

**STRATEGIES OF LANGUAGE LEARNING USED BY PONDOK
MODERN BAITUSSALAM IN ENDORSING ENGLISH
INTO DAILY CONVERSATION**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
For Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

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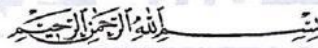


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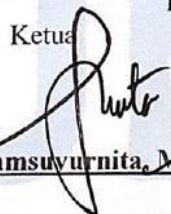
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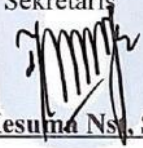
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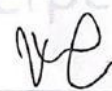

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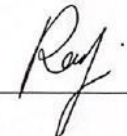
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Strategies of Language Learning Used by Pondok Modern Baitussalam in Endorsing English into Daily Conversation." adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
21/08 - 24	Abstract	
23/08 - 24	Back ground of the study.	
23/08 - 24	Jelaborasi of the Problem. - The Objective of the research.	
27/08 - 24	Research methodology	
29/08 - 24	Finding	
02/09 - 24	Conclusion	
06/09 - 24	Reference	

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ABSTRACT

Luthfiah Putri Mawadah. 2002050045, “Strategies of Language Learning Used By Pondok Modern Baitussalam in Endorsing English into Daily Conversation”. Skripsi. English Education Department Faculty of Teacher Training and Education Muhammadiyah University, North Sumatra. 2024.

This study aimed to identify the language learning strategies used by Pondok Modern Baitussalam in endorsing English into everyday conversation and the implementation of language learning strategies. This study used a descriptive qualitative research method. Data in the study were collected through interviews, observations and documentation. This study used the theory of language learning strategies according to Oxford (1990). The results of this study are that the modern baitussalam boarding school uses direct language learning strategies; memory strategies, cognitive strategies, and compensation strategies and indirect strategies; metacognitive strategies, affective strategies, and social strategies. Additionally, the implementation of these strategies are memorizing the vocabularies and a pieces of conversation (memory strategy), practicing, receiving and sending message (cognitive strategy), bring small notes containing vocabulary, general corrections, and use gestures, expressions or synonyms (compensation strategy), provide motivation, lowering anxiety (affective strategy), make plans, monitor and focus on learning (metacognitive), ask questions, cooperate (social strategy).

Key Word: Language learning strategies, English Language, Daily conversation

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This research was undertaken to fulfill one requirement for an S-1 degree at the English Department of the Faculty of Teacher Training and Education at the Universitas Muhammadiyah Sumatera Utara. Furthermore, in finishing the research entitled " STRATEGIES OF LANGUAGE LEARNING USED BY PONDOK MODERN BAITUSSALAM IN ENDORSING ENGLISH INTO DAILY CONVERSATION " researcher faced many difficulties and problems. With much help from the following people, researcher could finish it. The researcher would also like to thank the following:

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The researcher realizes that her study still needs to be perfect. So, she expects suggestions and comments from all readers or other researchers who want to learn about this study. May Allah, the most almighty, always bless all of us.

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Language is a medium for communicating living creatures. According to Knott & Sanders (1998) language is the most comprehensive and efficient means of communicating ideas, messages, intentions, feelings, and opinions to other people. Another opinion about the definition of language is expressed by Isphording & Otten (2014), who present two definitions of language. Firstly, language is a tool that may be used to affect and be influenced. It can be used to form thoughts, feelings, desires, and activities. Second, language is an obvious measure of both good and awful characters, of a family and a country, and of human dignity. Meanwhile according to Patel and Jain (2008), language serves three main functions: communication, self-expression, and thinking.

English is a global language that is also being utilized as a second language in several of nations. English is not the primary language used for daily conversations and interactions in Indonesia, rather it is regarded as a foreign language that is only studied in the educational (Basalama, et al, 2020). English is a challenging language to learn and utilized in daily conversation, particularly for those who view English as a foreign language and speak their native languages. English proficiency is challenging for students, even those majoring in English (Annury, 2013; Ambarwati and Mandasari, 2020; Aminatun and Oktaviani, 2019; Ayu, 2020; Mandasari, 2020; Mandasari and Aminatun, 2020; Oktaviana and

Mandasari, 2020; Pustika, 2020; Mandasari and Wahyudin, 2021, Rahmania, A. H., & Mandasari, B., 2021)

The four English language abilities that learners must acquire throughout learning the language are speaking, writing, listening, and reading (Geoffrey, Broughton, Brumfit. Flavell. R., Hill. Peter, 2003). In addition, speaking exists out as an essential skill among the four that must be acquired when learning a new language. As stated by Syafrayani et al, (2022) Speaking skill in English becomes a major concern for many second level and foreign English language learners. Presently, speaking is employed for variety purposes, including academic and daily conversation (Basalama, et al, 2020). As defined by Putri (2020) Speaking is an important aspect of language proficiency, each language encompasses two categories of abilities: the receptive skill, which comprises reading and comprehension, and the product skill, which encompasses both writing and speaking. For most people, mastering speaking is one of the most crucial parts of learning a foreign language, and the ability of a student to conduct conversations using the language can be used to measure their success (Nunan, 1991). However, acquiring proficiency in speaking foreign languages is a challenge for students English is a global language that is also being utilized as a second language in several of nations This includes determining the topic of speech, initiating the conversation effectively, maintaining a coherent flow of ideas, and concluding the discussion in a respectful manner (Lingga Manoli, et al, 2020).

