

**EXPLORING STUDENTS' LEARNING STRATEGIES FOR SPEECH
COMPETITION PREPARATION AT SMAN 1 KEDIRI**

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For Obtaining the Degree of Bachelor of Education (S.Pd.)
In the English Language Education Department



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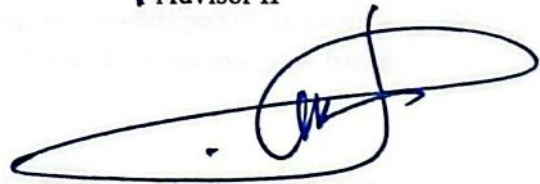
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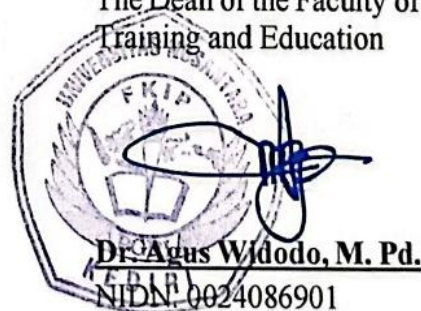
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MOTTO:

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

“Sebaik-baik manusia adalah yang paling bermanfaat bagi manusia lainnya.”
(HR. Ahmad, ath-Thabrani, ad-Daruqutni dalam *Al-Mu'jam al-Awsath* no. 5787)

تَحَرَّكُوا بِالصَّبْرِ، احْتَمِلُوا بِالصَّلَاحِ، وَتَقَوُّوا بِالْإِيمَانِ

“Melangkahlah dengan penuh kesabaran, bertahanlah dengan doa - doa, kuatlah dengan keyakinan.”

I dedicated this work for:

1. Allah SWT, the Most Gracious and the Most Merciful, for His endless love, mercy, guidance, and blessings throughout every step of my journey. Thank You for giving me the strength, patience, wisdom, and perseverance to overcome every challenge and complete this skripsi.
2. My beloved parents, *Ibu* and *Bapa*, who have always given me endless love, prayers, support, care, and sacrifices throughout my life. Thank you for every struggle, advice, encouragement, and trust that you have given to me in every step of my journey. Without your prayers and support, I would not have been able to reach this stage. May all your kindness, love, and sacrifices always be rewarded with happiness and blessings from God.
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5. My beloved friends and all the wonderful people who have always supported, helped, motivated, and prayed for me. Thank you for being part of this journey, for accompanying me through both happiness and difficulties, and for always giving me positive energy so that I could complete this work successfully.

STATEMENT OF WRITING ORIGINALITY

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States in fact, that in this skripsi no work has ever been submitted for bachelor degree in a college, and to the best of my knowledge no written work 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, 14th July 2026
The Writer



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Praise and gratitude always be prayed to the presence of Allah SWT, because of His mercies and blessings the preparation of this skripsi can be completed.

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It is realized that this skripsi still has many shortcomings, so it is expected

that criticisms and suggestions from various parties are expected.

Finally, with the hope that this skripsi will be useful for all of us, especially for the world of education, even though it is only like a drop of water in the vast ocean

Kediri, 14th July 2026



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Abstract

Yunita Amelia Exploring Students' Learning Strategies for Speech Competition Preparation at SMAN 1 Kediri, Skripsi, English Education Department, Faculty of Teacher Training and Education, Universitas Nusantara PGRI Kediri, 2026.

Keywords: *Learning Strategies, Speech Competition, Speaking Skills.*

This research was motivated by the importance of speaking skills in English language learning, particularly in speech competitions that require students to communicate ideas clearly, critically, and confidently. Students employ various learning strategies to improve their speaking performance during the preparation process. The research problems were: (1) What learning strategies are used by the first, second, and third winners in preparing for the English speech competition at SMAN 1 Kediri? (2) How do the students implement those learning strategies during the preparation process? (3) Which learning strategies are the most dominantly used by the students during the preparation for the English speech competition?

