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LEARNING STRATEGIES USED BY STUDENTS IN SPEAKING CLASS AT LC (LANGUAGE CENTER) IN KAMPUNG INGGRIS PARE, KEDIRI TITLE PAGE 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 2023 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 constructing meaning that involves producing and 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 present: (a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student's learning style preferences to one degree or another, and (c) the student

employs the strategy effectively and links it with 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.

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 constructing meaning that involves producing and 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). For adults, learning to speak a new language is in many cases far from satisfactory simply because they feel they need to cope with many different aspects at one time, and that seems to be impossible in real conversations (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 the cases of adults speaking a second language without any accent are not

very common, this does not mean that it is impossible to acquire a native-like pronunciation (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 learners face problems in speaking they need practical and concrete solutions to know how to behave and respond in order to overcome those difficulties. Though it can be dismissed first. Therefore, learning English both for speaking, listening, writing, and reading skills certainly has learning strategies used.

Therefore, if teachers wish to know how to improve speaking skills, what they need to ask themselves first is what they are going to teach, and how (Navarro Romero, 2009). Speaking lessons can follow the usual pattern of preparation, presentation, practice, evaluation, and extension. The teacher can use the preparation step to establish a context for the speaking task (where, when, why, and with whom it will occur) and to initiate awareness of the speaking skill to be target (asking for clarification, stressing key words, using reduced forms of words) (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), as teachers can, and should, improve learners' speaking skills and communication strategies, the only thing they need to do is to plan their teaching around two main questions: what they want to teach, which specific speaking features they want to develop in their learners; 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 telah menerapkan metode pembelajaran campuran (blended learning) dengan menggabungkan antara interaksi langsung dengan siswa yang datang dan menggunakan media sosial yaitu 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. 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: 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. 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.

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 Speaking skills Speaking is the productive skill in oral mode. It is like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words.

It consists of producing systematic verbal utterances to convey meaning. Learning strategies Learning strategies the particular method or strategy that you will be using to facilitate the learning process. Learning strategies are defined as "specific actions, behaviors, steps, or techniques.

Non-formal education Education that is institutionalized, intentional and planned by an education provider. Non formal education is a complement to formal education within the process of the lifelong learning of individuals. As seen, formal education has a well-defined set of features.

CHAPTER II REVIEW OF RELATED LITERATURE In this chapter, the researcher will discuss some related theories concerning the topic of this research. This chapter discusses theories of speaking skills, learning strategies, and non-formal education. A. Speaking Skills 1. Definition of Speaking English as one of the international languages in the world should be mastered by people from many countries in the world to communicate each other (Kusmaryati, 2008). Speaking is a productive oral skill.

It consists of producing systematic verbal utterance to convey meaning (Nunan 2003: 48 in Wicaksono, 2018). Speaking is an interactive process of constructing meaning that involves producing and 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, appropriateness' and etc. It means, speaking is not only talk about knowing about features of language such as grammar (NURHAJATI, 2018). Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence) (Florez, 1999).

Brown (2004) explained there are five categories of listening performance assessment tasks: Imitative, a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. The only role of listening here is in the short-term storage of prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

Intensive, the production of short stretches of oral designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. Responsive, include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

Interactive, the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Extensive (monologue), include speeches, oral presentations, or story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. 2.

Speaking Strategies The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession (Brown, 2000). Related with speaking activities, Rebecca (2005) in Kencanawati, 2014 then states that there are some speaking strategies that could be applied in speaking.

They are as follows: Asking for clarification Asking someone to repeat something Using fillers (well, I mean, etc) in order to gain time to process Using conversation maintenance cues (right, yeah, okay, hm, etc) Using paraphrases for structures one can't produce. Using mime and nonverbal expressions to convey meaning 3. Difficulties in Learning Speaking As we know, learn speaking English is not easy for the beginner, they should remember some vocabularies, and afraid feeling that they should faces when trying to speaking in public. Some teachers complain about the difficulty of controlling oral communication activities in large classes.

First, students are afraid of making oral mistakes, which cannot be erased once they are uttered. That is, learning anxiety in speaking is a real problem. Second is that the oral activities done in English class are often meaningless and irrelevant to the daily life of the students. Students really want to be competent in speaking as well as in the other three skills (Sato, 2003).

For adults, learning to speak a new language is in many cases far from satisfactory simply because they feel they need to cope with many different aspects at one time, and that seems to be impossible in real conversations. We can conclude that adults are also able to master a proficient use of the second/foreign language, not only in grammatical issues but also in phonological ones, which makes us believe that we can improve adult learners' speaking skills (Navarro Romero, 2009).

Kencanawati (2016) explained that more students are active in speaking is better than more accuracy done by students. In addition, speaking is the way for students to express their emotions, to communicate needs, to influence others and to interact other persons in any situation (Aina, 2016). Based on (Brown, 2000), there are some things that makes speaking difficult, but teacher can helps to make it as easy as well as by: Clustering.

Learners can organize their output both cognitively and physically (in breath groups) through such clustering. Redundancy. Learners can capitalize on this feature of spoken language. Reduced forms. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them. Performance variables.

Learners can actually be taught how to pause and hesitate. Colloquial language. Make sure the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms. Rate of delivery. Help the learners achieve an acceptable speed along with other attributes of fluency. Stress, rhythm, and intonation.

The stress-rhythm of spoken English and its intonation patterns convey important messages. Interaction. 4. Assessing Speaking From oral sections of standardized tests such as the Basic English Skills Test (BEST) or the English as a Second Language Oral Assessment to authentic assessments such as progress checklists, analysis of taped speech samples, or anecdotal records of speech in classroom interactions.

Assessment instruments should reflect instruction and be incorporated from the beginning stages of lesson planning (Florez, 1999). Brown (2000) explained there are

seventeen micro skills apply for speaking or oral communication but because of major cognitive and physical differences between listening and speaking, some noticeable alterations have been made. Produce chunks of language of different lengths.

