



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

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Abstract: 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 the intensive 2-week program in LC Course, Kampung Inggris Pare, Kediri? There are some aspects that should be considered in learning to speak. It includes fluency, pronunciation, grammar, accuracy, and appropriateness'. The subject of this research is B6 class students who were in the intensive 2-week program in LC which consist of 7 students. This research used a descriptive qualitative method and used two data collection techniques in the form of questionnaires 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 a total of 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 found in this study and also hopes the students can know what their correct learning strategies are to support their learning.

Keywords: Learning strategies, Non-formal education, Speaking skill

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan strategi pembelajaran yang digunakan siswa di LC (Language Center), Kampung Inggris Pare, Kediri. Pertanyaan penelitian adalah bagaimana strategi pembelajaran yang digunakan mahasiswa dalam program intensif 2 minggu di LC Course, Kampung Inggris Pare, Kediri? Ada beberapa aspek yang harus diperhatikan dalam belajar speaking. Ini termasuk kelancaran, pengucapan, tata bahasa, akurasi, dan kesesuaian. Subjek penelitian ini adalah mahasiswa kelas B6 yang berada dalam program intensif 2 minggu di LC yang terdiri dari 7 siswa. Penelitian ini menggunakan metode kualitatif deskriptif dan menggunakan dua teknik pengumpulan data berupa kuisisioner dan dokumentasi. Temuan penelitian ini mengungkapkan ada enam strategi yang digunakan oleh siswa ketika belajar berbicara bahasa Inggris dan peneliti menyimpulkan bahwa strategi sosial paling banyak digunakan oleh siswa dengan total 46,67%.. Kesimpulan dari penelitian ini bahwa strategi sosial umum digunakan oleh siswa karena mereka lebih suka melibatkan orang lain dalam pembelajaran mereka. Peneliti menyarankan kepada peneliti selanjutnya dapat mengembangkan lebih lanjut teori dan temuan yang ditemukan dalam penelitian ini dan juga berharap para siswa dapat mengetahui apa strategi pembelajaran yang benar untuk mendukung pembelajaran mereka.

Kata kunci: Strategi belajar, Pendidikan non-formal, Kemampuan berbicara



Introduction

At this time, the necessary requirement besides technology is English skill. 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, 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). 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.

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). 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). 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. 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.

According to (Oxford, n.d.) 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. 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.

Before the researcher did this research, the researcher searched some gap research from previous research, there are from Yuli Rahmawati (2013), she found the most strategy used by students in universal English learners, she found the learning strategy was used frequently in studying. The second is from Eka & Nanang (2016), they did the research about learning strategies used by English education department students. This research focused on university students and they found the cognitive strategy most used by students in learning English. So the researcher wants to focus on students in non-formal education and analysed what the learning strategies most used by them.

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 has many English learning programs including speaking, grammar, listening, TOEFL, IELTS, and many others. 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.

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 speaking. The question of this research is what are the learning strategies used by students in intensive 2 week program, in LC Course, 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. The researcher also hopes this research gives the advantages for institutes such as know 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.

Literature Review

Speaking Skills

Speaking is a productive oral skill. It consists of producing systematic verbal utterance to convey meaning (Nunan 2003: 48 (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.

Brown (2004) explained there are five categories of listening performance assessment tasks: 1) imitative, 2) intensive, 3) responsive, 4) interactive, and 5) extensive. Related with speaking activities, Rebecca in (Kencanawati, 2014) then states that there are some speaking strategies that could be applied in speaking. They are as follows:

1. Asking for clarification
2. Asking someone to repeat something
3. Using fillers (well, I mean, etc) in order to gain time to process
4. Using conversation maintenance cues (right, yeah, okay, hm, etc)
5. Using paraphrases for structures one can't produce.
6. Using mime and nonverbal expressions to convey meaning

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). (Page & Permanently, 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). 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.

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. 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).

In (Hakim & Amri, 2022) explained that several studies have been conducted related to the students speaking ability. 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. The level of the students' speaking ability (Harris, 1974 in (Hakim & Amri, 2022).

Table. 1 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

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. According to Felder and Henriques (1995) in (Russell, 2010), "Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others". 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, n.d.)2003).

