

CHAPTER IV

RESEARCH FINDINGS

The study aims at investigating the effects of social strategies on the use of social strategies and English language communication abilities of primary students in International Baccalaureate schools. The Cambridge Young Learners English (YLE) Test Starters version 33 was employed to gain participants' English communication abilities scores while the adapted children version of Strategy Inventory for Language Learning (SILL) focused on social strategies was administered to obtain the scores of strategies use. Descriptive data of the research was also gathered by means of teachers' observation and interview with the focused-group.

This chapter presents the findings gained from the aforementioned research methods and divides into three main parts. The first part illustrates the quantitative data analysis on participants' social strategies use obtaining from t-test and chi-square while the second part focuses on the participants' English language communication abilities. The final part presents participants' opinions gaining from the interview on both topics. In the quantitative data analysis section, they comprises three categories of different sample groupings i.e. 1) samples from the combination of Grade 1 and 2, 2) samples from Grade 1 only, and 3) samples from Grade 2 only. These data were calculated and analyzed by Statistical Package for Social Science (SPSS) program.

4.1 Social Strategies Use

4.1.1 Data from the *Social Strategies Questionnaire* comparing the social strategies use between the experimental and the control groups after the treatment

The Social Strategies Questionnaire was administered one week after the completion of social strategies instruction. There were altogether 9 items covering 3 types of social strategies i.e. asking questions, cooperating with others, and empathizing with others. The main objective of using questionnaire was to gain insights of participants' overall social strategies use and sub-types of social strategies use.

To answer the research question regarding the social strategies use, the Social Strategies Questionnaire was administered after the treatment of social strategies instruction. The data gained from the questionnaire were calculated and analyzed by t-test according to three different ways of sample groupings, which are a combination of Grade 1 and Grade 2 set, Grade 1 set, and Grade 2 set. The results from the t-test calculations are showing in the tables below.

Table 4.1
Summary of the Social Strategies Use Gained from Social Strategies Questionnaire

Social Strategies	Experimental Group (n = 31)		Control Group (n = 29)	
	\bar{x}	S.D.	\bar{x}	S.D.
Asking Questions	8.45	3.17	9.24	3.23
Cooperating with Others	11.06	2.89	11.38	2.31
Empathizing with Others	12.35	2.60	11.45	3.20
Overall Social Strategies	31.87	6.22	32.07	6.59

The overall social strategies use arithmetic mean of the experimental group was 31.87 with S.D. of 6.22 while the arithmetic mean of the control group was 32.07 with S.D. of 6.59. Regarding each social sub-strategy, the arithmetic mean of the experimental and the control groups can be reported in order from highest to lowest as follows, 1) empathizing with others (12.35 and 11.45), 2) cooperating with others (11.06 and 11.38), and 3) asking questions (8.45 and 9.24).

Table 4.2
Comparison of the Overall Social Strategies Use
between the Experimental and the Control Groups of Grade 1 and Grade 2
Samples in Combination

Group	n	\bar{x}	S.D.	t	P
Experimental	31	31.87	6.22	-.120	.905
Control	29	32.07	6.59		

*p<.05

The arithmetic mean of the experimental group was 31.87 with S.D. of 6.22 while the arithmetic mean of the control group was 32.07 with S.D. of 6.59. The results of t-test from the table showed that the overall social strategies use of the two groups were not significantly different at .05 level. The mean score of the combination of Grade 1 and Grade 2 experimental group's overall social strategies use was not higher than the same combination of the control group's.

Table 4.3
Comparison of the Overall Social Strategies Use
between the Experimental and the Control Groups of Grade 1 Samples

Group	n	\bar{x}	S.D.	t	P
Experimental	12	31.92	6.05	.107	.916
Control	10	31.60	7.89		

*p<.05

The arithmetic mean of the experimental group was 31.92 with S.D. of 6.05 while the arithmetic mean of the control group was 31.60 with S.D. of 7.89. The results of t-test from the table showed that the overall social strategies use of the two groups were not significantly different at .05 level. However, the mean score of the Grade 1 experimental group's overall social strategies use was higher than the Grade 1 control group's.

Table 4.4
Comparison of the Overall Social Strategies Use
between the Experimental and the Control Groups of Grade 2 Samples

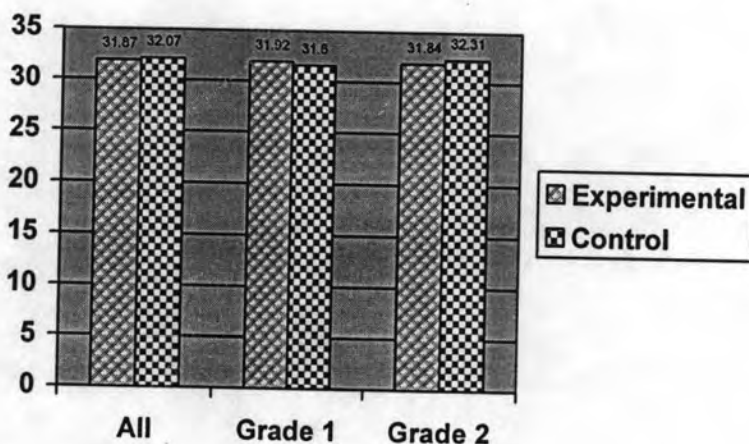
Group	n	\bar{x}	S.D.	t	P
Experimental	19	31.84	6.48	-.233	.817
Control	19	32.31	6.02		

*p<.05

The arithmetic mean of the experimental group was 31.84 with S.D. of 6.48 while the arithmetic mean of the control group was 32.31 with S.D. of 6.02. The results of t-test from the table showed that the overall social strategies use of the two groups were not significantly different at .05 level. The mean score of the Grade 2 experimental group's overall social strategies use was not higher than the Grade 2 control group's.

The posttest mean scores of these different sample groups are illustrated in figure 4.1 below.

Figure 4.1
Comparison of the Overall Social Strategies Use Posttest Mean Scores
between the Experimental and the Control Groups in Three Different Groupings



The results from the above figure showed that the combination of Grade 1 and Grade 2 experimental group reported using social strategies at the mean score of 31.87 while the control group's mean score was at 32.07. Separately, the Grade 1 set experimental group reported using social strategies at the mean score of 31.92 while the control group's mean score was at 31.60. While Grade 2 set experimental group reported using social strategies at the mean score of 31.84 while the control group's mean score was at 32.31.

