

**LEARNING STRATEGIES USED BY STUDENTS IN SPEAKING
CLASS AT LC (LANGUAGE CENTER) IN KAMPUNG INGGRIS
PARE, KEDIRI**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Education
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:

ARISANTI LOCITA CAHYARANI

NPM: 19.1.01.08.0034

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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**APPROVAL PAGE
SKRIPSI**

by:

ARISANTI LOCITA CAHYARANI

NPM: 19.1.01.08.0034

ENTITLED:

**LEARNING STRATEGIES USED BY STUDENTS IN SPEAKING CLASS AT
LC (LANGUAGE CENTER), IN KAMPUNG INGGRIS PARE, KEDIRI**

Approved by the Advisors to be proposed to
the English Education Department Examination Committee
of University of Nusantara PGRI Kediri

Kediri, 19th January 2023

The Advisors,

Advisor I,



Agung Wicaksono, M. Pd

NIDN. 0711076802

Advisor II,



Dr. Sulistyani, M.Pd

NIDN. 0701056803

APPROVAL SHEET

SKRIPSI

By:

ARISANTI LOCITA CAHYARANI

NPM: 19.1.01.08.0034

ENTITLED:

**LEARNING STRATEGIES USED BY STUDENTS IN SPEAKING CLASS AT
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Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 19th January 2023

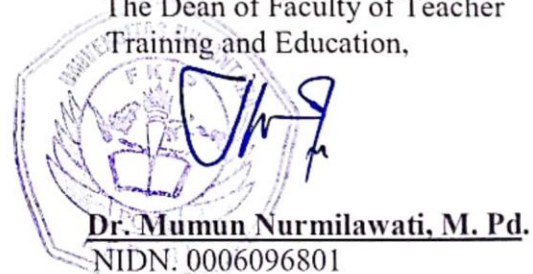
Board of Examiners,

Board of Examiner:

1. Chairman : Agung Wicaksono, M. Pd
2. First Examiner : Dr. Suhartono, M. Pd
3. Second Examiner : Dr. Sulistyani, M. Pd

Handwritten signatures of the Board of Examiners, including the Chairman and the two examiners.

The Dean of Faculty of Teacher
Training and Education,

Official stamp of the Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, with a handwritten signature over it.

Dr. Mumun Nurmilawati, M. Pd.
NIDN: 0006096801

THE STATEMENT OF WRITING ORIGINALITY

The undersigned below, I:

Name : Arisanti Locita Cahyarani
Gender : Female
Place/date born : Tangerang/ 1 January 2001
NPM : 19.1.01.08.0034
Fac./Maj. : FKIP/ S1 English Language Education Department

States in fact, that in this skripsi no work has ever been submitted for a bachelor degree in a college, and to the best of my knowledge no written work or opinion has ever been published by any other person, except that which is intentionally and written referred to in this manuscript and mentioned in the bibliography.

Kediri, 19 Januari 2023



ARISANTI LOCITA C.
NPM. 19.1.01.01.08.0034

ABSTRACT

Arisanti Locita Cahyarani: Learning Strategies Used by Students in Speaking Class at LC (Language Center), in Kampung Inggris Pare, Kediri. Skripsi, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2023.

Key words: Speaking skill, Learning strategies, Non-formal education

English is one of important things that should be learned by students. Learn English absolutely should use correct learning strategies in order the learning does not wrong. This research aims to describe the learning strategies used by students in LC (Language Center), Kampung Inggris Pare, Kediri. The research question is what the learning strategies used by students in intensive 2-week program in LC Course, Kampung Inggris Pare, Kediri.

Speaking is an interactive process of meaning construction that includes producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997 in Florez, 1999). There are some aspects that should be considered in learning speaking. It includes fluency, pronunciation, grammar, accuracy, and appropriateness'. According (Oxford, 2003), a strategy is useful if the following conditions are met: (a) the strategy is relevant to the L2 task at hand, (b) the strategy fits the specific student's learning style preferences to some extent, and (c) the student employs the strategy effectively and links it to other relevant strategies.

The subject of this research is B6 class students who was in the intensive 2-week program in LC which consist of 9 students. This research used a descriptive qualitative method and used two data collection technique in the form of questionnaire and documentation.

The findings of this research revealed there are six strategies that were used by students when learning speaking English and the researcher concludes that the social strategy is mostly used by students with the total 46,67%. The conclusion of this research that the social strategy is commonly used by students because they prefer to involve other people in their learning.

The researcher suggests to the next researcher can further develop the theories and findings that have been found in this study and also hopes the students can know what their correct learning strategies are to support their learning.

