SOCIAL STRATEGIES USED BY EFL COLLEGE STUDENTS IN LEARNING GRAMMAR

THESIS

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ABSTRACT

Ditha Yulia Fhirnanda (2130104018). Social Strategies Used by EFL College Students in Learning Grammar. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Mahmud Yunus Batusangkar, 2026.

This study aimed to identify the social strategies used by EFL college students in learning grammar. This research employed a descriptive quantitative approach with a survey design. The population consisted of students of the English Education Department at UIN Mahmud Yunus Batusangkar who had completed the Intermediate Grammar course. The sample was selected through Comvenience sampling and involved 65 respondents. The research instrument was a Likert-scale questionnaire developed based on the social strategy frameworks proposed by Oxford (2010) and Rubin (1981). The data were analyzed using descriptive statistics through SPSS version 30.0 to obtain the mean score, frequency, percentage, and standard deviation.

The findings revealed that the overall use of social strategies by EFL college students in learning grammar was categorized as positive, accounting for 52.3% (34 students). In addition, 21.5% (14 students) were categorized as having strongly positive social strategy use, 24.6% (16 students) were categorized as negative, and only 1.5% (1 student) fell into the strongly negative category. The overall mean score was 97.28 with a standard deviation of 20.276. These findings indicate that most students frequently employed social strategies, including asking questions, cooperating with peers, seeking clarification, creating learning opportunities, and applying productive learning techniques to support their grammar learning. Therefore, social strategies play an important role in helping EFL students understand grammar through interaction and collaboration.

Keywords: social strategies, grammar learning, EFL college students, language learning strategies.

ABSTRAK

Ditha Yulia Fhirnanda (2130104018). Social Strategies Used by EFL College Students in Learning Grammar. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Mahmud Yunus Batusangkar, 2026.

Penelitian ini bertujuan untuk mengidentifikasi strategi sosial yang digunakan oleh mahasiswa EFL dalam mempelajari grammar. Penelitian ini menggunakan pendekatan kuantitatif deskriptif dengan desain survei. Populasi penelitian adalah mahasiswa Program Studi Tadris Bahasa Inggris Universitas Islam Negeri Mahmud Yunus Batusangkar yang telah menyelesaikan mata kuliah Intermediate Grammar. Sampel penelitian dipilih menggunakan teknik sampling kemudahan dan melibatkan 65 responden. Instrumen penelitian berupa kuesioner menggunakan skala Likert yang disusun berdasarkan teori strategi sosial dari Oxford (2010) dan Rubin (1981). Data dianalisis menggunakan statistik deskriptif dengan bantuan SPSS versi 30.0 untuk memperoleh nilai rata-rata, frekuensi, persentase, dan standar deviasi.

Hasil penelitian menunjukkan bahwa penggunaan strategi sosial oleh mahasiswa EFL dalam mempelajari grammar berada pada kategori positif dengan persentase sebesar 52,3% (34 mahasiswa). Sebanyak 21,5% (14 mahasiswa) berada pada kategori sangat positif, 24,6% (16 mahasiswa) berada pada kategori negatif, dan hanya 1,5% (1 mahasiswa) berada pada kategori sangat negatif. Nilai rata-rata keseluruhan adalah 97,28 dengan standar deviasi 20,276. Temuan ini menunjukkan bahwa sebagian besar mahasiswa menggunakan strategi sosial, seperti bertanya kepada teman atau dosen, bekerja sama dengan teman sebaya, mencari klarifikasi, menciptakan kesempatan belajar, serta menerapkan teknik belajar produktif untuk mendukung pembelajaran grammar. Dengan demikian, strategi sosial memiliki peran penting dalam membantu mahasiswa memahami materi grammar melalui interaksi dan kolaborasi.

Kata kunci: strategi sosial, pembelajaran grammar, mahasiswa EFL, strategi pembelajaran bahasa.

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CHAPTER I
INTRODUCTION

A. Background of the problem

Grammar is an essential component in English language learning because it governs how words are arranged to form meaningful sentences. It serves as the foundation for producing accurate and coherent communication (Wang, 2024). For students of the English Education Department (Tadris Bahasa Inggris), mastering grammar is particularly important as they are prepared to become future English teachers. They are required not only to use English accurately in both spoken and written forms, but also to explain grammatical rules clearly, correct students' errors, and serve as appropriate language models in the classroom. In addition, a strong command of grammar supports the development of other language skills, including speaking, writing, reading, and listening.

At UIN Mahmud Yunus Batusangkar, grammar learning is a core component of the English Education curriculum. Students are required to take a sequence of grammar courses, including Basic Grammar and Intermediate Grammar, as mandatory subjects in their program. The Intermediate Grammar course is a compulsory course in the English Education Department that focuses on developing students' ability to understand and apply more complex grammatical structures, such as clause types, tenses, and sentence patterns. Grammar classes at UIN Mahmud Yunus Batusangkar generally employ a combination of deductive instruction by lecturers, textbook-based exercises, and in-class discussion activities. However, based on preliminary interviews conducted by the researcher on September 10, 2025, students frequently reported that understanding grammar rules in a classroom setting alone was insufficient. Many students actively sought additional support through social interaction, such as discussing with classmates, asking lecturers after class,

and forming peer study groups, indicating a strong reliance on social strategies in their grammar learning process.

Success in learning grammar is influenced by various factors. According to Thi and (Phuong, 2009), grammar learning is affected by internal factors, such as motivation, cognitive ability, prior knowledge, and learning strategies, as well as external factors, including teaching methods, classroom environment, and opportunities for practice. Among these factors, learning strategies play a particularly important role because they determine how learners approach, process, and apply grammatical knowledge. Therefore, understanding the learning strategies employed by students is essential for improving grammar learning outcomes.

Social strategies refer to the techniques used by learners to enhance their learning through interaction with others. According to (Oxford, 2010), these strategies include asking questions for clarification, cooperating with peers, and empathizing with others in communication. These strategies highlight the importance of social interaction, as learners actively engage with others to gain understanding and improve their language skills. In relation to grammar learning, social strategies play an important role in helping learners understand and apply grammatical rules. Through interaction with peers and lecturers, learners can discuss grammatical structures, receive feedback, and clarify misunderstandings. This process enables learners to use grammar in meaningful and authentic situations rather than simply memorizing rules. Therefore, social strategies can facilitate deeper understanding and more effective use of grammar in communication.

Previous studies have examined the use of social strategies and grammar learning strategies in English language learning. (Hasan, 2025) conducted an experimental study and found that the use of social grammar learning strategies significantly improved students' grammar performance compared to those who did not use such strategies. However, the study

focused on effectiveness rather than identifying specific types of social strategies. (Mohamad et al., 2023) conducted a descriptive study and found that students used various grammar learning strategies, with social strategies being the most frequently used. The study also showed that high-proficiency students used strategies more frequently than low-proficiency students, but it did not explore social strategies in detail. Similarly, (Ramdayani et al., 2020) conducted a descriptive study and found that social strategies were the most frequently used among Indonesian EFL students in learning grammar. However, the study did not specifically classify the types of social strategies used.

Based on these studies, although social strategies have been widely discussed in language learning, most research has focused on their effectiveness or general use rather than specifically identifying and classifying the types of social strategies used in grammar learning. In addition, limited research has been conducted in the context of Indonesian EFL college students. Therefore, this study focuses on identifying the types of social strategies used by EFL college students in learning grammar, particularly among third-semester students of the English Department at UIN Mahmud Yunus Batusangkar. This study is important because it provides insights into how learners utilize social interaction in grammar learning. The findings are expected to assist lecturers in designing more interactive and effective teaching strategies that encourage student participation. Furthermore, this study contributes to the development of research on language learning strategies, especially in the area of grammar learning in EFL contexts. Based on the above discussion, this study is entitled “Social Strategies Used by EFL College Students in Learning Grammar”

B. Identification of problem

Based on the background described above, students’ success in learning grammar is influenced by several factors, including motivation,

cognitive ability, learning strategies, and the learning environment. Among these factors, learning strategies play a crucial role in helping students understand and apply grammatical rules effectively. One type of learning strategy closely related to interaction in the learning process is social strategies.

C. Limitation and Formulation of Problem

This study is limited to identifying the types of social strategies used by EFL college students in learning grammar. Specifically, this study focuses on (1) asking questions for clarification or correction, (2) cooperating with peers and proficient users of the language, (3) empathizing with others in communication, (4) creating one's own learning opportunities, and (5) applying productive learning techniques. The study does not investigate other types of language learning strategies, such as cognitive, metacognitive, or affective strategies. Additionally, data collection is limited to questionnaire responses and does not include classroom observations or grammar performance measurements.

Based on the limitation above, the research question is formulated as follows: More specifically, this study seeks to answer:

What are the social strategies used by EFL college students in learning Grammar?”

D. Purpose of the research

The purpose of this research is to identify the social strategies used by EFL college students in learning Grammar.

E. Definition of key terms

1. Social strategies are indirect learning strategies that involve interaction, cooperation, and communication with others. In this study, social strategies refer to asking questions, cooperating with peers, and empathizing with others during the grammar learning process.

2. EFL students in this study, refers to students of the English Education Study Program at UIN Mahmud Yunus Batusangkar who have already completed grammar course.

F. Significance of the research

1. Theoretical Significance

   This study contributes to the understanding of language learning strategiesespecially social strategiesin grammar learning. It supports the (Oxford, 2010) framework and enriches insights from recent discussions on social grammar learning strategies.

2. Practical Significance
   a. Grammar lectures: These findings help teachers design interactive, collaborative, and engaging grammar learning activities.
   b. Students learning grammar: Students gain awareness of social strategies that are useful for supporting their grammar learning.
   c. Researchers: This research provides academic experience and fulfills the requirements for obtaining a bachelor's degree.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Learning Grammar

a. Definition of Learning Grammar and Grammar Learning Strategies

Learning grammar is defined as a complex internal and cognitive process through which language learners acquire structural, morphological, and syntactic competence, transforming explicit rules into automated communication skills (Pawlak, 2021). According to (Larsen-Freeman, 2014), learning grammar is not merely memorizing static regulations, but rather acquiring "grammaring"the dynamic ability to use grammatical structures accurately, meaningfully, and appropriately in context. Furthermore, (Ellis, 2015) states that grammar learning involves both the explicit internalisation of declarative knowledge (knowing the rule) and the procedural internalization of implicit knowledge (using the rule automatically in interaction). In the process of mastering these structures, learners employ specific actions known as Grammar Learning Strategies (GLSs). (Pawlak, 2018) classifies grammar learning strategies into four core operational categories:

1. Cognitive Strategies

   Active steps taken by learners to analyze, practice, memorize, and induce or deduce grammatical structures (e.g., underlining tenses formulas or doing structural drills).

2. Metacognitive Strategies

   Procedures used by learners to oversee their own learning, which include planning the grammar schedule, monitoring structural execution, and evaluating grammatical errors after a communicative task.

3. Affective Strategies

   Mental techniques utilized to handle emotions, lower anxiety regarding structural mistakes, and maintain high motivation when dealing with complex linguistic rules.

4. Social Strategies

   Interactional behaviors where learners cooperate with classmates, ask teachers or proficient users for clarification, and practice structural patterns in real-world communicative settings.

b. Focus on Forms (FOFs) and Focus on Form (FoF)

The paradigm of formal instruction in grammar learning is systematically distinguished by Michael Long (1991, as cited in Nassaji& Fotos, 2007) into two pedagogical models: Focus on Forms (FOFs) and Focus on Form (FoF).

1. Focus on Forms (FOFs)

   Focus on Forms represents the traditional, structural approach where grammar rules are isolated and presented as discrete linguistic items, completely detached from communicative context. The primary premise is that language learning is a process of accumulating separate structural entities. The classroom design centers around explicit rule explanation, mechanical drills, and structural substitution.

   - *Example 1*: A lecturer spends a 90-minute session explaining the algebraic formula of the Past Perfect Tense (S + had + V_3) using fill-in-the-blank worksheets without any connection to reading or writing an actual story.
   - *Example 2*: Students are forced to memorize a standalone list of irregular verbs (e.g., *sing-sang-sung*, *write-wrote-written*) through rote repetition without implementing them into interactive dialogue.

2. Focus on Form (FoF)

Conversely, Focus on Form refers to an approach where the primary classroom baseline is meaning-based communication or task-based learning, but learners' attention is briefly, contextually, and explicitly drawn to grammatical forms when a structural breakdown or communication error occurs. It highlights the integration of meaning and form during communicative exposure.

- *Example 1*: During an interactive speaking activity about childhood vacations, a student says, *"Yesterday I go to the zoo."* The lecturer contextually intervenes by saying, *"Oh, you went to the zoo? Great! What did you see there?"*, thus implicitly drawing the student's attention to the correct past tense form while maintaining communicative flow.
- *Example 2*: While college students are actively reading an authentic news article, the lecturer briefly pauses for two minutes to explain why the writer utilized the passive voice to emphasize the object, before immediately returning to text comprehension.

c. Pedagogical Approaches in Learning Grammar

In the learning of grammar, there are two common approaches contrasted: deductive and inductive approach. In the deductive approach to learning grammar, students will be given an explanation or grammar formulas. Based on this explanation students then create a phrase or sentence in the language he had learned. Inductive approach is the opposite of the deductive approach. On learning grammar with inductive approach students do not learn the formula used but students are given examples of sentences first. From these examples students will try to find the formulas of the sentences (Harmer, 2008).

a. Problems in Learning Grammar

The internal and operational difficulties in acquiring grammar can be categorized into three main boundaries: difficulties associated with language environmental factors, linguistic factors, and psychological factors (Ellis, 2015).

First, environmental factors relate to the insufficient quality and quantity of grammatical input available in an EFL setting, where English is rarely spoken outside the classroom. Second, linguistic factors refer to the inherent complexity of the target language's structural system, such as irregular patterns, abstract tenses, and the lack of direct correspondence between the student's native language (L1) and English grammar rules. Third, psychological factors involve cognitive constraints, language learning anxiety, and the fear of making structural errors during communication.

For Indonesian EFL college students, these problems often manifest as an inability to bridge the gap between declarative knowledge (memorizing formulas) and procedural performance (spontaneous application in speech), creating a communicative barrier where students feel overwhelmed by rules and lack the structural confidence to communicate fluently.

2. Factors Influencing Students' Grammar Learning

There are several factors influencing students' grammar learning. According to Thi and (Phuong, 2025), these multi-faceted variables are systematically classified into two core dimensions: internal factors and external factors.

1. Internal Factors

   These factors originate from within the learners themselves, which directly determine their psychological readiness and cognitive intake. They include motivation and attitude toward structural precision, learning styles and strategies utilized during individual

study, prior language proficiency which acts as a structural foundation, first language (L1) interference where native syntactic patterns distort English rules, and anxiety or fear of making mistakes that prevents active classroom participation.

2. External Factors

These factors stem from the learner's pedagogical and social environment, which dictate the external input and support systems. They comprise the curriculum and textbook materials quality, the teacher's teaching methodology (whether communicative or overly traditional), the classroom environment and physical conditions (such as class size and peer dynamics), class time allocation provided for grammar focus, and the real-world opportunities for practice and application outside formal test settings.

3. Language Learning Strategies

a. Definition of Language Learning Strategies

Learning strategies refer to various steps, actions, procedures, or techniques that students use when dealing with a second or foreign language, also known as the target language. These strategies help learners understand, process, and use the language more effectively (Chilmy et al., 2010).A learning strategy is defined as specific actions taken by learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations (Chamot, 2020). According to (Oxford, 1990, 2010), language learning strategies are broadly categorized into two main systems: Direct Strategies and Indirect Strategies. Direct strategies directly involve the target language (comprising memory, cognitive, and compensation strategies), while indirect strategies support and manage language learning without directly involving the target language (comprising metacognitive, affective, and social strategies). This study focuses

strictly on the social strategy component under the indirect learning strategy framework.

Language learning strategies refer to specific steps, conscious procedures, plan-driven actions, or behavior-based techniques that students intentionally employ to enhance their own acquisition, storage, retrieval, and use of a second or foreign language (Chamot, 2014). According to (Chilmy et al., 2010), a language learning strategy is defined operationally as specific actions taken by language learners to make the learning process easier, faster, more enjoyable, more self-directed, more effective, and more transferable to completely new communicative situations. Based on these expert baselines, language learning strategies represent an active, self-regulated instrument that transforms passive input into functional, dynamic linguistic competence, promoting absolute learner autonomy.

According to (Rubin, 1981), language learning strategies are the methods or tools that learners use to gain knowledge. Rubin also classified learner strategies into two main categories: direct strategies and indirect strategies. Direct strategies include clarification, monitoring, memorization, guessing, deductive reasoning, and practice, while indirect strategies involve creating opportunities for practice and production tricks.Learner strategies can be classified into two main types: direct and indirect strategies, based on observations and interviews with successful language learners. Direct strategies include techniques such as clarification, monitoring, memorization, guessing or inductive inference, deductive reasoning, and practice, which are directly related to the use and manipulation of language elements to improve proficiency. Meanwhile, indirect strategies involve activities such as creating opportunities for practice and using production tricks, which support the learning process by providing context, motivation, and self-regulation, even when learners are not directly engaged with specific language forms. One important type of

indirect strategy is social strategies, which involve interaction with others, such as asking questions, cooperating with peers, and seeking feedback from teachers. These strategies help learners improve their understanding of the language through communication and collaboration (Rubin, 1981). These strategies help learners improve their language proficiency and support successful language learning.. Learning strategies are often described as the actions or methods that learners choose, either intentionally or unintentionally, to acquire the target language or make a language task easier (Shi, 2017). English learning strategies, the classified system is used for language skills, namely writing, reading, speaking, and listening

b. Importance of Learning Strategies

Learning strategies to help EFL students improve their learning. According to Wijayanto *et al*. (2023), strategies are important to increase the effectiveness of EFL students' learning. The effectiveness of students' learning can be related to setting the learning atmosphere, learning objectives, learning materials, and setting the right strategies are essential for EFL learners, especially in supporting the learning process (Fatkhurrokhman et al., 2018).

Learning strategies aim to organize new knowledge by making connections between different elements of knowledge. Learning strategies can help to manage important information to be identified and described visually, in detail, andcombined or grouped so that a deeper understanding of the learning material can be achieved (Wang, n.d.).

Based on the theories above, the researcher sums up the importance of learning strategies for students to help increase the effectiveness of EFL students' learning, solve students learning problems, and help coordinatestudentslearningprocess.

c. Kind of Language Learning Strategies

Language learning strategies (LLS) are deliberate actions taken by learners to improve their learning and achieve learning goals more efficiently. These strategies not only enhance learning outcomes but also support learners in becoming autonomous and adaptive in various learning contexts (Chamot, 2020). Furthermore, learning strategies have 2 main points(Oxford, 2010b), they are:

1) Direct Learning Strategies

   The direct learning strategy is language learning strategy that directly involve the target of the learning(Oxford, 2010b).

2) Indirect Learning Strategies

   The next learning strategies are indirect learning strategies, indirect learning strategies are strategies that support and manage language learning without directly involving the target of the language. If the direct learning strategies are directly involve the language that learned, indirect learning strategies are the opposite of the indirect learning strategies. Indirect learning strategies provide valuable support for language learners by emphasizing elements such as focus, planning, seeking opportunities, self-evaluation, anxiety management, and enhancing cooperation and empathy, among other methods(Oxford, 2010b). The parts of indirect learning strategies are:

   a) Metacognitive Strategies

      This strategy involved process such as planning for learn, thinking about their learning process, self-correctness, and evaluating learning after an activity was completed. The example of this strategy was planning and self- monitoring This strategy involved process such as planning for learn, thinking about their learning process, self-correctness, and evaluating learning after an activity was completed. The example of this strategy was planning and self- monitoring (Nurliana, 2020).

Metacognitive strategies help language students become more aware of their own learning processes and strategies and learn how to monitor and regulate their own learning. Metacognitive strategies can be particularly effective for language students who are seeking to become reflective, selfaware, independent, and autonomous in their language learning (Mohamad et al., 2023b)

b) Affective Strategies

Affective domain focuses on attitudes, feelings and emotions which relate to the personality and behaviour of the students. According to Yusuf *et al*., (2023), affective domain encourages students to be more engaged in their tasks that can lead to better performance. Therefore, affective learning strategies focus on the emotional and motivational aspects of language learning. These strategies help language students develop positive attitudes and emotions toward learning grammar, which can improve their motivation, engagement, and learning outcomes(Zakaria et al., 2019).

The three sets of affective strategies are lowering your anxiety, encouraging yourself, and taking your emotional temperature.

c) Social Strategies

Social grammar learning strategies involve learning grammar in a social context, by interacting with others, and using language in real-world situations. They help language learners improve their communication skills and develop a deeper understanding of the grammar rules and structures of the language (Zakaria et al., 2019). Juniar & Carissa (2020), examined the grammar learning strategies used by Indonesian language students and they found that social strategies were commonly employed by the students in learning grammar. This

shows that students learn best with other people such as peers, seniors and teachers who can assist them in understanding new concepts and skills. The students can process their learning after they are guided by their teachers and access available resources from their peers and seniors.

According to Rebecca L. (Oxford, 1990), social strategies are one of the indirect language learning strategies that involve interaction with other people to facilitate language learning. Oxford classifies social strategies into three main categories: asking questions, cooperating with others, and empathizing with others. Asking questions refers to seeking clarification, verification, or correction from others to improve understanding. Cooperating with others involves working together with peers or more proficient language users in the learning process. Empathizing with others refers to developing an understanding of other people's thoughts, feelings, and cultural perspectives. These strategies help learners enhance their language learning through social interaction and collaboration (Rebecca L. Oxford, 1990).

The strategies represent a huge grouping that involves either interaction with anther man or woman or ideational over affect. Social affective strategies consict of three subcategories (Phuong, 2009). These strategies include:

1) Coperation is working with one more peer’s to obtain feedback, pool information, or model a languange activity.
2) Question for clarification is asking teacher or other native speaker for repetition, paraphrashing, explanation, and/or examples.
3) Self-talk reducing anxiety by using mental techniques that make one feel competent to the learning task.

From the explain above, Social affective stategies involve interaction, manipulaton, cooperation, clarification, and self-talk toinfluence other's interactions.