Next, the results of each sub-strategy of asking questions, cooperating with others, and empathizing with others are illustrated below.

Table 4.5
Comparison of the Asking Questions Strategies Use
between the Experimental and the Control Groups of Grade 1 and Grade 2
Samples in Combination

Group	n	\bar{X}	S.D.	t	P
Experimental	31	8.45	3.17	-.956	.343
Control	29	9.24	3.23		

*p<.05

The arithmetic mean of the experimental group was 8.45 with S.D. of 3.17 while the arithmetic mean of the control group was 9.24 with S.D. of 3.23. The results of t-test from the table showed that the asking questions strategies use of the two groups were not significantly different at .05 level. The mean score of the combination of Grade 1 and Grade 2 experimental group's asking questions strategies use was not higher than the same combination of the control group's.

Table 4.6
Comparison of the Asking Questions Strategies Use
between the Experimental and the Control Groups of Grade 1 Samples

Group	n	\bar{X}	S.D.	t	P
Experimental	12	8.92	3.15	.083	.935
Control	10	8.80	3.46		

*p<.05

The arithmetic mean of the experimental group was 8.92 with S.D. of 3.15 while the arithmetic mean of the control group was 8.80 with S.D. of 3.46. The results of t-test from the table showed that the asking questions strategies use of the two groups were not significantly different at .05 level. However, the mean score of the Grade 1 experimental group's asking questions strategies use was higher than the Grade 1 control group's.

Table 4.7
Comparison of the Asking Questions Strategies Use
between the Experimental and the Control Groups of Grade 2 Samples

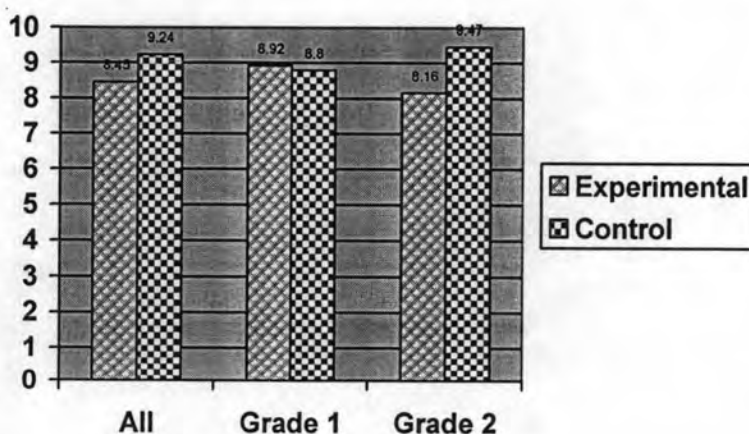
Group	n	\bar{x}	S.D.	t	P
Experimental	19	8.16	3.24	-1.266	.214
Control	19	9.47	3.16		

* $p < .05$

The arithmetic mean of the experimental group was 8.16 with S.D. of 3.24 while the arithmetic mean of the control group was 9.47 with S.D. of 3.16. The results of t-test from the table also showed that the asking questions strategies use of the two groups were not significantly different at .05 level. The mean score of the Grade 2 experimental group's asking questions strategies use was not higher than the Grade 2 control group's, which rejected the research hypothesis.

The posttest mean scores of these different sample groups are illustrated in figure 4.2 below.

Figure 4.2
Comparison of the Asking Questions Strategies Use Posttest Mean Scores
between the Experimental and the Control Groups in Three Different Groupings



The results from the above figure showed that the combination of Grade 1 and Grade 2 experimental group reported using asking questions strategies at the mean score

of 8.45 while the control group's mean score was at 9.24. Separately, the Grade 1 set experimental group reported using asking questions strategies at the mean score of 8.92 while the control group's mean score was at 8.80. While Grade 2 set experimental group reported using asking questions strategies at the mean score of 8.16 while the control group's mean score was at 9.47.

Table 4.8
Comparison of the Cooperating with Others Strategies Use
between the Experimental and the Control Groups of Grade 1 and Grade 2
Samples in Combination

Group	n	\bar{X}	S.D.	t	P
Experimental	31	11.06	2.89	-.464	.645
Control	29	11.38	2.31		

*p<.05

The arithmetic mean of the experimental group was 11.06 with S.D. of 2.89 while the arithmetic mean of the control group was 11.38 with S.D. of 2.31. The results of t-test from the table also showed that the cooperating with others strategies use of the two groups were not significantly different at .05 level. The mean score of the combination of Grade 1 and Grade 2 experimental group's cooperating with others strategies use was not higher than the same combination of the control group's.

Table 4.9
Comparison of the Cooperating with Others Strategies Use
between the Experimental and the Control Groups of Grade 1 Samples

Group	n	\bar{X}	S.D.	t	P
Experimental	12	10.50	2.84	-.557	.584
Control	10	11.20	3.04		

*p<.05

The arithmetic mean of the experimental group was 10.50 with S.D. of 2.84 while the arithmetic mean of the control group was 11.20 with S.D. of 3.04. The results of t-test from the table also showed that the cooperating with others strategies use of the two groups were not significantly different at .05 level. The mean score of the Grade 1 experimental group's cooperating with others strategies use was not higher than Grade 1 control group's.