This research used a qualitative approach with a case study design involving the first, second, and third winners of the English speech competition at SMAN 1 Kediri and the English teachers who acted as mentors. The research was conducted using observation, interviews, and documentation as the instruments of data collection. The data were analyzed through data reduction, data display, and conclusion drawing. Source triangulation was used to ensure the trustworthiness of the data.

The conclusions of this research were: (1) the students employed six learning strategies in speech competition based on Oxford's Language Learning Strategy Taxonomy, namely memory, cognitive, compensation, metacognitive, affective, and social strategies; (2) the strategies were implemented in the aspects of content, language, and delivery during speech competition preparation; and (3) cognitive and metacognitive strategies were identified as the most dominant strategies used by the participants.

Based on these conclusions, it is recommended that: (1) students apply a combination of memory, cognitive, compensation, metacognitive, affective, and social strategies according to their learning needs to improve their speaking performance; (2) teachers provide guidance, constructive feedback, and opportunities for students to develop speech content, language accuracy, and speech delivery through meaningful speaking activities; and (3) future researchers further investigate the effectiveness of cognitive and metacognitive strategies in different educational contexts or with a larger number of participants.

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CHAPTER I

INTRODUCTION

This chapter explains the background of the research, the research problem, the research objective, and the significance of the research.

A. Background of the Research

One form of concrete communication is speaking skills. According to Putra et al. (2022) speaking skills refer to the ability to precisely and effectively convey ideas, opinions, and information orally, according to the communication context. Pertiwi et al. (2022) explain that these skills include correct pronunciation and grammar and the ability to construct arguments, choose appropriate vocabulary, and adjust tone and speaking style to suit the situation and the interlocutor. Furthermore, Fricticarani et al. (2023) state that in 21st-century education, speaking skills go beyond merely conveying information; they involve building productive dialogue, delivering coherent arguments, and showing empathy for diverse perspectives. Thus, speaking skills become a strategic means of shaping communicative and collaborative learners.

This ability is especially important for Generation Z, who are familiar with digital communication (Zahara et al., 2026), so they are not merely consumers of information but also capable of becoming intelligent and impactful communicators. As members of Generation Z, today's students need learning environments that actively involve them in meaningful communication. Activities that encourage direct engagement, such as discussions, presentations, debates, and collaborative projects, allow them to express their thoughts clearly and confidently. Iberri-shea (2025) emphasized that such activities help learners develop the courage, precision, and depth of thinking necessary for effective speaking. These experiences improve speaking skills and prepare students to participate actively in academic, social, and global settings.

The growing awareness of the importance of speaking skills motivates Generation Z to improve their abilities through various learning methods that suit their needs. They understand that, to convey ideas effectively, learning strategies must go beyond mere memorization and develop understanding, self-confidence,

and adaptability through creative and flexible approaches. According to Wael et al. (2018) these innovative and adaptive learning strategies align with technological advances that support optimal mastery of speaking skills. In their effort to master speaking skills, Generation Z adopts a more personal and dynamic learning approach. They no longer fixate on conventional methods but explore strategies that suit their learning styles. Their familiarity with technology provides opportunities to access various resources independently, allowing learning to occur inside the classroom, in various environments, and through their chosen media (Muhtarom & Masykuriyah, 2020). They prefer learning experiences that are contextual, practical, and provide opportunities for active expression.

This indicates that Generation Z's learning strategy is influenced by curriculum demands and their self-awareness of the importance of becoming confident and adaptive communicators amidst the changing dynamics of the times. This awareness and independence in determining how to learn show that Generation Z acts as both passive participants and active designers of their learning strategies. In this context, the theory of Strategic Language Learning was developed by Oxford (1990) becomes relevant in understanding how students can effectively manage their learning processes. Oxford classifies language learning strategies into two main categories: direct and indirect. Direct strategies, such as memory, cognitive, and compensation, allow students to process and understand material directly through exercises involving language use. Meanwhile, indirect strategies, such as metacognitive, affective, and social, help students plan, motivate themselves, and collaborate with others in the learning process.