Speaking two foreign languages namely Arabic and English in daily conversations at taking turn times is not an easy thing and challenging that must

be faced by students in Pondok Modern Baitussalam which have such school programs. To be proficient and encourage foreign languages in daily conversations, of course it must use appropriate language learning strategies and have an impact on their students. As stated by Mandasari and Oktaviani (2018) as a way for students to accomplish the learning objective when studying English as a foreign language, they must invent their own strategies. The strategy is thought to be a successful way to raise one's level of English proficiency (Liang, 2009).

According to Gropper (1998) that learning strategies are the selection of certain types of exercises that are appropriate to the learning objectives to be achieved. According to Woolfolk (1998), learning strategy is “a plan implemented to achieve the learning objectives”. Dick and Carey (1990) explained that learning strategies consist of all components of learning materials and procedures or stages of learning activities used by teachers in order to help students achieve certain learning objectives. Students can improve their speaking skills through various activities such as discussion, speeches, role-playing, conversation, audiotape oral dialogues, journals, and accuracy-based exercises (Celce, 2001). Pondok Modern Baitussalam requires to be able to utilize the most efficient strategies for learning languages in order to encourage their students to speak two foreign languages. Demand to achieve the goals of the language program at the Pondok Modern Baitussalam, which mandates that students speak foreign languages in daily conversations, particularly when using English.

Based on the existing background, the use of English is not easy because English is a foreign language for many people, even though there are several

strategies to be able to make it easier to learn even proficient and able to apply in daily conversation. In this case, Pondok Modern Baitussalam students are able to use English in daily conversation, they are able to communicate and interact using English both in class and outside the classroom. Moreover, there is one student from Pondok Modern Baitussalam who has the achievement to represent schools and districts in the 2019 Science Competition Expo (SCE) in northern Sumatra. This phenomenon makes researcher interested in finding out the strategies applied by Pondok Modern Baitussalam and how to implement these strategies so that students are able to use English fluently in their daily conversations.

1.2 Research Focus

This research focused on discovering the types of language learning strategies used by Pondok Modern Baitussalam and the implementation of these language learning strategies in endorsing English into students' daily conversation.

1.3 Formulation of the Problem

1. What language learning strategies are applied by Pondok Modern Baitussalam in endorsing English into students' daily conversation?
2. How does Pondok Modern Baitussalam implement language learning strategies to enable students to speak English in their daily conversation?

1.4 Objective of the Study

Based on the problem of the research, this research will be intended to describe:

1. To discover the language learning strategies applied by Pondok Modern Baitussalam in endorsing English into students daily conversation.
2. To elaborate the implementation of language learning strategies used by Pondok Modern Baitussalam to enable students to speak English in daily conversation.

1.5 Significance of the Study

Researcher hope that this research will provide benefits both theoretically and practically.

Theoretically:

For institution, the findings of this research can add more various strategies of language learning in developing students speaking ability.

Practically:

1. For teachers, they are expected to know more about the various strategies of language learning that can be implemented and give a significant impact in learning and teaching students English skill especially in speaking skill.
2. For students, as a reference to get strategies that can be applied to develop English skill.
3. For researchers, for scholars in conducting similar study from other points of view.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

Theories are required in research to explain some notions in the research issue. To have the same viewpoint of implementation in the field, the notion that was employed must be explained. Theoretical explanations of the concepts employed in this study will be offered. In other words, the following is thought to be significant to discuss so that the reader understands the idea better.

2.1.1 Strategies of Language Learning

2.1.1.1 Definition of Language Learning strategies

Before going to the language learning strategies, the researcher would like to introduce the definition of it. Many experts and researcher have investigated English learning strategies and have diverse opinions on the topic of language learning strategies (LLS). The language learning strategies taxonomy developed by Oxford (1990) has received a lot of attention, particularly in the field of learning English as a foreign and second language. According to Oxford (1990) Language Learning Strategies are conscious or unconscious activities and ways of behaving that individuals do through various methods directed to improving linguistic competence. Strategies of language learning as the strategies and methods that students employ to enhance their L2 learning process. The taxonomy of language learning strategies based on Oxford (1990) is separated into two basic

tactics: direct and indirect strategies. Direct and indirect strategies include various sub-strategies that can help language learners improve their quality.