Table 4.10
Comparison of the Cooperating with Others Strategies Use
between the Experimental and the Control Groups of Grade 2 Samples

Group	n	\bar{X}	S.D.	t	P
Experimental	19	11.42	2.95	-.065	.948
Control	19	11.47	1.89		

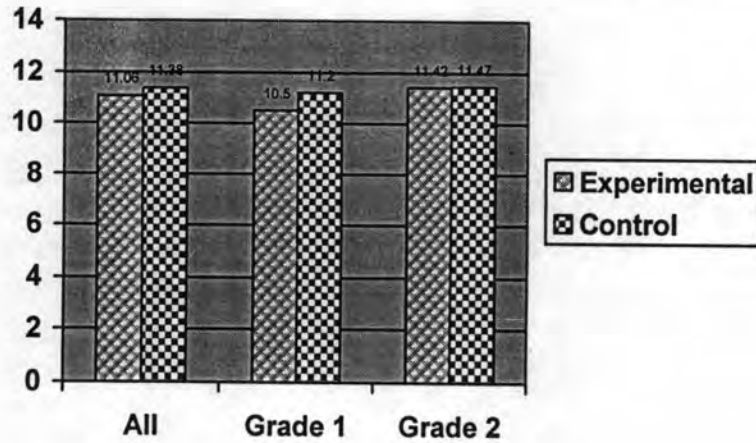
*p<.05

The arithmetic mean of the experimental group was 11.42 with S.D. of 2.95 while the arithmetic mean of the control group was 11.47 with S.D. of 1.89. The results of t-test from the table also showed that the cooperating with others strategies use of the two groups were not significantly different at .05 level. The mean score of the Grade 2 experimental group's cooperating with others strategies use was not higher than the Grade 2 control group's.

The posttest mean scores of these different sample groups are illustrated in figure 4.3 below.

Figure 4.3

Comparison of the Cooperating with Others Strategies Use Posttest Mean Scores between the Experimental and the Control Groups in Three Different Groupings



The results from the above figure showed that the combination of Grade 1 and Grade 2 experimental group reported using cooperating with others strategies at the mean score of 11.06 while the control group’s mean score was at 11.38. Separately, the Grade 1 set experimental group reported using cooperating with others strategies at the mean score of 10.50 while the control group’s mean score was at 11.20. While Grade 2 set experimental group reported using cooperating with others strategies at the mean score of 11.42 while the control group’s mean score was at 11.47.

Table 4.11

Comparison of the Empathizing with Others Strategies Use between the Experimental and the Control Groups of Grade 1 and Grade 2 Samples in Combination

Group	n	\bar{x}	S.D.	t	P
Experimental	31	12.35	2.60	1.207	.232
Control	29	11.45	3.20		

*p<.05

The arithmetic mean of the experimental group was 12.35 with S.D. of 2.60 while the arithmetic mean of the control group was 11.45 with S.D. of 3.20. The results of t-test from the table showed that the empathizing with others strategies use of the two groups

were not significantly different at .05 level. However, the mean score of the combination of Grade 1 and Grade 2 experimental group's empathizing with others strategies use was higher than the same combination of the control group's.

Table 4.12
Comparison of the Empathizing with Others Strategies Use
between the Experimental and the Control Groups of Grade 1 Samples

Group	n	\bar{x}	S.D.	t	P
Experimental	12	12.50	2.43	.722	.479
Control	10	11.60	3.40		

*p<.05

The arithmetic mean of the experimental group was 12.50 with S.D. of 2.43 while the arithmetic mean of the control group was 11.60 with S.D. of 3.40. The results of t-test from the table showed that the empathizing with others strategies use of the two groups were not significantly different at .05 level. However, the mean score of the Grade 1 experimental group's empathizing with others strategies use was higher than the Grade 1 control group's.

Table 4.13
Comparison of the Empathizing with Others Strategies Use
between the Experimental and the Control Groups of Grade 2 Samples

Group	n	\bar{x}	S.D.	t	P
Experimental	19	12.26	2.76	.925	.361
Control	19	11.36	3.18		

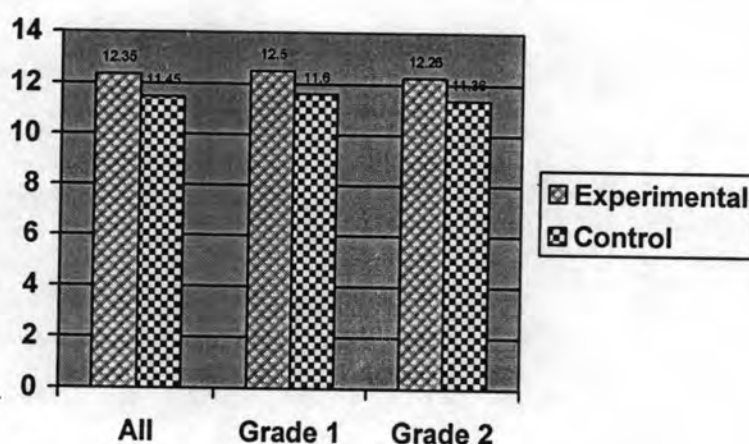
*p<.05

The arithmetic mean of the experimental group was 12.26 with S.D. of 2.76 while the arithmetic mean of the control group was 11.36 with S.D. of 3.18. The results of t-test from the table showed that the empathizing with others strategies use of the two groups were not significantly different at .05 level. However, the mean score of the Grade

2 experimental group's empathizing with others strategies use was higher than the Grade 2 control group's.

The posttest mean scores of these different sample groups are illustrated in figure 4.4 below.

Figure 4.4
Comparison of the Empathizing with Others Strategies Use Posttest Mean Scores between the Experimental and the Control Groups in Three Different Groupings



The results from the above figure showed that the combination of Grade 1 and Grade 2 experimental group reported using empathizing with others strategies at the mean score of 12.35 while the control group's mean score was at 11.45. Separately, the Grade 1 set experimental group reported using empathizing with others strategies at the mean score of 12.50 while the control group's mean score was at 11.60. While Grade 2 set experimental group reported using empathizing with others strategies at the mean score of 12.26 while the control group's mean score was at 11.36.

4.1.2 Data from the *Social Strategies Teachers' Observation Checklist* comparing the social strategies use between the experimental and the control groups after the treatment

This instrument was employed during the experimental period of instruction with treatment (social strategies) and without. There were two observers, the researcher and the librarian, to provide reliability and validity of the data. Prior to the statistical

calculation of chi-square, the raw scores were calculated into percentage in order to gain the overview of the findings obtaining via this observation instrument.