A research conducted by Jabu and Asriati (2021) found that students who consistently use metacognitive and affective strategies show significant improvements in English speaking skills. Metacognitive strategies, such as planning and self-evaluation, help students manage their learning process more effectively, while affective strategies, such as anxiety management, increase self-confidence when speaking in public. Similar findings were also shown in a study by Salam et al (2020), which stated that social strategies such as group work and discussion can create a learning environment that supports students' courage to speak actively. These two studies reinforce the importance of choosing learning

strategies that suit students' characters, especially in developing speaking skills. Thus, understanding learning strategies is beneficial for teachers in designing learning and for students in developing independent and directed learning approaches.

Hence, a forum is needed that encourages students to implement their learning strategies in a real, challenging, and meaningful context. One of them is through English language competitions, which are not only a place to test speaking skills but also a means of character building, developing creativity, and improving communication skills. In this kind of competition, students are expected to be in an authentic communication situation that requires them to think quickly, convey ideas coherently and convincingly, and adjust their speaking style to the audience's character. Generation Z, accustomed to technology-based and collaborative learning, will utilize various strategies such as designing digital presentations, recording speech exercises for self-evaluation, and forming online study groups to provide input to each other (Yulianti, 2021). Competitions also trigger intrinsic motivation because students feel appreciated and have the space to express their potential openly. In addition, the experience of appearing in public trains courage, perseverance, and mental resilience, which are very important in academic and professional life (Aljasir, 2025).

One effort that can be made to enrich students' learning experience is to hold a competition that focuses on developing language skills, especially the ability to speak English. One form of initiative that supports this is the speech competition, a platform that encourages students to express their thoughts publicly in a structured and persuasive manner. This activity was held at SMAN 1 Kediri by *Jagobahasa* in collaboration with English teachers from high schools and vocational schools throughout Kediri City. The competition is not merely a performance-based event but an educational tool aimed at improving communication skills in a real-world context. Such initiatives are important as English-speaking ability is a key 21st-century skill supporting academic and professional success globally.

This competition is designed to provide space for the students to channel their ideas, thoughts, and aspirations through speeches delivered in an inspiring and persuasive manner. Participants are given a theme that must be developed into a

speech script, which is then delivered to the jury and audience with a coherent and interesting structure. Several aspects assessed in this competition include clarity of delivery and organization of the speech, suitability of the content to the theme, use of vocal variation and intonation, facial expressions, gestures, and the ability to establish eye contact with the audience. These components are essential to assess linguistic proficiency and evaluate the speaker's ability to connect with the audience and convey messages effectively.

Through the speech competition, the students are challenged to speak English fluently and think critically, build logical arguments, and deliver convincing presentations in public. These competencies are closely related to the students' overall academic development, as they enhance analytical thinking and the ability to articulate thoughts clearly. The activity thus fosters vital soft skills such as leadership, public speaking, and persuasive communication. In presenting arguments and addressing audiences, the students are trained to become more articulate, confident, and responsive communicators, skills that will serve them well in academic and future professional settings.

The researcher observed the speech competition activities, part of an English language competition organized by *Jagobahasa* in collaboration with English teachers from high schools and vocational schools throughout Kediri City. Based on the observations, the competition was enthusiastically received by both the students and teachers, indicating strong interest and participation. In this activity, the students were required to deliver speeches based on a predetermined theme and present them to judges and an audience. The assessment focused on the final performance and how the students developed their ideas, constructed arguments, and delivered them convincingly. This shows that the competition emphasizes the participants' learning process and cognitive development, rather than focusing solely on the final product.

Many studies have highlighted the significant impact of activities such as debates and storytelling on the students' speaking skills. Najamuddin et al. (2023) found that participation in debate competitions positively affected students' speaking skills. The participants perceived that debate competitions enhanced their fluency, confidence, vocabulary, and ability to express arguments effectively.