Orally produce differences among the English phonemes and allophonic variants. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours. Produce reduced forms off words and phrases. Use an adequate number of lexical units (words). Produce fluent speech at different rates of delivery.

Monitor your own oral production and use various strategic devices. Use grammatical word classes, systems, word order, patterns, rules, and elliptical forms. Produce speech in natural constituents. Express a particular meaning in different grammatical forms. Use cohesive devices in spoken discourse. Accomplish appropriately communicative functions according to situations, participants, and goals.

Use appropriate registers, implicature pragmatic conventions, and other sociolinguistic features in face to face conversations. Convey links and connections between events and communicate. Use facial features, kinesics, body language, and other nonverbal cues. Develop and use a battery of speaking strategies.

There are six components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, comprehension and task as Brown (2004) in (Azlina et al., 2015)has stated. Pronunciation 5 = equivalent to and fully accepted by educated native speaker 4 = errors in pronunciation are quite rare 3 = errors never interfere with understanding and rarely disturb the native speaker. 2 = accent is intelligible though often quite faulty.

1 = errors in pronunciation are frequent but can be understood by a native speaker. Grammar 5 = equivalent to that of an educated native speaker. 4 = able to use the language accurately on all levels. 3 = Able to speak the language with sufficient structural accuracy to participate effectively. 2 = can usually handle elementary constructions quite accurately. 1 = errors in grammar are frequent, but speaker can be understood by a native speaker.

Vocabulary 5 = All features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references. 4 = Can understand and participate in any conversation. 3 = Able to speak the language with sufficient vocabulary. 2 = Has speaking vocabulary sufficient to express himself simply with some circumlocutions. 1 = speaking vocabulary inadequate to express anything.

Fluency 5 = Has complete fluency in the language such that his speech is fully accepted by educated native speakers. 4 = Able to use the language fluently on all levels normally pertinent to professional needs. 3 = Can discuss particular interest of competence with reasonable ease. 2 = can handle with confidence 1 = Refer to other four language areas for implied level of fluency. Comprehension 5 = Equivalent to that of an educated native speaker.

4 = can understand any conversation within the range of his experience. 3 = comprehension is quite complete at a normal rate of speech. 2 = can get the gist of most conversation of non-technical subjects. 1 = within the scope of his very limited language experience. Task 5 = speaking proficiency equivalent to that of an educated native speaker. 4 = would rarely be taken for a native speaker. 3 = can participate effectively.

2 = able to satisfy routine social demands and work requirement. = can ask and answer questions on topics very familiar to him. 5. Level of Students in Speaking Class In Hakim & Amri (2022) explained that several studies have been conducted related to the students speaking ability. Ilham, et. al., (2019) describes the students' ability in speaking was on a good level. In line with the previous study, Rosmiaty, et. al.,

(2019) reveal that students' speaking ability in speech class is dominant in the low score level. Besides, Rukmaryadi, et. al., (2020) show that the English lecturer already applied the stages of teaching English through reading materials on certain topics but lacked oral activities in the first week of teaching but with more speaking in the second-week activities after the researcher holds a lengthy discussion.

Lower level learners may not be able to grasp this, but higher level learners will be intrigued, and many of them will google it or read more about it and ponder about it in and after class. Higher level learners often want to connect with you on an intellectual level. (I find that sometimes lower level learners are more motivated by connection on the emotional/you-as-a-person level, but that is a big generalization).

With higher level learners, you could give them the question and the end result/answer, and ask them to scaffold. The level of the students' speaking ability (Harris, 1974 in

(Hakim & Amri, 2022). The Level of Ability NO. _Test Score _Level of Ability _ _1. _80-100 _Excellent _ _2. _60-79 _Good _ _3. _50-59 _Average _ _4. _0-49 _Poor _ _B. Learning Strategies 1.

Definition of Learning Style To get the maximal learning result, we must use the right learning strategies. 'Learning style' refers to any individual's preferred ways of going about learning. It is generally considered that one's learning style will result from personality variables, including psychological and cognitive make-up, socio cultural background, and educational experience (Nunan, 1991).

According to Felder and Henriques (1995) in (Russell, 2010), the five dichotomous learning style platforms serve as a basis upon which learners approach their second language education. "Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others" (Dunn & Griggs,1988, p.3 in (Oxford, 2003).

Ellis 1985 in Nunan (1991) suggests that strategies can be categorized under three board process types: hypothesis formation, includes such strategies as simplification and inferencing, and refers to strategies whereby learners come to conclusions about the structure of the target language based on samples of the language, or by transferring from knowledge of one's first language.

hypothesis testing, refers to strategies such as trying out rules when communicating with a native speaker and monitoring the speaker's reaction to evaluate whether or not the rule seems to work. Automatisation, includes strategies for practicing the language. 2. Types of Learner Learner 'types' and their preferences are set out below: 'concrete' learners, tend to like games, pictures, films, videos, cassettes, talking in pairs and practicing English outside class.

'analytical' learners, liked studying grammar, English books and reading newspapers, studying alone, finding their own mistakes and working on problems set by the teachers. 'communicative' learners like to learn by watching, listening to native speakers, talking to friends in English and watching television in English, using English out of class in shops, trains, etc.

'authority-oriented' learners, preferred the teacher to explain everything, liked to have their own textbook, to write everything in a notebook, to study grammar, learn by reading, and learn new words by seeing them. 3. Definition of Learning Strategies Learning strategies are defined as "specifications, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult

language task -- used by students to enhance their own learning"
(Scarcella&Oxford,1992, p.

63 in (Oxford, 2003). According (Oxford, 2003), a strategy is useful if the following conditions are present: the strategy relates well to the L2 task at hand, the strategy fits the particular student's learning style preferences to one degree or another, and the student employs the strategy effectively and links it with other relevant strategies 4.