Language learning strategies (LLS) are defined by Cohen (2003) as deliberate learning processes that students employ. Language learning strategies referred by Wienstein Husman, and Dierking (2000) as thoughts, behaviors, convictions, or perceptions that support students in applying new information to other environments. These methods enable it to be easier for learners to internalize, store, recall, and use the target language. In addition, Language learning strategies refer to the techniques and methods used by teachers to facilitate the language learning process effectively. These strategies include various elements that are important in achieving language learning goals.

2.1.1.2 Kind of Language Learning Strategies

Oxford (1990) classified the language learning strategies into two categories: "indirect strategies," which include "metacognitive strategies, affective strategies, and social strategies," and "direct strategies," which include "memory strategies, cognitive strategies, and compensation strategies."

1. Direct Strategies

a) Memory Strategies

Oxford (1990) Memory strategies consist of four sets of learning strategies such as creating mental connections, applying images and sounds, revisiting well, and using actions. These strategies include the use of the mechanical techniques and using physical responses or sensation. Students are instructed to listen to a command and then physically act it out by

using their physical features or senses. This strategy was able to assist students retain information in either short- or long- term memory and retrieve it when needed for certain learning processes.

b) Cognitive Strategies

According to Oxford (1990) cognitive strategies include Practicing (repetition, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, practicing naturalistically), receiving and sending messages (Using resources for receiving and sending messages), analyzing and reasoning (Reasoning deductively, translating, transferring), and structuring input and output. With these strategies, students can significantly improve their ability in learning English.

c) Compensation strategies

Compensation strategies are techniques that assist learners in either comprehending or producing in order to overcome an understanding of the target language. The compensation strategy is capable of helping to cover for an insufficient repertoire of grammatical and, in particular, vocabulary (syafyadin, 2020). In this strategy the teacher can providing a topic of conversation that will be discussed together directly, then student will actively engage in comprehending the message, guessing the words and try to use synonyms or expressions to express words they don't yet know in the target language. As stated by Ubaidillah karomi Safari, M., & Wuli Fitriati, S. (2016) compensation strategy helps students repair knowledge

gaps and carry on with authentic interaction. The learners need this strategy as a means of expanding their English vocabulary and maintaining the conversation running smoothly.

2. Indirect Strategies

a) Metacognitive strategies

According to Oxford (1990) metacognitive strategies are divided into three sets of strategies such as centering learning, organizing and planning learning and evaluating learning. Centering strategies consist of three parts of behavior-related strategies that focus learners' attention on the material they are about to learn and those they have already learned. This strategy helps students to focus their attention and energy on a specific task, activity, skill or language material. While Habok, et al (2021) stated metacognitive strategies related to designing learning plans, monitoring and evaluating activities.

b) Affective Strategies

Affective strategies are strives to reduce anxiousness, motivate student, and regulate emotions (Lestari and Wahyudin, 2020). According to Oxford (1990), affective language learning strategies can be categorized into three groups. These include: lowering anxiety strategies, which involve adopting methods to create a more relaxed learning environment, such as practicing relaxation exercises, deep breathing, or listening to music; encouraging strategies, which aim to boost learners' confidence and willingness to take risks in language learning, helping them overcome their fear of making

mistakes; and emotional temperature strategies, which assist learners in recognizing and managing negative attitudes and emotions. The affective side of the learner is probably one of the very biggest influences on language learning success or failure. Teachers motivate students by providing support, building students' self-confidence, and providing appreciation to each student's learning process results.

c) Social Strategies

According to Ubaidillah Karomi Safari and Wuli Fitriati (2016) Social strategies involve the learner's interaction with others in the language learning process. These people can be learners, EFL teachers, or native speakers of the target language. The social strategy allows learners for interaction with the teacher or someone who understands its subject matter to increase their English skill. Students can inquire about information or classifications, as well as assistance with their language tasks (Anggarista and Wahyudin, 2022).

2.1.1.3 The Important of Language Learning Strategies

Learning strategies are very important in achieving target language proficiency. As cited in Harya, T. D. (2016), Oxford (1990) stated "...are especially important for language learning because they are tools for active, self-directed movement, which is essential for communicative developing competence." In addition to enhancing students' communicative competence, teachers who guide students in using effective language learning strategies can

help them improve as language learners. Educating students about effective language learning strategies and training them to develop and utilize these strategies are regarded as valuable qualities in an effective language teacher (Lessard-Clouston, 1997).

It is obvious that language learning strategies has been a crucial component of language learning. Language learning strategies research started to acquire growth and develop (Bremner, 1998). According to the majority of language learning strategies research, students require language learning strategies in order to study proficiently and enjoyably. Several kinds of definitions have been put out by different research because of how crucial language learning strategies is to EFL learners' lives. Wenden (1991) defined language learning strategies as the mental processes that language learners undertake to learn a new language and to better control their learning efforts.