Similarly, Anggarini et al. (2023) found that storytelling enhances the students' fluency but also aids in organizing and conveying thoughts systematically. Marengo Domínguez et al. (2024) argue that debates promote critical thinking and speaking skills by challenging students to present structured arguments and engage with opposing viewpoints. Furthermore, Apriliya et al. (2024) found that participating in debates and storytelling improves students' pronunciation, fluency, and self-confidence. These activities have been shown to nurture both creativity and critical thinking.

These activities also contribute to enhancing the students' academic development. While several studies have focused on various aspects of language learning, research on the development of speaking skills through speech contests is still limited. Therefore, the researcher is interested in investigating this further through the study titled **"Exploring Students' Learning Strategies for Speech Competition Preparation at SMAN 1 Kediri."**

B. Focus of the Research

This research was carried out during the English speech competition held at SMAN 1 Kediri in 2025. The focus of the research was on the students who took part in the speech contest organized by *Jagobahasa* in collaboration with English teachers across Kediri. The researcher focused on the learning strategies that students applied and how they implemented those strategies to prepare for the competition. The researcher conducted direct observations during the competition, interviewed several student participants as representatives, and also interviewed the English teachers involved as mentors and judges.

The researcher also analyzed documents related to the event, such as the scoring rubric and the students' speech scripts. The indicators of this research were based on the taxonomy of language learning strategies proposed by Oxford (1990), which classifies strategies into two major categories: direct and indirect strategies. Direct strategies consist of memory, cognitive, and compensation strategies, while indirect strategies include metacognitive, affective, and social strategies. This study focused on all six types of strategies, aiming to explore how students at SMAN 1 Kediri applied them during their preparation for the English speech competition. These strategies were analyzed in terms of how they helped students organize and

retain material, practice language use, manage communication gaps, plan and evaluate their progress, regulate emotions, and collaborate with others. The goal was to understand how these combined strategies supported the development of students, speaking skills in a real-world, competitive context. The participants of this study were limited to the students who achieved first, second and third winners in the English speech competition at SMAN 1 Kediri in 2025.

C. Research Problem

Based on the focus of the research above, the researcher formulates the problem of the research as follows:

1. What learning strategies do the first, second and third winners use to prepare for English speech competition at SMAN 1 Kediri?
2. How do the first, second and third winners implement their learning strategies during their preparation process for the English speech competition at SMAN 1 Kediri?
3. Which learning strategies are the most dominantly used by the students during the preparation for the English speech competition?

D. Objective of the Research

Based on the research problems above, the objectives of this research are:

1. To describe the learning strategies used by the first, second and third winners to prepare for English speech competition at SMAN 1 Kediri.
2. To explain how they implement their learning strategies during their preparation process for the English speech competitions at SMAN 1 Kediri.
3. To identify the most dominant learning strategies used by the students during the preparation for the English speech competition.

E. Significance of the Research

The result of this research can give significances as follow:

1. Theoretically

This research is expected to contribute to the theoretical significance, particularly to the theory of language learning strategies proposed by (Oxford, 1990). Oxford classifies language learning strategies into six categories: memory, cognitive, compensatory, metacognitive, affective, and social strategies. Memory

strategies are ways to store and remember information; cognitive strategies are ways to practice and analyze language; compensatory strategies are ways to get around gaps in knowledge; metacognitive strategies are ways to plan, keep track of, and judge learning; affective strategies are ways to deal with emotions and stay motivated; and social strategies are ways to work with and interact with other people. This research shows that second language acquisition employs all six of these strategies. The findings of this study are expected to support and further develop the Oxford theory by showing that authentic activities, such as speech competitions, encourage the integrated use of these strategies, thereby making learning more effective and meaningful, particularly in the development of speaking skills.

2. Practically

a. For schools

The results of this research are expected to provide valuable insights for schools in improving the quality of education. The findings may serve as a reference for schools to adopt effective strategies for enhancing students' speaking skills, particularly through speech competitions

b. For English Teacher

As a reference for English teachers, this research offers insights into strategies for slightly enhancing students' speaking skills, particularly through speech competitions, helping students build confidence and develop their abilities.

c. For future researcher

Hopefully the results of this research can be useful as a reference for further research with the same field.

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