Another type of language learning strategy originated from Oxford. Based on her, language learning strategies were divided into two types; direct strategies and indirect strategies. In her framework, (Oxford, 2010) explicitly details that direct strategies are divided into memory, cognitive, and compensation strategies, while indirect strategies are divided into metacognitive, affective, and social strategies. This study utilizes Oxford's classification as the primary theoretical baseline(Nurliana, 2020).

Based on the classification of language learning strategies above, it could be seen that Oxford's classification were complete, detail, more comprehensive and systematic than others. So that's why on this study used Oxford's classification as main source.

d. Function of Language Learning Strategies

1) Memory Strategies

Memory strategy involved the mental process for storing new information in the memory and for retrieving them when needed. This strategy has four groups; making mental linkages, adjusting images and sounds, reviewing well, and attaching action. Making mental linkages can be prevailed through 1) Grouping language materials into useful units based on the topic; 2) Associating new language output to the concept thatalready in memory or; 3) Placing new words into a useful context. In adjusting images and sounds, it can be prevailed by 1) Using visual parable to memorize something; 2) Making a semantic mapping, such as drawing a chart of key concept at the middle or the top, and then linked the key concept by lines/arrows; 3) Keep in mind new words using keywords, or; 4) Remembering new language output correspond to its sounds.

In reviewing well, it can be done with arranged reviewing. And the last is employing action, is achieved by 1) Using physical response or action; 2) Using mechanical techniques in moving or changing something in order to remember the language

2) Cognitive Strategies

This strategy was a conscious way in processing the target language. It consists four categories as well; training, receiving and sending messages, analyzing and thought, and making structure for input and output. Training consists of 1) repeating, practicing, and emulating the language, 2) formally rehearsing sounds and writing method, 3) conscious in professing and using formula or design, 4) recombining known factor in a new ways, and 5) rehearsing the new language in native ways.

In receiving and sending messages implicates 1) getting the idea soon by skimming and scanning, and 2) utilize print or non-print source to grasp revenue and producing messages. Analyzing and thought includes 1) using general regulation and prevailing them to the goal language in order to thought deductively. 2) analyzing phrase in order to grasp themeaning of the huge phrase, 3) analyzing contrastively, such as appealing elements like sounds, vocabulary, or grammar to specify the similarities and differences. 4) interpreting as the base for understanding and generating the language, and 5) transferring the knowing, concepts, or structure from one language to other. And the last is making structure for input and output which requires 1) taking notes characteristic ideas or topics, 2) making a compress, or 3) highlighting keywords in the passage.

3) Compensation Strategies

Compensation strategies enable the students to used the language either in speaking and writing even lack of the knowledge. In this strategy be composed of suspecting

intelligently, and overcoming limitedness in speaking and writing. Suspecting intelligently can be reached by 1) using linguistic guides such as searching and using language-based guides for suspect the meaning what is heard or read in the language, or 2) using other guides such as searching and using guides that not language-based in order to suspect the meaning of the language. Next is overcoming limitedness in speaking and writing can be reached by 1) switching to the mother tongue, 2) asking someone for help, 3) using mime or gesture, 4) evading communication in part or totally, 5) choosing the theme in order to lineal communication, 6) regulating or approximating the message, 7) creating the words to convey the urge idea, and 8) using synonym

4) Meta-cognitive Strategies

It allows the students to control their cognitive in order to coordinate the learning process. This strategy be composed of focusing your learning, setting and designing your learning and appraising your learning. In focusing your learning consists of 1) Over viewing materials and link it with what already known. 2) paying attention. or 3) delaying speech to focus on listening. Setting and designing your learning steps can be reached by 1) know how language works. 2) setting the condition of learning to appropriate best learning. 3) setting aims for language learning. 4) identifying the purpose of language task. 5) planning for language task. or 6) seeking practice for opportunities. And in appraising your learning implicates self-monitoring and self-evaluating

5) Affective Strategies

Affective strategy assisted the students to managed their emotions, motivation and attitudes toward learning process. It be composed of reduction discomfort, propulsive yourself, and detention your emotional nature. In reduction discomfort can be described as 1) using technique to alternate the tense by deep

breathing or meditation, or 2) using music, or 3) using laughter. While propulsive yourself puts of 1) creating positive declarations, 2) detention risk wisely, or 3) give prize for yourself. Last is taking emotional temperature can be achieved by 1) understand the condition of yourself, 2) use checklist to discover feelings, attitudes andmotivation, 3) writing a language learning diary, or 4) discuss your feeling with other.

6) Social Strategies

This strategy facilitated language learning through interaction with others. It be composed of asking questions, cooperating with anothers, and empathizing with anothers. Asking questions can be explained as 1) asking clarification or 2) asking for correction. Meantime, cooperating with anothers can be used with 1) cooperating with fellow, or 2) cooperating with expert user or original speaker of the language. And last is empathizing with anothers implicates 1) developing cultural understanding, and 2) prospering conscious of anothers' thoughts and feelings

4. Social Strategies in LearningGrammar

According to (Pawlak, 2018), social strategies are a fundamental category within the Grammar Learning Strategy Inventory (GLSI). (Pawlak, 2018) explicitly classifies social strategies in grammar learning as interactional behaviors through which learners improve their grammatical competence by engaging with others in communicative contexts. These strategies involve: applying learned grammatical rules in communication with peers, teachers, or proficient users; exchanging feedback during language activities; asking for clarification or correction of grammatical errors; and using real-world interaction to reinforce grammatical understanding. (Pawlak, 2018) further emphasizes that social grammar learning strategies are distinct from other strategy types because they inherently require a second party - the learner cannot deploy them in

isolation. This social dimension makes them particularly powerful for bridging the gap between declarative knowledge (knowing the rule) and procedural competence (using the rule automatically in interaction).

Social strategies are activities in which learners interact with others to facilitate learning. These strategies help learners understand and use the target language through social interaction and cooperation. Oxford classified social strategies into three categories: asking questions, cooperating with others, and empathizing with others (Oxford, 1990). Asking questions refers to seeking clarification, verification, or correction from others to improve understanding. Cooperating with others involves working together with peers or more proficient users of the language in the learning process. Empathizing with others refers to developing an understanding of other people's thoughts, feelings, and cultural perspectives.

The basis of every language in the world is the grammar that organizes the language, so it is called the language system. Any person, whether a native speaker or a learner of the language, must master the grammar in order to communicate correctly. Grammar can be acquired by learning it from society or through educational institutions(Salman et al., 2022).

Identified several techniques which focused on specific aspects of language learning, such as the four language skills along with pronunciation, vocabulary and grammar. These techniques formed the basis for further research into learning strategies of specific skill areas(Gurata, 2008).

Grammar learning is not merely an individual cognitive process, but a deeply social phenomenon that thrives on interaction, cooperation, and meaningful feedback (Pawlak, 2023). When learners actively deploy social strategies, they bridge the gap between abstract structural competence and authentic social performance. There are two main obstacles faced by learners when learning English grammar rules.

There are two main obstacles faced by learners when learning English grammar rules: the first is the challenge of understanding certain grammatical aspects, and the second is the challenge learners face in assimilating grammatical features so they can use them easily and unconsciously when communicating with others in English(Hasan, 2025).

It is not possible to speak or write a text correctly, organized and logically without knowing the grammar. Learning grammar can be boring for many students, so all teachers must be aware of updating grammar teaching strategies. When students master grammar, they will be able to use it efficiently and communicate with others, whether through writing or conversation .The diversity of English language teaching strategies for foreign students includes Iraqi students to a large extent. Students in Iraq are in dire need of exposure to several types of English language learning strategies, as the primary stage focuses on oral skills in learning English, while in the intermediate stage, the focus is on writing skills to a great extent due to the nature of the subject and the curriculum, and at the university level, the focus is on listening and writing to a great extent, so mastering grammar is very important at the university level (Salman et al., 2022).

The history of the emerged of the Grammar Learning strategies is begun when Oxford in 1990 introduced the language learning strategies which were the umbrella of the Grammar learning strategies. The framework of the Grammar Learning Strategies(Oxford, 2010b). Framework was incomplete, therefore, he introduced a new categorization for the grammar learning strategies and named "Grammar Learning Strategy Inventory", this calcification divided into "cognitive, social strategies, metacognitive, and affective(Pawlak, 2021). This is the origin of the first emerged of the social grammar learning strategies (Mohamad et al., 2023b).

Social grammar learning strategies elicit its name from its nature, that a learner learn grammar in a social context, this is done by engaging

the learner with others, and using language in an authentic contexts (Al-Khayyat, 2021). Expose to real situations help students to develop their communication skills by comprehending the rules and the structures of the English grammarfrom contacting with others in real situations (Zakaria et al., 2019). Who revealed that social strategies were implemented by the learners when they learn the rules and the structures of the English grammar. It can be inferred that when the learners interact with peers and the teachers in real context they learn English grammar best. Learning in social context provide students with natural and authentic feedback(Juniar & Carissa, 2020).

The social strategy is based on the Bloom's affective domain. The affective domain is integrated in all the education aspects, it is related to the learners' moods, feelings, anxiety levels, receiving social feedback. This fact proves that social strategies are used when the students search for help from peers or teacher understand or to get clarification from the social life, from an authentic context (Čabraja, 2023).

Social strategies are part of the grammar learning strategies inventory (Pawlak, 2021)and play a pivotal role in language learning, as all skills require a knowledge of grammar. Aligned with this is that a knowledge of how grammar works is very important to communicate well, as it affects spoken and written language production. The rules of language are learned through grammar, e.g., the arrangement of words, phrases, and sentences (Althaqafi, 2018). In addition, proficient grammar use increases confidence (Salikin, 2015)by facilitating interlocutor comprehension. However, understanding grammar may be challenging (even for those majoring in English education) as English is an additional language for English learners. Additionally, students have different learning styles, interests, and strategies when learning grammar. However, employing learning strategies can make learning easier, faster, and more enjoyable, and choosing the right strategy can facilitate comprehension(Oxford, 2017b).

Social strategies are strategies employed by learners to improve their grammar knowledge in intercommunication. Subcategories of social strategies are communication, clarification and verification, cooperation, fluency, and accuracy. These subcategories are defined as follow: (1) Communication: using rules to exchange message or information in the language expression; (2) clarification and verification: requesting teachers or others for repeating, paraphrasing, explaining, or giving an example; (3) cooperation: working with friends to get feedbacks, pool information, or model language activities; (4) fluency: tending to express oneself readily and effortlessly with little attention to grammatical regulation; and (5) accuracy: monitoring expression for grammatical regulation (Chen in (Seng & Sitthitikul, 2013).

Social grammar learning strategies elicit its name from its nature, that a learner grammar in a social context, this is done by engaging the learner with others, and using language in an authentic contexts (Al-Khayyat, 2021). Expose to real situations help students to develop their communication skills by comprehending the rules and the structures of the English grammar from contacting with others in real situations (Zakaria et al., 2019). This fact is supported by a study of Juniar & Carissa (2020), who revealed that social strategies were implemented by the learners when they learn the rules and the structures of the English grammar. It can be inferred that when the learners interact with peers and the teachers in real context they learn English grammar best. Learning in social context provide students with natural and authentic feedback.

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Some people think that social strategies are used only for listening and speaking, but social strategies are helpful and indeed essential to all four-language skills(Chamot, 2020).

(1) Asking Questions

Requesting clarification or verification, as well as soliciting corrections, are both important strategies that fall under the broader category of question-asking techniques. These approaches are employed in various contexts across the four language skills: listening, reading, speaking, and writing. In the realms of listening and reading, individuals tend to ask for clarification or verification more frequently than for corrections. Conversely, in speaking and writing, the practice of seeking corrections is more commonly observed.

(2) Cooperating with Others

Since the foundation of language is inherently a social activity, collaborating with others is vital for effective learning. This collaboration necessitates that learners engage and interact with their peers as well as more proficient language users, such as teachers or anyone else who possesses greater language skills.

(3) Empathizing with Others

Understanding and creating in a new language requires a deep sense of empathy towards others, particularly those from the target culture.

Table 1.
Social Strategy by experts

<table>
<tr><th>Rubin (1981)</th><th>Oxford (2010)</th><th>Conclusion</th></tr>
<tr><td rowspan="2">Make your own oppurtunities</td><td>Asking Question
a. Asking for clarification or verification
b. Asking for correction
Cooperating With Others
a. Cooperating with peers
b. Cooperating with provicients</td><td rowspan="3">1. seeking practice opportunities
2. asking for clarification or verification
3. asking for correction
4. cooperating with peers
5. developing all cultural understanding
6. becoming aware of others’thoughts and feeling
7. Learn productive techniques</td></tr>
<tr><td>Empathizing with other
a. developing all cultural understanding
b. becoming aware of others’thoughts and feeling</td></tr>
<tr><td>Learn productive techniques</td><td></td></tr>
</table>

Based on Table 1, this study strategically selects the theoretical frameworks of (Rubin, 1981) and (Oxford, 2010) as the primary pillars. The rationale for selecting these two experts is due to their complementary nature in defining language learning strategies. (Rubin, 1981) is a pioneer who established the foundational baseline of what successful language learners do, emphasizing behavioral initiation such as "making opportunities" and "productive techniques." Meanwhile, (Oxford, 2010) developed the most comprehensive, detailed, and highly structured

taxonomy of social strategies (asking questions, cooperating, and empathizing). By combining Rubin's operational focus on opportunity-making with Oxford's systematic categorization, this research obtains a highly valid and structurally robust instrument to analyze the complete spectrum of social strategies used by EFL students in learning grammar.

To strengthen the structural framework, the definitions from both experts are cited. According to (Rubin, 1981), language learning strategies are the methods or tools that learners use to gain knowledge. She noted that successful language learners actively create their own opportunities for practice and employ specific productive techniques to interact with others. In alignment with this, as stated by (Oxford, 2010), social strategies are essential indirect strategies that facilitate language learning through interaction with others. She explicitly categorized these into three core interactional behaviors: asking questions for clarification, verification, or correction; cooperating with both peers and proficient users; and empathizing with others.

B. Review of Relevant Studies

The researcher read several relevant studies related to this research. One of the research conducted by Hasan (2025), entitleld "The Role of Social Grammar Learning Strategies in Improving University Non-Departmental Students' Grammar Performance". The results revealed that the female students' performance was higher than the male students, and there was a statistical significance difference between the students of the experimental group and the students of the control group in the post- testa chievement in grammar and for the favorite of students of experimental group.The study conclude that GLSs have positive effect to the non-departmental students' grammar performance, and learning via strategies that are familiar with the students'social life are very significant and consider life long learning.

The second study by (Mohamad et al., 2023), titled “Grammar Learning Strategies Used by ESL Undergraduate Students”. The findings indicated that taking notes while listening to their teacher’s explanations, finding out the reasons for their mistakes, encouraging themselves to practice grammar and asking friends for help were the most common strategies used in cognitive, metacognitive, affective, and social strategies respectively. Social strategies were found to be the most common strategies used by the students. Finally, the research also revealed that high proficient students used all strategies more than low proficient students. The findings of the research can be useful for teachers as they can vary their teaching approaches to match the students’ grammar learning strategies. In addition, less proficient students can also learn the strategies used by the more proficient students so they can also benefit from using the strategies in learning grammar (Mohamad *et al*.,2023).

Then, the study by Zafira Ramdayani S.A. Kadir, titled "The Study of Learning Strategies Used by Indonesian EFL Students in Learning English Grammar" (2020), found that social strategies (GLSI_D) were the most frequently used by Indonesian EFL students at Universitas Islam Malang (M=3.683), higher than metacognitive, cognitive, and other affective strategies, with successful students using social strategies most dominantly (M=3.775) although there was no significant difference between successful and less successful students (sig=0.291). Similarities with your study "Social Strategies Used by EFL College Students in Learning Grammar" lie in the EFL context of Indonesian college students and the dominance of social strategies in grammar learning, both highlighting interaction as key. Differences include Kadir's study covering all types of grammar strategies (not just social) and comparing successful vs. less successful students using GLSI and grammar tests, while your study is more specific to social strategies only(Ramdayani et al., 2020).

At the last, the study by Gita Mutiara Hati et al., titled "Social Engagement Strategy of English Language Learners for Enhancing Grammar" (2025), revealed that social strategies were the most dominant used by 194 Indonesian undergraduate students (followed by metacognitive and cognitive), with three main patterns: involving skilled teachers/peers, practicing with peers, and peers as motivators; the rationale included understanding grammar mistakes, sharing understanding, and improving grammar use. Similarities with your study are the emphasis on social strategies as the most frequently used by Indonesian EFL learners for grammar, showing social interaction as the main driver. Differences include this study's mixed-methods design with GLSI and in-depth interviews for patterns and rationale, focusing on "social engagement," whereas your study is more descriptive on general social strategy use

From the reviewed studies, it can be concluded that all of them discuss grammar learning strategies in the EFL context, although each study has a different focus. The first study emphasizes the effectiveness of grammar learning strategies in improving students' grammar achievement, particularly in relation to gender differences and experimental treatment. The second study identifies the types of grammar learning strategies used by ESL undergraduate students and reveals that social strategies are the most frequently used, followed by cognitive, metacognitive, and affective strategies. The third and fourth studies focus on Indonesian EFL students and show that social strategies are the most dominant in grammar learning because they involve interaction with peers and teachers. In addition, these studies indicate that more successful learners tend to use a wider variety of strategies more effectively. Therefore, social strategies are considered important in enhancing grammar learning since they support communication, cooperation, and deeper understanding in the language learning process.

CHAPTER III
METHODOLOGY

A. Research Design

This research used a descriptive quantitative research approach and a survey design to identify the social strategies that students used in learning Intermediate Grammar.

A quantitative research method was grounded in positivism and was used to study a specific population or sample. The main data were quantitative data collected by distributing questionnaires and conducting field observations (Abdoel et al., 2023). This research used a quantitative approach, utilizing numerical data throughout the research process. This included data collection, interpretation, and the presentation of the results. This approach relied on numerical data to examine and analyze the information, with the goals of describing phenomena and objectively explaining relationships between variables (Sugiyono, 2013). Descriptive research, as stated by Gay (2000, p. 8), involved gathering data to answer questions regarding the current status of the subject under study.

This research used survey research, which provided a numerical description of trends, attitudes, or opinions within a population by examining a sample (Creswell, 2009). The purpose was to generalize the findings from the sample to the population so that conclusions could be drawn about certain characteristics, attitudes, or behaviors of the population. In this study, the researcher used a cross-sectional survey design because the data were collected from selected participants at one point in time. Through the descriptive quantitative approach and survey design, the researcher was able to answer the research question regarding the social strategies used by students in learning Intermediate Grammar.

B. Population and Sample

1. Population

Population referred to a general category that included objects or subjects sharing specific qualities and characteristics identified by the researcher. These elements were studied and were used as a foundation for drawing conclusions (Sugiyono, 2013).

The population of this study consisted of all students of the English Education Department who had completed the Intermediate Grammar course. These students were selected because they had experienced learning Intermediate Grammar and had had opportunities to interact with lecturers and peers through activities such as asking questions, participating in discussions, cooperating in group work, and seeking feedback during the learning process. Therefore, they were considered an appropriate population for investigating students' social strategies in learning Intermediate Grammar.

2. Sampel

A sample is a subset of the population selected to represent the characteristics of the entire population. According to (Sugiyono, 2013), a sample is part of the population that possesses the characteristics of that population. In this study, the sample was selected using convenience sampling. Convenience sampling is one of the simplest forms of non-probability sampling, in which participants are selected based on their availability or ease of access. This sampling technique is commonly used when random sampling is not feasible due to time, budget, or logistical constraints. Therefore, the researcher selected students who had completed the Intermediate Grammar course and were available and willing to participate in the research. A total of 65 students participated as respondents in this study.

C. Technique of Data Collection

1. Research instrument

To determine what are social stategies students use in the Intermediate Grammar classes , a questionnaire as the primary data collection tool is employed. The questionnaire items are structured based on theories related to the types of social startegies that exist in grammar class . The questionnaire is presented in Bahasa Indonesia so that respondents are able to easily understand the questions asked.

To develop the questionnaire, the researcher follow several steps with the following guidelines (Muljono & Arifin, 2021) :

a. Based on the theories reviewed, the researcher formulates the construct of the variable to be measured, namely understanding the concept of the variable.
b. From the construct, explicit dimensions and indicators are developed to describe the variable.
c. The researcher makes a specification table containing dimensions, indicators, numbers, and number of items for each dimension and indicator.
d. The determination of the measurement scale is done with a range of values on a continuum, from one pole to the opposite pole (for example, from low to high or from negative to positive).

In this study, the researcher uses a Likert Scale. The Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena (Muljono, 2019). This questionnaire uses a modified Likert scale with 5 (five) answer options Selalu (S) for always, Biasanya (B) for usually, Kadang-kadang (KK) for sometimes, jarang (J) for rarely and Tidak pernah for never (TP).

Table 2.
Score for Categories of The Statement

Categories	Positive Statement Score
Selalu	5
Biasanya	4
Kadang Kadang	3
Jarang	2
Tidak Pernah	1

After collecting the data, in classifying the students' language learning strategies there are five classifications which are uses as the following:

In order to create a good questionnaire, it has to have validity and reliability, which are explained as follows.

a. Validity

The concept of validity emphasizes validity as the accuracy or credibility of a description, conclusion, explanation, and interpretation of research results (Sugeng, 2014). The most important feature of a test to ensure effective data collection is its validity. Validity refers to how accurately a test assesses what it is intended to measure, thereby allowing for meaningful interpretation of the results. In this case, the use of social strategies is measured using a questionnaire based on the theories of social strategies in learning grammar. Therefore, to check whether the data usedis valid or not, content validity is used. Then, the researcher asks three validators to review the questionnaire that has been made by the researcher.

Therefore, the researcher applies Aiken's V formula as outlined by (Hendryadi, 2017). To calculate the content validity coefficient, based on the evaluations from validators regarding the extent to which the item represents the intended construct. The formula proposed by Aiken is as follows:

$$V = \sum s / [n(C - 1)]$$

$$S = r - Ic$$

Where :

Io = Lowest scoring rate

C = Highest score

R = The number given by the validator

N = Number of validators

After applying the formula, the researcher interpreted the validity of the questionnaire by using the following content validity criteria.