Types of Learning Strategies Oxford (2003) explain that there are six types of learning strategies to learning English: Cognitive strategies, enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

Metacognitive strategies, identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall. Memory-related strategies, enable learners to learn and retrieve information in an orderly string (e.g.,

acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard).

The probable reason for this is that memory strategies are often used for memorizing vocabulary and structures in initial stages of language learning, but that learners need such strategies much less when their arsenal of vocabulary and structures has become large. Compensatory strategies, guessing from the context in listening and reading; using synonym sand "talking around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words) help the learner make up for missing knowledge.

Oxford and Ehrman (1995) demonstrated that compensatory strategies are significantly related to L2 proficiency in their study of native-English-speaking learners of foreign languages. Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or

positive self-talk, have been shown to be significantly related to L2 proficiency in research by Dreyer and Oxford (1996) among South African EFL learners and by Oxford and Ehrman (1995) among native English speakers learning foreign languages.

Social strategies, asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learner work with others and understand the target culture as well as the language. Every strategy can be combined with any other strategies, it depends on the learners who use or even create the strategies.

Even it is suggested that the more strategies known, chosen, and used flexibly according to the context of the task, it will help the learners to be success in acquiring the language (Wharton, as cited in Chamot 2015 in Pebriani, 2013). It can be concluded that language learning strategy is an action that the learners do to help them to get an easier, effective, enjoyable, and self-directed learning activities (Pebriani, 2013). C.

Non- Formal Education Non-formal education is comprised of an ample diversity of educational situations, many of which have played a significant role in the renewal of educational systems. Non-formal education characteristics are found when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student and most activities take place outside the institution - as for instance, home reading and paperwork (Re et al., 1998).

Advantages that non-formal education has to offer for socio-economic and/or socio-cultural development (Unesco-liep & Hoppers, 2006). Informal education is quite diverse from formal education and, particularly, from non-formal education, although in certain cases it is capable of maintaining a close relationship with both, informal education does not necessarily include the objectives and subjects usually encompassed by the traditional curricula (Re et al., n.d.).

Based on (Unesco-liep & Hoppers, 2006), there are types of non-formal education: Para-formal education, this term has meaning where it has been usefully applied as a term for educational activities in between the formal programs that follow the highly-organized, structured and full-time educational ladder and the array of loosely-structured, part-time out-of-school provisions. The activities are often sponsored by the education authorities and run parallel to the education system.

This programs have in the past been generally initiated and run by non-governmental organizations (NGOs), often in collaboration with international technical or funding

agencies. Popular education, was seen to be located at the other extreme of the educational field, where there are activities that explicitly try to stand aloof from the formal school system, if not at times oppose the basic principles of its functioning (Carron and Carr-Hill, 1991:23 in Unesco-Iiep & Hoppers, 2006).

La Belle (1986:169) argued that popular education needs to be treated both as a special type of NFE, as it is intended to combine critical awareness, literacy and other basic skills, and as an open-ended means for social action. Personal development, defined as education programs covering a range of learning practices organized by cultural institutions that promote leisure-time activities.

This program has a types such as residential short courses, study visits, fitness centers, sport clubs, heritage centers and self-therapy programs. Professional and vocational training are covers all training outside the formal or non-formal from of initial skills training lead to recognized national diplomas. Thus, it includes on the job-learning, artisanal or informal sector apprenticeships, agricultural or industrial extension services, entrepreneurship development programs and all forms of in-service skills development, upgrading or re-skilling, as well as similar programs launched for the unemployed in the context of re-employment or flexibilization of the workforce. This program for several decades is very important for young people to make the transition from school to employment.

Literacy with skills development, this combination rather by adult education NGOs and sometimes by the state or local authorities. This program have been shining examples for several decades of what can be achieved by providing integrated support services for disadvantages youth, preparing them for life and work. This program have come to play an important role in post-conflict countries facing major challenges of rehabilitation, resettlement and reconstruction.

Supplementary NFE programmes, this program that provide supplementary support services of different kinds to specific groups of disadvantaged children who are still in a position to attend school. The activities in this program includes work experiences, work-orientation program, entrepreneurship development, life skills development programs or various remedial activities, provided either by professionals (such as artisans) or volunteers in the community.

Early childhood care and education (ECCE), tends to be provided by parent or community groups offering as much of a structured environment for young children as they can in line with their traditions or insights into what is the best way of supporting early development. One of the non-formal education that is often in demand by the

public in learning English is in Kampung Inggris, Pare, Kediri, East Java, Indonesia.

There are many course institutions, especially English in this area, many reasons to take non-formal education because they want to improve their English skill, work requirements, or fill their spare time. Prospective students can choose which program to take or which are they needed, there are speaking class, grammar class, pronunciation class, and listening class.

Another package that can choose is TOEFL, IELTS and etc. They can choose as they need with various price. Language Center (LC) is which one a big and best non formal courses, it's cited by Rahman (2018), system manajemen yang baik serta perhatian penuh terhadap kenyamanan dan kepuasan murid merupakan salah satu bentuk prioritas utama bagi LC. LC is located in Langkat Street No.88, Pelem, Pare, Kediri Regency, East Java.

LC is a big course with good marketing, it is very structured and focuses on how to improve the students quality and how to gives best services both for students, tutors, and institution itself. LC has been established in 2009 with valid certification with the number 421.9/343/418.47/2015 and has been recognized as a large non-formal educational institution (Lembaga Terbaik Di Kampung Inggris Pare Yaitu Language Center (LC), 2016).

LC is an institution under the auspices of PT. JBI (Jago Bahasa Inspira) that has 3 other institutions, namely Jago Bahasa course and An-Najjah mosque. LC has an institutional foundation called "scrum", where this scrum has its own goals for the development of LC. In order to supervise the development of PT. JBI, all owners of each institution always gather accompanied by each manager to evaluate the performance of each staff and what needs to be addressed if there are mistakes (Ibnu, 2021). Therefore, LC is a course institution that is structured both in terms of operations and marketing.