In addition, the Language Learning Strategy allows students identify the learning methods that are effective best for them. For instance, students can acquire English through engaging in hobbies like reading novels, watching movies, listening to music, writing essays, and so on (Wahyudin, 2018). As stated by Oxford (1990), learning strategies make the process of learning a language "easier, faster, pleasurable, independent, far more efficient, and more transferable to new situations". Apart from that, when learning strategies are applied continuously this has a big influence on students' abilities and achievements in learning English (Ayu, Diem, & Vianty, 2017; Mandasari & Oktaviani, 2018; Simamora & Oktaviani, 2020).

2.1.2 English as a Foreign Language

In Indonesia, English is considered a foreign language. Currently, English is a global language that has a very important role in every corner of the world. As stated by Maji, et al (2022) English is an international language that is utilized by most people in the world, even in the fields of education and work, English is widely used as a communication tool. English has had a significant impact on the world due to its position as one of the most frequently learned and spoken languages (Mappiasse and Sihes, 2014). English is frequently used in various fields, with many individuals employing English to accompany global progress, particularly in the fields of education, research and technology (Simanjuntak, 2019; Septiyana, Safitri, Aminatun, & Mulyah, 2021). In Indonesia, English is very important for the educational system due to it is one of the foreign languages most extensively used by society (Wahyudin & Utami, 2022).

2.2. Relevant Studies

The research journal entitled “A Correlational Study of Language Learning Strategies and Language Proficiency of University Students’ in EFL Contents” written by Achmad Yudi Wahyudin and Siti Anggarista from Universitas Teknokrat Indonesia (2022). This study examines the language learning strategies employed by students studying English as a foreign language (EFL) and how these strategies are related to their proficiency in the English language. This study utilized an Ex-post facto quantitative research approach to collect data from students’ Language Learning Inventory and their most recent English Proficiency Score. 38 students majoring in English participated in this

research. The result of this research shows that metacognitive strategies were the most frequent strategy, followed by cognitive strategy, compensation strategy, memory strategy, affective strategy, and social strategies. Additionally, there is a significant correlation between language learning strategy use and students' English proficiency.

A Research Based Paper was written by Mega Lestari and Achmad Yudi Wahyuddin (2020) "Language Learning Strategies of Undergraduate EFL Students". This research aims to investigate the language learning strategies employed by students enrolled in English Literature study programs in English as a foreign language (EFL) context. This study involves 76 participants asked to fulfill a questionnaire called Strategy Inventory for Language Learning (SILL) developed by Oxford (1990). The findings of this study indicate that metacognitive strategies were the most commonly employed by students, followed by social and compensation strategy, while affective strategies become the least strategy used by the students. This research could be meaningful insight for other researches or the students to analyze the language learning strategies used by the students and be meaningful to know the language learning strategies that appropriate especially in the field of the second language.

The journal "An Analysis of Language Learning Strategies Used by EFL Student Teachers at English Language Education Program in Universitas Negeri Padang" written by Trinanda Mahdiyah Lestari and Sitti Fatimah (2020). This study also aims for exploring the level of using LLS and identifying the most and least preferred strategy employed by EFL student teachers at English Language

Education Program, Universitas Negeri Padang. this study employed a descriptive quantitative methodology. The entire sampling technique is employed to include all participants of EFL student teachers who are grouped in International classes and registered between 2017 and 2019. The data were collected using the Strategy Inventory for Language Learning (SILL) questionnaire version 7.0, which was created by Oxford. The questionnaire was given to all 82 international EFL student teachers. The findings revealed that all international EFL student teachers utilized techniques classified as High level, with an average Mean score of 3.80. The Metacognitive approach is the most commonly employed (M=4.01), while the Affective strategy is the least commonly used (M=3.53). Language learning strategies play a crucial role in increasing learners' understanding of their learning process and enhancing educators' teaching preferences.

The research “Language Learning Strategies Used by Santri During Pesantren Speech Program for Developing their Speaking Ability” written by Isyqi Amaliyah and Mursid Saleh from Universitas Negeri Semarang (2022). The purpose of this study was to examine the influence of English language learning strategies employed by santri during the pesantren speech program on their speaking proficiency. This study utilized a qualitative methodology, specifically employing a case study design. The research data was collected by observation, interviews, and documentation. The research data was analyzed using Oxford's (2013) theory of language learning strategy. The finding of this research indicated that all 12 participants employed various language acquisition strategies, including memory strategies, cognitive strategies, compensatory strategies,

metacognitive strategies, affective strategies, and social strategies. The data indicates that 92% of the santri employed memory methods, 50% utilized cognitive strategies, 17% employed compensating strategies, 75% utilized metacognitive strategies, 33% utilized emotional strategies, and all of the santri (100%) utilized social strategies during the pesantren speech activity. Every participant in this survey felt that speech exercises conducted at Islamic boarding schools had a favorable impact on their speaking proficiency. It is evident throughout their public speaking engagements. They can enhance their oral communication skills more effectively than their previous written work. Therefore, it can be inferred that speech programs have the potential to enhance students' speaking abilities in a beneficial manner.