Aspect of items	Validator			S1	S2	S3	∑s	[n(C-1)]	V	Criteria
	I	II	III							
1a	4	4	4	3	3	3	9	12	0,75	High validity
2a	3	4	4	2	3	3	8	12	0,66	High validity
2b	3	4	4	2	3	3	8	12	0,66	High validity
3a	4	5	4	3	4	3	10	12	0,83	Very high validity
3b	4	5	4	3	4	3	10	12	0,83	Very high validity
3c	4	4	4	3	3	3	9	12	0,75	High validity
3d	4	4	4	3	3	3	9	12	0,75	High validity
1a-3d	26	30	28	19	23	21	63	84	0,75	High validity

After applying the formula, the researcher interpreted the validity of the questionnaire by using the following content validity criteria

Table 3.
Validity Result

Score	Interpretation
0,85 – 1	Very high validity
0,65-0,85	High validity

0,45 – 0,65	Moderate validity
0,25 – 0,45	Very low validity

After applying the formula, it had gotten 0,75 which is high validity. This means that the researcher instrument could already be considered to have adequate content validity.

b. Reliability

Reliability is the degree to which a test consistently measures whatever it is measuring (Gay, 2017). A highly reliable test instills greater confidence that the scores obtained would remain consistent if the test were administered again to the same individuals at a later time or conducted by a different evaluator. In essence, reliability assesses whether a research instrument can be effectively utilized by other researchers or in different studies.

The method that is used by the researchers is the Cronbach's Alpha formula to test the reliability of the instrument, using SPSS version 30.00 software. The following is reliability testing using Cronbach's Alpha formula:

$$r_x = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2}\right)$$

Where :

Rx = Reliability sought

N = Number of quuestion items

= The sum of score variances of each item

= Variations total

The Cronbach's Alpha Value Range (Slamet & Wahyuningsih, 2022):

Table 4.
Cronbach's Alpha Range

Score	Interpretation
Alpha < 0.50	Low Reliability

$0.50 \leq$ Alpha < 0.70	Moderate Reliability
$0.70 \leq$ Alpha < 0.80	Sufficient reliability
$0.80 \leq$ Alpha < 0.90	Strong Reliability
Alpha ≥ 0.90	Perfect Reliability

A smaller alpha value indicates that more items are unreliable. A research instrument is said to be reliable, if the Cronbach's Alpha value> 0.60 (Slamet & Wahyuningsih, 2022). Therefore, the decision making criteria, the decision-making criteria in the reliability test are as follows: If the Cronbach's Alpha value> 0.60, then the questionnaire items are reliable questions in the questionnaire are reliable. If the Cronbach's Alpha value.

Table 5
Cronbach's Alpha Score





2. Research Prosecedure

This research follows the procedure suggested by (Creswell, 2014) as described below:

a. Defining Research Problem

Defining a research problem involves recognizing, formulating, and determining the main issue to be explored in a study. This step requires identifying relevant matters, outlining the scope, and establishing clear objectives so the research can proceed systematically and with purpose. This section provides the background and justification for the study, showing why the issue is important and convincing readers that it is significant and worth investigating.

b. Reviewing the Literature

A literature review is a written overview of journal articles, books, and other documents that present the development of knowledge related to the topic. It organizes these sources into subthemes and highlights the need for the proposed study. Conducting a review ensures the research does not duplicate previous studies but instead offers new insights. It also helps the researcher understand

earlier findings, refine research skills, and find useful examples and models for the study.

c. Designing the Study

The researcher creates a research instrument based on the theories of indirect strategies in learning speaking and consists of 55 statement items. A content validity test is conducted by involving three validators to assess the questionnaire. The researcher then calculates both the validity and reliability of the instrument.

d. Collecting Data

Data collection in quantitative research involves more than just gathering responses. It starts by deciding on the participants and obtaining their consent. Then, the researcher selects the most suitable instrument to answer the research questions. Only after these preparations can the data collection begin, ensuring that the gathered data is relevant, valid, and ready for analysis.

e. Analyzing and Interpreting Data

After data collection, the researcher scores the participants' answers using a Likert scale and organizes the results in Microsoft Excel. The data are then analyzed thoroughly with SPSS 30.00, according to the research questions. Using SPSS 30.00 allowed for more precise and comprehensive statistical analysis, enhancing the credibility of the findings. The interpretation of the results relies on descriptive statistics in SPSS, which provide an overview of trends, variations, and comparisons across the data.

f. Reporting and Evaluating the Research

In reporting the analyzed data, the researcher presents results using descriptive language, supported by tables, charts, and histograms. Each statistical outcome is explained in detail, making the findings clear and accessible. The conclusions for each part of the analysis are also summarized.

D. Technique of Data Analysis

To analyze the data, descriptive statistics are applied. According to Sugiyono (2013), descriptive statistics are used to describe the data as it is, without drawing generalizations to a broader population. The steps carried out are as follows:

1. Collecting the data

   The researcher distributed a questionnaire focusing on the use of social strategies in learning grammar. The questionnaire is given directly to the respondents to obtain accurate and relevant data.

2. Tabulating the data

   The responses are then organized in tabular form to make the analysis process easier, especially for processing through statistical software (Further details can be seen in Appendix ….).

3. Calculating the frequency

   After the tabulation process, the next stage that is carried out by the researcher is to calculate the frequency to find the average value (mean) of the questionnaire answers using SPSS version 30.0

$$P = \left(\frac{F}{N}\right) \times 100\%$$

   P = Percentage

   F = Frequency of Total Score

   N = Number of sample

4. Analyzing and interpreting in the table

   After calculating the average score of the questionnaire regarding students' use of social strategy in learning grammar, the next step is to examine and interpret the results of the questionnaire. To analyze the results of the interpretation of the questionnaire, researchers used the formula suggested by Sudijono in (Rahmanto et al., 2024) as follow :

Table 6
The Categories of Students Use of social strategy in learning grammar

Average Number	Categories
≥(0.80 x max score)	Always
(0.60 x max score)- (0.80 x max score)	Usually
(0.40 x max score)-(0.60 x max score)	Sometimes
≤(0.40 x max score)	Really

Notes :

Max = The highest score

To find the mean, researcher used SPPS version 30.0. The formula used by researchers to find the average value is the formula suggested by Sudiono in (Ananda & Fadhli, 2018) as follows:

Notes :

$$M = \frac{\Sigma x}{N}$$

M = Mean

X = Individual scre

N = Number of sample

To find the standar deviation, researcher used SPPS version 30.0. The formula used by researchers to find standard deviation is as follows (Untari, 2020):

$$s = \sqrt{\frac{1}{n}\sum (x_i - \bar{x})^2}$$

Notes:

S = Standar deviation

n = Number of respondents

Xi = Individuals values

5. Drawing conclusion

The next stage in data analysis is making conclusions. Conclusions are drawn based on information obtained from respondents and after the data has been analyzed by researcher.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Data Description

This chapter discusses the results and discussion of Social Strategies Used by EFL College Students in Learning Grammar. This section presents the data collected from the respondents. The data include the respondents' characteristics or demographic information, as well as the scores obtained from the completed research instruments. The presentation of the initial data aims to provide an overview of the data used in this study before further analysis is conducted. The following table presents the raw data of the respondents along with their respective scores based on the results of the data collection.

Table 7
Score of Social Strategies Used by EFL College Students in Learning Grammar

Respondent	Score	Respondent	Score
1	100	34	58
2	84	35	76
3	81	36	70
4	124	37	94
5	112	38	106
6	129	39	125
7	110	40	107
8	111	41	87
9	87	42	84
10	128	43	59
11	119	44	139
12	111	45	87
13	108	46	79
14	80	47	106
15	110	48	86
16	102	49	108
17	82	50	71
18	125	51	110
19	107	52	96
20	102	53	84
21	86	54	65

22	111	55	81
23	82	56	90
24	127	57	93
25	97	58	62
26	105	59	91
27	52	60	75
28	118	61	99
29	109	62	67
30	78	63	116
31	97	64	113
32	129	65	127
33	109		
Total			**6323**

To provide an overview of the distribution and characteristics of the data, descriptive statistical analysis was conducted. The analysis presents the mean, standard deviation, minimum, and maximum scores for each variable examined in this study. These descriptive statistics provide an initial overview of the respondents' scores and the overall pattern of the data before proceeding to further statistical analysis.

The results of the descriptive statistical analysis are presented in the following table.

Table 8
Statistics Table of Social Strategies Used by EFL College Students in Learning Grammar

Descriptive Statistics	
N	65
Mean	97.28
Median	99
Mode	84[a]
Std. Deviation	20.276
Minimum	52
Maximum	139
Sum	6323

Based on the results of the calculations that have been carried out, it can be concluded that the mean score of EFL college students' social strategies used in learning grammar was 97.28, and the standard deviation

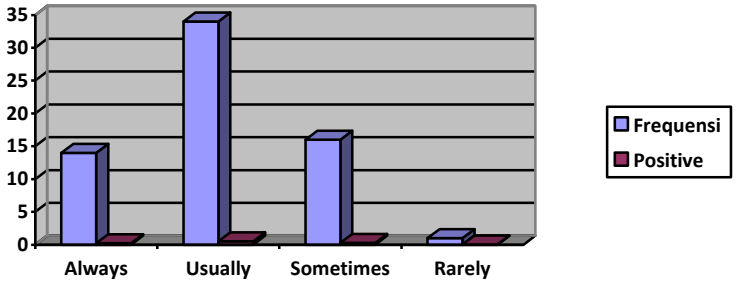
was 20.276. The data were obtained from 65 respondents, with a minimum score of 52 and a maximum score of 139. For more detailed information regarding the descriptive statistics of social strategies used by EFL college students in learning grammar. Based on the descriptive statistics above, the category of EFL college students' social strategies used in learning grammar can be determined according to the established classification criteria. The result can be seen in the following table above:

Table 9
Categories Results of Social Strategies Used by EFL College Students in Learning Grammar

Class Interval	F	%	Categories
≥ 111,2	14	21,5%	Always
(83,4)- (111,2)	34	52,3%	Usually
(55,6) - (83,4)	16	24,6%	Sometimes
≤ (55,6)	1	1,5%	Really

Based on the table above, it can be concluded that most EFL college students *usually* use social strategies in learning grammar, with 34 students (52.3%) falling into this category. This indicates that the majority of the students tend to use social strategies, such as asking questions, cooperating with peers, and seeking clarification from others, to support their grammar learning. Furthermore, 14 students (21.5%) are categorized as *always* using social strategies, while 16 students (24.6%) are categorized as *sometimes* using social strategies. Only 1 student (1.5%) is categorized as rarely using social strategies in learning grammar, indicating that very few students *rarely* use social strategies. Therefore, the histogram can be seen as follow:

Histogram 1
Social Strategies Used by EFL College Students in Learning Grammar



It can be concluded that the level of EFL college students' social strategies used in learning grammar is **usually**, with a percentage of **52.3%**, representing **34 students**.

B. Data Analysis

In collecting data, the researcher used a questionnaire to determine the Social Strategies Used by EFL College Students in Learning Grammar. After the data is collected, the researcher analyzes the data in general. Then, researchers describe the data in general for each type of social strategies. In this study, researchers analyzed students' social strategies used by EFL college in learning grammar.

1. Social Strategies Used by EFL College Students in Learning Grammar in term Make Your Own Opportunities.

   There are 8 items developed for this component, which consist of 8 questions related to the social strategies used by EFL college students in learning grammar. The following table presents the raw data of the respondents along with their respective scores based on the results of the data collection.

Table 10
Score of Social Strategies Used by EFL College Students in Learning Grammar in term Make Your Own Opportunities

Respondent	Score	Respondent	Score
1	26	34	19
2	20	35	23
3	24	36	19
4	33	37	27
5	33	38	26
6	36	39	35
7	31	40	28
8	31	41	23
9	22	42	17
10	36	43	17
11	30	44	40
12	28	45	23
13	30	46	20
14	21	47	31
15	28	48	20
16	29	49	29
17	19	50	21
18	33	51	32
19	30	52	30
20	27	53	20
21	23	54	19
22	30	55	22
23	23	56	28
24	36	57	25
25	27	58	19
26	30	59	25
27	14	60	22
28	35	61	27
29	26	62	20
30	23	63	33
31	26	64	32
32	31	65	35
33	31		
Total			1729

After the data were obtained, the researcher calculated the mean score of the students' use of social strategies in learning grammar. The details of the data description can be seen in the table below:

Table 11
Statistics Table of Social Strategies Used by EFL College Students in Learning Grammar in term Make Your Own Opportunities

Statistics	
Mean	26.60
Std. Error of Mean	.716
Median	27.00
Mode	23[a]
Std. Deviation	5.771
Variance	33.306
Range	26
Minimum	14
Maximum	40
Sum	1729

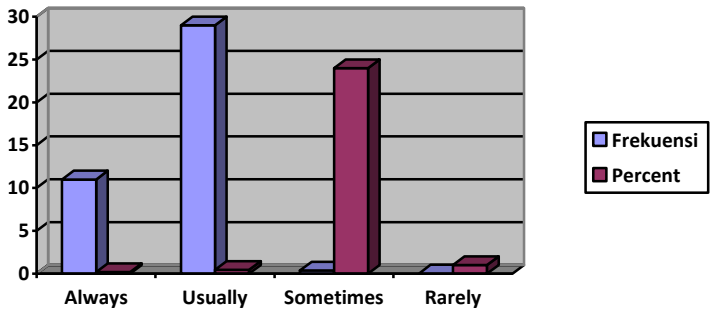
Based on the table above, it can be concluded that the mean score of social strategies used by EFL college students in learning grammar was 26.60, and the standard deviation was 5.771. The descriptive statistics showed that the minimum score was 14, while the maximum score was 40. Furthermore, the median score was 27.00, and the mode was 23. Based on these descriptive statistics, the category of social strategies used by EFL college students in learning grammar was determined. The results can be seen in the following table.

Table 12
Categories Results of Social Strategies Used by EFL College Students in Learning Grammar in term Make Your Own Opportunities

Class Interval	F	%	Categories
≥ 32	11	16,9%	Always
(24)- (32)	29	44,6%	Usually
(16) - (24)	24	36,9%	Sometimes
≤ (16)	1	1,5%	Really
Total	**65**	**100%**	

Based on the table above, it can be concluded that most of the EFL college students *usually* use social strategies in learning grammar in terms of making their own opportunities, with 29 students (44.6%) falling into this category. This indicates that most students tend to use social strategies by creating their own opportunities to practice and improve their grammar learning. Meanwhile, 24 students (36.9%) are categorized as *sometimes* using social strategies, 11 students (16.9%) are categorized as *always* using social strategies, and only 1 student (1.5%) is categorized as *rarely* using social strategies. These findings indicate that although most students *usually* make their own opportunities to learn grammar, some students only *sometimes* use this social strategy. Therefore, the histogram can be seen as follows:

Histogram 2
Social Strategies Used by EFL College Students in Learning Grammar in term Make Your Own Opportunities



2. Social Strategies Used by EFL College Students in Learning Grammar in term Asking Clarification or Verification.

There are 7 items developed for this component, which consist of 7 questions related to the social strategies used by EFL college students in learning grammar. The following table presents the raw data of the respondents along with their respective scores based on the results of the data collection.

Table 13
Score of Social Strategies Used by EFL College Students in Learning Grammar in term Asking Clarification or Verification

Respondent	Score	Respondent	Score
1	27	34	28
2	20	35	12
3	35	36	18
4	29	37	16
5	27	38	25
6	17	39	22
7	28	40	31
8	23	41	28
9	32	42	24
10	23	43	23
11	27	44	13
12	14	45	35
13	25	46	21
14	28	47	22
15	21	48	26
16	26	49	25
17	34	50	27
18	28	51	16
19	12	52	26
20	18	53	20
21	16	54	23
22	25	55	14
23	22	56	24
24	31	57	16
25	28	58	26
26	24	59	16
27	23	60	26
28	27	61	17
29	14	62	24
30	25	63	19
31	28	64	31
32	21	65	25
33	26		33
Total			1585

After the data were obtained, the researcher calculated the mean score of the students' use of social strategies in learning grammar. The details of the data description can be seen in the table below:

Table 14
Statistics Table of Social Strategies Used by EFL College Students in Learning Grammar in term Asking Clarification or Verification

Statistics	
Mean	24.38
Std. Error of Mean	.707
Median	25.00
Mode	27[a]
Std. Deviation	5.700
Variance	32.490
Range	23
Minimum	12
Maximum	35
Sum	1585

Based on the table above, it can be concluded that the mean score of social strategies used by EFL college students in learning grammar was 24.38, and the standard deviation was 5.700. The descriptive statistics showed that the minimum score was 12, while the maximum score was 35. Furthermore, the median score was 25.00, and the mode was 27. Based on these descriptive statistics, the category of social strategies used by EFL college students in learning grammar was determined. The results can be seen in the following table.

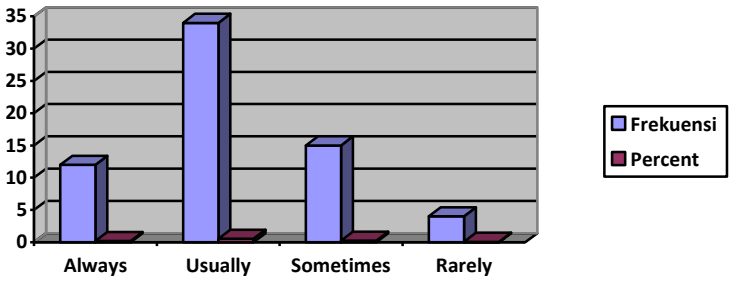
Table 15
Categories Results of Social Strategies Used by EFL College Students in Learning Grammar in term in term Asking Clarification or Verification

Class Interval	F	%	Categories
≥ 28	12	18,5%	Always
(21)- (28)	34	52,3%	Usually
(14) - (21)	15	23,1%	Sometimes
≤ (14)	4	6,2%	Really
Total	**65**	**100%**	

Based on the table above, it can be concluded that most of the EFL college students *usually* use social strategies in learning grammar in terms of asking for clarification or verification, with 34 students (52.3%) falling

into this category. This indicates that most students tend to use social strategies by asking for clarification or verification when they do not understand grammar materials or need further explanation. Meanwhile, 15 students (23.1%) are categorized as *sometimes* using social strategies, 12 students (18.5%) are categorized as *always* using social strategies, and 4 students (6.2%) are categorized as *rarely* using social strategies. These findings indicate that the majority of students *usually* seek clarification or verification in learning grammar, although some students only *sometimes* or *rarely* use this social strategy. Therefore, the histogram can be seen as follows:

Histogram 3
Social Strategies Used by EFL College Students in Learning Grammar in term Asking Clarification or Verification



3. Social Strategies Used by EFL College Students in Learning Grammar in term Asking Correction

There are 3 items developed for this component, which consist of 3 questions related to the social strategies used by EFL college students in learning grammar. The following table presents the raw data of the respondents along with their respective scores based on the results of the data collection.

Table 16
Score of Social Strategies Used by EFL College Students in Learning Grammar in term Asking Correction

Respondent	Score	Respondent	Score
1	13	34	12
2	13	35	7
3	9	36	9
4	13	37	11
5	12	38	11
6	15	39	9
7	12	40	15
8	12	41	12
9	12	42	10
10	15	43	11
11	15	44	6
12	15	45	14
13	12	46	9
14	11	47	9
15	12	48	12
16	11	49	10
17	13	50	12
18	15	51	10
19	13	52	12
20	11	53	12
21	12	54	10
22	14	55	8
23	9	56	12
24	14	57	11
25	14	58	13
26	10	59	6
27	6	60	9
28	11	61	6
29	14	62	12
30	9	63	5
31	10	64	13
32	14	65	14
33	12		
Total			737

After the data were obtained, the researcher calculated the mean score of the students' use of social strategies in learning grammar. The details of the data description can be seen in the table below:

Table 17
Statistics Table of Social Strategies Used by EFL College Students in Learning Grammar in term Asking Clarification or Verification

Statistics	
Mean	11.34
Std. Error of Mean	.311
Median	12.00
Mode	12
Std. Deviation	2.508
Variance	6.290
Range	10
Minimum	5
Maximum	15
Sum	737

Based on the table above, it can be concluded that the mean score of social strategies used by EFL college students in learning grammar was 11.34, and the standard deviation was 2.508. The descriptive statistics showed that the minimum score was 5, while the maximum score was 15. Furthermore, the median score was 12.00, and the mode was 12. Based on these descriptive statistics, the category of social strategies used by EFL college students in learning grammar was determined. The results can be seen in the following table:

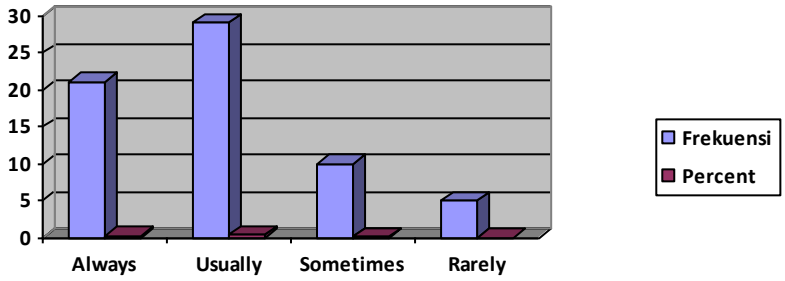
Table 18
Categories Results of Social Strategies Used by EFL College Students in Learning Grammar in term in term Asking Correction

Class Interval	F	%	Categories
≥ 12	21	32,3%	Always
(9)- (12)	29	44,6%	Usually
(6) - (9)	10	15,4%	Sometimes
≤ (6)	5	7,7%	Really
Total	**65**	**100%**	

Based on the table above, it can be concluded that most of the EFL college students *usually* use social strategies in learning grammar in terms of asking for correction, with 29 students (44.6%) falling into this

category. This indicates that most students tend to use social strategies by asking others for correction when learning grammar, particularly to identify and improve their grammatical errors. Meanwhile, 21 students (32.3%) are categorized as *always* using social strategies, 10 students (15.4%) are categorized as *sometimes* using social strategies, and 5 students (7.7%) are categorized as *rarely* using social strategies. These findings indicate that the majority of students *usually* ask for correction when learning grammar, although some students only *sometimes* or *rarely* use this social strategy. Therefore, the histogram can be seen as follows:

Histogram 4
Social Strategies Used by EFL College Students in Learning Grammar in term Asking Correction



4. Social Strategies Used by EFL College Students in Learning Grammar in term Cooperatuion with Peers

There are 1 item developed for this component, which consist of 1 question related to the social strategies used by EFL college students in learning grammar. The following table presents the raw data of the respondents along with their respective scores based on the results of the data collection.