LC is an English course that has many program program that can be followed and selected which of course covers all language skills needs. LC is managed by 3 core people where there are those who manage the program, marketing, and the person who own the land of LC. LC provides facilities to students who come from the country of people, namely Camp facilities, and it's can be used as students as a place to live.

In this camp, students can further develop their skills in English speaking because of a program called English Camp where students must speak daily using English and freely use the language on Sundays only. This is very helpful for students in training students' fluency in English. Based on palingmenarik.neme website, there are any reasons why

people choose LC: Language Center (LC) is experienced Language Center (LC) is professional Language Center (LC) is offering a complete programs.

Language Center (LC) has a trusted legality Language Center (LC) has a credibility of a good institution Language Center (LC) used a fun and interesting learning system and method Language Center (LC) is supported by superior resource human Language Center (LC) supported by complete supporting infrastructure LC applies a fun learning method, so that students do not feel bored and of course still pay attention to the English scores contained in it (Shin, 2009).

LC also always provides the best service to students by conducting a work evaluation survey of each teacher's performance as well as the material provided to students. From this, it can be seen how LC pays attention to the satisfaction of each student who is usually evaluated by R&D division. Therefore, LC is very suitable to be used as a means of learning English because the services and facilities provided are very supportive of students so that they can study comfortably even in the scope of non-formal education. D.

Review of Previous Research In this section, researcher will summarize and write some previous research those are related to researcher's thesis. The previous researches are; The first research is from Yuli Rachmawati, a student from English Education Program Study of Indonesia University of Education (2013). The research title is "Language Learning Strategies Used by Learners in Learning Speaking".

This research focused on study investigating learners' language learning strategies (LLS) in learning speaking and the different strategies used by the high and low achievers of the class. The method used in this research is descriptive method. The findings show that compensation strategies (M=3, 48) are the most frequently used strategies employed by all learners.

And the strategies used by the high and low achievers in speaking are found in terms of the frequency of use, strategy category, and varieties of strategy. After the researcher analyzed the data, the researcher got the results that user of compensation learning strategy was a mostly learning strategy that used by students for high achiever in class.

For the order of the number of users of learning strategies are as follow: Compensation (3,48), metacognitive (3,38), cognitive (3,11), social (2,98), memory (2,64), and affective (2,64). The researcher conclude that the learners investigated dominantly used compensation strategies in learning speaking. It showed that they need strategies to overcome their limitation in speaking. The second research is from Sri Endang

Kusmaryati.

She is a lecturer of English Education Department, Faculty of Teacher Training and Education of University of Muria Kudus (2008). The research title is "Improving English Speaking Ability through Classroom Discussion for Students of MA NU Banat Kudus in the Academic year 2008/2009". This research focus to find out is there any significant difference between the speaking ability of the eleventh year students of MA NU BANAT Kudus in academic year 2008/2009 taught by and without using classroom discussion. Method of this research is quantitative method by explain about pre and post of applied a group discussion.

The researcher used two groups of students placed in experiment and control groups and using oral test as the instruments. The researcher described based on the calculation of t-test, with the level of significance 5 %, the research hypothesis is confirmed. And the achievement of English speaking of the eleventh year students of MA NU Banat Kudus in the academic year 2008/2009 taught by using Classroom Discussion is higher than the achievement of English speaking of the eleventh year students of MA NU Banat Kudus in the academic year 2008/2009 taught without using Classroom Discussion. It means that the Classroom Discussion is effective in improving English speaking skill as a model of Student-Centered Learning.

The third research is from Eka Wahyu Saputra and Nanang Bagus Subekti, they are from Sarjawiyata Tamansiswa University (2016). The research title is "A Study of the Speaking Learning Strategies Used by English Education Department Students". This research focus to describe the speaking learning strategies which were used by the English language students.

The data were collected through questionnaire and interview. This study used mix method and descriptive qualitative technique of analysis study which covered reducing data, displaying data and drawing data conclusion. The researcher used English language students of fourth semester in English Education Study Program, Faculty of Teacher Training and Education of Sarjanawiyata Tamansiswa University, Yogyakarta for the subject of research. The result of the study shows that there are many speaking learning strategies used by the students.

Memory strategies are used by 17. 4% of the students, cognitive strategies are used by 19% of the students, compensation strategies are used by 18.1% of the students, metacognitive strategies are used by 14% of the students, affective strategies are used by 14.7% of the students, and social strategies are used by 16.7% of the students, and cognitive strategies are the most dominant strategy that can be seen from 19%

percentage score.

CHAPTER III RESEARCH METHOD This chapter explained about approach and types of research, the role of the researcher, steps of research, place and time of research, source of data, procedure of collecting the data, technique of collecting data, and validity and reliability. A. Approach and Types of Research The researcher using the qualitative research method for this research to know what the learning strategies used by students to learning English speaking in LC, Kampung Inggris, Pare, Kediri.

According to Kerr (2012), Qualitative research is a broad umbrella term for research methodologies that describe and explain persons' experiences, behaviors, interactions and social contexts. The researcher used descriptive method to conduct this research. Lambert et al (2012), explain that qualitative descriptive studies are the least "theoretical" of all of the qualitative approach to research.

These methodologies are especially appropriate for understanding individuals' and groups' subjective experiences of health and disease; social, cultural and political factors in health and disease; and interactions among participants and health care settings (Kerr, 2012). Regarding the use of sampling in a qualitative descriptive design, virtually any purposeful sampling techniques may be used.

Like any other qualitative research design, the goal is to obtain cases deemed rich in information for the purpose saturating the data. Researcher used this method because the researcher wanted to know about what the learning strategies that used by LC, Kampung Inggris's students are same or has any differences with other courses in Kampung Inggris by compiled any previous research. Researcher used a grounded theory to improve the theoretical foundation.