The Research paper was written by Hidyaa Maulida and Yasyir Fahmi Mubaraq (2023) "Language Learning Strategies Used by English Department Student in STKIP PGRI Banjarmasin". The aim of this study was to explore the learning strategies employed by eighth-semester students in the English department who had a high level of proficiency in English at STKIP PGRI Banjarmasin. The research utilized a case study methodology, in which the data was processed and evaluated using selected processes to identify the strategies employed by the students. The questionnaire and interview were employed as research instruments. The study's findings indicated that eighth-semester students who are categorized as proficient speakers employ all language learning strategies. The result of this study revealed that students in their eighth semester who are classified as fluent speakers utilize all language learning strategies.

However, cognitive strategies were the most frequently used strategy by the students as fluent speakers, while social strategies were the least frequently used strategy. This study's outcomes provide important insights into the learning strategies that students use to develop their fluency in English. The findings can also serve as a basis for developing language learning programs that consider students' strategies, which may enhance their learning outcomes. Additionally, this study's approach to identifying language learning strategies can be used in future research to examine the effectiveness of various learning strategies in different contexts.

2.3 Conceptual Framework

The following is the conceptual framework of this research:

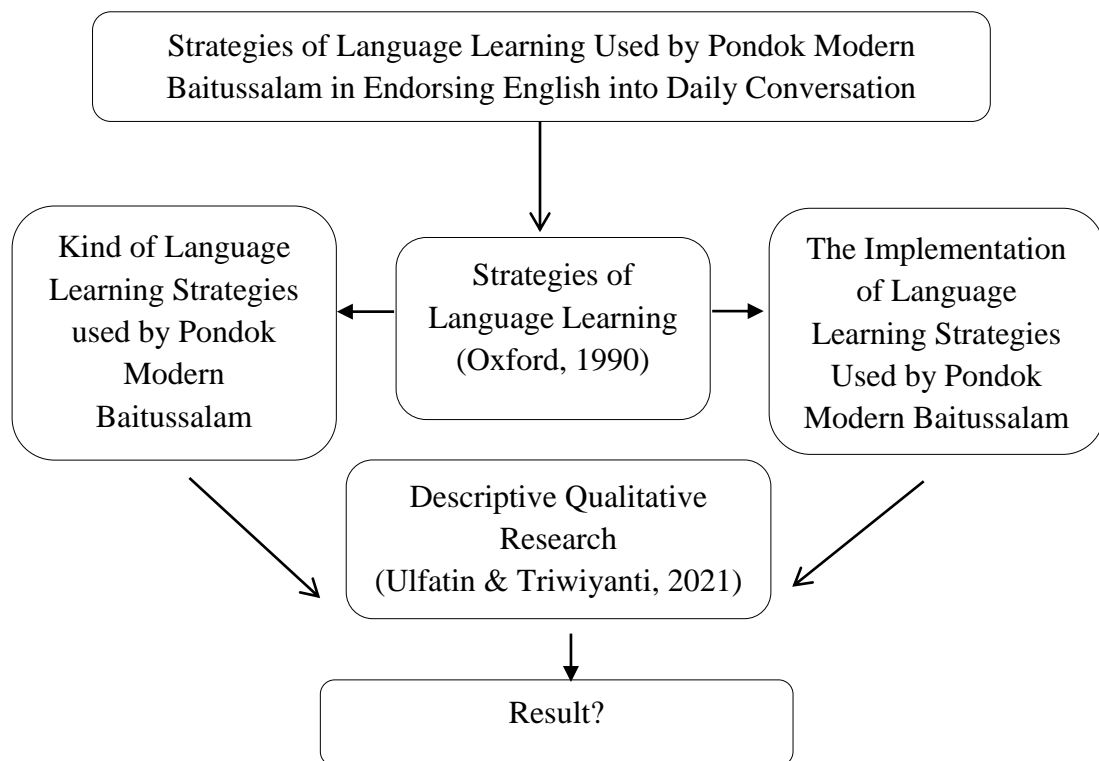


Figure 2. 1 Conceptual Framework

This research studies the language learning strategies used by Pondok Modern Baitussalam in endorsing students' English into everyday conversations. The Oxford theory (1990) was used in this study to discover which strategies for learning languages are employed at Pondok Modern Baitussalam and how to implement strategies of language learning so that students are able to use English in everyday conversations. This research used descriptive qualitative research (Ulfatin & Triwiyanto, 2021) which includes interviews, observation and documentation.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research used descriptive qualitative research methods. As stated by Ulfatin and Triwiyanto (2021), all forms of qualitative research are descriptive. The primary objective is to provide a comprehensive description or depiction of the features of an event, which is to express true nature. The use of descriptive qualitative methods was utilized in this study to explore the language learning strategies used by Pondok Modern Baitussalam and to describe how the implementation. This form of research can provide a full insight into the language learning strategies used and the implementation of Language Learning Strategies at Pondok Modern Baitussalam.

