

SKRIPSI



**THE LEARNING STRATEGY USED BY ENGLISH EDUCATION
DEPARTMENT STUDENTS IN SPEAKING CLASS**

By

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2019



**THE LEARNING STRATEGY USED BY ENGLISH EDUCATION
DEPARTMENT STUDENTS IN SPEAKING CLASS**

SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana
Program of English Education**



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2019

MOTTO AND DEDICATION

MOTTO

- ❖ Work hard, pray hard.
- ❖ Push yourself to be better.
- ❖ Never give up.

DEDICATION

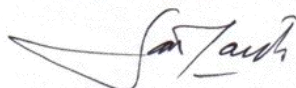
This final project is dedicated especially to:

- ❖ Her beloved father and mother ,
(Mr.Santoso, and Mrs.Marina,) who
always give support, motivation and
pray.
- ❖ Her beloved sister Felia Maya Santika
who always give support.
- ❖ Her beloved boyfriend who always
accompany and support her everytime.
- ❖ Her big families who never stop
supporting and always pray to her.
- ❖ Her beloved friends who can't mention
one by one.
- ❖ Almamater

EXAMINERS' APPROVAL

This is to certify that the *Skripsi* of Yaya Anifah (201432053) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

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ADVISORS' APPROVAL

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6. Her beloved boyfriend Bayu Anggoro who always support her everytime.
7. All her beloved friends that she cannot mention one by one who always gives support and motivation for her.

Finally, the writer had finished this research. The writer hopes this research will be useful for everyone who read this research

Kudus, February 2019

The writer,

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ABSTRACT

Anifah, Yaya. 2019. *The Learning Strategy Used by English Education Department Students in Speaking Class*. Skripsi. English Education Department Teacher Training and Education Faculty, Muria Kudus University. Advisor (I) Dr.Rismiyanto, S.S, M.Pd, Advisor (II) Nuraeningsih, S.Pd.,M.Pd.

Key words: *Learning strategy, Speaking class, Effect*

Learning strategy really needed in enhancing language skill. Every student has their own learning strategies that different with each other. Students who want to successful in speaking class they must use appropriate learning strategy for themselves. Learning strategy also has good effect for students. So the students need to use learning strategy to improve their language skill.

The objectives of this research are; (1)To find out the dominant of learning strategies used by English Education Department students' in speaking class. (2)To know how is the students' opinion about the effect of using learning strategies for English Education Department Students.

.The research is qualitative research .The data is The learning strategy used by English education department students. The data source is all the students of the third semester English Education Department Muria Kudus University. The instruments of this research are questionnaire and interview.

The result of this research shows that students of the third semester in speaking class have different learning strategy. The students in the third semester of English Education Department dominant use socio-affective strategy in speaking class. Students have opinion that learning strategy has good effect for them.

Based on the result above, the writer would like to give suggestion as; (1) For the students, it is important to use strategy in learning proses. Students have to mix some kinds of learning strategies in appropriate situation. (2) For the lecturer, Lecture should guide the students to use learning strategy (3) For Further Researchers, the researcher can further conduct the similar research. But in difference scope there are many kind of learning strategy.

ABSTRAK

Anifah, Yaya. 2019. *Strategi Belajar yang Digunakan oleh Siswa Jurusan Pendidikan Bahasa Inggris di Kelas Berbicara*. Skripsi. Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing (I) Dr.Rismiyanto, S.S, M.Pd, Pembimbing (II) Nuraeningsih, S.Pd.,M.Pd.

Kata Kunci: Strategy Belajar, Kelas Berbicara, Dampak

Strategi belajar sangat dibutuhkan dalam meningkatkan kemampuan berbahasa. Setiap siswa memiliki strategi belajar mereka sendiri yang berbeda satu sama lain. Siswa yang ingin berhasil dalam kelas berbicara mereka harus menggunakan strategi belajar yang tepat untuknya. Strategi belajar juga mempunyai Dampak yang baik untuk siswa. Jadi siswa butuh menggunakan strategi belajar untuk meningkatkan kemampuan berbahasa mereka.

Tujuan dari penelitian ini adalah : (1) untuk memperoleh data strategi belajar yang dominan digunakan oleh siswa jurusan pendidikan bahasa inggris di kelas berbicara. (2) untuk mengetahui bagaimana opini siswa tentang dampak dari penggunaan strategi belajar terhadap siswa jurusan pendidikan bahasa inggris.

Jenis penelitian ini adalah kualitatif. Data dari penelitian ini adalah Strategi belajar yang digunakan oleh siswa jurusan pendidikan bahasa inggris. Instrument pada penelitian ini adalah kuisioner dan wawancara.

Hasil dari penelitian ini menunjukkan bahwa siswa semester tiga di kelas berbicara mempunyai strategi belajar yang berbeda. Siswa di semester tiga jurusan pendidikan bahasa inggris lebih dominan menggunakan strategi socio-affective di kelas berbicara. Siswa mempunyai opini bahwa strategi belajar mempunyai dampak yang baik untuk mereka.

Berdasarkan hasil diatas, penulis ingin memberikan sugesti antara lain: (1) untuk siswa, sangat penting untuk menggunakan strategi belajar dalam proses pembelajaran. Siswa harus menggabungkan beberapa strategi belajar dalam situasi yang tepat. (2) untuk dosen, dosen harus menuntun siswa untuk menggunakan strategi belajar.(3) untuk peneliti selanjutnya, peneliti bias membuat penelitian yang sama tapi dalam bidang yang berbeda ada banyak macam strategi belajar.

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