Table 4.14
Percentage of Teachers' Observation on Social Strategies Use
between the Experimental and the Control Groups of Grade 1 and Grade 2
Samples in Combination

Social Strategies	Frequency	
	Experimental Group (Percentage)	Control Group (Percentage)
Asking questions	970 (43.24)	684 (44.12)
• Asking for clarification	474 (21.13)	338 (21.80)
• Asking for correction	496 (22.11)	346 (22.32)
Cooperating with others	739 (32.95)	516 (33.29)
• With peers	488 (21.75)	395 (25.48)
• With proficient users	251 (11.20)	121 (7.81)
Empathizing with others	534 (23.81)	350 (22.58)
• Cultural understanding	196 (8.74)	60 (3.88)
• Aware of others' thoughts and feelings	338 (15.07)	290 (5.80)
Overall social strategies	2,243 (100.00)	1,550 (100.00)

The percentage from table 4.14 showed that both the experimental and the control groups used social strategies in the same order namely (1) asking questions, (2) cooperating with others and (3) empathizing with others. The most often sub-strategy

used by the experimental group was asking for correction at 22.11% while the control group reported using the sub-strategy of cooperating with peers at the highest of 25.48%. For the lowest percentage of sub-strategy used, the experimental and the control groups shared the same category of developing cultural understanding at 8.74% and 3.88%, respectively.

In addition to the non-statistical overview of the findings, the following parts present the chi-square results based on the set research questions.

Table 4.15
Chi-Square of Teachers' Observation on Social Strategies Use
between the Experimental and the Control Groups of Grade 1 and Grade 2
Samples in Combination

Social Strategies	Frequency		χ^2
	Experimental	Control	
Asking questions	970	684	49.45*
• Asking for clarification	474	338	22.78*
• Asking for correction	496	346	26.72*
Cooperating with others	739	516	39.62*
• With peers	488	395	9.80*
• With proficient users	251	121	45.43*
Empathizing with others	534	350	38.30*
• Cultural understanding	196	60	72.25*
• Aware of others' thoughts and feelings	338	290	3.67
Overall social strategies	2,243	1,550	126.61*

*p<.05

From table 4.15, the chi-square results of most social strategies showed that the strategy utilization of both experimental and control groups were significantly different at .05 level. However, the sub-strategy of becoming aware of others' thoughts and feelings between the two groups was not significantly different at .05 level.

Table 4.16
Chi-Square of Teachers' Observation on Social Strategies Use
between the Experimental and the Control Groups of Grade 1 Samples

Social Strategies	Frequency		χ^2
	Experimental	Control	
Asking questions	371	226	35.22*
• Asking for clarification	184	113	16.97*
• Asking for correction	187	113	18.25*
Cooperating with others	288	151	42.75*
• With peers	199	116	21.87*
• With proficient users	89	35	23.52*
Empathizing with others	201	118	21.59*
• Cultural understanding	72	17	33.98*
• Aware of others' thoughts and feelings	129	101	3.41
Overall social strategies	860	495	98.32*

*p<.05

From table 4.16, the chi-square results of most social strategies showed that the strategy utilization of both experimental and control groups in Grade 1 were significantly different at .05 level. However, the sub-strategy of becoming aware of others' thoughts and feelings between the two groups was not significantly different at .05 level.

Table 4.17
Chi-Square of Teachers' Observation on Social Strategies Use
between the Experimental and the Control Groups of Grade 2 Samples

Social Strategies	Frequency		χ^2
	Experimental	Control	
Asking questions	599	458	18.08*
• Asking for clarification	290	225	8.21*
• Asking for correction	309	233	10.66*

Table 4.17 (Continued)
 Chi-Square of Teachers' Observation on Social Strategies Use
 between the Experimental and the Control Groups of Grade 2 Samples

Social Strategies	Frequency		χ^2
Cooperating with others	451	365	9.06*
• With peers	289	279	0.17
• With proficient users	162	86	23.29*
Empathizing with others	333	232	18.05*
• Cultural understanding	124	43	39.28*
• Aware of others' thoughts and feelings	209	189	1.01
Overall social strategies	1,383	1,055	44.13*

* $p < .05$

From table 4.17, the chi-square results of most social strategies showed that the strategy utilization of both experimental and control groups in Grade 2 were significantly different at .05 level. However, the sub-strategies of cooperating with peers and becoming aware of others' thoughts and feelings between the two groups were not significantly different at .05 level.

4.1.3 Data from the *Social Strategies Students' Self-Reflection Questionnaire* comparing the social strategies use between the experimental and the control groups after the treatment

This instrument was employed during the experimental period. It was conducted immediately after the instruction with treatment (social strategies) or without. The way it was completed was to ask participants to raise their hands if they feel that the statements heard are true to them at one of these three levels; often, sometimes, and rarely.

To answer this research question regarding the social strategies use, the Social Strategies Students' Self-Reflection Questionnaire was administered after the treatment of

social strategies instruction. The data gained from the questionnaire were calculated and analyzed by t-test according to three different ways of sample groupings, which are a combination of Grade 1 and Grade 2 set, Grade 1 set, and Grade 2 set. The results from the t-test calculations are showing in the tables below.

Table 4.18
Summary of Social Strategies Use Gained from Students' Self-Reflection

Social Strategies	Experimental Group (n = 31)		Control Group (n = 29)	
	\bar{X}	S.D.	\bar{X}	S.D.
Asking Questions	41.94	15.36	40.34	15.46
Cooperating with Others	41.94	12.76	38.62	13.82
Empathizing with Others	44.52	13.13	37.59	13.80
Overall Social Strategies	128.39	34.26	116.55	34.77

The overall social strategies use arithmetic mean of the experimental group was 128.39 with S.D. of 34.26 while the arithmetic mean of the control group was 116.55 with S.D. of 34.77. Regarding each social sub-strategy, the arithmetic mean of the experimental group can be reported in order from highest to lowest as follows, 1) empathizing with others (44.52) and a tied in 2) cooperating with others and asking questions (41.94). While the arithmetic mean of the control group can be reported in order from highest to lowest as follows, 1) asking questions (40.34), 2) cooperating with others (38.62), and 3) empathizing with others (37.59).

Table 4.19
Comparison of the Overall Social Strategies Use
between the Experimental and the Control Groups of Grade 1 and Grade 2
Samples in Combination

Group	n	\bar{X}	S.D.	t	P
Experimental	31	128.39	34.26	1.328	.190
Control	29	116.55	34.77		

*p<.05

The arithmetic mean of the experimental group was 128.39 with S.D. of 34.26 while the arithmetic mean of the control group was 116.55 with S.D. of 34.77. The results of t-test from the table showed that the overall social strategies use of the two groups were not significantly different at .05 level. The mean score of the combination of Grade 1 and Grade 2 experimental group's overall social strategies use was higher than the same combination of the control group's.