Table 19
Score of Social Strategies Used by EFL College Students in Learning Grammar in term Cooperatuion with Peers

Respondent	Score	Respondent	Score
1	2	34	2
2	4	35	1
3	1	36	2
4	4	37	3
5	4	38	3
6	5	39	5
7	4	40	4
8	4	41	4
9	4	42	1
10	3	43	4
11	4	44	5
12	3	45	5
13	4	46	3
14	1	47	3
15	4	48	4
16	4	49	4
17	5	50	2
18	3	51	4
19	2	52	2
20	3	53	2
21	5	54	2
22	2	55	1
23	4	56	2
24	5	57	2
25	2	58	4
26	4	59	3
27	2	60	4
28	3	61	4
29	3	62	1
30	3	63	3
31	2	64	3
32	5	65	3
33	3		
Total			206

After the data were obtained, the researcher calculated the mean score of the students' use of social strategies in learning grammar. The details of the data description can be seen in the table below:

Table 20
Statistics Table of Social Strategies Used by EFL College Students in Learning Grammar in term Cooperatuion with Peers

Statistics	
Mean	3.17
Std. Error of Mean	.146
Median	3.00
Mode	4
Std. Deviation	1.180
Variance	1.393
Range	4
Minimum	1
Maximum	5
Sum	206

Based on the table above, it can be concluded that the mean score of social strategies used by EFL college students in learning grammar was 3.17, and the standard deviation was 1.180. The descriptive statistics showed that the minimum score was 1, while the maximum score was 5. Furthermore, the median score was 3.00, and the mode was 4. Based on these descriptive statistics, the category of social strategies used by EFL college students in learning grammar was determined. The results can be seen in the following table:

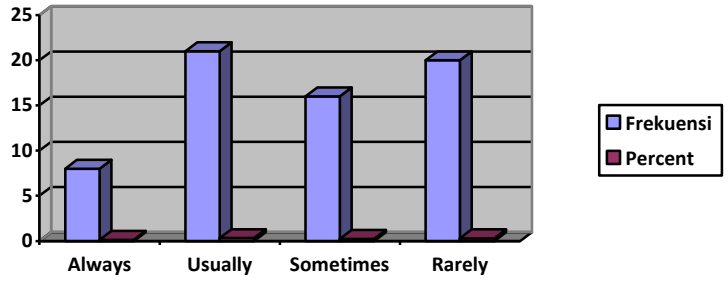
Table 21
Categories Results of Social Strategies Used by EFL College Students in Learning Grammar in term in term Cooperating with Peers

Class Interval	F	%	Categories
≥ 4	8	12,3%	Always
(3)- (4)	21	32,3%	Usually
(2) - (3)	16	24,6%	Sometimes
≤ (2)	20	30,8%	Really
Total	**65**	**100%**	

Based on the table above, it can be concluded that most of the EFL college students *usually* use social strategies in learning grammar in terms of cooperating with peers, with 21 students (32.3%) falling into this category. This indicates that some students tend to use social strategies by

cooperating with their peers during the process of learning grammar, such as discussing grammar materials, sharing knowledge, and helping each other understand difficult concepts. Meanwhile, 20 students (30.8%) are categorized as *rarely* using social strategies, 16 students (24.6%) are categorized as *sometimes* using social strategies, and 8 students (12.3%) are categorized as *always* using social strategies. These findings indicate that although the largest percentage of students *usually* cooperate with their peers in learning grammar, a considerable number of students still *rarely* use this social strategy. Therefore, the histogram can be seen as follows:

Histogram 5 Social Strategies Used by EFL College Students in Learning Grammar in term Cooperating with Peers



5. Social Strategies Used by EFL College Students in Learning Grammar in term Developing Cultural Understanding

There are 2 items developed for this component, which consist of 2 questions related to the social strategies used by EFL college students in learning grammar. The following table presents the raw data of the respondents along with their respective scores based on the results of the data collection.

Table 22
Score of Social Strategies Used by EFL College Students in Learning Grammar in term Developing Cultural Understanding

Respondent	Score	Respondent	Score
1	4	34	4
2	6	35	6
3	7	36	6
4	8	37	7
5	7	38	6
6	10	39	8
7	8	40	8
8	8	41	7
9	6	42	6
10	9	43	4
11	9	44	10
12	9	45	8
13	8	46	6
14	6	47	8
15	10	48	7
16	7	49	8
17	6	50	5
18	10	51	8
19	5	52	8
20	7	53	5
21	6	54	4
22	9	55	4
23	7	56	6
24	9	57	6
25	5	58	5
26	8	59	6
27	4	60	7
28	9	61	7
29	7	62	5
30	4	63	7
31	6	64	9
32	10	65	10
33	7		
Total			452

After the data were obtained, the researcher calculated the mean score of the students' use of social strategies in learning grammar. The details of the data description can be seen in the table below:

Table 23
Statistics Table of Social Strategies Used by EFL College Students in Learning Grammar in term Developing Cultural Understanding

Statistics	
Mean	6.95
Std. Error of Mean	.216
Median	7.00
Mode	6
Std. Deviation	1.745
Variance	3.045
Range	6
Minimum	4
Maximum	10
Sum	452

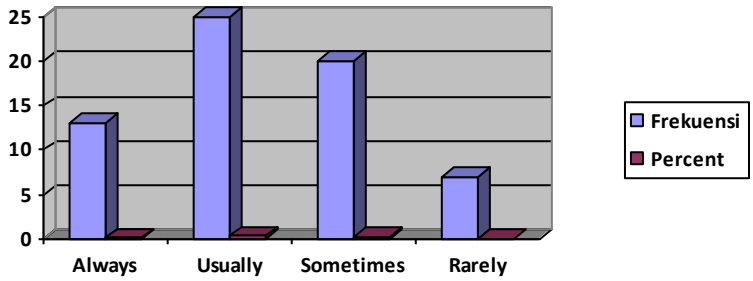
Based on the table above, it can be concluded that the mean score of social strategies used by EFL college students in learning grammar was 6.95, and the standard deviation was 1.745. The descriptive statistics showed that the minimum score was 4, while the maximum score was 10. Furthermore, the median score was 7.00, and the mode was 6. Based on these descriptive statistics, the category of social strategies used by EFL college students in learning grammar was determined. The results can be seen in the following table:

Table 24
Categories Results of Social Strategies Used by EFL College Students in Learning Grammar in term in term Developing Cultural Understanding

Class Interval	F	%	Categories
≥ 8	13	20%	Always
(6) - (8)	25	38,5%	Usually
(4) - (6)	20	30,8%	Sometimes
≤ (4)	7	10,8%	Really
Total	**65**	**100%**	

Based on the table above, it can be concluded that most of the EFL college students *usually* use social strategies in learning grammar in terms of developing cultural understanding, with 25 students (38.5%) falling into this category. This indicates that most students tend to use social strategies by developing their cultural understanding while learning grammar, such as recognizing cultural differences and understanding how grammar is used in different cultural contexts. Meanwhile, 20 students (30.8%) are categorized as *sometimes* using social strategies, 13 students (20%) are categorized as *always* using social strategies, and 7 students (10.8%) are categorized as *rarely* using social strategies. These findings indicate that the majority of students *usually* develop their cultural understanding while learning grammar, although some students only *sometimes* or *rarely* use this social strategy. Therefore, the histogram can be seen as follows:

Histogram 6
Social Strategies Used by EFL College Students in Learning Grammar in term Developing Cultural Understanding



6. Social Strategies Used by EFL College Students in Learning Grammar in term Learn Produktive techniques

There are 5 items developed for this component, which consist of 5 questions related to the social strategies used by EFL college students in learning grammar. The following table presents the raw data of the respondents along with their respective scores based on the results of the data collection.

Table 25
Score of Social Strategies Used by EFL College Students in Learning Grammar in term Learn Produktive techniques

Respondent	Score	Respondent	Score
1	20	34	10
2	18	35	17
3	14	36	10
4	24	37	15
5	20	38	15
6	18	39	23
7	19	40	19
8	20	41	13
9	14	42	22
10	24	43	11
11	22	44	25
12	21	45	13
13	19	46	13
14	17	47	20
15	23	48	13
16	18	49	20
17	14	50	11
18	25	51	20
19	20	52	16
20	19	53	17
21	20	54	14
22	20	55	12
23	10	56	20
24	23	57	17
25	19	58	8
26	19	59	17
27	8	60	13
28	25	61	17
29	24	62	13
30	12	63	19
31	21	64	21
32	25	65	22
33	21		
Total			1152

After the data were obtained, the researcher calculated the mean score of the students' use of social strategies in learning grammar. The details of the data description can be seen in the table below:

Table 26
Statistics Table of Social Strategies Used by EFL College Students in Learning Grammar in term Learn Produktive techniques

Statistics	
Mean	17.72
Std. Error of Mean	.561
Median	19.00
Mode	20
Std. Deviation	4.523
Variance	20.453
Range	17
Minimum	8
Maximum	25
Sum	1152

Based on the table above, it can be concluded that the mean score of social strategies used by EFL college students in learning grammar in terms of learning productive techniques was 17.72, and the standard deviation was 4.523. The descriptive statistics showed that the minimum score was 8, while the maximum score was 25. Furthermore, the median score was 19.00, and the mode was 20. Based on these descriptive statistics, the category of social strategies used by EFL college students in learning grammar in terms of learning productive techniques was determined. The results can be seen in the following table.

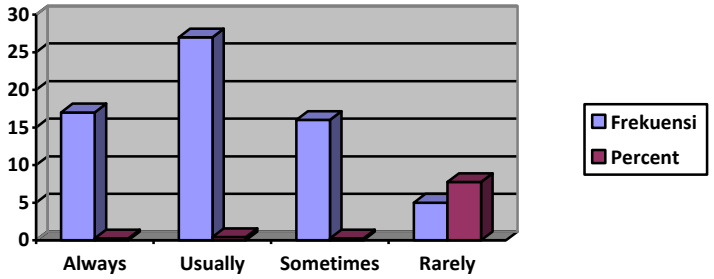
Table 27
Categories Results of Social Strategies Used by EFL College Students in Learning Grammar in term term Learn Produktive techniques

Class Interval	F	%	Categories
≥ 20	17	26,2%	Always
(15)- (20)	27	41,5%	Usually
(10) - (15)	16	24,6%	Sometimes
≤ (10)	5	7,7%	Really
Total	**65**	**100%**	

Based on the table above, it can be concluded that most of the EFL college students *usually* use social strategies in learning grammar in terms of learning productive techniques, with 27 students (41.5%) falling into

this category. This indicates that most students tend to use social strategies to learn productive techniques in grammar learning, such as practicing grammar through communication and applying grammatical knowledge in productive language activities. Meanwhile, 17 students (26.2%) are categorized as *always* using social strategies, 16 students (24.6%) are categorized as *sometimes* using social strategies, and 5 students (7.7%) are categorized as *rarely* using social strategies. These findings indicate that the majority of students *usually* use social strategies in learning productive techniques, although some students only *sometimes* or *rarely* use this social strategy. Therefore, the histogram can be seen as follows:

Histogram 7
Social Strategies Used by EFL College Students in Learning Grammar in term Learn Produktive techniques



7. Social Strategies Used by EFL College Students in Learning Grammar in term Becoming Aware of Other Through and Feelings

There are 2 items developed for this component, which consist of 5 questions related to the social strategies used by EFL college students in learning grammar. The following table presents the raw data of the respondents along with their respective scores based on the results of the data collection.

Table 28
Score of Social Strategies Used by EFL College Students in Learning Grammar in term Learn Produktive techniques

Respondent	Score	Respondent	Score
1	8	34	4
2	4	35	2
3	7	36	6
4	8	37	6
5	8	38	6
6	10	39	8
7	8	40	8
8	8	41	6
9	7	42	4
10	8	43	4
11	10	44	10
12	8	45	8
13	8	46	6
14	5	47	6
15	7	48	7
16	6	49	8
17	5	50	6
18	8	51	8
19	8	52	8
20	8	53	7
21	3	54	4
22	8	55	6
23	6	56	7
24	8	57	4
25	7	58	4
26	7	59	5
27	4	60	6
28	10	61	8
29	7	62	4
30	6	63	10
31	6	64	9
32	10	65	10
33	7		
Total			443

After the data were obtained, the researcher calculated the mean score of the students' use of social strategies in learning grammar. The details of the data description can be seen in the table below:

Table 29
Statistics Table of Social Strategies Used by EFL College Students in Learning Grammar in term Becoming Aware of Other Through and Feelings

Statistics	
Mean	6.82
Std. Error of Mean	.236
Median	7.00
Mode	8
Std. Deviation	1.903
Variance	3.622
Range	8
Minimum	2
Maximum	10
Sum	443

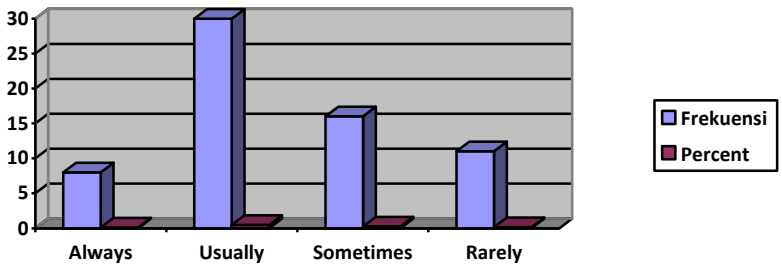
Based on the table above, the mean score of social strategies used by EFL college students in learning grammar in terms of becoming aware of others' thoughts and feelings was 6.82, with a standard deviation of 1.903. The descriptive statistics showed that the minimum score was 2, while the maximum score was 10. Furthermore, the median score was 7.00, and the mode was 8. Based on these descriptive statistics, the level of social strategies used by EFL college students in learning grammar in terms of becoming aware of others' thoughts and feelings was determined based on the established category criteria. The results can be seen in the following table.

Table 30
Categories Results of Social Strategies Used by EFL College Students in Learning Grammar in term term Becoming Aware of Other Through and Feelings

Class Interval	F	%	Categories
≥ 8	8	12,3%	Always
(6)- (8)	30	46,2%	Usually
(4) - (6)	16	24,6%	Sometimes
≤ (4)	11	16,9%	Really
Total	**65**	**100%**	

Based on the table above, it can be concluded that most of the EFL college students *usually* use social strategies in learning grammar in terms of becoming aware of others' thoughts and feelings, with 30 students (46.2%) falling into this category. This indicates that most students tend to use social strategies by paying attention to and understanding other people's thoughts and feelings during the grammar learning process. Meanwhile, 16 students (24.6%) are categorized as *sometimes* using social strategies, 11 students (16.9%) are categorized as *rarely* using social strategies, and 8 students (12.3%) are categorized as *always* using social strategies. These findings indicate that the majority of students *usually* become aware of others' thoughts and feelings during grammar learning, although some students only *sometimes* or *rarely* use this social strategy. Therefore, the histogram can be seen as follows:

Histogram 8
Social Strategies Used by EFL College Students in Learning Grammar in term Becoming Aware of Other Through and Feelings



C. Discussion

Based on the results of the study, EFL college students generally *usually* use social strategies in learning grammar. The students use social strategies by asking questions, seeking clarification, asking for correction, cooperating with peers, developing cultural understanding, and applying productive techniques. This finding indicates that students *usually* recognize the importance of interaction with teachers and peers in supporting their grammar learning. However, the results also show variations in the frequency of social strategy use, as some students *always*, *sometimes*, or *rarely* use these strategies.

This finding is consistent with Oxford, as cited in (Furwana, 2017), who stated that social strategies help language learners interact with others to obtain clarification, verify understanding, cooperate with peers, and develop communicative competence. The present finding supports this view because students *usually* use interaction to overcome difficulties and support their understanding of grammar. Similarly, Vygotsky's Sociocultural Theory, as cited in (Hermansyah et al., 2023), explains that learning occurs through social interaction and collaboration. Through discussion, questioning, and interaction with more knowledgeable individuals, learners can receive scaffolding that supports their language development. The findings suggest that students *usually* engage in such social interactions, although the frequency of use differs among students.

Furthermore, the findings are in line with (Brown, 2007), who emphasized that interaction provides learners with opportunities to negotiate meaning, receive feedback, and develop linguistic knowledge. In grammar learning, students can use interaction to clarify grammatical concepts, identify errors, and improve their understanding. The finding that students *usually* ask for clarification and correction therefore shows that social interaction can support more active and meaningful grammar learning. Students who *always* use these strategies may demonstrate a stronger tendency to seek assistance and feedback, whereas those who *sometimes* or *rarely* use them may have fewer opportunities to receive immediate clarification and correction.

Regarding cooperation with peers, the findings support Johnson and Johnson's (1999) Cooperative Learning Theory, which emphasizes that students can learn more effectively through collaboration and shared learning goals. Peer cooperation enables students to exchange knowledge, discuss grammatical problems, and support one another. However, the findings indicate that students *usually* use peer cooperation, while some students *sometimes* or *rarely* engage in this strategy. Therefore, teachers need to provide structured collaborative activities and create opportunities for students to participate actively. Such activities may encourage students who *sometimes* or *rarely* cooperate with peers to become more involved in collaborative grammar learning.

The findings also show that students *usually* use social strategies to create learning opportunities, develop cultural understanding, and apply grammar through productive activities. At the same time, the different categories indicate that the frequency of using these strategies varies among students. These findings suggest that grammar learning is not limited to memorizing grammatical rules but also involves meaningful practice and interaction. In this context, integrating authentic communication, cultural contexts, peer activities, and productive language tasks can provide students with more opportunities to apply their grammatical knowledge. Students who *always* engage in these activities may have more frequent opportunities to practice grammar in meaningful contexts, while students who *sometimes* or *rarely* use them may require additional support and encouragement.(Benedetti, n.d.)

Overall, the findings support previous theoretical perspectives that view language learning as both an individual and social process. Oxford's social strategy framework, Vygotsky's Sociocultural Theory, Brown's interaction principle, and Johnson and Johnson's Cooperative Learning Theory all emphasize the importance of interaction, collaboration, and communication in learning. The findings indicate that students *usually* employ social strategies in grammar learning, although the frequency of their use ranges from *always* to *rarely*. Therefore, English teachers should integrate social strategies into grammar

instruction through questioning, peer discussion, correction, collaborative tasks, and meaningful communication activities.

In conclusion, the study shows that EFL college students *usually* use social strategies in learning grammar. Social interaction helps students obtain clarification, receive feedback, cooperate with others, and apply grammatical knowledge in meaningful contexts. The variation in the use of social strategies, ranging from *always* to *rarely*, indicates that students do not employ these strategies at the same frequency. Therefore, encouraging the use of social strategies can help create a more active, collaborative, and meaningful grammar learning process.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

This research was conducted to identify the social strategies used by EFL college students in learning grammar at the English Education Department of UIN Mahmud Yunus Batusangkar. The data were collected through a questionnaire distributed to 65 students who had completed the Intermediate Grammar course.

Based on the findings, it can be concluded that EFL college students generally demonstrate a positive use of social strategies in learning grammar. The descriptive statistics show that the overall mean score was 97.28, indicating that social strategies are commonly used by the students during the grammar learning process. In addition, 34 students (52.3%) were categorized as having a positive level of social strategy use, while 14 students (21.5%) were categorized as strongly positive. Only a small number of students were categorized as negative or strongly negative.

The findings indicate that students frequently use social strategies such as asking questions for clarification, cooperating with classmates, discussing grammar materials with peers, seeking feedback from lecturers, creating their own

learning opportunities, and applying productive learning techniques. These strategies help students overcome difficulties in understanding grammar and support their learning through interaction and collaboration with others.

Therefore, it can be concluded that social interaction plays an important role in grammar learning. The use of social strategies enables students to better understand grammatical concepts, increase confidence, and create a more active and meaningful learning process.

B. Suggestions

Based on the findings of this research, the researcher proposes the following suggestions:

1. For English Lecturers

   English lecturers are encouraged to provide more collaborative learning activities that promote the use of social strategies in grammar learning. Activities such as group discussions, pair work, peer feedback, and collaborative problem-solving can help students improve their understanding of grammar through interaction with others.

2. For Students

   Students are encouraged to continue using social strategies in learning grammar. They should actively ask questions when they do not understand the material, participate in group discussions, cooperate with classmates, seek feedback from lecturers, and create opportunities to practice grammar outside the classroom. These strategies can improve both grammar mastery and communication skills.

3. For Future Researchers

Future researchers are recommended to conduct further studies on social strategies using different research designs, such as qualitative or mixed-method approaches, in order to obtain deeper information about how students apply these strategies. Future studies may also investigate the relationship between social strategies and students' grammar achievement, or other language skills such as speaking, writing, reading, and listening.

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APPENDIX 1 : GRIDS OF QUESTIONNAIRE

SOCIAL STRATEGIES USED BY EFL COLLEGE STUDENTS IN LEARNING GRAMMAR

No.	Variable	Sub Variable	Description		Statement	Number of Statement
1	Social Strategy Alhaysony (2022) Alfarisy (2022)	Make your own opportunities	1. Making an effort to identify opportunities that can help achieve goals, such as seeking out learning resources, information, or people who can provide assistance. 2. Making an effort to create opportunities on your own, rather than simply	1. Berusaha mengidentifikasi peluang yang dapat membantu mencapai tujuan, seperti mencari sumber belajar, informasi, atau orang-orang yang dapat memberikan bantuan. 2. Berusaha menciptakan peluang sendiri, alih-alih hanya	1. Saya mencari sumber belajar tambahan seperti buku, jurnal, atau internet untuk membantu memahami grammar. 2. Untuk mencapai tujuan belajar grammar, saya mengidentifikasi peluang,	1,2,3,4,5,6,7,8

			waiting for them to arise, such as initiating discussions, forming study groups, or trying new things. 3. Making good use of existing opportunities to achieve goals, such as attending training sessions, asking teachers questions, or actively participating in learning activities.	menunggu peluang itu muncul, seperti memulai diskusi, membentuk kelompok belajar, atau mencoba hal-hal baru. 3. Memanfaatkan peluang yang ada dengan baik untuk mencapai tujuan, seperti mengikuti sesi pelatihan, mengajukan pertanyaan kepada dosen, atau berpartisipasi secara aktif dalam kegiatan belajar.	seperti memperoleh informasi yang mendukung 3. Untuk memahami materi belajar, saya meminta bantuan kepada teman, dosen, atau orang yang lebih ahli. 4. Saya membentuk kelompok belajar bersama teman untuk mendiskusikan materi	

					grammar 5. Saya aktif menciptakan kesempatan belajar dengan memulai diskusi 6. Saya mengikuti seminar, workshop, pelatihan, atau kegiatan akademik yang dapat membantu meningkatkan kemampuan grammar saya. 7. Saya memanfaatkan	

					kesempatan untuk bertanya kepada dosen ketika mengalami kesulitan memahami grammar. 8. Saya berusaha memanfaatkan peluang belajar dengan menunjukkan partisipasi aktif selama proses pembelajaran.	