3.2 Research Location and Time

3.2.1 Place of Research

This study was conducted at Pondok Modern Baitussalam in Bandar Huluan, Simalungun. It is chosen because students live in a dormitory and they interact with each other without boundaries of space and time. Beside studying religious knowledge, students also study foreign languages such as Arabic and English, which they use in daily conversations. Students use English for two weeks every month to communicate and carry out daily activity. Pondok Modern Baitussalam located in Simpang Mangga, Naga Jaya I, Bandar Huluan, Simalungun, Sumatera Utara.

3.2.2 Time of Research

Table 3. 1 Time of Research

No.	Activity	Month											
		1	2	3	4	5	6	7	8	9	10	11	12
1.	Preparation of the research title	■											
2.	Exploration of literature from journals	■	■										
3.	Literature collection		■	■									
4.	Writing proposal output		■	■	■								
5.	Proposal seminar					■							
6.	Conduct research					■	■	■					
7.	Green table triel								■				

3.3 Research Subject and Object

The subjects of this research are English teacher and students of Pondok Modern Baitussalam and the object of the research is language learning strategies. This research discussed about the strategy of language learning used by Pondok Modern Baitussalam in endorsing English language into daily conversation.

3.4 Data Source

Language learning strategies used by Pondok Modern Baitussalam in endorsing students' English in daily conversations were analyzed by using Oxford's theory (1990) which classifies language learning strategies into direct and indirect. Direct strategies, comprised of three they are memory strategies, cognitive strategies and compensation strategies. While indirect strategies also consist of three, they are metacognitive strategies, cognitive affective strategies and social affective strategies.

3.5 Research Instrument

These research instruments are:

1. Interview

An interview instrument was used in this research, which is a technique or tool used to collect information from sources. This research used a semi-structured interview type, which is an interview where the questions have been completely prepared by the researcher based on the theory that has been read, as in the structured interview format, however, the interviewer expands the questions in an open-ended manner in the middle of the interview, according to the atmosphere and flow of the conversation he had with the research subject, or with the participant (Mathers, 2000). The researcher asked several questions that have been provided to the English teacher of Pondok Modern Baitussalam and has the possibility to ask questions other than the questions that have been provided according to the information needed by the researcher.

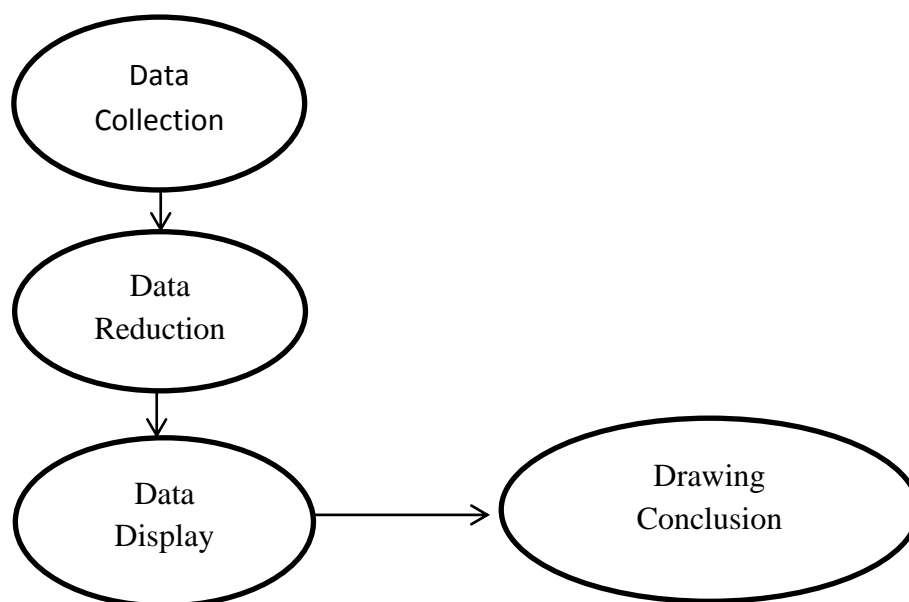
2. Observation

This research also utilized observation instrument as a way or tool to find out the activity process of an object directly. In this study researcher observed and paid attention directly the implementation of language learning strategies at Pondok Modern Baitussalam and the activities of students in both the dormitory and classroom.

3. Documentation

Documentation instrument was used in this research to collect information through notes and pictures of activities. Researcher used documentation in the form of picture such as photos and take a picture of students' and teachers' activities.

