Exploring students' performances in implementing social strategy during online learning

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Abstract
Many scholars have studied the Covid 19 epidemic and online-based courses on English lectures using inventive good strategy mapping. Using two online platforms, this study investigated the social practices in learning English as a foreign language. The research method used in this study is a quantitative descriptive method with fifty students from two different study programs: 1) Department of Dentistry, Faculty of Medicine, Universitas Mulawarman; 2) Public Administration Study Program, Faculty of Social and Political Sciences, University of 17 Augustus 1945 Samarinda. A quantitative description was used in this study, followed by an in-depth conversation with a sample of the existing population. The study's findings provide an overview of the usage of social techniques in learning English, with the two groups of students favoring the other five tactics. This research also shows how the two groups of respondents apply various aspects of the technique. The findings of this study are expected to be valuable to teachers and curriculum creators when it comes to setting up cooperative learning online. As part of constructive learning, social strategy is one of the strategies that support our learning style. It should be treated at any English level, rather than achieving learner capacity in English through group discussion. This study should be encouraged to everyone through added study with the same previous activities.

1 INTRODUCTION

Providing an understanding of the English language is difficult at all levels at every grade in education. Because the process is complex, anyone involved must be good at using varied methods to achieve the desired activity targets, both students and teachers. For this reason, there is a need for more rapid direction indicating the effective process of the activity. Many studies show facts about effective teaching methods, but research is still needed to find out the problems faced that accompany these methods while learning English. One of them is a problem with students, which is specified in the learning strategies they use because it is believed that if the students' learning strategies are inadequate, this can impact learning outcomes. Corder (1981) stated that language learning is more dynamic, the process is more original, and learners will be more active in gaining knowledge. Based on research conducted by (Chang, 2011), learning strategies have received increased attention from many researchers in English as a foreign language concerning how language is learned due to individual differences. (Chang, 1999; Cohen, 1998). The virtue of research on language learning strategies is reported to be very useful by many researchers where this study identifies in which traits learners are effective and good in their learning activities (Ehrman *et al.*, 2003).

According to Chamot (2001), the application of research to learning strategies has two objectives. The first is to identify and compare the strategies used by learners. Second, research like this aims to present a form of instruction that can help students who are less successful in learning a language better understand and achieve language learning outcomes. (O'Malley & Chamot. 1990) It is appropriate to consider strategies as tools for active and engaging self-regulatory skills in developing a more communicative foreign language. Finally, recent studies have identified the main key to individual differences that affect language learning strategies they use (Chang, 2003; Griffiths, 2003; Lan, 2005). Alhaysony (2017) revealed that teachers are advised to introduce and motivate students as a whole about language learning strategies if they have differences in the achievement of learning outcomes.

Over time, recent research has analyzed one of the language learning strategies that have trends in its use. One of the learning strategies is a social strategy. A finding says student performance increases through the dominant social learning strategies used (Varışoğlu, 2013). Furthermore, other researchers claim that by splitting the learning environment into three circumstances, in the classroom, outside the classroom, and at home, the ambiance of the learning setting may be better understood., this study describes the use of social strategies in the English language learning and the information drawn from the research is interesting to be followed up on similar studies (Harish, 2013). Based on these findings, this study aims to find an overview of social strategies in learning English with two types of performance from two groups of students from different disciplines. This study makes social strategies in learning English the independent variable and academic achievement as the dependent variable.

Strategy refers to a trick or approach employed as a tactic in dealing with foes in the art of combat. Language learning strategies can be divided into direct and indirect strategies. Oxford and Burry-Stock (1995) explain that direct strategy involves using the target language or the language being studied, in this case, English, directly to facilitate the learning process. The direct strategy consists of memory strategies, cognitive strategies, and compensation strategies. Indirect strategies provide indirect support in language learning by focusing attention, planning, evaluating, controlling anxiety, looking for opportunities, increasing cooperation and empathy. The indirect strategy consists of metacognitive strategies, affective strategies, and social strategies. Oxford and Burry-Stock (1995) studied 20 likens someone performing on stage and a director working behind the stage, that the language learning strategy is an action taken by students to help the

language learning process. The language learning process becomes easier, more effective, fun, and self-directed language learning strategies can help store, absorb, and use information related to the language being learned.

One of the essential functions of social language learning strategies in foreign language instruction is to encourage students to communicate with native speakers of the target language. Asking questions in a foreign language, receiving replies, correcting mistakes, developing cooperation, and trying to study the feelings and thoughts of people from the targeted culture are all functions of social tactics (Lan, 2005). It is necessary to improve oral communication skills to communicate effectively in a foreign language. The emphasis on social context and oral communication is the most significant contribution of social strategies to language learning. Learning and teaching take place in a social setting. In this situation, the teacher is crucial in fostering communication among the students. The students' perceptions of their self-esteem play a critical part in both the process of obtaining success in language education and the students' adaptability to the language they are learning. Furthermore, students' cooperative abilities might be developed. When students share their knowledge with a teacher and other students, they can learn more easily.