Learner 'types' and their preferences are set out below:

- a. 'concrete' learners, tend to like games, pictures, films, videos, cassettes, talking in pairs and practicing English outside class.
- b. 'analytical' learners, liked studying grammar, English books and reading newspapers, studying alone, finding their own mistakes and working on problems set by the teachers.
- c. '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.
- d. '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.

Oxford (2003) explain that there are six types of learning strategies to learning English:

- a. **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.

- b. **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.
- c. **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).
- d. **Compensatory strategies**, guessing from the context in listening and reading; using synonym and "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.
- e. **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.
- f. **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).

Non-formal Education

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., n.d.). Advantages that non-formal education has to offer for socio-economic and/or socio-cultural development (Unesco-Iiep & Hoppers, 2006). Informal education is quite diverse from formal education and, particularly.

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.

Language Center (LC) is which one a big and best non formal courses, it's cited by (Rahman, 2018), 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 is an English course that has many program program that can be followed and selected which of course covers all language skills needs. 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.

Review of Previous Research

Eka Wahyu Saputra and Nanang Bagus Subekti, they are from Sarjawiyata Tamansiswa University (Saputra & Subekti, n.d.) found shows that there are many speaking learning strategies used by the students. Memory strategies are used by 17.4%, cognitive strategies 19%, compensation strategies 18.1%, metacognitive strategies 14%, affective strategies 14.7%, and social strategies 16.7%, it conclude cognitive strategies are the most dominant used.

Yuli Rachmawati, a student from English Education Program Study of Indonesia University of Education (Rachmawati, 2013) found the findings show that compensation strategies (M=3, 48) are the most frequently used strategies employed by all learners. 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.

From those review of previous researches, the researcher be confident if the research of learning strategies in non-formal education or institute should be researched because there is no research in non-formal education in order to there will be novelty as next research.

Method

The researcher used the qualitative research method for this research to know what the learning strategies used by students to learn English speaking in LC, Kampung Inggris, Pare, Kediri. The researcher used a descriptive method to conduct this research. (Asmara & Sahara, 2022) The researcher used a grounded theory to improve the theoretical foundation. A potent research technique for gathering and examining study data is grounded theory. (Sodikin, 2014) (Allan, 2003) (Genlott & Grönlund, 2013). 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. According to Roller (Roller, 2019), (Ghazali, 2022) a broad catch-all word for research approaches that describe and explain people's experiences, behaviors, interactions, and social situations is "qualitative research.". (Ziaulhaq, 2022)

In 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 of questioners and documentation. The data obtained from the questioner that contained a question about what are the medias that help the students to learn and what are the styles used by students when learning English speaking. (Samsurrijal, 2022) 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. . From the theory used by researchers namely the theory of learning strategies from Oxford (1990) (Oxford, n.d.), 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. The researcher used 16 questions for the students They are 14 multiple choice questions about what are the medias used by students to learn English and how they are learning new vocabularies and 2 general questions about what is the students' opinion about learning English. (Jaya & Susanto, 2022)

To analyze the data, the researcher used the techniques such as data condensation, data display, and conclusion and verification. When data was uninteresting or did not help students' strategies, the researcher condensed the material throughout the research activities. Data from questionnaires were tallied using a pattern and organized to facilitate data display. Then the data from quistionnaires were presented in table form and explained in descriptive text for data display. The researcher used theory triangulation to checking the finding of research because the researcher wants to develop what are the key terms to know more what is the problem in the study highly correlated with the theory that has been sought or not.

Results and Discussion

In this study, the researscher found there is 1 learning strategy that is often used by most students, namely social strategies. This learning strategy is widely used because students are more interested in talking with other in their learning. For the learning strategies are rarely used are memory strategy, metacognitive strategy, and compensatory startegy. Those are rare to use because of those learning strategies require students to move on their own, such as remembering the meaning of vocabularies, guessing the meaning of vocabulary, and asking the teacher in front of their friends. In this research, the researcher use 14 questions with 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

Table 2. Description of cognitive strategy

No.	Statement	A	O	S	R	N
1	You always practice speaking English	1	3	2	1	0
2	You use dictionary to know the new vocabularies	0	5	2	0	0
3	You use Google Translate to find the meaning of new vocabularies	0	4	3	0	0
Total		1	12	7	1	0

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 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

Table 3. Description of memory strategy

No.	Statement	A	O	S	R	N
1	You use vocab memories method to know the vocabularies	1	2	4	0	0
Total		1	2	4	0	0

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. From the data collected, students sometimes use the vocabulary memories method in finding a word meaning. From the explanation above, the result shows that students sometimes memorize when they know some new vocabularies. The total of the students who used this strategy is 11,67%.