Table 4.20
Comparison of the Overall Social Strategies Use
between the Experimental and the Control Groups of Grade 1 Samples

Group	n	\bar{X}	S.D.	t	P
Experimental	12	122.50	33.34	.159	.875
Control	10	120.00	40.28		

*p<.05

The arithmetic mean of the experimental group was 122.50 with S.D. of 33.34 while the arithmetic mean of the control group was 120.00 with S.D. of 40.28. The results of t-test from the table showed that the overall social strategies use of the two groups were not significantly different at .05 level. However, the mean score of the Grade 1 experimental group's overall social strategies use was higher than the Grade 1 control group's.

Table 4.21
Comparison of the Overall Social Strategies Use
between the Experimental and the Control Groups of Grade 2 Samples

Group	n	\bar{X}	S.D.	t	P
Experimental	19	132.11	35.21	1.579	.123
Control	19	114.74	32.55		

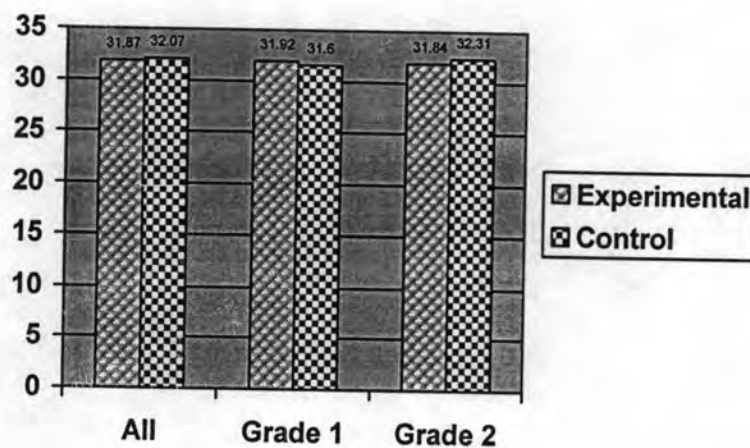
*p<.05

The arithmetic mean of the experimental group was 132.11 with S.D. of 35.21 while the arithmetic mean of the control group was 114.74 with S.D. of 32.55. The results of t-test from the table showed that the overall social strategies use of the two groups were not significantly different at .05 level. However, the mean score of the Grade 2 experimental group's overall social strategies use was higher than the Grade 2 control group's.

The posttest mean scores of these different sample groups are illustrated in figure 4.5 below.

Figure 4.5

Comparison of the Overall Social Strategies Use Posttest Mean Scores between the Experimental and the Control Groups in Three Different Groupings



The results from the above figure showed that the combination of Grade 1 and Grade 2 experimental group reported using social strategies at the mean score of 128.39 while the control group's mean score was at 116.55. Separately, the Grade 1 set experimental group reported using social strategies at the mean score of 122.50 while the control group's mean score was at 120.00. While Grade 2 set experimental group reported using social strategies at the mean score of 132.11 while the control group's mean score was at 114.74.

Table 4.22
Comparison of the Asking Questions Strategies Use
between the Experimental and the Control Groups of Grade 1 and Grade 2
Samples in Combination

Group	n	\bar{x}	S.D.	t	P
Experimental	31	41.94	15.36	.399	.691
Control	29	40.34	15.46		

*p<.05

The arithmetic mean of the experimental group was 41.94 with S.D. of 15.36 while the arithmetic mean of the control group was 40.34 with S.D. of 15.46. The results of t-test from the table showed that the asking questions strategies use of the two groups were not significantly different at .05 level. However, the mean score of the combination of Grade 1 and Grade 2 experimental group's asking questions strategies use was higher than the same combination of the control group's.

Table 4.23
Comparison of the Asking Questions Strategies Use
between the Experimental and the Control Groups of Grade 1 Samples

Group	n	\bar{x}	S.D.	t	P
Experimental	12	41.67	15.86	-.492	.628
Control	10	45.00	15.81		

*p<.05

The arithmetic mean of the experimental group was 41.67 with S.D. of 15.86 while the arithmetic mean of the control group was 45.00 with S.D. of 15.81. The results of t-test from the table also showed that the asking questions strategies use of the two groups were not significantly different at .05 level. The mean score of the Grade 1 experimental group's asking questions strategies use was not higher than the Grade 1 control group's.

Table 4.24
Comparison of the Asking Questions Strategies Use
between the Experimental and the Control Groups of Grade 2 Samples

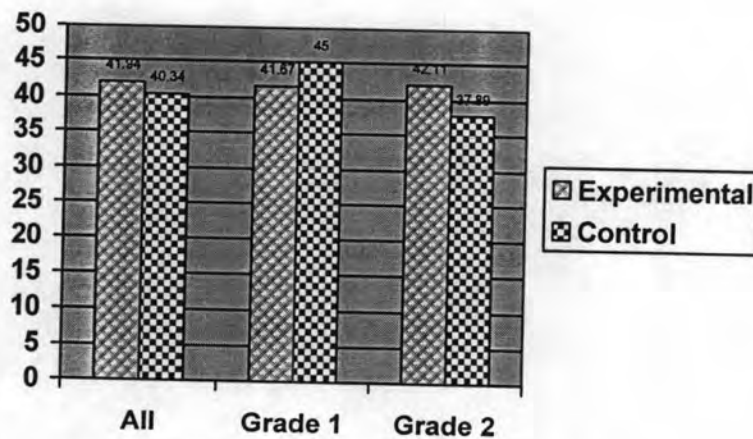
Group	n	\bar{x}	S.D.	t	P
Experimental	19	42.11	15.48	.848	.402
Control	19	37.89	15.12		

* $p < .05$

The arithmetic mean of the experimental group was 42.11 with S.D. of 15.48 while the arithmetic mean of the control group was 37.89 with S.D. of 15.12. The results of t-test from the table showed that the asking questions strategies use of the two groups were not significantly different at .05 level. The mean score of the Grade 2 experimental group's asking questions strategies use was higher than the Grade 2 control group's.