2.	Alhaysony (2022) Alfarisy (2022)	Asking for Clarification or Verification	1. Asking the speaker to repeat, paraphrase, explain, slow down, or give example 2. asking if a specifik utterance is correct or it a rule fits a particular case 3. paraphrasing or repeating to get feedback on whetheher something is coreect	1. Meminta pembicara untuk mengulangi, menguraikan dengan kata-kata sendiri, menjelaskan, berbicara lebih lambat, atau memberikan contoh 2. Menanyakan apakah suatu pernyataan tertentu benar atau apakah suatu aturan berlaku untuk kasus tertentu 3. Menguraikan dengan kata-kata	9. Saya meminta dosen atau teman mengulangi penjelasan materi atau tugas grammar dengan bahasa yang lebih mudah dipahami 10. Saya meminta teman/ dosen menjelaskan materi grammar yang masih membingungkan bagi saya. 11. Agar saya mengerti	9,10,11,12 13,14,15

				sendiri atau mengulangi untuk mendapatkan umpan balik mengenai kebenaran suatu hal	mengenai materi atau tugas yang diberikan saya meminta dosen atau teman untuk menjelaskan kembali dengan berbicara sedikit lambat tanpa tergesa gesa 12. Saat saya meminta penjelasan mengenai materi atau tugas kepada dosen atau	

					teman, saya akan meminta mereka memberikan contoh agar penjelasan tersebut lebih jelas dan mudah dimengerti 13. Saya mengajukan pertanyaan untuk memastikan apakah suatu pernyataan benar. 14. Saya bertanya kepada dosen atau teman	

					untuk memastikan apakah suatu aturan berlaku pada kasus tertentu 15. Saya menyampaikan kembali pemahaman saya tentang materi atau tugas grammar dengan kata-kata sendiri agar mendapatkan umpan balik dari dosen atau teman.	

3.	(Alfarisy, 2022)	Asking for Correction	1. Recognizing the possibility of errors 2. Asking others for help with corrections 3. Using corrections to improve	1. Menyadari kemungkinan adanya kesalahan. 2. Meminta bantuan orang lain untuk melakukan koreksi 3. Memanfaatkan koreksi untuk memperbaiki diri	16. Saya menyadari bahwa grammar yang saya gunakan mungkin masi mengandung kesalahan sehingga saya masi membutuhkan masukan dari orang lain .	16,17,18

					17. Saya secara aktif meminta dosen, teman, atau lawan bicara untuk memperbaiki kesalahan grammar yang saya gunakan. 18. Saya menerima dan memanfaatkan koreksi yang diberikan oleh dosen, teman atau bahkan orang lain untuk meningkatkan ketepatan penggunaan	

					grammar saya di masa berikutnya.	
4.	(Alfarisy, 2022)	Cooperating with peers	1. Working wth other language learners to improve language skill.	1. Bekerja sama dengan pelajar bahasa lainnya untuk meningkatkan kemampuan bahasa.	19. Untuk meningkatkan kemampuan bahasa inggris, saya bekerja sama dengan pelajar bahasa lainnya melalui aplikasi atau grup.	19
5.	(Alfarisy, 2022)	Developing cultural understanding	1. Trying to empathize with another person throught learning about the culture 2. Trying to understand the	1. Berusaha memahami orang lain dengan mempelajari budayanya 2. Berusaha memahami	20. Saya mempelajari budaya orang lain agar dapat bekerja sama dan berinteraksi	20,21

			other person's relation to that culture	hubungan orang lain dengan budaya tersebut	dengan lebih baik dalam kegiatan belajar. 21. Saya memahami bahwa latar belakang budaya dapat memengaruhi cara teman saya berkomunikasi dalam kegiatan belajar.	
6.	(Alfarisy, 2022)	Becoming aware of Other's Throught and Feelings	1. Observing the behaviors of others as a possible expression of their throughts	1. Mengamati perilaku orang lain sebagai salah satu cara untuk memahami pikiran dan	22. 'Saya memperhatikan ekspresi, cara berbicara, atau sikap teman ketika	22,23

			and feelings 2. When appropriate, asking about thought and feelings of others	perasaan mereka. 2. Jika dirasa tepat, menanyakan pikiran dan perasaan orang lain	berdiskusi untuk memahami pendapat dan perasaan mereka. 23. Saya menanyakan pendapat teman mengenai kesulitan yang mereka alami dalam mempelajari grammar agar saya dapat memahami sudut pandang mereka.	
7.	Alhaysony	Learn	1. Understanding the	1. Memahami	24. Saya berusaha	24,25,26,

	(2022)	productive techniques	right learning methods to make the learning process easier and more focused. 2. Applying the techniques you've learned, such as taking notes, managing your time, or practicing regularly. 3. Utilizing these techniques to achieve your learning goals more effectively and efficiently.	metode belajar yang tepat agar proses belajar menjadi lebih mudah dan terarah. 2. Menerapkan teknik-teknik yang telah Anda pelajari, seperti membuat catatan, mengatur waktu, atau berlatih secara teratur. 3. Memanfaatkan teknik-teknik tersebut untuk mencapai tujuan belajar Anda dengan lebih efektif dan efisien.	mencari metode belajar yang tepat untuk membantu saya dalam proses belajar agar lebih mudah dan terarah 25. Agar mudah dalam memahami materi saya membuat sebuah catatan sebagai salah satu metode belajar yang saya gunakan. 26. Saya selalu	27,28

					berusaha untuk mengatur waktu belajar. 27. Saya meluangkan waktu untuk berlatih grammar secara teratur. 28. Saya menggunakan teknik belajar yang sesuai agar tujuan belajar saya dapat tercapai dengan lebih efektif dan efisien.	

APPENDIX 2: Before and After Validation

SOCIAL STRATEGIES USED BY EFL COLLEGE STUDENTS IN LEARNING GRAMMAR

Before Validation

Identitas Responden

Nama :

NIM :

Kelas :

A. Pengantar

Angket ini semata-mata digunakan untuk kepentingan ilmiah.Pernyataan- pernyataan dibawah ini adalah beberapa hal yang berhubungan dengan "**Social Strategies Used by EFL College Students In Learning Grammar**". Isilah angket ini apa adanya, bukan apa yang seharusnya, sesuai dengan apa yang dialami dan dirasakan. Atas bantuan dan kerjasamanya diucapkan terima kasih.

B. Petunjuk Pengisian

Nyatakan pilihan anda berdasarkan apa yang anda alami dan rasakan dengan memberikan tanda cheklist (√) pada salah satu alternative jawaban yang tersedia, sebagai berikut:

5 : Selalu
4 : Biasanya
3 : Kadang Kadang
2 : Jarang
1 : Tidak Pernah

No	PERNYATAAN	JAWABAN				
		S	B	KK	J	T

						P
1	Saya Berusaha mengidentifikasi peluang yang dapat membantu mencapai tujuan dalam belajar grammar, seperti mencari sumber belajar yang dapat memberikan bantuan					
2	Untuk membantu mencapai tujuan dalam belajar grammar, Saya mengidentifikasi peluang yang dapat membantu saya, seperti mendapatkan informasi yang mendukung					
3	Agar saya dapat memahami materi belajar, saya meminta bantuan kepada teman, dosen, atau seseorang yang lebih ahli di bidang nya					
4	Saya menciptakan peluang belajar sendiri seperti membuat kelompok diskusi atau latihan mandiri agar dapat mencapai tujuan belajar grammar					
5	Saya menerapkan strategi belajar yang sesuai seperti membuat catatan, mengatur waktu, atau latihan rutin dalam proses belajar					
6	Saya aktif menciptakan kesempatan belajar dengan memulai diskusi					
7	Saya aktif mengajukan pertanyaan kepada dosen disela sela waktu yang tercipta untuk bertanya dengan tujuan supaya saya dapat memanfaatkan peluang yang ada dengan baik					
8	Saya berusaha memanfaatkan peluang belajar dengan menunjukkan partisipasi aktif selama proses pembelajaran.					
9	Saya meminta dosen atau teman untuk mengulangi penjelasan mengenai materi atau tugas grammar dengan menguraikan menggunakan bahasa atau kata yang lebih mudah dimengerti.					

10	Saya meminta teman/ dosen menjelaskan materi grammar yang masih membingungkan bagi saya.					
11	Agar saya mengerti mengenai materi atau tugas yang diberikan saya meminta dosen atau teman untuk menjelaskan kembali dengan berbicara sedikit lambat tanpa tergesa gesa.					
12	Saat saya meminta penjelasan mengenai materi atau tugas kepada dosen atau teman, saya akan meminta mereka memberikan contoh agar penjelasan tersebut lebih jelas da mudah dimengerti.					
13	Saya mengajukan pertanyaan untuk memastikan apakah suatu pernyataan benar.					
14	Saya bertanya kepada dosen atau teman untuk memastikan apakah suatu aturan berlaku pada kasus tertentu.					
15	Saya menyampaikan kembali pemahaman saya tentang materi atau tugas grammar dengan kata-kata sendiri agar mendapatkan umpan balik dari dosen atau teman.					
16	Saat menggunakan bahasa inggris saya menyadari adanya kesalahan gramar dalam kalimat yang saya gunakan.					
17	Saya secara aktif meminta guru, teman, atau lawan bicara untuk memperbaiki kesalahan grammar yang saya gunakan.					
18	Saya menerima dan memanfaatkan koreksi yang diberikan oleh dosen, teman atau bahkan orang lain untuk meningkatkan ketepatan penggunaan grammar saya di masa berikutnya.					
19	Untuk meningkatkan kemampuan bahasa inggris, saya bekerja sama dengan pelajar bahasa lainnya melalui aplikasi atau grup.					

20	Saya mempelajari budaya orang lain agar dapat bekerja sama dan berinteraksi dengan lebih baik dalam kegiatan belajar					
21	Saya memahami bahwa latar belakang budaya dapat memengaruhi cara teman saya berkomunikasi dalam kegiatan belajar.					
22	Saya memperhatikan bagaimana dosen atau teman menggunakan struktur grammar untuk memahami maksud, pikiran, atau perasaan yang disampaikan.					
23	Saya menanyakan pendapat dan perasaan teman ketika berdiskusi tentang materi atau tugas.					
24	Saya berusaha mencari metode belajar yang tepat untuk membantu saya dalam proses belajar agar lebih mudah dan terarah.					
25	Agar mudah dalam memahami materi saya membuat sebuah catatan sebagai salah satu metode belajar yang saya gunakan.					
26	Saya selalu berusaha untuk mengatur waktu belajar					
27	Saya meluangkan waktu untuk berlatih grammar secara teratur.					
28	Saya menggunakan teknik belajar yang sesuai agar tujuan belajar saya dapat tercapai dengan lebih efektif dan efisien.					

SOCIAL STRATEGIES USED BY EFL COLLEGE STUDENTS IN LEARNING GRAMMAR

After Validation

Identitas Responden

Nama :

NIM :

Kelas :

C. Pengantar

Angket ini semata-mata digunakan untuk kepentingan ilmiah. Pernyataan- pernyataan dibawah ini adalah beberapa hal yang berhubungan dengan "**Social Strategies Used by EFL College Students In Learning Grammar**". Isilah angket ini apa adanya, bukan apa yang seharusnya, sesuai dengan apa yang dialami dan dirasakan. Atas bantuan dan kerjasamanya diucapkan terima kasih.

D. Petunjuk Pengisian

Nyatakan pilihan anda berdasarkan apa yang anda alami dan rasakan dengan memberikan tanda cheklist (√) pada salah satu alternative jawaban yang tersedia, sebagai berikut:

5 : Selalu
4 : Biasanya
3 : Kadang Kadang
2 : Jarang
1 : Tidak Pernah

No	PERNYATAAN	JAWABAN				
		S	B	KK	J	TP
1	Saya mencari sumber belajar tambahan seperti buku, jurnal, atau internet untuk membantu memahami grammar.					
2	Untuk mencapai tujuan belajar grammar, saya mengidentifikasi peluang, seperti memperoleh informasi yang mendukung					

3	Untuk memahami materi belajar, saya meminta bantuan kepada teman, dosen, atau orang yang lebih ahli.					
4	Saya membentuk kelompok belajar bersama teman untuk mendiskusikan materi grammar					
5	Saya aktif menciptakan kesempatan belajar dengan memulai diskusi					
6	Saya mengikuti seminar, workshop, pelatihan, atau kegiatan akademik yang dapat membantu meningkatkan kemampuan grammar saya.					
7	Saya memanfaatkan kesempatan untuk bertanya kepada dosen ketika mengalami kesulitan memahami grammar.					
8	Saya berusaha memanfaatkan peluang belajar dengan menunjukkan partisipasi aktif selama proses pembelajaran.					
9	Saya meminta dosen atau teman untuk mengulangi penjelasan mengenai materi atau tugas grammar dengan bahasa yang lebih mudah dipahami					
10	Saya meminta teman/ dosen menjelaskan materi grammar yang masih membingungkan bagi saya.					
11	Agar saya mengerti mengenai materi atau tugas yang diberikan saya meminta dosen atau teman untuk menjelaskan kembali dengan berbicara sedikit lambat tanpa tergesa gesa.					
12	Saat saya meminta penjelasan mengenai materi atau tugas kepada dosen atau teman, saya akan meminta mereka memberikan contoh agar					

	penjelasan tersebut lebih jelas da mudah dimengerti.					
13	Saya mengajukan pertanyaan untuk memastikan apakah suatu pernyataan benar.					
14	Saya bertanya kepada dosen atau teman untuk memastikan apakah suatu aturan berlaku pada kasus tertentu.					
15	Saya menyampaikan kembali pemahaman saya tentang materi atau tugas grammar dengan kata-kata sendiri agar mendapatkan umpan balik dari dosen atau teman.					
16	Saya menyadari bahwa grammar yang saya gunakan mungkin masi mengandung kesalahan sehingga saya masi membutuhkan masukan dari orang lain.					
17	Saya secara aktif meminta dosen, teman, atau lawan bicara untuk memperbaiki kesalahan grammar yang saya gunakan.					
18	Saya menerima dan memanfaatkan koreksi yang diberikan oleh dosen, teman atau bahkan orang lain untuk meningkatkan ketepatan penggunaan grammar saya di masa berikutnya.					
19	Untuk meningkatkan kemampuan bahasa inggris, saya bekerja sama dengan pelajar bahasa lainnya melalui aplikasi atau grup.					
20	Saya mempelajari budaya orang lain agar dapat bekerja sama dan berinteraksi dengan lebih baik dalam kegiatan belajar					
21	Saya memahami bahwa latar belakang budaya dapat memengaruhi cara teman saya berkomunikasi dalam kegiatan belajar.					
22	Saya memperhatikan ekspresi, cara berbicara, atau sikap teman ketika berdiskusi untuk memahami pendapat dan perasaan mereka.					

23	Saya menanyakan pendapat teman mengenai kesulitan yang mereka alami dalam mempelajari grammar agar saya dapat memahami sudut pandang mereka.					
24	Saya berusaha mencari metode belajar yang tepat untuk membantu saya dalam proses belajar agar lebih mudah dan terarah.					
25	Agar mudah dalam memahami materi saya membuat sebuah catatan sebagai salah satu metode belajar yang saya gunakan.					
26	Saya selalu berusaha untuk mengatur waktu belajar					
27	Saya meluangkan waktu untuk berlatih grammar secara teratur.					
28	Saya menggunakan teknik belajar yang sesuai agar tujuan belajar saya dapat tercapai dengan lebih efektif dan efisien.					

APPENDIX 3: Validation Sheet from Validator

LEMBAR VALIDASI ANGKET

A. IDENTITAS PENELITIAN

Peneliti : Ditha Yulia Fhirnanda

NIM : 2130104018

Judul : *"Social Strategies Used by EFL College Students in Learn Grammar "*

B. PETUNJUK PENELITIAN

1. Untuk memberikan penilaian terhadap format angket ini, mohon Bapak/ Ibu memberikan tanda ceklis (✓) pada kolom yang disediakan.
2. Aspek-aspek yang dinilai sebagai berikut:
   a. Keterkaitan indikator dengan tujuan.
   b. Kesesuaian pernyataan/ pertanyaan dengan indikator yang diukur.
   c. Kesesuaian antara pernyataan/ pertanyaan dengan tujuan.
   d. Bahasa yang digunakan Baik dan Benar.
3. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1 = Tidak valid
   2 = Kurang valid
   3 = Cukup valid
   4 = Valid
   5 = Sangat Valid
4. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   A = Sangat valid, dapat digunakan tanpa revisi
   B = Dapat digunakan tanpa revisi
   C = Dapat digunakan dengan revisi sedang
   D = Dapat digubakan dengan banyak sekali revisi
   E Tidak dapat digunakan

LEMBAR VALIDASI

Yang bertanda tangan di bawah ini:

Nama :

NIP :

Menerangkan bahwa telah memvalidasi instrument penelitian berupa angket *"Social Strategies Used by EFL College Students in Learning Grammar"*

No	Aspek Penilaian	Aspek Penilaian					Ket
		1	2	3	4	5	
1.	Format Angket a. Memenuhi bentuk baku penulisan sebuah angket						
2.	Bahasa yang digunakan a. Penyusunan kalimat sesuai dengan tata Bahasa yang baik dan benar						
	b. Ketepatan pemilihan Bahasa dalam menguraikan indikator						
3.	Butir pernyataan angket a. Pernyataan angket mudah dipahami						
	b. Pernyataan angket mudah diukur						
	c. Kesesuaian butir pernyataan angket terhadap aspek yang dinilai						
	d. Butir angket sudah dapat mengukur indikator						

Penilaian secara umum

No	Aspek Penilaian	Aspek Penilaian					Ket
		A	B	C	D	E	
1.	a. Penilaian secara umum terhadap angket						

Saran-Saran

.....
.....
.....

Batusangkar, Juli 2026
Validator,

NIP.

Batusangkar, Juli 2026

Nomor : Istimewa

Lamp : -

Hal : Mohon Kesediaan Menjadi Validator

Kepada Yth,

Calon Validator angket penelitian di

Batusangkar

Assalamu'alaikum Wr. Wb.

Dengan hormat,

Doa dan harapan saya semoga Ibu senantiasa di bawah lindungan Allah SWT dan sukses menjalani tugas sehari-hari, Amin.

Disampaikan kepada Ibu bahwa sehubungan dengan penelitian saya yang berjudul "*Social Strategies Used by EFL College Students in Learning Grammar* dengan ini saya memohan kesediaan Ibu untuk menjadi validator angket penelitian saya.

Demikian surat permohonan ini saya sampaikan, atas perhatian Ibu saya ucapkan terimakasih.

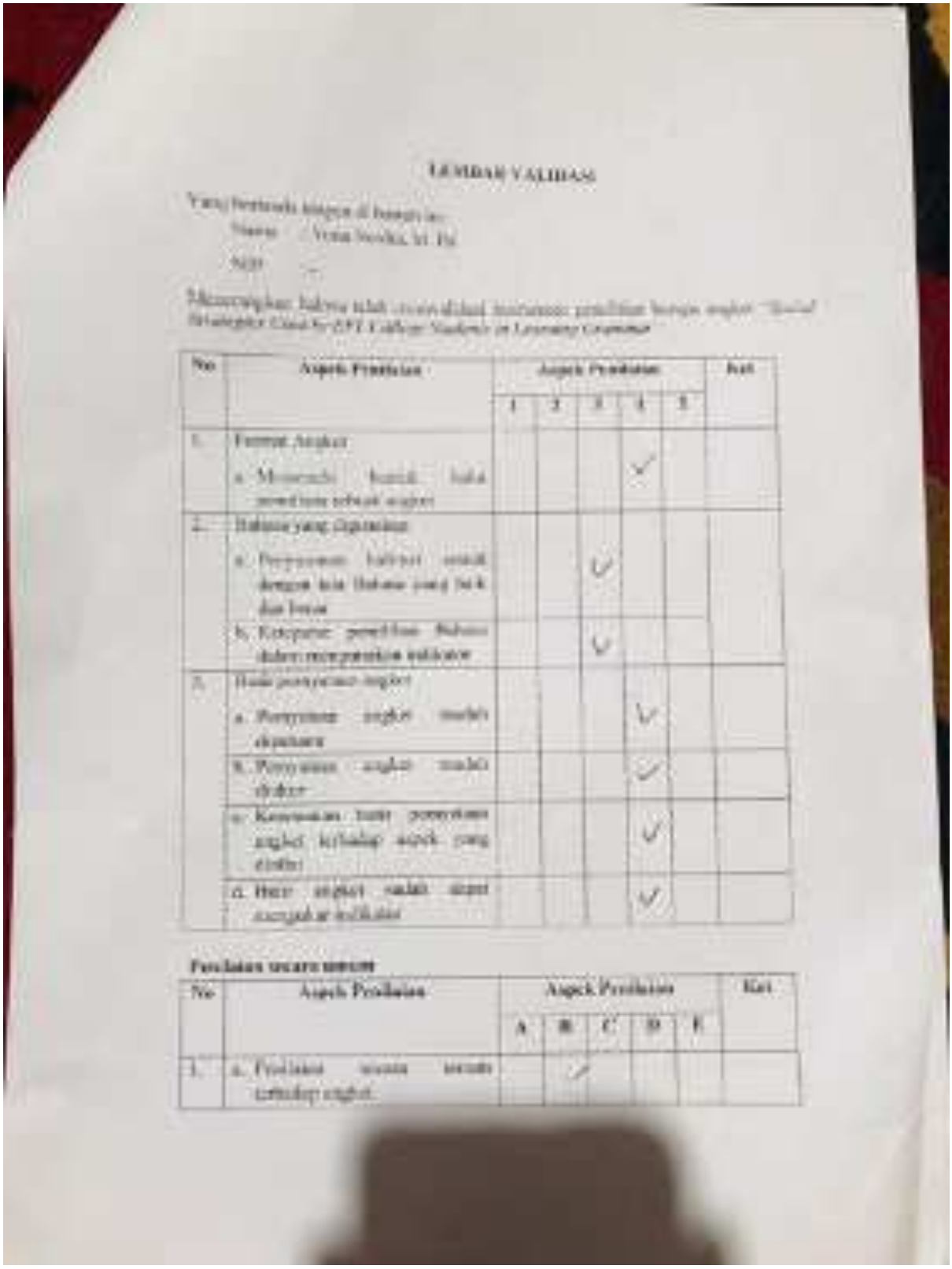
Wassalamu'alaikum Wr. Wb.