Grounded theory coding is a form of content analysis to find and conceptualize the underlying issues amongst the 'noise' of the data. Some people have interpreted the Grounded Theory method to mean fieldwork before literature search but this is a misconception of the original premise (Allan, 2003). From the explanation above, it can be concluded that the researcher chose to describe the findings by means of descriptive and qualitative methods.

This is based on several theories described in the review of related literature and several related previous research. Researchers also convey the results of the research as it is without any manipulation. B. The Role of the Researcher In this research, the researcher has the role to be instrument and collector of the data.

In the qualitative research the instrument is that own researcher, usually called human instrument. To become an instrument, researcher should have an extensive knowledge,

so can asks, analyzes, take a conclusion, and constructed the society situation to be better and meaningful. On this research, researcher as a participant's observer only, because the researcher just collecting data and not as a student.

The researcher's status as collector data by use a questioners. C. Steps of the Research 1. Preliminary Study In this study the researcher prepared some things that need in this research such as prepared an extensive knowledge by searched more literature and review it and searched some first related research that researcher can developed from it and took it into this research.

The researcher also looking for what are should preparing in field needed, such as what are the theories are related with speaking ability, Kampung Inggris LC, and students learning strategies. The researcher also prepared who and how many people will be researched in internship field, the researcher used students from Kampung Inggris LC for intensive 2-week program, exactly in B6 class. So, the researcher should know the root of what will be research in order to there are no mistakes when collecting and analyzing data.

2. Research Design Development a. Making proposal Before the researcher make the proposal, the researcher must make a proposal to show the outline what the researcher will do, it's usually contains 3 chapter; introduction, literature review, and the research method.

Those are contained what and how research describe what are the theory of speaking skill, learning strategies, and non-formal education especially Kampung Inggris LC. b. Developing the theory In this step, the researcher developed the theory by find more literature or developing by researcher's own thought. The purpose of this step is to make the readers interested and believed if this study can use again in the future for references.

To develop the theory, the researcher used the grounded theory method. Grounded Theory is a powerful research method for collecting and analyzing research data (Allan, 2003). 3. The Real Research Collecting the data This step did when the research was ready and can applied directly in the field.

So, when this research applying, researcher collecting the data to analyze later. The researcher collecting the data by given the questioner that has a question about which the students' learning strategies used often. The questioners were given to 7 students and has 14 multiples choice question and 2 general questions.

It will be analyzed by the researcher what is the student's learning strategy. Analyzing the data After researcher collected the data, the researcher must analyze them to took a result of research. Researcher analyzed the data by given a score in each point then conclude what are the learning strategies that used by students. 4.

Writing the report This step when all of the data was collected and the result will put in the 'result' part in the research. D. Place and Time of Research Place of the research This research was took in Language Center (LC) course, Kampung Inggris, Pare. It is located on Langkat street No.88, Pelem, Pare, Kediri, East Java This place chosen by the researcher because the researcher wants to know what the learning strategies that used by students who learn in English course, that can called non formal education.

Time of research No _Procedure and activities _Jul '22 _August '22 _Sep '22 _Oct '22 _Nov '22 _Dec '22 _ _1 _Preliminary study_____ 2 _Research design development _ _ _ _ _ _ _ _3. _The real research _ _ _ _ _ _ _ _4 _Writing the report_____ E. Source of Data 1. Data From the research problems that made by the researcher, the data obtained from the questioner that contained a question about what are the medias that helps the students to learn and what are the styles used by students when learning English speaking.

The researcher also use photo and video to observe what happen in the field. The researcher given the questioner for 7 students in B6 class intensive 2-weeks in LC Course, Kampung Inggris, Pare, Kediri. 2. Source of Data Based on research problems, the researcher collected data from the students' learning activities (material) that applied in the class which develop students' English speaking, and which the learning strategies that used by LC's students to develop students' speaking skills and how they were learning English.

F. Procedure of Collecting the Data Researcher used the collecting of the data procedure by observing students in learning and then providing questioner at the end of the meeting to find out what learning strategies and how they were used in learning.

Researchers also documented the activities that students carried out in learning, and for this study, researchers used fidelity data recordings such as images and videos, and also field notes such as images of student activities during learning. Questioners The researcher used 16 questions for the students. They are 14 multiple choice questions about what are the medias that used by students to learn English and how they are learn new vocabularies and 2 general questions about what is the students' opinion about learning English. Documentation The researcher uses the documentation to support the strengths of the data.

The documentation was a photo or picture that show the activity of students learning, the teacher when taught the students. So, the researcher uses those pictures to help to observe the data addition. The pictures shows the learning activity. G. Technique of Analyzing the Data According to Miles, Huberman, & Saldana, (2014) in Sonny Eli Zaluchu, 2021, Data analysis is conducted as follows: Data condensation Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger (Miles, Huberman, & Saldana, 2014).

In data condensation, the researcher reduced information during the research activities

if data was unimportant or did not support students' strategies in coping with reading academic text and students problem have in coping with reading. The data of questionnaires was counted by using the pattern and arranged to make easy the data display.

Moreover, the results of interview was transcribed in written form and summarized by separating main things relating to research problems. The data that did not support the students strategies in coping with reading academic text and students' problem have in coping with reading were reduced. Data display A display is an organized, compressed assembly of information that allows conclusion drawing and action (Miles, Huberman, & Saldana, 2014).

In this step, the researcher organized and displayed the data of students' strategies gathered using questionnaires. The data from questionnaire was presented in table form and explained in descriptive text. Moreover, the results of interview were explained systematically according to the research questions.

The results of questionnaires and interview were linked and connected each other. As the second component in analyzing data, this technique was used arranging the information, description, or narration to draw conclusion. Conclusion and Verification This activity is the third element of qualitative analysis.