The following are some of the social tactics that can be utilized to learn a foreign language (Saydi, 2007:52):

- Obtaining clarity: Explaining and defining information that is not understood or not comprehended during the language acquisition process.
- Knowledge confirmation: Correcting, defining - with the help of many sources - circumstances in which pupils are uncertain and make mistakes.
- Establishing cooperation: Cooperation is created with sufficient knowledge and abilities in the target language to integrate the targeted language into the students' lives during the language learning process.
- Cultural sensitivity: Students' attempts to learn about the feelings and views of their friends from various cultures while learning a language.

Distance learning is a learning pattern that takes place with a separation between teachers and students. As defined by Article 1 paragraph 15 of Law No. 20 of 2003, distance education is education in which students are separated from instructors and whose learning is based on a variety of learning sources such as technology, communication, and other media. e-learning is another term for distance education, it is a software program designed to eliminate barriers between educators and students, particularly in terms of space and time. By e-learning, educators and students are not restricted to one dimension of place and time; learning can run and ignore both things (Kusuma, 2011). One application that provides face-to-face interaction facilities for educators and students via video conference with a PC or laptop or smartphone is Zoom Cloud Meeting. This application is used as a medium for remote communication by combining video conferencing, chat, online meetings, and mobile collaboration. The use of meetings in this application can accommodate one thousand participants together in one meeting virtually. This application can be downloaded for free but still functional. The features include telephone calls, webinars, presentations, and many others. This application is considered to have good quality. It can be proven by companies that have entered the Fortune 500 already using this service. With the continuity of the video conference during the meeting, the recording security is more secure. Distance learning with video conferencing is very necessary because it can provide motivation in learning and assist educators in increasing the effectiveness of learning (Sasongko *et al.,* 2019).

2 METHOD

The population in this study were students in the second semester of the public administration study program at the Faculty of Social and Political Sciences, University of 17 August 1945 Samarinda (divided into two groups, morning and evening class) and students in the dentistry study program at the Faculty of Medicine, the University of Mulawarman who took English courses. Image measurement is carried out using language learning strategies obtained through the Language Learning Strategy Scale which is adapted from the Strategy Inventory of Language Learning (SILL) version 7.0 scale from Oxford and Burry-Stock (1995) that 19 by taking references to academic achievement throughout the learning process. Furthermore, analysis is carried out using simple linear regression on one independent variable's functional or causal relationship with one dependent variable.

3 RESULTS

3.1 The Description of Students' Performances

Table 1 shows differences in students' performances where two groups of Universitas of 17 Agustus 1945 Samarinda are low performers while dentistry class of medicine faculty of Unmul is a high performer in an English assessment.

Tabel 1. Students' Performances in an English Assessment

Class	Reading Score	Category
Morning class of Untag Samarinda	56	Low performances
Evening class of Untag Samarinda	60	Low performances
Dentistry class of FK Unmul	88	High performances

3.2 Comparison of the Use of Social Strategy among High and Low Performances

Table 2 shows, on average, the overall class of EFL students' responses to social strategies in learning English. All classes asked questions for any task they had, respectively and moderately, they sometimes did it (both low classes mean are 3.17 and 3.21; however, the dentistry class's mean is 2.6).

Tabel 2. Asking questions in a foreign language

Students	mean	performances	Level of frequency
Morning class of Untag Samarinda	3.17	low	Medium; sometimes used
Evening class of Untag Samarinda	3.21	low	Medium; sometimes used
Dentistry class of FK Unmul	2.6	high	Medium; sometimes used

Table 3. shows, on average, the overall class of EFL students' responses to social strategies in learning English. All classes received answers respectively and highly; they usually did it (both low class's mean is 3.98 and 4; however, the dentistry class's mean is 4.08)

Tabel 3. Receiving answers,

students	mean	performances	Level of frequency
Morning class of Untag Samarinda	3.98	low	High; usually used
Evening class of Untag Samarinda	4	low	High; usually used
Dentistry class of FK Unmul	4.08	high	High; usually used

Table 4. shows, on average, the overall class of EFL students' responses to social strategies in learning English. Both the morning class of Untag Samarinda and the Dentistry class of FK Unmul corrected many mistakes for any English task, respectively, and moderately, they sometimes did it. However, the evening class of Untag Samarinda corrected questions for any English task respectively but highly; they usually did it (both low class's mean is 2.7 and 3.5; however, the dentistry class's mean is 2.7).