Hormat saya,

Ditha Yulia Fhirnanda
2130104018

APPENDIX 4: Validation Result from the Validator

A. Validator Pertama



LEMBAR VALIDASI

Yang bertanda tangan di bawah ini:

Nama :

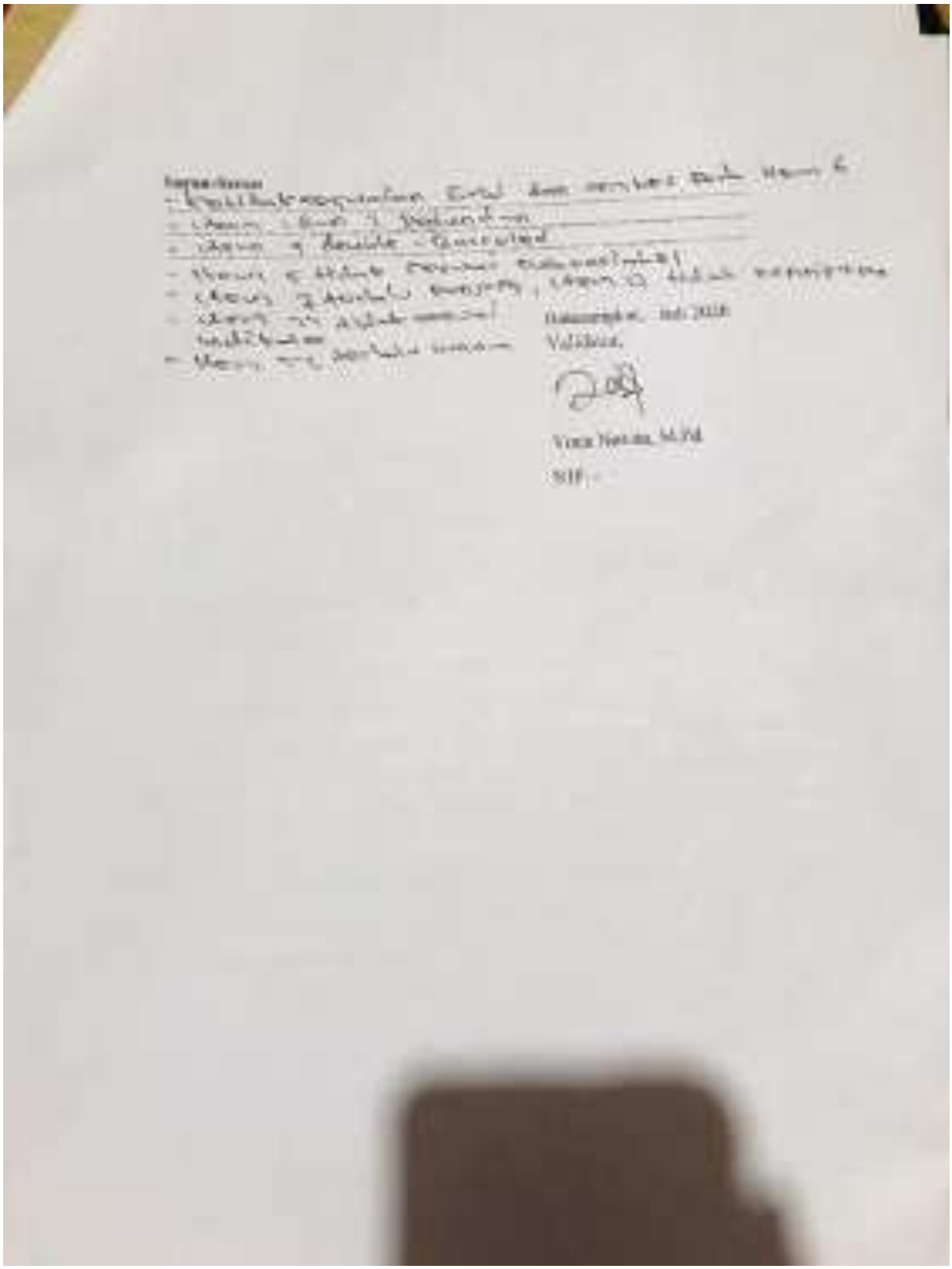
NIP :

Menyatakan bahwa telah

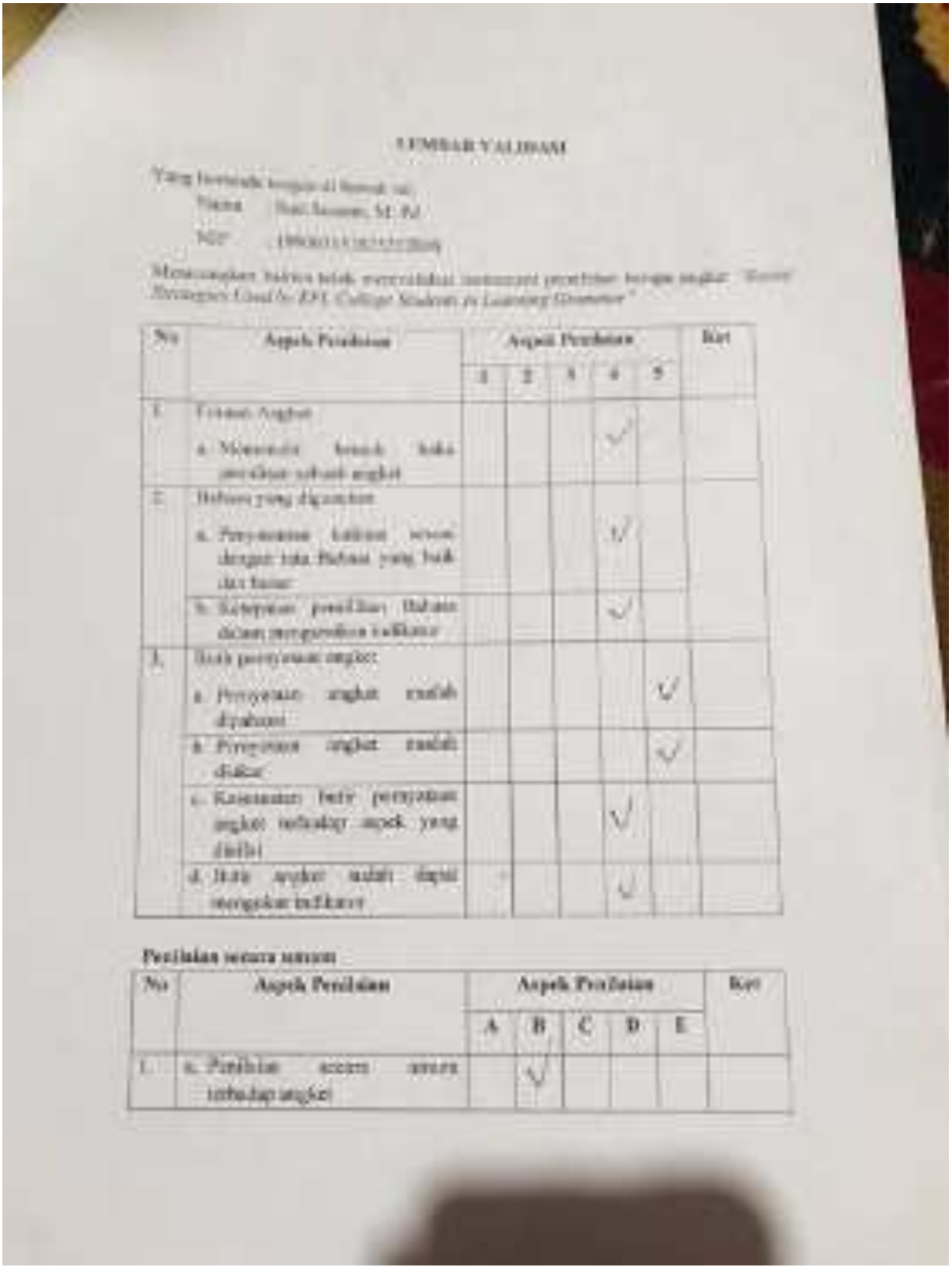
No	Aspek Penilaian	Aspek Penilaian					Ket
		1	2	3	4	5	
1.	Format Angket						
	a.				✓		
2.	Bahasa yang digunakan						
	a.			✓			
	b. Ketepatan penelitian Bahasa dalam menterjemahkan indikator			✓			
3.	Isi pernyataan angket						
	a. Pernyataan angket mudah dipahami				✓		
	b. Pernyataan angket mudah dijawab				✓		
	c. Kesesuaian butir pernyataan angket terhadap aspek yang diukur				✓		
	d. Butir angket sudah sesuai				✓		

Penilaian secara umum

No	Aspek Penilaian	Aspek Penilaian					Ket
		A	B	C	D	E	
1.	a. Penilaian secara umum terhadap angket		✓				



B. ValidatorKedua



LEMBAR VALIDASI

Yang bertanda tangan di bawah ini,

Nama : Nuri Jannah, S1. PJ

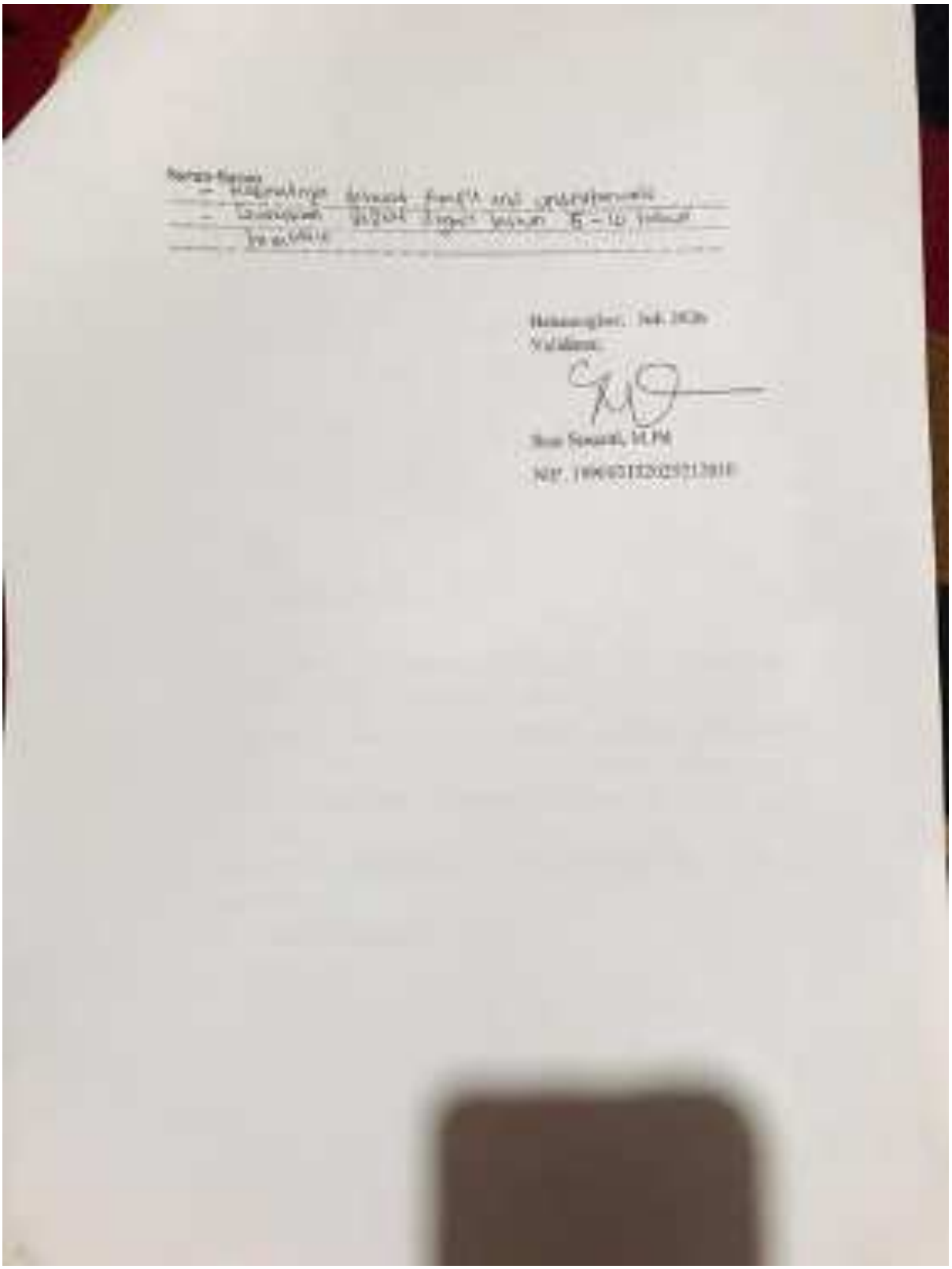
NIP : .....

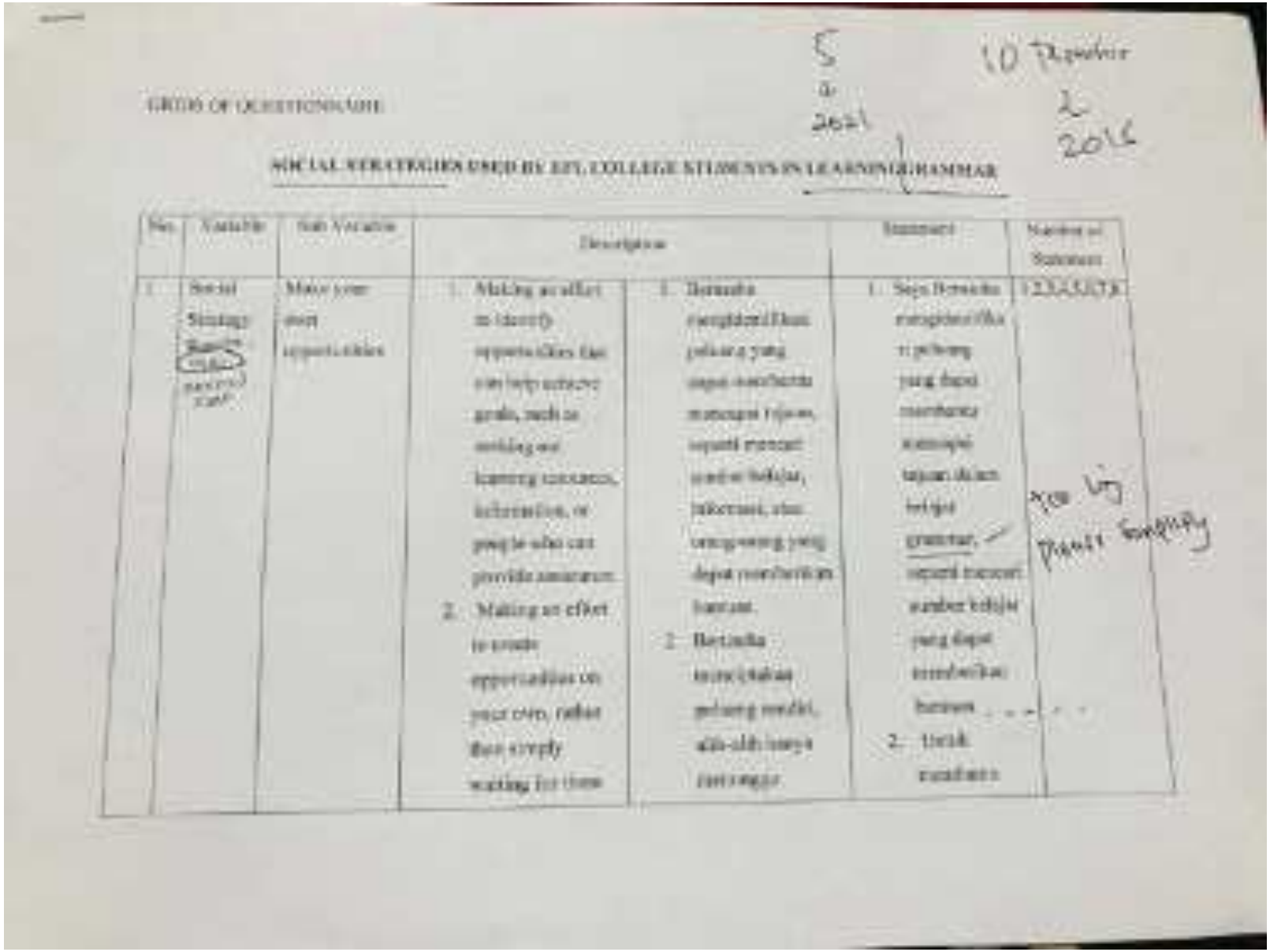
Menerangkan bahwa telah memvalidasi instrument penelitian berupa angket "Survei Persepsi Gaya Hidup Pola Hidup Mahasiswi Pendidikan Jasmani Kesehatan dan Rekreasi Universitas Negeri Medan"

No	Aspek Penilaian	Aspek Penilaian					Ket
		1	2	3	4	5	
1.	Format Angket						
	a. Menarik untuk diisi				√		
2.	Bahasa yang digunakan						
	a. Penyusunan kalimat sesuai dengan tata Bahasa yang baik dan benar				√		
	b. Ketepatan pemilihan Bahasa dalam menggunakan indikator				√		
3.	Isi dari pernyataan angket						
	a. Pernyataan angket mudah dipahami					√	
	b. Pernyataan angket mudah dijawab					√	
	c. Kesesuaian butir pernyataan angket terhadap aspek yang diteliti				√		
	d. Butir angket sudah dapat mengukur indikator				√		

Penilaian secara umum

No	Aspek Penilaian	Aspek Penilaian					Ket
		A	B	C	D	E	
1.	a. Penilaian secara umum terhadap angket		√				





GRID OF QUESTIONNAIRE

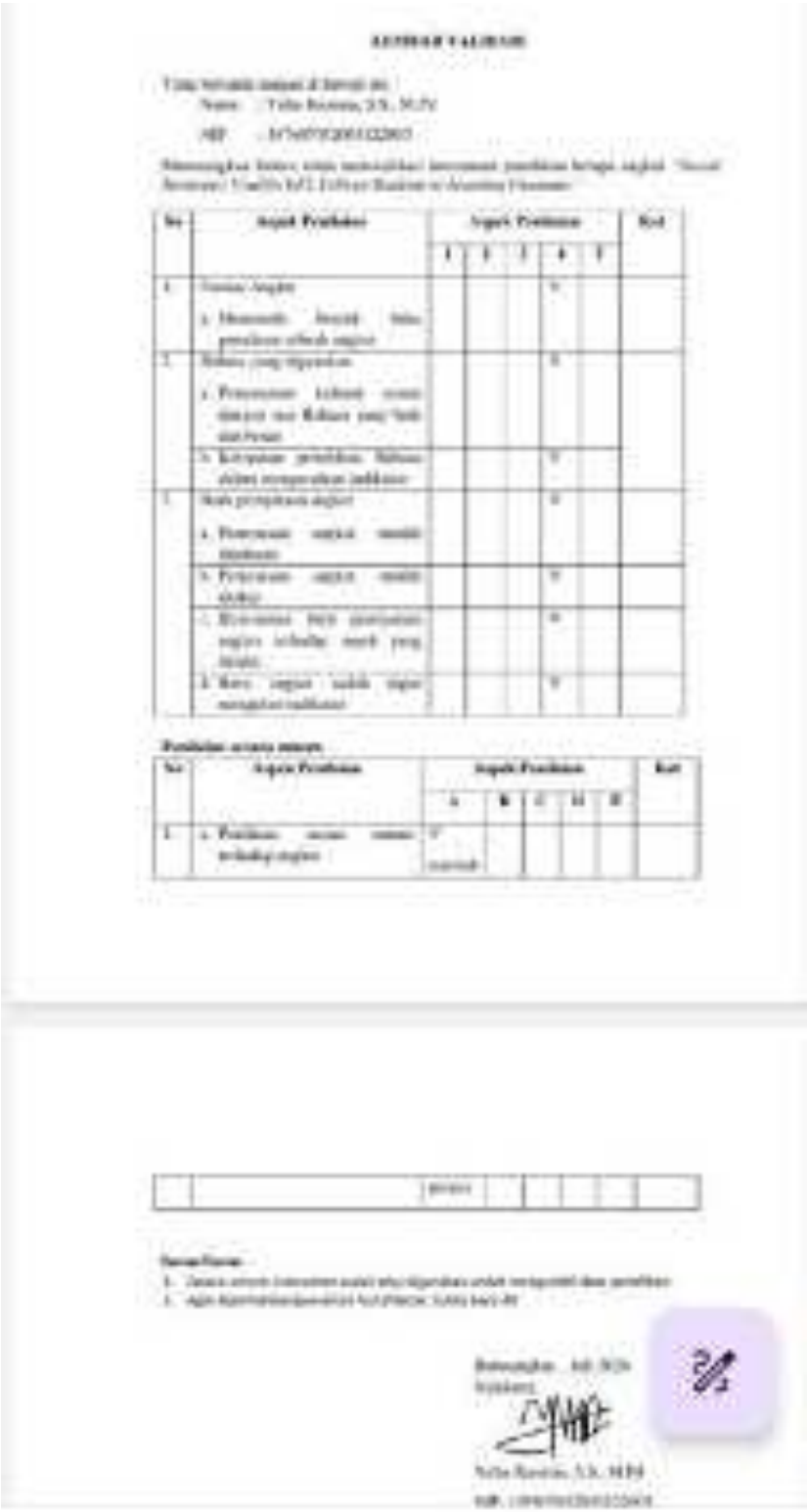
5
a
2021

10 Respondents
2
2016

SOCIAL STRATEGIES USED BY EFL COLLEGE STUDENTS IN LEARNING GRAMMAR

No.	Variable	Sub Variable	Description		Statement	Number of Statement
1.	Social Strategy (Metode sosial)	Make your own opportunities	1. Making an effort to identify opportunities that can help achieve goals, such as seeking out learning contacts, information, or people who can provide assistance. 2. Making an effort to create opportunities on your own, rather than simply waiting for them	1. Berusaha mengidentifikasi peluang yang dapat membantu mencapai tujuan, seperti mencari orang untuk belajar, informasi, atau orang-orang yang dapat memberikan bantuan. 2. Berusaha menciptakan peluang sendiri, alih-alih hanya menunggu	1. Saya berusaha mengidentifikasi peluang yang dapat membantu mencapai tujuan dalam belajar grammar, seperti mencari seorang teman yang dapat membantu 2. Untuk mendapatkan	1,2,3,4,5,6,7,8

C. Validator Ketiga



APPENDIX 5: Validity

Appendix 5: Validity of Instrument

A. Content validity coefficient – Aiken's V

Aiken's (1985) formula for determining content validity is based on the outcome of an expert panel's assessment of n (3) people on an item in terms of how well the item represented the contract being measured.