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand (Miles, Huberman, & Saldana, 2014). Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross check or verify these emergent conclusions.

In this step, after conducted data condensation and data display, the researcher drew conclusion and verification. It started from data collection until data analysis by taking the points that refer to formulation of research 32 problem. After drawing the conclusion, the next is verification by back to the field notes, with argumentation and review. H.

Checking the Finding of the Research This research obtained the qualitative research will be examined by triangulation, it is can get from sources of data, technique of collecting data, and time of collecting data. The results of research can valid if there are sameness between data was collected and the real data based on object that researched in the field.

If the object have been red, while the data was collected have been white, it's concluded

if the result of research is not valid. Meanwhile, the result of research is reliable if there are data sameness in different times. If yesterday the object was red, so now and tomorrow still have been red.

Researchers use triangulation because researchers want to know more about the learning strategies used by most students and whether there are students who use learning strategies that are not mostly used based on theory, and are expected to be developed later in future research. Those are any kinds of triangulation in research: Data triangulation: Using data from different times, spaces, and people Investigator triangulation: Involving multiple researchers in collecting or analyzing data Theory triangulation: Using varying theoretical perspectives in your research Methodological triangulation: Using different methodologies to approach the same topic In this research the researcher choose theory triangulation.

Because the researcher wants to develop what are the key terms to know more what is the problem in study highly correlated with the theory that has been sought or not.

CHAPTER IV RESEARCH FINDING AND DISCUSSION In this chapter, the researcher will describe the setting of the research, description of the research findings, and the discussion. A. Setting Description The researcher chose the LC (Language Center) English course, Pare Kediri to take data.

This course is located at Langkat street No. 88, Singgahan, Pelem, Pare, Kediri Regency, East Java. The researcher chose this location because she wants to know strategies that are used by students to improve their speaking skills. The researcher wants to know if there are significant differences in strategies that are used by formal or non-formal education students or not, and what the course's strategies used for students learning.

The researcher can take the data in LC because she has internship there for 5 months and the data were taken from 2-week intensive program class, namely in B6 class. It has 9 students but in the middle of learning time, the students was 7 left because the students were moved to other class based on their achievements. LC was established since August 8th, 2015. LC has a motto and makes it as goals that is "Drives your success".

It means LC would guide the students until they reach good achievement in English. They hope the students would have a good future. LC under supervision by JBI Company whose 3 branches, namely LC (Language Center), Jago bahasa. com (Online English Course), and An-Najjah Mosque. But, in this research, the researcher focuses on Language Center or LC.

LC has many learning programs that can be chosen by students, they can learn speaking, grammar, listening, TOEFL or IELTS. JBI Company is held by 3 people, namely Mr. Frandy as the marketing department, Mr. Wasik as commissioner or as land owner, and Mr. Arif as the program holder. JBI Company has a foundation called scrum. This scrum is used to benchmark the achievement of targets that have been determined by JBI Company.

They also create a controller for controlling the movement of PT progress targeted for daily, weekly, and monthly. If the monthly target is over, then return to the daily target. In the LC, there are sequence tests that are given to the student candidates when they were registered. They would get general screening such as why you choose LC as your course, and a little introduction, then they pay administration fee appropriate with the program which has been chosen.

For students who took the program, they would be tested or got an assessment to check the readiness of studying, usually in the first meeting they got the questions such

as self-introduction and why they were learning English, and impression about LC. LC also has many camps that students from outside of Pare can use to live. In this camp, students can improve their speaking skills.

In this camp, students are also trained to be orderly and disciplined such as getting up early and then memorize the vocabularies that have been taught by the teacher at night. So that, the soul of order in the students would grow slowly. In the camp, they started their daily activity with Subuh pray, then they will gather in hall to do the daily activity namely memorized the vocabularies to the camp's teacher after that they has free time until their class in main LC class.

In this camp, they have a routine activity namely reading Surah Ya-siin every Thursday and speak English every day except Sunday. So from this, they can improve their speaking skills besides learning in main class. When in the middle of the program, the part of LC, exactly Research and Development division gives a questioner about satisfaction of student whose aims for evaluation then gives the best services for students' need. Litbang or Research and Development division is a part of LC which has a duty to check and organize students' satisfaction.

Research and Development division also analyzed the students' need. LC is also very consistent in providing and making teacher evaluations that aim to evaluate teacher's performance which should be fixed if it is lacking. Once a month they hold a teacher evaluation called a periodic meeting. The teachers provided by LC are also screened for quality.

For new teachers, they must do micro-teaching in front of senior teachers to be evaluated in ease there is a lack or mistakes, therefore, the quality of teachers provided by LC can be guaranteed. B. Data Description The researcher chose intensive 2-week class especially in B6 class. This class has 9 students but in the middle of program 1 student left the class because the program division has moved her because they think she was more suitable in higher level class.

In this research, the researcher use 14 questions with the multiple choice namely Always, Often, Sometimes, Rarely, and Never based on Oxford theory. The following is a presentation of the results of the contents of the questionnaire obtained: 1. Cognitive strategy Cognitive strategy is used by students by conducting activities that aim to gain knowledge to increase insight and skills in learning English.

In the data obtained, students often practice speaking to increase insight and improve their skills, when speaking practice they also look for the meaning of a word in the

dictionary which aims to increase vocabulary knowledge and not infrequently and they also use Google Translate to find the meaning of words. From the data obtained and the explanations presented above, the results were obtained that as many as 14.2% of students always practice speaking, 42.8% of students often practice speaking, 28.5% of students sometimes practice speaking, 14.2% of students rarely practice speaking, and no one who never practice speaking.

The second point is that their way of knowing the new vocabulary is to use a dictionary. No one is always looking for the meaning of new vocabulary in the dictionary, 71.4% of students often search for the meaning of the word in the dictionary, 28.6% of students sometimes use the dictionary to search for new vocabulary, and no one who rarely and never searches for the meaning of new vocabulary using the dictionary.