The posttest mean scores of these different sample groups are illustrated in figure 4.6 below.

Figure 4.6
Comparison of the Asking Questions Strategies Use Posttest Mean Scores
between the Experimental and the Control Groups in Three Different Groupings



The results from the above figure showed that the combination of Grade 1 and Grade 2 experimental group reported using asking questions strategies at the mean score of 41.94 while the control group's mean score was at 40.34. Separately, the Grade 1 set

experimental group reported using asking questions strategies at the mean score of 41.67 while the control group's mean score was at 45.00. While Grade 2 set experimental group reported using asking questions strategies at the mean score of 42.11 while the control group's mean score was at 37.89.

Table 4.25
Comparison of the Cooperating with Others Strategies Use
between the Experimental and the Control Groups of Grade 1 and Grade 2
Samples in Combination

Group	n	\bar{X}	S.D.	t	P
Experimental	31	41.94	12.76	.966	.338
Control	29	38.62	13.82		

*p<.05

The arithmetic mean of the experimental group was 41.94 with S.D. of 12.76 while the arithmetic mean of the control group was 38.62 with S.D. of 13.82. The results of t-test from the table showed that the cooperating with others strategies use of the two groups were not significantly different at .05 level. However, the mean score of the combination of Grade 1 and Grade 2 experimental group's cooperating with others strategies use was higher than the same combination of the control group's.

Table 4.26
Comparison of the Cooperating with Others Strategies Use
between the Experimental and the Control Groups of Grade 1 Samples

Group	n	\bar{X}	S.D.	t	P
Experimental	12	40.83	12.40	.147	.884
Control	10	40.00	14.14		

*p<.05

The arithmetic mean of the experimental group was 40.83 with S.D. of 12.40 while the arithmetic mean of the control group was 40.00 with S.D. of 14.14. The results

of t-test from the table showed that the cooperating with others strategies use of the two groups were not significantly different at .05 level. However, the mean score of the Grade 1 experimental group's cooperating with others strategies use was higher than the Grade 1 control group's.

Table 4.27
Comparison of the Cooperating with Others Strategies Use
between the Experimental and the Control Groups of Grade 2 Samples

Group	n	\bar{X}	S.D.	t	P
Experimental	19	42.63	13.27	1.071	.291
Control	19	37.89	13.98		

*p<.05

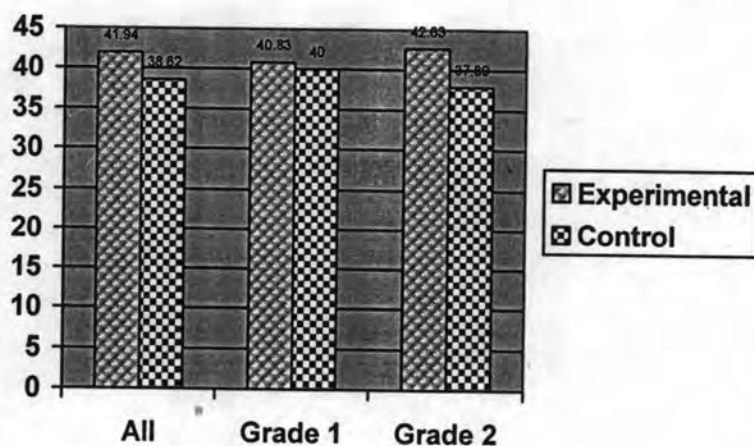
The arithmetic mean of the experimental group was 42.63 with S.D. of 13.27 while the arithmetic mean of the control group was 37.89 with S.D. of 13.98. The results of t-test from the table showed that the cooperating with others strategies use of the two groups were not significantly different at .05 level. However, the results showed that the Grade 2 experimental group's cooperating with others strategies use was higher than the Grade 2 control group's.

The posttest mean scores of these different sample groups are illustrated in figure 4.7 below.



Figure 4.7

Comparison of the Cooperating with Others Strategies Use Posttest Mean Scores between the Experimental and the Control Groups in Three Different Groupings



The results from the above figure showed that the combination of Grade 1 and Grade 2 experimental group reported using cooperating with others strategies at the mean score of 41.94 while the control group's mean score was at 38.62. Separately, the Grade 1 set experimental group reported using cooperating with others strategies at the mean score of 40.83 while the control group's mean score was at 40.00. While Grade 2 set experimental group reported using cooperating with others strategies at the mean score of 42.63 while the control group's mean score was at 37.89.

Table 4.28

Comparison of the Empathizing with Others Strategies Use between the Experimental and the Control Groups of Grade 1 and Grade 2 Samples in Combination

Group	n	\bar{X}	S.D.	t	P
Experimental	31	44.52	13.13	1.994	.051
Control	29	37.59	13.80		

*p<.05

The arithmetic mean of the experimental group was 44.52 with S.D. of 13.13 while the arithmetic mean of the control group was 37.59 with S.D. of 13.80. The results of t-test from the table showed that the empathizing with others strategies use of the two

groups were not significantly different at .05 level. The mean score of the combination of Grade 1 and Grade 2 experimental group's empathizing with others strategies use was higher than the same combination of the control group's.

Table 4.29
Comparison of the Empathizing with Others Strategies Use
between the Experimental and the Control Groups of Grade 1 Samples

Group	n	\bar{X}	S.D.	t	P
Experimental	12	40.00	11.28	.889	.385
Control	10	35.00	15.09		

*p<.05

The arithmetic mean of the experimental group was 40.00 with S.D. of 11.28 while the arithmetic mean of the control group was 35.00 with S.D. of 15.09. The results of t-test from the table showed that the empathizing with others strategies use of the two groups were not significantly different at .05 level. However, the mean score of the Grade 1 experimental group's empathizing with others strategies use was higher than the Grade 1 control group's.