Tabel 4. Correcting mistakes

students	mean	performances	Level of frequency
Morning class of Untag Samarinda	2.7	low	Medium; sometimes used
Evening class of Untag Samarinda	3.5	low	High; usually used
Dentistry class of FK Unmul	2.7	high	Medium; sometime used

Table 5. shows, on average, overall class of EFL students' responses to social strategies in learning English. All classes established cooperation for any task they had, respectively and moderately; they sometimes did it (both low class's mean is 3.26 and 3.29; however, the dentistry class's mean is 3.29).

Tabel 5. Establishing cooperation,

students	mean	performances	Level of frequency
Morning class of Untag Samarinda	3.26	low	Medium; sometimes used
Evening class of Untag Samarinda	3.29	low	Medium; sometimes used
Dentistry class of FK Unmul	3.2	high	Medium; sometimes used

Table 6. shows, on average, the overall class of EFL students' responses to social strategies in learning English. Both classes of Untag Samarinda tried to study and thought for people of the target culture respectively and highly. They usually did it (both low class's mean is 3.5 and 3.5; however, the dentistry class's mean is 2.92).

Tabel 6. Trying to study feelings and thoughts of people of the targeted culture

students	mean	performances	Level of frequency
Morning class of Untag Samarinda	3.5	low	High; usually used
Evening class of Untag Samarinda	3.5	low	High; usually used
Dentistry class of FK Unmul	2.92	high	Medium; sometimes used

4 DISCUSSION AND CONCLUSION

Online learning has become crucial, and this also applies to learning English. By using Zoom Cloud Meeting and carrying out the learning process, the activities carried out are simultaneously examining the description of the use of English learning strategies by taking SILL by Oxford and Burry-Stock (1995) as a research instrument. This study found that using social strategy was more dominant in students who had lower performance levels in students in the public administration study program at Untag when compared to students of Unmul dentistry study program who were students who had a good level of performance. Even so, the use of social strategies in dentistry students is also a comparison for further analysis.

The use of social strategies online also occurred in another study. The findings in this study indicate that respondents often use social strategies to show their performance in learning English using the Moodle e-learning platform (Etxebarria, et al., 2012). In order to support those explanations, recent studies about social strategies have shown that it is needed to decrease students' anxiety problem and insufficient use of target language actively in the social environment (Teh, 2013; Varisoglu, 2016). In addition, social strategies can be categorized as direct strategies, because it relates to interacting among around people can carry out students to be able to comprehend and learn better a second language (Oxford & Burry-Stock, 1995); Etxebarria, 2012; Wael et al., 2018). Through learning strategies, students can enhance and facilitate language acquisitions (Hardan, 2013). Therefore, those studies attempt to explore social strategies use in the learning process and different areas. Besides that, students are expected to learn a language better than the usual one through those interactions. The present study realizes that social interactions need to be explored more, especially learning English in the Indonesian context.

From the sections of the social strategy in language learning presented in five tables in the study results, the dominant activity occurs when students learn, where they identically gather and communicate with each other to find understanding in learning English. The teaching approaches that have been carried out for the respondents, starting from the lecturer as a central approach to the students as center towards the respondent to achieve learning targets. The scores that the students achieved, both low and high-performance students sometimes both use the power of group learning to achieve the target of learning English. This trend has also occurred in respondents from previous studies (Some of the activities carried out in this learning strategy, such as asking and clarifying answers and maintaining the integrity of their collaboration with each other, sometimes they have these two types of class of students do. However, Low-performance students are more active in this learning strategy where they often classify things they do not understand.

Furthermore, from the data obtained, certain parts do very often, namely trying to clarify the materials they are studying, but they are still in the form of discussions that are not too detailed. This could be caused; the role of lecturers is still too minimal. This occurs due to several limitations as follows:

- Learning is carried out online
- Obstacles to learning online accompany the ongoing process. This fact is consistent with my previous research on online learning, where poor connectivity does not accommodate it.
- Especially in low performances, in addition to the ability to have a number of internet quotas, the tools used online are not updated as well as on internal issues, such as the distance between domicile cities which is too remote as well because most of them have to work while studying so that the part-time after work is already tired to study.

The facts that are contained from this study's results recommend the need for further treatment based on the learning styles of the respondents by more intensely designing English language teaching that is more interactive and communicative.

There is a need for anyone who wants to redesign their learning process of English improvement by getting a moment to assess their strategy in learning it. One strategy that supports our learning style is a social strategy as a part of constructive learning that needs to be treated for any English level. Instead of reaching learner ability in English by group communication, this study really needs to be promoted to everyone by a further studying with same previous activities.

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