B. Content Validity Criteria

0,8 – 1 = Very high validity

0,6 – 0,79 = High validity

0,40 – 0, 59 = Moderate validity

0,20 – 0,39= Very low validity

C. The formula proposed by Aiken is as follows

$V = \Sigma s / [n (C - 1)]$

S = R-lo Explanatin:

Lo = Lowest scoring rate

C = Highest score

R = The number given by the validator

n = Number of validators

1. General Validity

Aspect of items	Validator			S1	S2	S3	∑s	[n(C-1)]	V	Criteria I
	I	II	III							
1a	4	4	4	3	3	3	9	12	0,75	High validity
2a	3	4	4	2	3	3	8	12	0,66	High validity
2b	3	4	4	2	3	3	8	12	0,66	High validity
3a	4	5	4	3	4	3	10	12	0,83	Very high

										validity
3b	4	5	4	3	4	3	10	12	0,83	Very high validity
3c	4	4	4	3	3	3	9	12	0,75	High validity
3d	4	4	4	3	3	3	9	12	0,75	High validity
1a-3d	26	30	28	19	23	21	63	84	0,75	High validity

After applying the formula, it had gotten 0,75 which is high validity. This means that the researcher instrument could already be considered to have adequate content validity.

Validity of Each Instrument

a. **First validator**

Validator: (Yona Novita, M.Pd.)

Aspect of Perception	**Validator I**	**Σ*s***	**[*n* (*C* – 1)]**	**V**	**Criteria**
1a	4	3	4	0,75	High validity
2a	3	2	4	0,50	Moderate validity
2b	3	2	4	0,50	Moderate validity
3a	4	3	4	0,75	High validity
3b	4	3	4	0,75	High validity
3c	4	3	4	0,75	High validity
3d	4	3	4	0,75	High validity

Aiken's V coefficient values range from **0.80–1.00** (Very High Validity), **0.60–0.79** (High Validity), **0.40–0.59** (Moderate Validity), and **0.20–0.39** (Low Validity). Based on the validation results presented in the table above, items **1a, 3a, 3b, 3c,** and **3d** obtained an Aiken's V coefficient of **0.75**, indicating **High Validity**. Meanwhile, items **2a** and **2b** obtained an Aiken's V coefficient of **0.50**, indicating **Moderate Validity**. Therefore, all questionnaire items demonstrate **moderate to high content validity**, indicating that they adequately represent the intended constructs and are appropriate for use as the research instrument.

b. **Second validator**

Validator: Susi Susanti, M. Pd

Aspect of Perception	**Validator II**	**Σ*s***	**[*n* (*C* – 1)]**	**V**	**Criteria**
1a	4	3	4	0,75	High validity
2a	4	3	4	0,75	High validity
2b	4	3	4	0,75	high validity
3a	5	4	4	1	Very high validity
3b	5	4	4	1	Very high validity
3c	4	3	4	0,75	high validity
3d	4	3	4	0,75	high validity

Aiken's V coefficient values range from **0.80–1.00** (Very High Validity), **0.60–0.79** (High Validity), **0.40–0.59** (Moderate Validity), and **0.20–0.39** (Low Validity). Based on the validation results presented in the table above, items **3a** and **3b** obtained an Aiken's V coefficient of **1.00**, indicating **Very High Validity**. Meanwhile, items **1a, 2a, 2b, 3c,** and **3d** obtained an Aiken's V coefficient of **0.75**, indicating **High Validity**. Therefore, all questionnaire items demonstrate **high to very high content validity**, indicating that they adequately represent the intended constructs and are appropriate for use as the research instrument..

c. **Third validator**

Validator: (Yuliana Kasuma, S.S,. M.Pd.)

Aspect of Perception	Validator III	Σs	$[n\,(C-1)]$	V	Criteria
1a	4	3	4	0,75	High validity
2a	4	3	4	0,75	High validity
2b	4	3	4	0,75	High validity
3a	4	3	4	0,75	High validity
3b	4	3	4	0,75	High validity
3c	4	3	4	0,75	High validity
3d	4	3	4	0,75	High validity

Aiken's V coefficient values range from **0.80–1.00** (Very High Validity), **0.60–0.79** (High Validity), **0.40–0.59** (Moderate Validity), and **0.20–0.39** (Low Validity). Based on the validation results presented in the table above, all items (**1a, 2a, 2b, 3a, 3b, 3c,** and **3d**) obtained an Aiken's V coefficient of **0.75**, indicating **High Validity**. Therefore, all questionnaire items demonstrate **high content validity**, indicating that they adequately represent the intended constructs and are appropriate for use as the research instrument.

APPENDIX 6: Reability



Case Processing Summary



Reliability Statistics

Konstruk	Jumlah Item	Cronbach's Alpha	Hasil Reliabilitas
Developing Cultural Understanding	2	0,630	Moderate reliability
Becoming Aware of Other Thoughts and Feelings	2	0,765	Sufficient Reliability
Learn Productive Techniques	5	0,917	Perfect reliability
Make Your Own Opportunities	8	0,867	Stron Relibility
Asking Clarification or Verification	7	0,921	Perfect reliability
Asking Correction	3	0,747	Sufficient Reliability
Cooperating with Peers	2	1,000	Perfect reliability

APPENDIX 7: Sample of Filled Questionnaire Answer







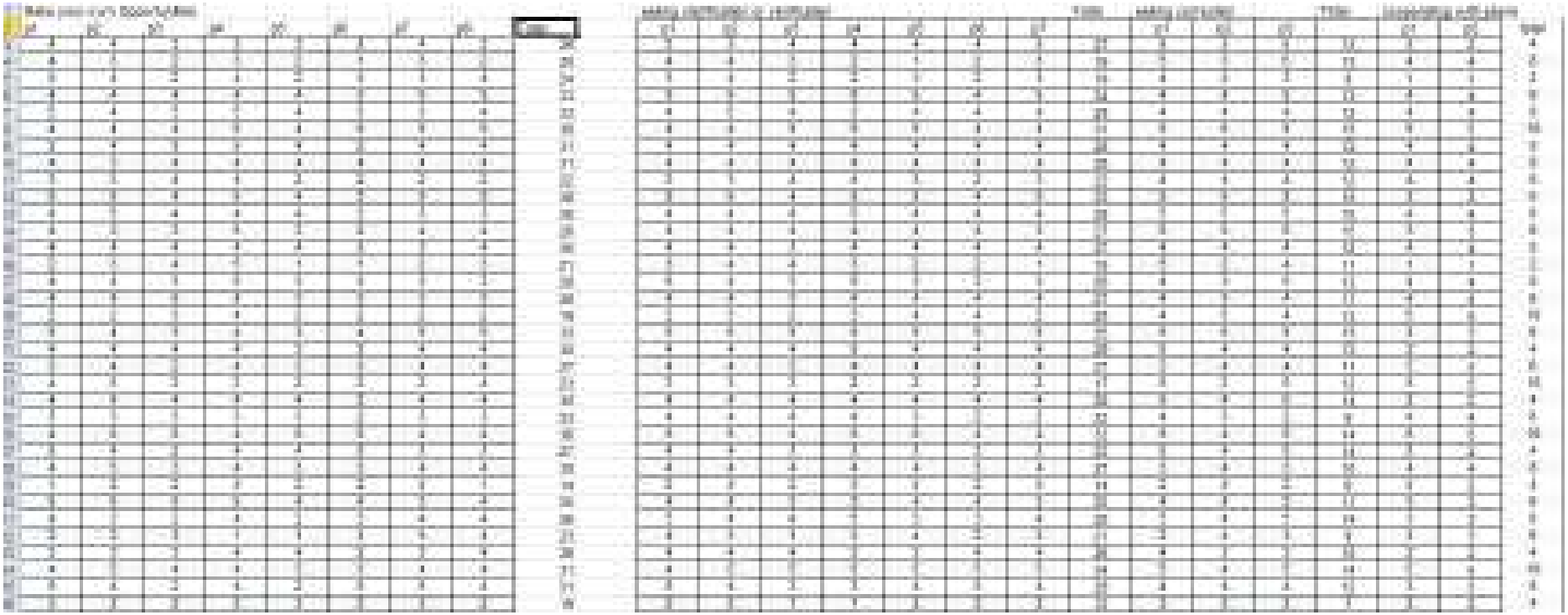
APPENDIX 8: Attendance List of Research Respondents

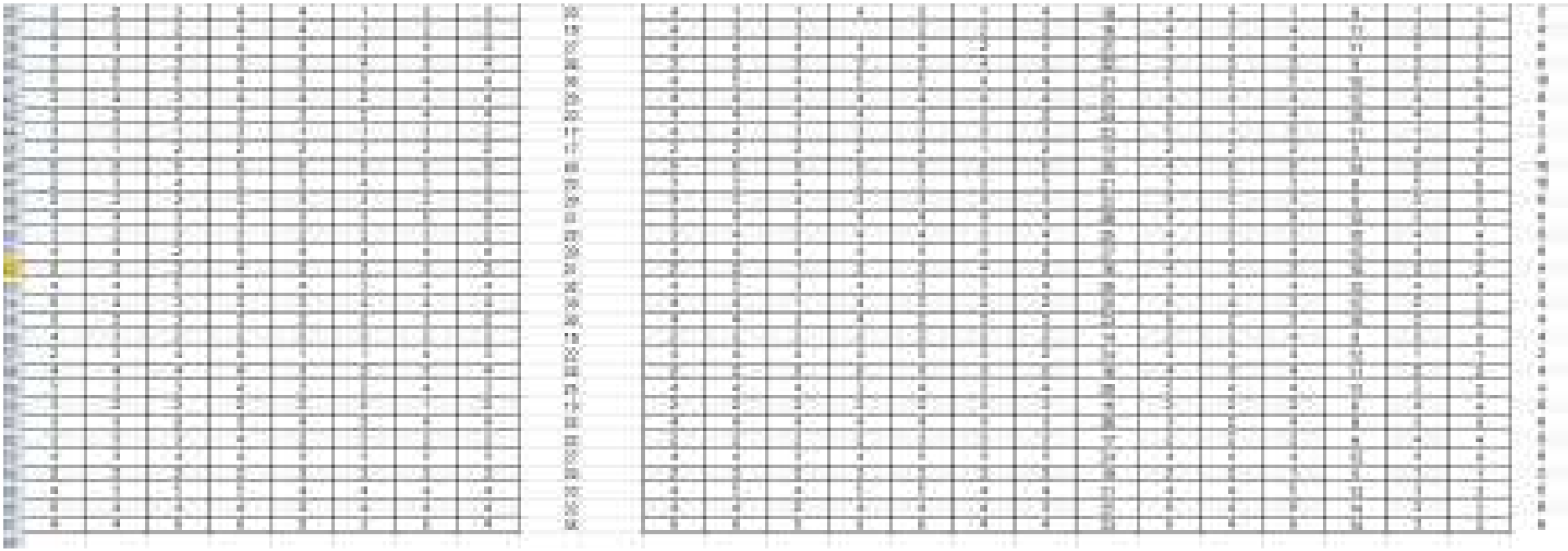


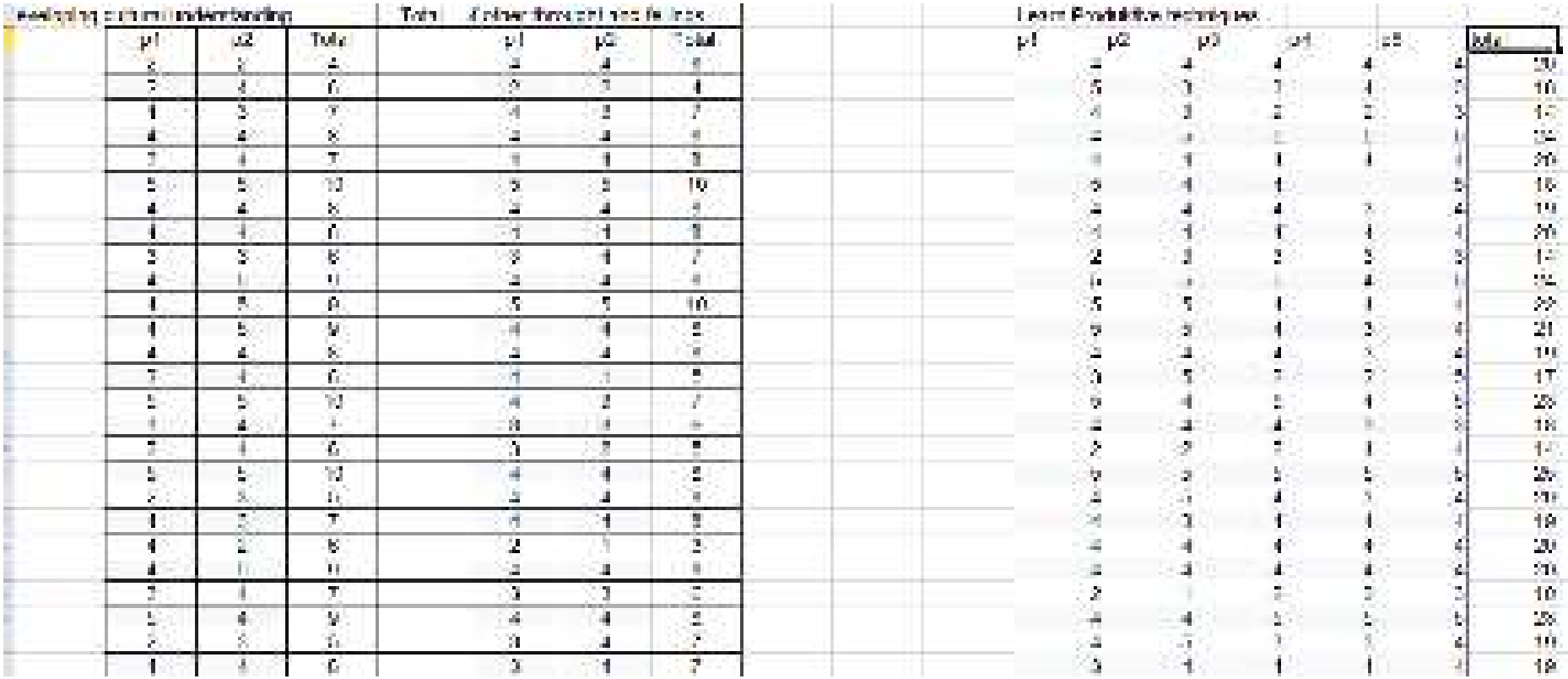
23/12/2025 12:32:13	fadzaakbar09@gmail.com	Fadz Akbar	Pendidikan bahasa Inggr	6	sudah
23/12/2025 12:48:06	fadhiayuramadhanti@gr	Fadhi Ayuanna Rahmati	pbi	4	sudah
23/12/2025 18:38:59	ainyaryanti3@gmail.com	Fitry Jelianti	TBI	5	sudah
23/12/2025 18:13:47	khairunnisa291217@gm	Khairunnisa	Pendidikan Inggris	3	sudah
23/12/2025 18:13:32	qamarfadhila200@gmail.c	Rahmatallahi Al Fawzi	pbi	3	sudah
23/12/2025 20:17:25	eveputrisantikaf@gmail	Nelo Putri Cantika	Pendidikan Bahasa Inggr	4	sudah
23/12/2025 22:47:41	annaturyn25@gmail.com	Anna Syakirah Aulia	Pendidikan Bahasa Inggr	4	sudah
24/12/2025 14:51:12	dindrisa044@gmail.com	Dinda Mawaddah	Bahasa Inggris	10	sudah
24/12/2025 21:03:09	kiki.agustina@gmail.com	kikina putria	pendidikan Bahasa Inggr	4	sudah
24/12/2025 21:08:47	Khairunnisa1212@gmail.c	Khairunnisa ananda	PBI	4	sudah
24/12/2025 21:25:10	febrianiwinda170@gmail.co	Winda Febriani	Bahasa Inggris	5	sudah
24/12/2025 21:25:45	sonagarika3@gmail.com	Sona Garika	PBI	3	sudah
24/12/2025 21:32:19	putrisaputrihanna@gmail	Isaac Randa Putra	PBI	3	sudah
24/12/2025 21:38:42	muhdfadhil@gmail.com	Muhammad Yazid Fadhil	pendidikan Bahasa Inggr	4	sudah
24/12/2025 21:38:55	laura062004agustina@g	Laura Agustina	PBI	4	sudah
24/12/2025 21:51:45	qurysazzakiah2201@gmail	Qury Azzahra Jannah	PBI	3	sudah
24/12/2025 21:53:20	arifahrul20@gmail.com	Miftahul Sakinah	Pendidikan Bahasa Inggr	3	sudah
24/12/2025 21:56:53	nasyadesmonia30@gmail	annisa nasyada	pendidikan bahasa inggri	3	sudah
24/12/2025 21:58:59	sasafadhil113@gmail.c	Sarah Alfian	Pendidikan Bahasa Inggr	4	sudah
24/12/2025 22:06:50	rahmatia.u3667@gmail.	Rahmat Fauzi	Pendidikan Bahasa Inggr	3	sudah
24/12/2025 22:01:01	alami.andriani18@gmail.	Alami Andriani	Pendidikan Bahasa Inggr	5	sudah
24/12/2025 22:07:20	nuralimahsholeh84@gmail	Nur Rahmah Olivia	Pendidikan Bahasa Inggr	5	sudah
24/12/2025 22:01:49	widiamelvia4mei74@gm	Nabiel Ilyas Nasrudin	PBI	4	sudah
24/12/2025 22:06:20	nabilafitratuzahara@gm	Siti Zahara Rahmi Hsb	Pendidikan Bahasa Inggr	4	sudah
24/12/2025 22:07:20	annisafitriaramzah26@gm	Annisa Fitria Ningsih	TBI	3	sudah

