culture	2 (3,5%)
Have friends who speak the lan...	11 (19,3%)
Need it for my future career	25 (43,9%)
Need it for travel	8 (14%)
Dan setelah lulus saya harus ik...	1 (1,8%)
required to attend school subjects	1 (1,8%)
Cause i realized that english sk...	1 (1,8%)

Diagram 1. Background Characteristic

There is the diagram of Students were asked about their motivation to studying English. 43.9% (25 students) of the participants admitted that they Interesting about English Language. Only 3.5 % (2 students) of participants interested about the culture. 19.3% (11 students) of participants have friends who speak in English. 43.9% (25 students) of participants they interested to studying English is for their future career. 14% (8 students) they interested to studying English is for travel. 1.8% (a student) interested to studying English it's about following the parents to live in Bali. 1.8% (a student) interested to studying English because required to attend school subjects. 1.8% (a student) interested to studying English because interest about International language.

2. Result of Data Collection

In what follows, a detailed analysis of the SILL questionnaire and our survey respondents' answers are exposed;

I practice English with other students

57 jawaban

Often
Sometimes
Never
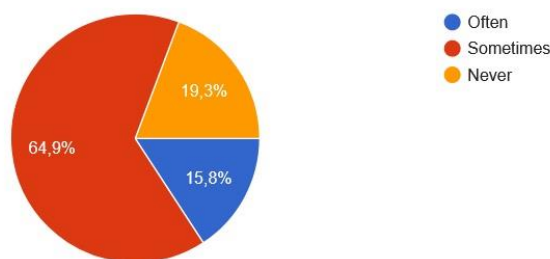
Diagram 2. Social Strategies Use "*I practice English with other students*"

64.9% of students say that they practice with friends or other students at times. 19% of students *never* use this method. These students may prefer individual study methods or lack access to group practice opportunities. On the other hand, 7% of students stated that they frequently practice their English with other students.

I review English lessons

56 jawaban

Often
Sometimes
Never
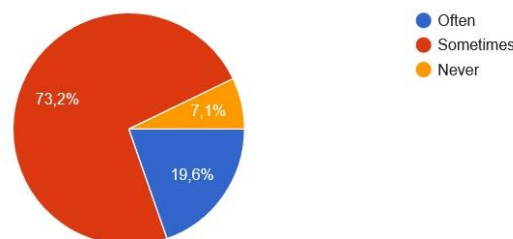
Diagram 3. Social Strategies Use "*I review English lessons with my closest*"

73.2% of the students who were surveyed say that they sometimes review English lessons with their closest friends. However, 19% of students stated that they never use this method when reviewing English with friends. 7% of students said they often review their English lessons with their closest friends.

If I do not understand something in English, I ask the other person or friend to slow down or say it again.

57 jawaban
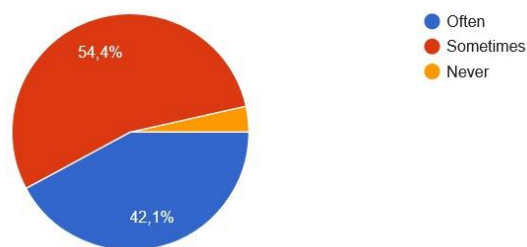
Diagram 4. Social Strategies Use "*If I don't understand something in English, I ask the other person to slow down or say it again*"

54.4% of the students affirm that they *sometimes* ask the other person or friend if they not understand about English. 19% *never* use this strategy. And 7% *often* do this strategy that's mean individuals prioritize effective communication during their language learning process and are proactive in seeking clarification.

I ask or help from English master

57 jawaban
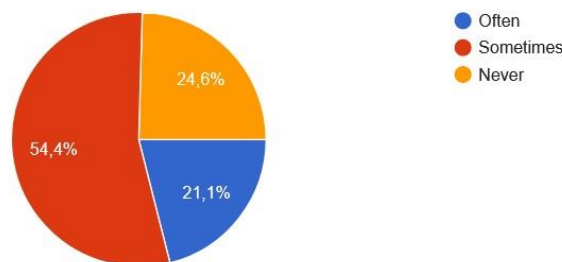
Diagram 5. Social Strategies Use "*I ask for help from English speaker*"

54.4% of the students affirm that they *sometimes* ask for help from English speaker. 24.6% *never* use this strategy. It means, These students may have distinct preferences or rely on alternative approaches to language learning and problem-solving, including self-study, online resources, and reference materials. 21.1% *often* do this.

The majority of English students, as shown by the data, recognize the importance of asking for help, practicing with others, and reviewing lessons with friends. These actions point to an active approach to language learning that places an emphasis on communication, teamwork, and making use of resources to improve English proficiency. Based on the obtained results from SILL questionnaire the social strategies commonly used in English Learning.

B. Discussion

Most the students used social strategy to help or to understand about the English learning. From the *Diagram 2*, indicates that most students occasionally participate in English practice sessions together with their peers. And explained, some students make group practice as a regular part of their language learning routine and actively seek out opportunities to collaborate with their peers. Based *Diagram 3*, indicates that the majority of students review and reinforce their English learning by

participating in group study sessions with friends. It means, those students actively look for opportunities to work together with their friends to review and improve their English skills. They believe that studying with friends will help them to understand the lessons. Based *Diagram 4*, that a significant number of students are aware of the significance of seeking clarification and actively participating in communication to improve comprehension. But, most of the students affirm that they will ask someone to repeat or explain with slowly. And from *Diagram 5*, that a significant number of students comprehend the significance of seeking assistance from native English speakers when they encounter difficulties or require clarification. The students actively look for opportunities to interact with people who speak English fluently in order to improve their language abilities and acquire a deeper comprehension of the language.

Overall, the data suggest that while a smaller percentage of English students never employ social strategies, a significant proportion recognize the value of practicing with other students occasionally or frequently.

CONCLUSION AND SUGGESTION

Most of the students have been implemented the social strategies in English learning. The students feel comfortable when they can study English with their friends or the other students. Based on the obtained results, the most popular strategy is *I review English lessons with my closest friends.* It means, the students do not feel inferior to ask questions or inquire about material that has not been understood. But, some of the students never do this strategy. It is possible that these students have distinct preferences or are more likely to rely on alternative approaches like self-study or seeking clarification through written materials or resources. To assist English language learners in practicing their language skills in the most effective way possible, it is important to educate students on the important of social strategies and motivate to use in learning English.

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