MOTTO AND DEDICATION

MOTTO

If you never wrong, you never learn. Be yourself and love yourself.

DEDICATION

Allah SWT, who always gives me all I need

My beloved mom and dad, who always support me to finished this skripsi

My advisors, Mr. Agung Wicaksono and Mrs. Sulistyani who always give me support, guidance, and knowledge in doing this skripsi.

My beloved friends especially to “GASS PEOPLE” who always make me keep on fire to finish my study on time.

PREFACE

Praise be to God for His blessings for His approval can the task of completing this skripsi be completed.

This skripsi is a final project that used as one of the requirements for obtaining a Bachelor of Education degree in the English Language Education Department.

On this occasion, sincere thanks and appreciation are expressed to:

1. The rector of UN PGRI Kediri who always gives the support and motivation to me.
2. Dr. Mumun Nurmilawati M.Pd. as Dean of Faculty of Teacher Training and Education
3. Khoiriyah, M.Pd.as Head of English Language Education Department
4. Agung Wicaksono, M.Pd as first supervisor
5. Dr. Sulistyani, M.Pd as second supervisor
6. My beloved parents who always support to finish this skripsi
7. My friends who help to finish this skripsi

It is realized that this skripsi still has many shortcomings, so it is expected that criticisms and suggestions from various parties are expected.

Kediri, January 17, 2023

ARISANTI LOCITA C.
NPM: 19.1.01.08.0034

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- 1 : Questionnaire
2. : Documentation (picture)
- 3 : Permission Letter for conducting the research
- 4 : Statement Letter that have been conducting research
- 5 : Guidance Card (*Kartu Bimbingan Skripsi*)

CHAPTER I

INTRODUCTION

This chapter presents background of the research, scope of research, research question, objectives of the research, significance of the research, and definition of key terms.

A. Background of Research

In the era of 4.0, there are many demands for language skills that must be mastered by the nation's next generation, but it is also possible that everyone must master all language skills in order to improve the quality of human resources. At this time, the necessary requirement besides technology is English. Nowadays, learning English speaking skills is very much needed because besides to being used daily, speaking skill is language skills that are often used. Speaking is an interactive process of meaning construction that includes producing, receiving, and processing information. (Florez in Brown (1994); Burns & Joyce (1997), 1999). Inside the classroom, speaking and listening are the most often used skills (Florez in Brown, 1999). They (speaking and listening skills) are recognized as critical for functioning in an English language context, both by teachers and by learners (Florez, 1999). Adults sometimes find it difficult to learn a new language because they feel the need to deal with multiple things at once, which appears to be unachievable in real-life dialogues

(Navarro Romero, 2009). English is currently not a second language in Indonesia, but as an English for Speakers of Other Language (ESOL), where English is a language that is not mandatory to learn. In fact, the demands of today's era are very much emphasizing the requirements of the English language, for example as a condition for applying for jobs, learning trading, and so on.

There are 4 English language skills, speaking, listening, writing, and reading and all people who learn English should understand that all of them are very important. And of course, in learning English there must be difficulties in it, many students feel that English is difficult to learn, this is based on the fact that English is not used as a second language in everyday life.

Learning English is indeed better done from an early age if really want to explore it, but there is nothing wrong with also learning English from an adult age, but of course there are challenges that must be faced by students when learning English at that age, because there will be more learning strategies needed. This is a problem that is quite difficult for some teachers who provide material to students who are new to a certain age. Although incidents of people speaking a second language without an accent are uncommon, this does not suggest that acquiring a native-like pronunciation is impossible. (Navarro Romero, 2009). Another reason is that students are afraid to make mistakes in learning English because they are not used to expressing sentences in English, they are afraid of being laughed at by friends, scolded by the teacher, and

feeling anxious from the students themselves. According to Navarro Romero (2009), When students experience difficulty communicating, they require real and concrete ways to know how to behave and respond in order to overcome those challenges. Though it can be dismissed first. Therefore, learning English both for speaking, listening, writing, and reading skills certainly has learning strategies used. As a result, if teachers want to know how to develop speaking skills, they must first consider what they will teach and how they will teach it. (Navarro Romero, 2009). The typical pattern for speaking lessons is preparation, presentation, practice, evaluation, and extension. The preparation step can be used by the teacher to set a context for the speaking assignment (where, when, why, and with whom it will occur) and to raise awareness of the speaking ability to be targeted (asking for clarification, emphasizing key terms, utilizing abbreviated forms of phrases) (Florez, 1999).