Table 4.30
Comparison of the Empathizing with Others Strategies Use
between the Experimental and the Control Groups of Grade 2 Samples

Group	n	\bar{X}	S.D.	t	P
Experimental	19	47.37	13.68	1.925	.062
Control	19	38.95	13.29		

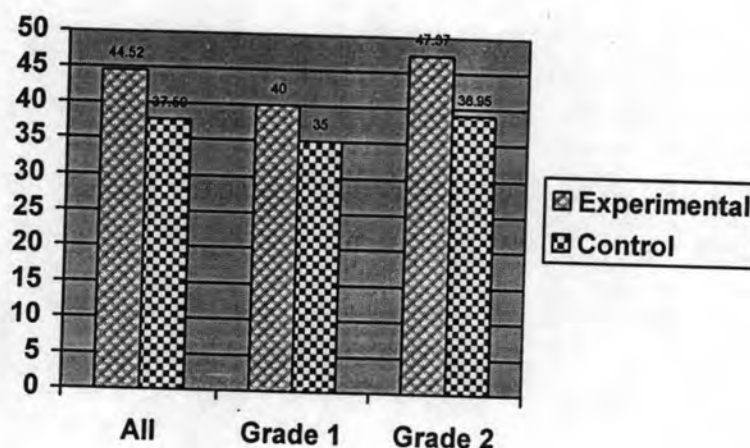
*p<.05

The arithmetic mean of the experimental group was 47.37 with S.D. of 13.68 while the arithmetic mean of the control group was 38.95 with S.D. of 13.29. The results of t-test from the table showed that the empathizing with others strategies use of the two groups were not significantly different at .05 level. However, the mean score of the Grade

2 experimental group's empathizing with others strategies use was higher than the Grade 2 control group's.

The posttest mean scores of these different sample groups are illustrated in figure 4.8 below.

Figure 4.8
Comparison of the Empathizing with Others Strategies Use Posttest Mean Scores between the Experimental and the Control Groups in Three Different Groupings



The results from the above figure showed that the combination of Grade 1 and Grade 2 experimental group reported using empathizing with others strategies at the mean score of 44.52 while the control group's mean score was at 37.59. Separately, the Grade 1 set experimental group reported using empathizing with others strategies at the mean score of 40.00 while the control group's mean score was at 35.00. While Grade 2 set experimental group reported using empathizing with others strategies at the mean score of 47.37 while the control group's mean score was at 38.95.

4.2 English Language Communication Abilities

4.2.1 Data from the Cambridge YLE Test (version 33) comparing English language communication abilities between the experimental and the control groups after the treatment

To study the English language communication abilities, the Cambridge YLE Test was administered after the treatment of social strategies instruction. The data gained

from the test were calculated and analyzed by t-test according to three different ways of sample groupings, which are a combination of Grade 1 and Grade 2 set, Grade 1 set, and Grade 2 set. The results from the t-test calculations are showing in the tables below.

Table 4.31
Summary of English Language Communication Abilities

Social Strategies	Experimental Group (n = 31)		Control Group (n = 29)	
	\bar{x}	S.D.	\bar{x}	S.D.
English Language Communication Abilities	55.23	9.29	53.41	7.13

In regards to the participants' English language communication abilities, the arithmetic mean of the experimental group was 55.23 with S.D. of 9.29 while the arithmetic mean of the control group was 53.41 with S.D. of 7.13.

Table 4.32
Comparison of English Language Communication Abilities
between the Experimental and the Control Groups of Grade 1 and Grade 2
Samples in Combination

Group	n	\bar{x}	S.D.	t	P
Experimental	31	55.23	9.29	.843	.402
Control	29	53.41	7.13		

*p<.05

The arithmetic mean of the experimental group was 55.23 with S.D. of 9.29 while the arithmetic mean of the control group was 53.41 with S.D. of 7.13. The results of t-test from the table showed that English language communication abilities of the two groups were not significantly different at .05 level. However, the mean score of the combination of Grade 1 and Grade 2 experimental group's English language communication abilities was higher than the same combination of the control group's.

Table 4.33
Comparison of the English Language Communication Abilities
between the Experimental and the Control Groups of Grade 1 Samples

Group	n	\bar{X}	S.D.	t	P
Experimental	12	48.83	11.82	.570	.575
Control	10	46.40	7.09		

*p<.05

The arithmetic mean of the experimental group was 48.83 with S.D. of 11.82 while the arithmetic mean of the control group was 46.40 with S.D. of 7.09. The results of t-test from the table showed that the English language communication abilities of the two groups were not significantly different at .05 level. However, the mean score of the Grade 1 experimental group's English language communication abilities was higher than the Grade 1 control group's.

Table 4.34
Comparison of the English Language Communication Abilities
between the Experimental and the Control Groups of Grade 2 Samples

Group	n	\bar{X}	S.D.	t	P
Experimental	19	59.26	3.74	1.838	.074
Control	19	57.11	3.49		

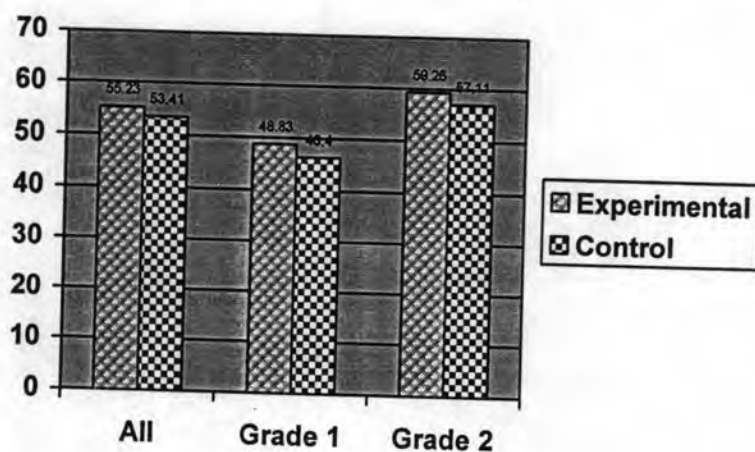
*p<.05

The arithmetic mean of the experimental group was 59.26 with S.D. of 3.74 while the arithmetic mean of the control group was 57.11 with S.D. of 3.49. The results of t-test from the table showed that the English language communication abilities of the two groups were not significantly different at .05 level. However, the mean score of the Grade 2 experimental group's English language communication abilities score was higher than the Grade 2 control group's.

The posttest mean scores of these different sample groups are illustrated in figure 4.9 below.