Third point is a using Google Translate feature to find the meaning of new vocabularies. But no one always use Google Translate to find the meaning of new vocabularies, 57,14% students often use Google Translate to find the meaning of new vocabularies, 42,85% sometime use Google Translate find the meaning of new vocabularies, and no one that rarely and never searched for new vocabulary meaning using Google Translate.

From the explanation above, the result was obtained that students often practice speaking English, often use a dictionary to find a meaning of vocabularies and often use the Google Translate feature. For the students who used this strategy has the result 35%. 2. Memory strategy Memory strategy is used by students whose way of learning is to remember.

From the data collected, students sometimes use the vocabulary memories method in finding a word meaning. In searching for new vocabulary students certainly look for it in reliable sources, but 4 students sometimes remember the vocabularies after searching for them. In the true sense of this method is less effective for students in exploring the meaning of new vocabulary.

From the data obtained and the explanations presented above, it was obtained that as many as 14.2% of students always remember the meaning of the newly acquired vocabulary, 28.6% of students often remember the meaning of vocabulary when they get new vocabulary, 57.14% of students sometimes remember the meaning of vocabulary when they get new vocabulary, and no one who rarely and never remembers the meaning of vocabulary when they get new vocabulary. From the explanation above, the result shows that students sometimes memorize when they know some new vocabularies.

So from that if students memorized their vocabularies often, they should speak English more fluently and remember what the meaning of vocabularies are. The total of the students who used this strategy is 11,67%. 3. Metacognitive strategy Metacognitive is the process by which the system of obtaining its information is processed by students themselves.

This strategy is used by students when they want to improve their speaking skill by asking their friend or interlocutor to be justified. From the data that have been obtained and the explanations described above, the results were obtained that as many as 14.2% of students always use the method of guessing the meaning of a word in learning English, 42.85% of students often and sometimes use the method of guessing the meaning of a word in learning English, and no one who rarely and never uses the method of improving or guessing the meaning of a word in learning English.

From the explanation above, the result was obtained that students are often improve their speaking skill with their friends by checking the correctness of the vocabularies. So from that two students or more can upgrade their skill by sharing each other. The students who used this strategy reached 11,67%. 4. Affective strategy Affective strategy is a strategy that students use when they use their own feelings more in learning, feelings here have the meaning of feelings of pleasure, anxiety, fear, enthusiasm, etc. where these feelings are feelings that involve themselves in the learning process.

Using feelings in learning can affect student outcomes in learning, hence the need for attention to students who use this strategy. From the data obtained and the explanations described above, results were obtained that as many as 14.2% of students always liked the practice of speaking alone, no one sometimes practice speaking English alone, 71.4% of students sometimes liked the practice of speaking English alone, 14.2% of students rarely liked the practice of speaking English alone, and no one who never liked the practice of speaking English alone.

The second point is the feeling of insecurity in students when they practice English speaking. No one always feels insecure when speaking practice, 14.2% of students often feel unconfident when speaking practice, 85.7% of students sometimes feel insecure when speaking practice, and no one who rarely and never feels unconfident when speaking practice.

Third point is difficulties from students when they speak English. However, no one always got difficulties when speaking English, 42,85% students often to get the difficulties when they practiced speaking English, 57,14% students sometimes found difficulties when practicing speaking English, and no one who rarely and never finds it

difficult when practicing English speaking.

In the data obtained, many students chose sometimes to use this method, for example, as many as 5 students sometimes liked the practice of speaking alone, as many as 6 students sometimes felt insecure when practicing speaking, and 4 students found it difficult to practice speaking. That 3 statements show students' feelings in learning English, namely feelings of interest of something, unconfident, and feelings of difficulty related to themselves.

From the explanation above, the result was obtained that students sometimes like to practice speaking alone and sometimes they feel unconfident to practice speaking because some of them feel difficult to practice speaking. It's because they did not remember the vocabularies, were difficult to arrange the sentence, in correct grammar and pronunciation.

The students who used this strategy are 35%. 5. Compensatory strategy Compensatory strategy is a strategy used by students when learning something, this strategy allows students to explore outside related to other languages used or second languages. This strategy can be in the form of asking the teacher because the teacher knows more about the knowledge learned by students.

Thus in learning English, students can ask the meaning of vocabularies which is difficult to understand with the aim of increasing student knowledge. From the data that have been obtained and the explanations presented above, the results are obtained that no one always asks the teacher when students do not know the meaning of a word. As many as 57.14% of students often ask teachers when students do not know the meaning of a word. 14.12% of students sometimes ask teachers when they don't know the meaning of new vocabulary. As many as 28.57% of students rarely ask teachers when they do not know the meaning of a word, and student never ask the teacher when they didn't know the definition of new vocabularies.

From the explanation above, the result was obtained that students more often asked the teacher when they do not know about what the meaning of vocabularies. This way also can make the relationship between the teacher and students can be closer. The students who used this strategy are 11,67%. 6. Social strategy Social strategy is a learning strategy used by students by involving others in the learning process, students who use this strategy usually like to do something together and share something each other. In addition, this strategy is used by students to improve students' ability to socialize.

From the data that has been obtained and the explanations presented above, it was

obtained that no one who always likes the practice of speaking English in groups, as many as 71.42% of students often like the practice of speaking English in groups, as many as 14.2% of students feel that they sometimes like the practice of speaking English in groups, as many as 14.2% also students rarely like the practice of speaking English in groups. And no one who has never liked the practice of speaking in groups.

The second point is the student's interest in learning English speaking through games. As many as 28.57% of students always like the way of learning that contains game elements, as many as 57.14% of students often like learning English speaking using games, 14.2% who rarely like learning English speaking using games, and no one who sometimes and never feel happy if they learn English speaking using games.