3.6 Technique of Data Analysis



*Figure 3.1 Elements of qualitative data analysis
(Miles & Huberman, 1994)*

The data analysis used in this research is qualitative data analysis suggested by Miles and Huberman (1994) consisting of three simultaneous analyzes are: data reduction, data display, and drawing conclusion and verification. Following are details of the steps in analyzing the data:

1. Data Reduction

Data reduction is a systematic procedure used to select, simplify, draw conclusions from, and transform qualitative data obtained from sources including interview transcripts and observation notes (Miles & Huberman, 1994). In analyzing the data, researcher summarized, select the main points and focus on themes and problem patterns. Researcher identified the data collected through documentation, observation and interviews. The data obtained through documentation, observation and interviews were identified and then classified based on the language learning strategies used by Pondok Modern Baitussalam in endorsing English into daily conversations.

2. Data Display

Data display is the outcome of systematic information processing, structured in a format that enables researchers to derive conclusion and determine the next steps (Miles & Huberman, 1994). In this research, data presentation will be carried out by compiling language learning strategies used by Pondok Modern Baitussalam and describing the implementation of language learning strategies.

3. Drawing Conclusion

The final step is to draw conclusions, the conclusions in this research were drawn by analyzing the data that has been presented and the conclusions are in the form of a description of the language learning strategies used by Pondok Modern Baitussalam in endorsing English into daily conversations.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research findings and research discussion. The aim is to answer the research problems in the first chapter that have been collected from observations, interviews, and documentation. This chapter presents a description of the data about the learning strategies used by Pondok Modern Baitussalam. The findings are obtained from the field which are then compared with the theory of language learning strategies. The important points of this chapter are to identify the types of English learning strategies used by pondok modern baitussalam in endorsing the use of English into daily conversation and to analyze how the implementation of these language learning strategies

4.1 Research Findings

Pondok Modern Baitussalam is an alumni pesantren of Pondok Modern Gontor Ponorogo, East Java, located in Simalungun Regency, Sumatera Utara. The education and teaching system follows Pondok Modern Gontor, and is led by Gontor alumni who are experienced in the field of education. Pondok Modern Baitussalam organizes Formal and Non Formal education. Pondok Modern Baitussalam also has a language system regulation that is used for daily life, they use foreign languages in everyday conversation where English is one of them. Researcher have interviewed the English teacher who is also the English language manager of Pondok Modern Baitussalam, namely Mrs. Siti Chadijah.

In daily life, students are required to use English according to the language week. They use English for two weeks a month. As stated by Language Management and English Teacher of Pondok Modern Baitussalam Mrs.SC (on August 16th,2024) “...*Pondok Modern Baitussalam has a language system, we use two foreign languages as our daily communication media and English is one of them. All students are required to use English every day, both in class and outside the classroom for two weeks in a month.*” And Pondok Modern Baitussalam has several strategies to endorse students' language. As stated by Mrs.SC (on August 16th, 2024) “...*in Pondok Modern Baitussalam, we have draft rules and activities as a language learning strategies that can endorse English into student daily conversations*”

Based on the interview and observation the researcher found six types of language learning strategies used by Pondok Modern Baitussalam in endorsing English into students' daily conversations, namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. This finding is suitable with the theory of language learning strategies according to Oxford (1990), which classifies language learning strategies into two categories: “indirect strategies,” which include “metacognitive strategies, affective strategies, and social strategies,” and “direct strategies,” which include “memory strategies, cognitive strategies, and compensation strategies.

The implementation of language learning strategies used by Pondok Modern Baitussalam in endorsing English into daily conversation:

a. Memory strategies

The first strategy used by Pondok Modern Baitussalam is memory strategy. Based on the observations, the researcher saw the teacher, language section, and some disciples from other section as a guide in providing vocabulary activity. The guide introduced two new vocabulary words and gave an example sentences of the given vocabulary words. The guide reciting new vocabulary repeatedly followed by students and providing students time to memorize each new vocabulary given. As stated by Mrs.SC in the interview (on August 16th, 2024) *“The implementation of memory strategies for students is, so every after subuh prayer all of student will be gether in the classroom. Then the teacher, language section, and some disciples from other section will give two new vocabularies and sentences by saying the vocabularies repeatedly together. And the students will be given time to put it into a new sentence and memorize it. So students can easily remember the vocabularies or expressions in English.”*

It shows students can memorize the vocabulary given in front of other friends, and other friends also follow the pronunciation of the vocabulary spoken by the friend who memorizes in front. In this activity, students come forward alternately and groups. Based on the observations from another activity, namely English conversation practice, the researcher noted that the students are given pieces of conversation that have been prepared by Pondok Modern Baitussalam and were required to memorize it. The researcher saw students repeating the pieces of conversation given in memorizing and playing the role in the conversation with their conversation practice partner.

b. Cognitive Strategies

Based on the observation, the researcher also found cognitive strategies. In English conversation practice all students practiced speaking English with their conversation partner, starting with questions about their partner's identity and progressing to a discussion on a predetermined topic. Students also practiced the content of the English conversation pieces given by the teacher and they played the roles in the conversation together with their interlocutors. As said by Mrs.SC (on August 16th, 2024) in the interview *“The implementation of practice strategies is making daily English conversation practice. To realize this program, every Tuesday and Friday we form conversation pairs with different grade levels such as second graders paired with fifth graders, so that they are able to improve vocabulary and help lower level students. And before that we determine the topic of conversation that they will discuss in the conversation activity.”* This activity gets students used to practicing their English, speaking skill, getting their ideas out and receiving new information.