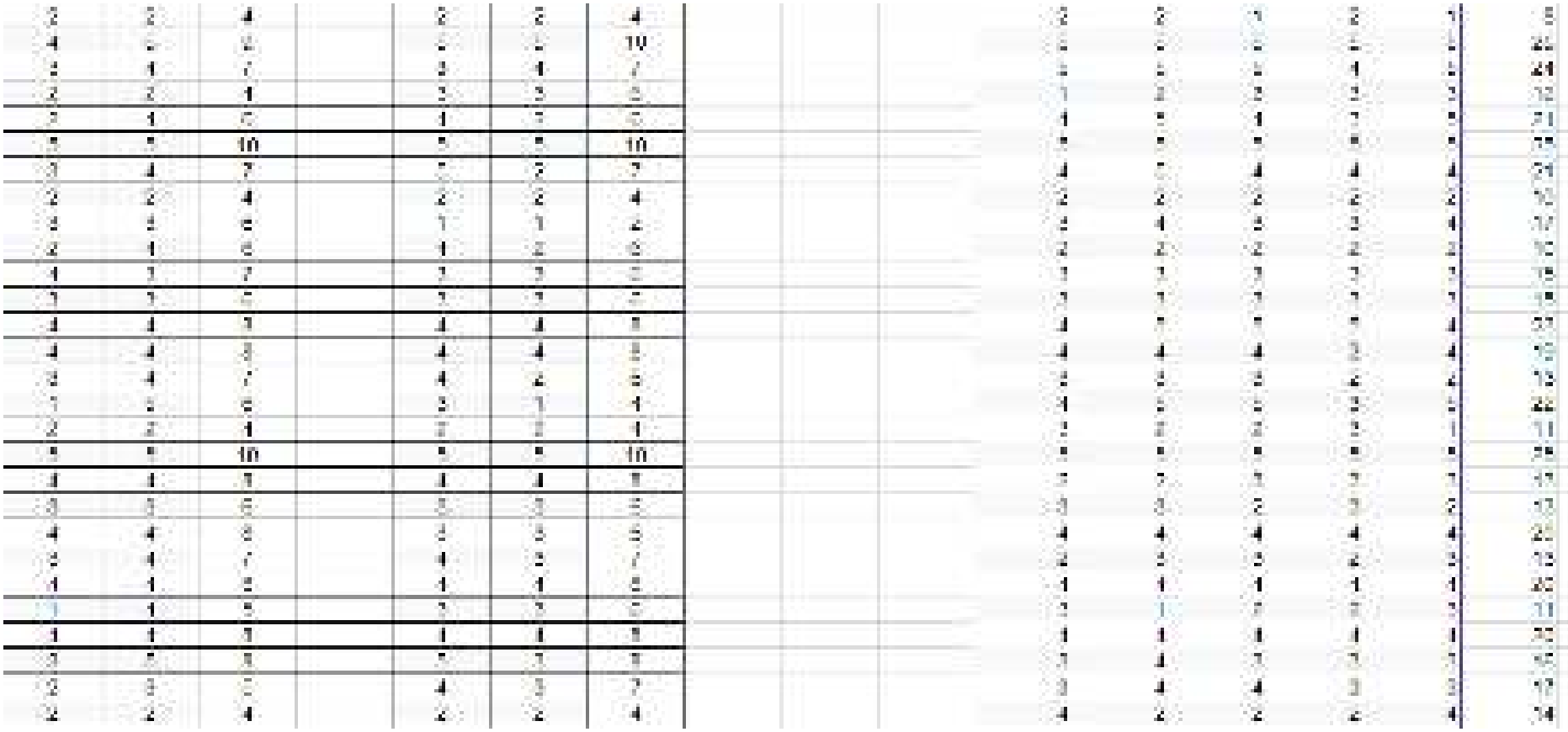
24/7/2026 23:04:27	Muhammadabdullah8[7@	Muhammad abdul latif	Pbi	10	sudah	
24/7/2026 23:18:39	rahmalia.rahmadani.3[2@gm	fitriyu rahmadani	pendidikan bahasa inggi	8	sudah	
24/7/2026 23:19:56	fadjar.sutiyatno21[6@gmai	Miftahul jannah	pendidikan bahasa inggi	8	sudah	
24/7/2026 23:20:00	teresaolivia36@gmail.com	Teresa Olivia Silvida	Pbi	8	sudah	
24/7/2026 23:24:17	fikrirasalean@gmail.com	Tiktri Fatttoma	PBI	8	sudah	
24/7/2026 23:32:37	[illegible]T2@gmail.	Syakirawati Basri	Pendidikan Bahasa Inggi	8	sudah	
25/7/2026 23:58:19		Alfin	PBI	8	sudah	
26/7/2026 3:13:04	zulmiaujat18@gmail.com	Zulmiatul Jannah	Pendidikan Bahasa Inggi	8	sudah	
26/7/2026 6:57:04	adiawasathi@gmail.com	Maknatuz Zahro	Pendidikan Bahasa Inggi	8	sudah	
26/7/2026 7:10:20	tevfik.65tr@gmail.com	Tevfik Hidayet	TEI	10	sudah	
26/7/2026 7:14:46	fikribrahma4@gmail.com	Fatima Rizkiah	Pendidikan Bahasa Inggi	8	sudah	
26/7/2026 10:16:56	z.ahmadanna@gmail.com	Ahmad Zakiah Muslim	Pendidikan Bahasa Inggi	8	sudah	
26/7/2026 11:18:23	[illegible]2004@gmail.	Dino Bertiana Sari	TEI	8	sudah	
25/7/2026 13:50:32	[illegible]11@gmail.c	Junia Aljadira Lajoema D	PBI	8	sudah	
25/7/2026 14:01:41	[illegible]78[@gmail.c	Muhammad Zikry Prakoso	PBI	4	sudah	
25/7/2026 16:09:59	[illegible]	Sabilla Widayu Dinaka	Pendidikan Bahasa Inggi	4	sudah	
25/7/2026 16:26:16	[illegible]	[illegible]nual	PBI	10	sudah	
25/7/2026 18:03:19	[illegible]56@gmail.co	Aurel	Pendidikan Bahasa Inggi	4	sudah	
25/7/2026 19:07:45	[illegible]1[6@gmai	Mirsta Rahmia Nessa	Pendidikan Bahasa Inggi	4	sudah	
25/7/2026 19:17:03		Jelita Kornia	Pendidikan Bahasa Inggi	8	sudah	
25/7/2026 19:17:59	[illegible]@gmail.	Melly Rizka Jayanti	PBI	8	sudah	
25/7/2026 21:35:43	[illegible]	Fenia Adilla	Pendidikan Bahasa Inggi	4	sudah	
25/7/2026 22:06:21	[illegible]46@gmail.c	Qoirunul Arifah	Pendidikan Bahasa Inggi	4	sudah	
25/7/2026 23:15:07	[illegible]72@gmail.com	Adinda Zaskia	PBI 24 A	4	sudah	
26/7/2026 2:09:17	[illegible]	[illegible]ramita	Pendidikan Bahasa Inggi	4	sudah	

APPENDIX 9: Tabulation of Data









2	2	4	2	4	6	4	2	2	2	2	12
2	4	6	4	3	7	4	2	4	3	4	20
2	4	6	4	4	4	4	4	3	3	3	17
3	2	5	1	3	4	1	1	2	3	1	8
3	3	6	3	2	5	3	4	3	3	4	17
4	3	7	3	3	6	3	3	3	3	3	15
4	3	7	4	4	8	3	4	4	3	3	17
3	2	5	2	2	4	3	2	3	3	2	13
3	1	4	3	3	12	4	3	4	4	4	19
1	3	8	3	1	9	4	3	3	4	5	21
5	3	10	4	4	12	5	4	4	4	4	22

APPENDIX 10: Analysis of the Data

SOCIAL STRATEGIES USED BY EFL COLLEGE STUDENTS IN LEARNING GRAMMAR

A. DATA DESCRIPTION

1. Descriptive Statistics

DESCRIPTIVE STATISTICS		
N	Valid	65
	Missing	0
Mean		97.28
Std. Error of Mean		2.515
Median		99.00
Mode		84[a]
Std. Deviation		20.276
Variance		411.110
Range		87
Minimum		52
Maximum		139
Sum		6323

2. Calculating Frequency of Social Strategies Used by EFL College Students in Learning Grammar

The Frequency Table of Social Strategies Used by EFL College Students in Learning Grammar

FREQUENCY			
		Frequency	Percent
Valid	52	1	1.5
	58	1	1.5
	59	1	1.5
	62	1	1.5
	65	1	1.5
	67	1	1.5
	70	1	1.5
	71	1	1.5
	75	1	1.5
	76	1	1.5
	78	1	1.5
	79	1	1.5
	80	1	1.5
	81	2	3.1
	82	2	3.1
	84	3	4.6

	86	2	3.1
	87	3	4.6
	90	1	1.5
	91	1	1.5
	93	1	1.5
	94	1	1.5
	96	1	1.5
	97	2	3.1
	99	1	1.5
	100	1	1.5
	102	2	3.1
	105	1	1.5
	106	2	3.1
	107	2	3.1
	108	2	3.1
	109	2	3.1
	110	3	4.6
	111	3	4.6
	112	1	1.5
	113	1	1.5
	116	1	1.5
	118	1	1.5
	119	1	1.5
	124	1	1.5
	125	2	3.1
	127	2	3.1
	128	1	1.5
	129	2	3.1
	139	1	1.5
	Total	65	100.0

3. Calculating of Categories of Social Strategies Used by EFL College Students in Learning Grammar

Categories Formulas

Average Number	**Categories**
≥(0.80 x max score)	Strongly Positive
(0.60 x max score)- (0.80 x max score)	Positive
(0.40 x max score)-(0.60 x max score)	Negative
≤(0.40 x max score)	Strongly negative

Results Interval

Average Number	**Categories**
≥ 111,2	Strongly Positive
(83,4)- (111,2)	Positive
(55,6) - (83,4)	Negative

≤ (55,6)	Strongly negative

Categories Results of Social Strategies Used by EFL College Students in Learning Grammar

Class Interval	F	%	Categories
≥ 111,2	14	21,5%	Strongly Positive
(83,4)- (111,2)	34	52,3%	Positive
(55,6) - (83,4)	16	24,6%	Negative
≤ (55,6)	1	1,5%	Strongly negative

B. DATA ANALYSIS

1. Social Strategies Used by EFL College Students in Learning Grammar in term Make Your Own Opportunities

   a) Descriptive Statistics

Statistics

X1

N	Valid	65
	Missing	0
Mean		26.60
Std. Error of Mean		.716
Median		27.00
Mode		23[a]
Std. Deviation		5.771
Variance		33.306
Range		26
Minimum		14
Maximum		40
Sum		1729

b) Calculating Frequency of Social Strategies Used by EFL College Students in Learning Grammar in term make your own opportunities

The Frequency Table of Social Strategies Used by EFL College Students in Learning Grammar in term Make Your Own Opportunities

Make Your Own Opportunities			
		Frequency	Percent
Valid	14	1	1.5
	17	2	3.1
	19	5	7.7
	20	5	7.7
	21	2	3.1
	22	3	4.6
	23	6	9.2
	24	1	1.5
	25	2	3.1
	26	4	6.2
	27	4	6.2
	28	4	6.2
	29	2	3.1
	30	6	9.2
	31	5	7.7
	32	2	3.1
	33	4	6.2
	35	3	4.6
	36	3	4.6
	40	1	1.5
	Total	65	100.0

c) Calculating of Categories of Social Strategies Used by EFL College Students in Learning Grammar **in term Make Your Own Opportunities**

Categories Formulas

Average Number	Categories
≥(0.80 x max score)	Strongly Positive
(0.60 x max score)- (0.80 x max score)	Positive
(0.40 x max score)-(0.60 x max score)	Negative
≤(0.40 x max score)	Strongly negative

Results Interval

Average Number	Categories
≥ 32	Strongly Positive
(24)- (32)	Positive

(16) - (24)	Negative
≤ (16)	Strongly negative

Categories Results of Social Strategies Used by EFL College Students in Learning Grammar in term Make Your Own Opportunities

Class Interval	**F**	**%**	**Categories**
≥ 32	11	16,9%	Strongly Positive
(24)- (32)	29	44,6%	Positive
(16) - (24)	24	36,9%	Negative
≤ (16)	1	1,5%	Strongly negative
Total	**65**	**100%**	

2. Social Strategies Used by EFL College Students in Learning Grammar in term Asking Clarification or Verification
   a) Descriptive Statistics

Statistics

X2

N	Valid	65
	Missing	0
Mean		24.38
Std. Error of Mean		.707
Median		25.00
Mode		27[a]
Std. Deviation		5.700
Variance		32.490
Range		23
Minimum		12
Maximum		35
Sum		1585

b) Calculating Frequency of Social Strategies Used by EFL College Students in Learning Grammar in term Asking Clarification or Verification

The Frequency Table of Social Strategies Used by EFL College Students in Learning Grammar in term Asking Clarification or Verification

Asking Clarification or Verification			
		Frequency	Percent
Valid	12	1	1.5
	13	1	1.5
	14	2	3.1
	16	4	6.2
	17	2	3.1
	18	1	1.5
	19	4	6.2
	20	2	3.1
	21	2	3.1
	22	3	4.6
	23	4	6.2
	24	3	4.6
	25	4	6.2
	26	6	9.2
	27	7	10.8
	28	7	10.8
	29	2	3.1
	31	3	4.6
	32	1	1.5
	33	2	3.1
	34	2	3.1
	35	2	3.1
	Total	65	100.0

c) Calculating of Categories of Social Strategies Used by EFL College Students in Learning Grammar **in term Asking Clarification or Verification**

Categories Formulas

Average Number	Categories
≥ (0.80 x max score)	Strongly Positive
(0.60 x max score)- (0.80 x max score)	Positive
(0.40 x max score) - (0.60 x max score)	Negative
≤ (0.40 x max score)	Strongly negative

Results Interval

Average Number	Categories

≥ 28	Strongly Positive
(21)- (28)	Positive
(14) - (21)	Negative
≤ (14)	Strongly negative

Categories Results of Social Strategies Used by EFL College Students in Learning Grammar in term in term Asking Clarification or Verification

Class Interval	**F**	**%**	**Categories**
≥ 28	12	18,5%	Strongly Positive
(21)- (28)	34	52,3%	Positive
(14) - (21)	15	23,1%	Negative
≤ (14)	4	6,2%	Strongly negative
Total	**65**	**100%**	

3. Social Strategies Used by EFL College Students in Learning Grammar in term Asking Correction

   a) Data Descriptive

Statistics

X3

N	Valid	65
	Missing	0
Mean		11.34
Std. Error of Mean		.311
Median		12.00
Mode		12
Std. Deviation		2.508
Variance		6.290
Range		10
Minimum		5
Maximum		15
Sum		737

b) Calculating Frequency of Social Strategies Used by EFL College Students in Learning Grammar in term Asking Correction.

The Frequency Table of Social Strategies Used by EFL College Students in Learning Grammar in term Asking Correction

Asking Correction			
		Frequency	Percent
Valid	5	1	1.5
	6	4	6.2
	7	1	1.5
	8	1	1.5
	9	8	12.3
	10	6	9.2
	11	8	12.3
	12	15	23.1
	13	7	10.8
	14	8	12.3
	15	6	9.2
	Total	65	100.0

c) Calculating of Categories of Social Strategies Used by EFL College Students in Learning Grammar **in term Asking Correction**

Categories Formulas

Average Number	Categories
≥ (0.80 x max score)	Strongly Positive
(0.60 x max score)- (0.80 x max score)	Positive
(0.40 x max score) - (0.60 x max score)	Negative
≤ (0.40 x max score)	Strongly negative

Results Interval

Average Number	Categories
≥ 12	Strongly Positive
(9)- (12)	Positive
(6) - (9)	Negative
≤ (6)	Strongly negative

Categories Results of Social Strategies Used by EFL College Students in Learning Grammar in term in term Asking Correction

Class Interval	F	%	Categories

≥ 12	21	32,3%	Strongly Positive
(9)- (12)	29	44,6%	Positive
(6) - (9)	10	15,4%	Negative
≤ (6)	5	7,7%	Strongly negative
Total	**65**	**100%**	

4. Social Strategies Used by EFL College Students in Learning Grammar in term Cooperatuion With Peers

   a) Descriptive Statistics

Statistics		
X4		
N	Valid	65
	Missing	0
Mean		3.17
Std. Error of Mean		.146
Median		3.00
Mode		4
Std. Deviation		1.180
Variance		1.393
Range		4
Minimum		1
Maximum		5
Sum		206

   b) Calculating Frequency of Social Strategies Used by EFL College Students in Learning Grammar in term Cooperating with Peers

The Frequency Table of Social Strategies Used by EFL College Students in Learning Grammar in term Cooperating with Peers

X4			
		Frequency	Percent
Valid	1	6	9.2
	2	14	21.5
	3	16	24.6
	4	21	32.3
	5	8	12.3

	Total	65	100.0

c) Calculating of Categories of Social Strategies Used by EFL College Students in Learning Grammar in term Cooperating with Peers

Categories Formulas

Average Number	**Categories**
≥ (0.80 x max score)	Strongly Positive
(0.60 x max score)- (0.80 x max score)	Positive
(0.40 x max score) - (0.60 x max score)	Negative
≤ (0.40 x max score)	Strongly negative

Results Interval

Average Number	**Categories**
≥ 4	Strongly Positive
(3)- (4)	Positive
(2) - (3)	Negative
≤ (2)	Strongly negative

Categories Results of Social Strategies Used by EFL College Students in Learning Grammar in term in term Cooperating with Peers

Class Interval	**F**	**%**	**Categories**
≥ 4	8	12,3%	Strongly Positive
(3)- (4)	21	32,3%	Positive
(2) - (3)	16	24,6%	Negative
≤ (2)	20	30,8%	Strongly negative
Total	**65**	**100%**	

5. Social Strategies Used by EFL College Students in Learning Grammar in term Developing Cultural Understanding

   a) Descriptive Statistics

Statistics		
X5		
N	Valid	65
	Missing	0
Mean		6.95
Std. Error of Mean		.216
Median		7.00
Mode		6
Std. Deviation		1.745
Variance		3.045
Range		6
Minimum		4
Maximum		10
Sum		452

   b) Calculating Frequency of Social Strategies Used by EFL College Students in Learning Grammar in term Developing Cultural Understanding

The Frequency Table of Social Strategies Used by EFL College Students in Learning Grammar in term Developing Cultural Understanding

X5			
		Frequency	Percent
Valid	4	7	10.8
	5	6	9.2
	6	14	21.5
	7	13	20.0
	8	12	18.5
	9	7	10.8
	10	6	9.2
	Total	65	100.0

   c) Calculating of Categories of Social Strategies Used by EFL College Students in Learning Grammar in term Cultural Understanding

Categories Formulas

Average Number	Categories
≥ (0.80 x max score)	Strongly Positive
(0.60 x max score)- (0.80 x max score)	Positive
(0.40 x max score) - (0.60 x max score)	Negative

≤ (0.40 x max score)	Strongly negative

Results Interval

Average Number	Categories
≥ 8	Strongly Positive
(6)- (8)	Positive
(4) - (6)	Negative
≤ (4)	Strongly negative

Categories Results of Social Strategies Used by EFL College Students in Learning Grammar in term in term Cultural Understanding

Class Interval	F	%	Categories
≥ 8	13	20%	Strongly Positive
(6)- (8)	25	38,5%	Positive
(4) - (6)	20	30,8%	Negative
≤ (4)	7	10,8%	Strongly negative
Total	**65**	**100%**	

6. Social Strategies Used by EFL College Students in Learning Grammar in term Learn Produktive techniques
   a) Descriptive Statistics

Statistics		
VAR00007		
N	Valid	65
	Missing	0
Mean		17.72
Std. Error of Mean		.561
Median		19.00
Mode		20
Std. Deviation		4.523
Variance		20.453
Range		17
Minimum		8
Maximum		25
Sum		1152

   b) Calculating Frequency of Social Strategies Used by EFL College Students in Learning Grammar in term in term term Learn Produktive techniques

The Frequency Table of Social Strategies Used by EFL College Students in Learning Grammar in term in term term Learn Produktive techniques

Learn Produktive techniques			
		Frequency	Percent
Valid	8	2	3.1
	10	3	4.6
	11	2	3.1
	12	2	3.1
	13	6	9.2
	14	4	6.2
	15	2	3.1
	16	1	1.5
	17	6	9.2
	18	3	4.6
	19	7	10.8
	20	10	15.4
	21	4	6.2
	22	3	4.6
	23	3	4.6
	24	3	4.6
	25	4	6.2
	Total	65	100.0

c) Calculating of Categories of Social Strategies Used by EFL College Students in Learning Grammar **in term term Learn Produktive techniques**

Categories Formulas

Average Number	Categories
≥(0.80 x max score)	Strongly Positive
(0.60 x max score)- (0.80 x max score)	Positive
(0.40 x max score)-(0.60 x max score)	Negative
≤(0.40 x max score)	Strongly negative

Results Interval

Average Number	Categories
≥ 20	Strongly Positive
(15)- (20)	Positive
(10) - (15)	Negative
≤ (10)	Strongly negative

Categories Results of Social Strategies Used by EFL College Students in Learning Grammar in term term Learn Produktive techniques

Class Interval	F	%	Categories
≥ 20	17	26,2%	Strongly Positive
(15)- (20)	27	41,5%	Positive
(10) - (15)	16	24,6%	Negative
≤ (10)	5	7,7%	Strongly negative
Total	**65**	**100%**	

7. **Social Strategies Used by EFL College Students in Learning Grammar in term Becoming Aware of Other Through and Feelings**

   a) Descriptive Statistics

Statistics

N	Valid	65
	Missing	0
Mean		6.82
Std. Error of Mean		.236
Median		7.00
Mode		8
Std. Deviation		1.903
Variance		3.622
Range		8
Minimum		2
Maximum		10
Sum		443

b) Calculating Frequency of Social Strategies Used by EFL College Students in Learning Grammar in term in term term Becoming Aware of Other Through and Feelings

The Frequency Table of Social Strategies Used by EFL College Students in Learning Grammar in term in term term Becoming Aware of Other Through and Feelings

Becoming Aware of Other Through and Feelings			
		Frequency	Percent
Valid	2	1	1.5

	3	1	1.5
	4	9	13.8
	5	3	4.6
	6	13	20.0
	7	10	15.4
	8	20	30.8
	9	1	1.5
	10	7	10.8
	Total	65	100.0

a) Calculating of Categories of Social Strategies Used by EFL College Students in Learning Grammar **in term Becoming Aware of Other Through and Feelings**

Categories Formulas

Average Number	**Categories**
≥(0.80 x max score)	Strongly Positive
(0.60 x max score)- (0.80 x max score)	Positive
(0.40 x max score)-(0.60 x max score)	Negative
≤(0.40 x max score)	Strongly negative

Results Interval

Average Number	**Categories**
≥ 8	Strongly Positive
(6)- (8)	Positive
(4) - (6)	Negative
≤ (4)	Strongly negative

Categories Results of Social Strategies Used by EFL College Students in Learning Grammar in term term Becoming Aware of Other Through and Feelings

Class Interval	**F**	**%**	**Categories**
≥ 8	8	12,3%	Strongly Positive
(6)- (8)	30	46,2%	Positive

(4) - (6)	16	24,6%	Negative
≤ (4)	11	16,9%	Strongly negative
Total	**65**	**100%**	

APPENDIX 11: Recommendation Letter of Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAHMUD YUNUS BATUSANGKAR
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

SURAT IZIN PENELITIAN

Nama
Tempat/Tanggal Lahir
Nim
Fakultas
Jurusan
Alamat
Judul Penelitian

Lokasi Penelitian
Waktu Penelitian
Dosen Pembimbing I
Dosen Pembimbing II

Dengan ketentuan sebagai berikut:

1. Pegawai penelitian untuk tidak mengganggu dan mematuhi dan tidak seperti tersebut di atas.
2. Melaporkan kedatangan serta maksud penelitian yang akan dilaksanakan dengan menyerahkan surat ini/rekomendasi penelitian ini kepada Dekan Fakultas, Ketua Prodi, Kabid Lembaga, Kepala Bagian, Kepala Sub. Bagian atau Kepala Unit yang terkait.
3. Mematuhi dan mengindahkan semua peraturan yang berlaku di UIN Mahmud Yunus Batusangkar.
4. Bila tanpa penyimpangan/kelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka surat ijin rekomendasi penelitian ini akan DICABUT Kembali.
5. Surat ijin rekomendasi penelitian ini berlaku dari tanggal 7 Juli 2020 s.d 7 September 2020.
6. Melaporkan hasil penelitian kepada Rektor UIN Mahmud Yunus Batusangkar Cq. Ketua LPPM.

Batusangkar, 7 Juli 2020

Prof. Dr. H. Asrinaldi, S.Ag., M.Pd.

Tembusan:
1. Rektor UIN Mahmud Yunus Batusangkar (sebagai laporan)
2. Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Mahmud Yunus Batusangkar (sebagai laporan).