The third point is the way of learning of students who use the method of discussion. As many as 28.57% of students always like the way of learning English that uses the discussion method, as many as 57.14% of students often like to learn English by discussing, 14.2% of students who sometimes like to learn English speaking by discussing, and no one who rarely and never feels happy if they learn English speaking by discussing.

Fourth point is the interest of students when practicing English speaking with 2 people. As many as 28.57% of students always like the way English speaking is practiced with 2 people, as many as 57.14% of students often like the way English speaking practice with 2 people, 14.2% who like the way English speaking practice with 2 people, and no one who sometimes and never feel happy if the English speaking practice with 2 people.

In the data obtained, as many as 5 students often like the practice of speaking in groups, 4 students like to learn speaking with games where of course the game itself involves many students, then as many as 4 students also often like how to learn by discussing because they can exchange ideas that can increase the knowledge of the students themselves, and also as many as 4 students often like the practice of speaking with 2 people.

So far students have very often used social strategies that show they enjoy learning by interacting and brainstorming. From the explanation above, the result was obtained that students are sometimes like to practice speaking by group and sometime in pairs. Students also like to learn English with games but using English, they also like to discuss when learning English and certainly use English on it.

The students who used this strategy are 46,67%. In this study, researchers also obtained data in the form of media used by teachers in teaching and the methods used. The

teacher prepared several media in the form of flash cards, snakes and ladders games with English contents and challenges. As for the approach used by the teacher, it uses a scientific approach where the teacher provides knowledge and also approaches students while obtaining student data by questioning, observing, processing data, and then communicating.

With this method, the relationship between students and teachers can become closer so that students can be more flexible in gaining knowledge without feeling ashamed and hesitate. C. Discussion In this section, the researcher explains the discussion based on finding description above. Researchers found that there are indeed strategies that students often use with excuses and explanations that are indeed relevant to the circumstances that occur.

From data finding description above, the researcher obtained the result that social strategy most used by students to learning speaking, especially in English. They can feel comfortable if they included the other person in their learning, they can share the knowledge and information each other, so from that students can upgrade their skills. Students also can be closer with their friends if the teacher can organize their group works.

From the researcher's finding it can be concluded that social strategies are many and are often used by students in learning English, especially in speaking skills. Because of their own social strategies they can communicate and interact with many people in addition to improve students' social skills, students' knowledge can also increase by exchanging knowledge and thoughts. It related with Zakaria et al.,

(2019) that social strategy is a learning strategy which is used often because social strategy is a best strategy to learn English. Speaking is a skill which has to be acquired by every student. Also based on Henriquez, Von, Pena, & Llanquileo (2017), the social strategy was as another language learning strategy which can support and enrich speaking skills among primary school students as they interact with each other.

The researcher also concluded that cognitive strategies and affective strategies are also almost often used by students in learning English. It was relevant to the finding of Galti (2016), which indicated the need of motivation among students to learn and to master speaking skills. Affective strategy is seen as the best strategy that can encourage students to speak without fear of making mistakes of grammar, pronunciation, errors in vocabulary or lack of fluency

CHAPTER V CONCLUSION AND SUGGESTION After the study had been completely applied, the data needed could be gained and processed.

Referring to the data and the results of the study, then the researcher presents some conclusions, implication, and suggestion: A. Conclusion The researcher conclude the research findings that has explained above that learning strategy has two categories, namely direct and indirect strategies. For the direct strategies are memory strategies, cognitive strategies, and compensatory strategies.

While indirect are metacognitive strategies, affective strategies, and social strategies. Based on research findings, from the direct strategy that is often used is cognitive strategy (35%) while what is rarely used is compensatory strategy (11.67%). Meanwhile, the indirect strategy that is often used is the social strategy (46.67%) and the rarely used is the metacognitive strategy (11.67%).

From the explanation of research finding above it can also be concluded that students prefer learning to use social strategies by involving other people in the learning process. In the explanation above, it can also be concluded that the learning strategies used by students in formal and non-formal institutions are also the same, namely social strategies. B. Implication 1.

Theoretical implications From the theory used by researchers namely the theory of learning strategies from Oxford (1990), which describes 6 strategies used by students for learning, it can be concluded that researchers use the theory as a base for making questionnaires that cover how students learn and obtain results from them. From the questionnaire made by the researcher, focusing on students' learning strategies on speaking skills, such as how they learn individually or in groups, the level of frequency in practice, and the way they get the meaning of the vocabulary. 2.

Practical implications Researchers observe the learning strategies used by students, so that indirectly researchers also contribute to the student learning process. It means the students' learning style influences the learning strategy that used by students. Researchers directly examine how students learn and then provide questionnaire to make a sure what learning strategies are used by students. C.

Suggestion This part has explained the suggestion proposed for students, teachers, and next researchers. For students The student should know what their learning strategies to help them when learn English, because if they wrong or don't know what their learning strategies the learning will be difficult and hampered.

For teachers The teacher should know how the correct teaching method, the researcher hopes the teacher can combines the learning variation so the students can use some learning strategies. For next researchers The researcher hopes that the next researcher can further develop the theories and findings that have been found in this study, because it is hoped that there are other learning strategies that are actually used by students in learning English.

INTERNET SOURCES:

<1% - http://download.garuda.kemdikbud.go.id/article.php?article=3303533&val=28960&title=Students%20Learning%20Strategies%20for%20Developing%20Speaking%20Ability
<1% - http://simki.unpkediri.ac.id/mahasiswa/file_artikel/2015/11.1.01.08.0175.pdf
<1% - https://id.scribd.com/document/512356841/LAPORAN-AKHIR
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<1% - http://e-theses.iaincurup.ac.id/632/
1% - https://www.academia.edu/32526755/aspect_of_speaking_skill_pdf
<1% - http://repository.unpkediri.ac.id/2610/4/Cek%20Plagiasi%20Prosiding%20Bicole%202018.pdf
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