Figure 4.9

Comparison of the English Language Communication Abilities Posttest Mean Scores between the Experimental and the Control Groups in Three Different Groupings



The results from the above figure showed that the combination of Grade 1 and Grade 2 experimental group reported their English language communication abilities at the mean score of 55.23 while the control group's mean score was at 53.41. Separately, the Grade 1 set experimental group reported their English language communication abilities at the mean score of 48.83 while the control group's mean score was at 46.40. While Grade 2 set experimental group reported their English language communication abilities at the mean score of 59.26 while the control group's mean score was at 57.11.

4.3 Participants' Opinions

After the completion of ten social strategies instructions, the interviews were conducted with both the experimental and the control groups. This section of the research findings presents the outcome gained from those interviews. The focused-group of interviewees was randomly selected and put in pair. They were asked to respond to the same questions regarding their English language communication abilities and their social strategies awareness and utilization.

4.3.1 Data from the interview using close-ended questions

Table 4.35

Frequency of Responses to Close-ended Questions on English Language Communication Abilities and Social Strategies between the Experimental and the Control Groups

Questions	Yes		No		Others*	
	Exp.	Cont	Exp.	Cont	Exp.	Cont
<u>English language communication abilities</u>						
1. Opinions towards language learning: <i>Do you like to learn English?</i>	10	9	-	1	-	-
2. Self-perception on language proficiency: <i>Do you think your English is good?</i>	8	7	2	3	-	-
<u>Social Strategies</u>						
3. Social strategies awareness: <i>Do you know what social strategies are?</i>	8	-	-	10	2	-
4. Opinions towards overall social strategies: <i>Can social strategies help you learn English?</i>	10	-	-	10	-	-

*Note: Others column represents neutral responses i.e. some, sometimes, not sure, or forgot to the above close-ended questions.

Table 4.35 (Continued)

Frequency of Responses to Close-ended Questions on English language communication abilities and Social Strategies between the Experimental and the Control Groups

Questions	Yes		No		Others*	
	Exp.	Cont	Exp.	Cont	Exp.	Cont
<u><i>Social Strategies</i></u>						
4.1 Asking questions strategies: <i>Can asking questions help you learn English?</i>	8	7	-	-	2	3
4.2 Cooperating with others strategies: <i>Can cooperating with others / working in group help you learn English?</i>	6	4	2	2	2	4
4.3 Empathizing with others strategies: <i>Can empathizing with others / caring for others help you learn English?</i>	9	4	-	3	1	3
5. Overall social strategies utilization: <i>Do you use social strategies often?</i>	7	5	-	-	3	5
5.1 Asking questions strategies: <i>Do you ask a lot of questions?</i>	5	4	1	3	4	3
5.2 Cooperating with others strategies: <i>Do you cooperate with others / work in groups a lot</i>	6	6	2	3	2	1
5.3 Empathizing with others strategies: <i>Do you try to understand how other people feel?</i>	7	3	1	6	2	1

*Note: Others column represents neutral responses i.e. some, sometimes, not sure, or forgot to the above close-ended questions.

Table 4.35 presents the frequency of interview responses to close-ended questions of the experimental and the control groups. The results showed that all participants from the experimental group had positive opinions towards both language learning and social strategies (10 out of 10). Moreover, they had some awareness regarding social strategies and reported using all three social strategies at the rate of 7 out of 10.

For the control group, on the other hand, the results showed that this group had positive opinions of at the rate of 9 out of 10 towards language learning but lacked of awareness on social strategies, which leads to deficiency in expressing their attitudes towards the strategies when addresses the specific term. However, they were able to share their thoughts when the term was simplified during the interview.

In comparison, the results showed that the two groups had positive opinions towards language learning at the rate of 10 and 9 out of 10, respectively. On the contrary, their social strategies awareness of both groups was at the opposite ends. The experimental group reported the awareness at the rate of 8 out of 10 while the control group reported none. Their opinions towards social strategies also showed contradiction at the rate 8 out of 10 of the experimental versus none of the control group respectively. However, their reports on social strategies utilization of both groups were somewhat similar to the opinions results. The experimental group's score range was between the rate of 5 to 7 out of 10 while the control group's range was slightly lower between the rate of 3 to 6 out of 10.

4.3.2 Data from the interview using an open-ended question

This part of the research findings focuses on the interview with participants using an open-ended question in order to check their social strategies awareness. The question asked is '*What do you think can help you learn English?*' A variety of responses were gathered and enumerated as follows:

Table 4.36
Frequency of Responses to an Open-ended Question on Social Strategies
between the Experimental and the Control Groups

Responses to Question: <i>What do you think can help you learn English?</i>	Frequency	
	Experimental Group	Control Group
• Social strategies	8	-
• Teachers	2	6

Table 4.36 (Continued)
 Frequency of Responses to an Open-ended Question on Social Strategies
 between the Experimental and the Control Groups

Responses to Question: <i>What do you think can help you learn English?</i>	Frequency	
	Experimental Group	Control Group
• Friends	3	4
• Dad	1	1
• Mom	1	-
• Spelling / Vocabularies	1	3
• Reading / Books	3	5
• Writing	1	1
• Speaking	3	1
• Listening	-	2
• Anything	1	-

From Table 4.36, the top three responses of the experimental group are (1) social strategies while rank number (2) are friends, reading / books, and speaking (sharing the same frequency of three). For the control group, the top three responses are (1) teacher, (2) reading / books, and (3) friends.

“Dad” and “writing” are the two common responses sharing between the two groups. It can be assumed from these answers that young learners prefer to learn English through communication/interaction in the social contexts. People around them such as friends, teachers, and family members are chosen to help them when learning a language. The similarity occurring in both groups was a genuine coincidence, which could point out the importance of teaching social strategies to the young language learners.

Conclusion

The findings obtained from the experiment are interestingly diverse. The information gained from the posttests of both the Cambridge YLE test, the Social

Strategies Questionnaire, and the students' self-reflection are not statistically significantly difference as hypothesized. However, the data collected from the teachers' observations and interviews with the focused-group participants supported the benefits of social strategies instructions. The next chapter will discuss this diversion and provide the recommendations for teachers conducting language learning strategies instruction as well as researchers conducting different study in the future.