According to Oxford (2003), there are 6 learning strategies, namely Cognitive strategies, Metacognitive strategies, Memory-related strategies, Compensatory strategies, Affective strategies, and Social strategies. Learning strategies are used so that students in learning English are more organized and structured so that students are easy to learn English and easy to remember and even very possible to apply English as a second language in everyday life. And also, to use which the strategies are suitable, student should know what their student's personality. Based on (Navarro Romero, 2009), Teachers can and should

improve their students' speaking skills and communication strategies; all they have to do is plan their lessons around two main questions: what they want to teach, which specific speaking characteristics they want to develop in their students, and how they want to do it.

This research focused on learning strategies that used in learning English speaking. Researcher examined students' English speaking skills based on what the learning strategies that they used for 2 weeks at the English Language Center (LC) course, Kampung English Pare, Kediri. LC is a course or non-formal learning institution in Kampung Inggris, Pare, Kediri. LC is one of the big courses in Pare whose marketing management is very good. LC has 3 important pillars as top priorities, those are learning systems, resource quality, and supporting infrastructure (Rahman, 2018).

LC has many English learning programs including speaking, grammar, listening, toefl, ielts, and many others. One favorite program in LC is English Master (Rahman, 2018). Learning at LC can be done online or offline, with a choice of programs with a duration of 2 weeks, 1 month, 2 months, and 3 months (intensive), and an English master program with a choice of 4 months and 6 months duration. LC really guarantees the quality of teaching resources for student satisfaction, LC continues to improve the quality of teaching resources by conducting micro teaching regularly and conducting evaluations once a week. According to Luh et al. (2020), Kampung Inggris Pare has

implemented a blended learning method by combining direct interactions with students who come and use social media, namely Instagram. Luh et al in Merrow (2012) explained “blended learning is some mix of traditional classroom instruction (which in itself varies considerably) and instruction mediated by technology.” LC also continues to research what students and community needs in learning English such as ESP. Standard curriculum used in LC is from *Litbang* (Development Division), then will be presented and examined that the material is effective or not (Rahman, 2018). To fix the lesson so as not to be boring, the teacher use game in the learning, it is also helps the students can memorize the material easily. Communicative Games can be an alternative way to overcome students’ difficulties in learning how to speak English (Dewi et al., 2016).

With this, the researcher decided to study students studying at the LC who took an intensive 2-week program and focused on what speaking classes and learning strategies were used in learning. So, researcher focuses the study on "Learning Strategies Used by Students in Speaking Class at Language Center (LC) in Kampung Inggris, Pare, Kediri". The result of this study can become an overview of learning methods for the teacher to apply in the class and to give information to the students about learning strategies that are used in non-formal education.

B. Scope of Research

In this study, the researcher described the learning strategies used by students in intensive 2 week program, in LC Course, Kampung Inggris, Pare, Kediri, and that will be identified is there any effects for that learning strategies to students' speaking ability and describe what are the teacher's teaches preparation in LC Course, Kampung Inggris, Pare, Kediri. there any effects for that learning strategies to students' speaking ability and describe what are the teacher's teaches preparation in LC Course, Kampung Inggris, Pare, Kediri.

C. Research Question

What are the learning strategies used by students in intensive 2 week program, in LC Course, Kampung Inggris, Pare, Kediri?

D. Objective of Research

This objective of research is to describe what the learning strategies that used by students in intensive 2 week program, in LC Course, Kampung Inggris, Pare, Kediri.

E. Significance of Research

The researcher expects that this research will give advantages to reader and other writers:

1. For universities

The learning strategies that used in learning English speaking is expected can be an example of learning strategies for other lecturers to develop students' speaking skill.

2. For students

This research is expected can to applied in the students in order to developing students' speaking skill by learning strategies used by them based on application of learning strategies explained above.

3. For lecturers

This research is can used for the lecturer as an evaluation about teaches preparation and what should they prepare before teaching and also about learning strategies that are appropriate to apply to students.

F. Definition of Key Terms

1. Speaking skills

In the oral form, speaking is the most productive talent. It, like the other talents, is more difficult than it appears at first and entails more than just pronouncing words. It entails making structured vocal utterances to convey

meaning.

2. Learning strategies

Learning strategies are the specific methods or strategies that you will employ to aid in the learning process. Specific acts, behaviors, procedures, or techniques are classified as learning strategies.

3. Non-formal education

An education provider's institutionalized, intentional, and planned education. Non-formal education is a supplement to formal education in the process of people' lifetime learning. As previously stated, formal education has a well-defined set of characteristic.

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