3. Metacognitive strategy

Table 4. Description of metacognitive strategy

No.	Statement	A	O	S	R	N
1	You prefer to use the way to guess the meaning of vocabulary and will be corrected by your partner in speak.	1	3	3	0	0
Total		1	3	3	0	0

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 explanation above, the result was obtained that students are often improve their speaking skill with their friends by checking the correctness of the vocabularies. The students who used this strategy reached 11,67%.

4. Affective strategy

Table 5. Description of affective strategy

No.	Statement	A	O	S	R	N
1	You prefer to practice speaking alone	1	0	5	1	0
2	You feel unconfident when practice speaking	0	1	6	0	0
3	You feel in difficult when practice speaking	0	3	4	0	0
Total		1	4	15	1	0

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. From the explanation above, the result was obtained that students sometimes like to practice speaking alone and sometimes feel unconfident to practice speaking because some of them feel difficult to practice speaking. The students who used this strategy are 35%.

5. Compensatory strategy

Table 6. Description of compensatory strategy

No.	Statement	A	O	S	R	N
1	You prefer ask to teacher the meaning of vocabularies	0	4	1	2	0
Total		0	4	1	2	0

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. 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. The students who used this strategy are 11,67%.

6. Social strategy

Table 7. Description of social strategy

No.	Statement	A	O	S	R	N
1	You prefer to practice speaking by group	0	5	1	1	0
2	You prefer to practice speaking with game	2	4	0	1	0
3	You prefer to practice speaking in discussion	2	4	1	0	0
4	You prefer to practice speaking in pairs	2	4	0	1	0
Total		6	17	2	3	0

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. 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%.

Discussion

Learning strategies has 6 kinds, there are cognitive strategies, memory strategies, metacognitive strategies, affective strategies, compensatory strategies, and social strategies. Learning strategies has 2 categories, namely direct and indirect strategies. For the direct strategies are memory strategies, cognitive strategies, and compensatory strategies. While indirect strategies are metacognitive strategies, affective strategies, and social strategies. First, learners can directly modify the linguistic material by using cognitive strategies. Second, using metacognitive strategies involves determining one's own preferences and needs in terms of learning styles. Thirdly, using memory strategies allows learners to retain material and retrieve it in a logical sequence. Fourth, compensatory strategies involve making assumptions based on the situation while reading and listening. Identifying one's mood and level of worry, talking about feelings, rewarding oneself for successful work, and employing deep breathing or encouraging self-talk are the final four affective methods. The last is a social strategies, the learner can collaborate with others and comprehend the target culture in addition to the language by asking questions to get confirmation, asking for clarification of a confusing point, asking for help with a language task, speaking with a native conversation partner, and exploring cultural and social norms.

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 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 to Zakaria (Zakaria et al., 2019) that social strategy is a learning strategy that is used often because social strategy is the best strategy to learn English. Also based on Dewi (Dewi et al., 2016), As elementary school kids interact with one another, the social technique was used as an additional language learning strategy to assist and enhance speaking abilities.

The researcher also concluded that affective strategies is also almost often used by students in learning English. It was essential to Galti's (2016) discovery that pupils needed the motivation to study and improve their speaking abilities. The most effective technique for encouraging children to talk without holding back because they might make grammatical or pronunciation faults, vocabulary issues, or lack fluency is considered to be the affective strategy. The researcher observed the learning strategies used by students, so that indirectly researchers also contribute to the student learning process. It means the student's learning style influences the learning strategy that is used by students. So the researcher hopes this research can be used by teachers to know how the correct teaching method, the researcher hopes the teacher can combines the learning variation so the students can use some learning strategies.

Conclusion

The researcher concluded 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. This research has some limitations, there are too few samples, namely 7 students. For further researchers may be able to examine again with more samples, and for next researcher might can researching in same topic but can in other skills, so the researches of the learning strategies can develop as well as. The advantages of this research is to find out the learning strategy used by students so that it can be adjusted to the teaching strategy so that it can adjust to student needs. The researcher hope this research can be developed by the 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.

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