Based on the observation, researcher also found cognitive strategy used by Pondok Modern Baitussalam. During the vocabulary activity every morning, the guide instructs students to follow the pronunciation of the vocabulary and sentences given. It can be seen in this instruction that students immediately practice the pronunciation of the vocabulary and sentences given. Then students are asked to make new sentences from the vocabulary that has been given. As stated in the following interview excerpt *“...so every after subuh prayer, all of student will be gether in the classroom. Then the teacher, language section, and*

some disciples from other section will give two new vocabularies and sentences by saying the vocabularies repeatedly together. And the students will be given time to put it into a new sentence...” (Mrs.SC on August 16th, 2024) This shows that students are directly practicing the pronunciation of the vocabulary and sentences given by the guide, and in addition to receiving new information they also send information through the sentences they compose.

c. Compensation Strategies

Researcher also found compensation strategies used by Pondok Modern Baitussalam in endorsing English into students’ daily conversation. Mrs.SC (on August 16th, 2024) stated in the interview “*Pondok Modern Baitussalam also has a certain rules that requires all students to bring small notepads containing vocabulary that has been given by the teacher and the vocabulary they are looking for their conversation, this aims to help students in constraints or forget vocabulary when they want to speak English.*” From the explanation above Pondok Modern Baitussalam has a special strategy to help students in dealing with obstacles such as forgetting words by requiring all students to carry small notes wherever they are which contain vocabulary that has been given by the teacher or language sect. when they want to speak but encounter one of these obstacles then they will open the small notes.

Based on observation the researcher saw that Pondok Modern Baitussalam also has a general correction program that is carried out every Friday morning. In this program the teacher gives pieces of conversation to students which the content of the conversation excerpts consists of sentences or conversations

commonly used by the students, then explained and corrected the inaccurate sentences and pronunciations commonly used by the students through the prepared conversation. As stated in the following interview *“Pondok Modern Baitussalam has a language correction program that can help cover the lack of grammar or vocabularies, and is done in two ways, namely first correcting in general. This correcting is done in general in front of all students every Friday morning. And secondly, the correction is done directly to the students who make mistakes. And we can find the lack of English when they are talking among themselves or the teacher. So in addition to learning grammar in the classroom we also provide additional learning outside the classroom.”*(Mrs.SC on August 16th, 2024) This strategy aims to improve learners' word order that is less accurate in everyday conversations.

In the interview Mrs. SC (on August 16th, 2024) also mentioned *“And for first graders we don't emphasize full use of English in daily conversation yet, and allow them to mix words or sentences that they don't know English for, or also sometimes use gestures or expressions or synonyms of the vocabulary. But we always direct them to ask teachers, higher grade levels, the language department, or even look up in the dictionary first about vocabulary or grammar usage.”* From the exploration, there are strategies for mixing languages, using gestures, expressions, and synonyms for the words one wants to say. These are strategies to cover the gaps in students' vocabulary production.

d. Affective Strategies

In the observation, the researcher noted that during English speech activities, the students were able to speak English fluently and confidently in front of others. As stated by Mrs.SC (on August 16th, 2024) in the interview “...*English speech, where every Monday the student will speech English language in front of the other student. But they must prepare their speech by writting the text and will be corrected by the teacher and language section. This activity aims to train students' speaking skills such as their pronunciation and self-confidence.*” This activity can build students' confidence, as they become accustomed to speaking in front of an audience, which reduces their anxiety about speaking English with others in everyday conversations.

In the interview Mrs.SC (on August 16th, 2024) also stated” *Pondok Modern Baitussalam has a rule to use English as one of the languages used in daily student conversations. So, we assigned one student from each room to report to the teacher or language section if they heard another student speaking Indonesian. Then they will receive consequences such as looking up or memorizing new vocabulary, making English text, or standing in front of the room while reading an English text. I think this strategy can encourage and motivate students to speak English.*” Pondok Modern Baitussalam requires all students to use English in their daily conversations and imposes consequences for students who use Indonesian in conversations. This policy supports the use of English among students, encourages them to use English, can build their motivation in learning, and emphasizes the importance of learning English.

Based on the interview also mentioned the strategy to motivate students' in the use of English *“And in the general correction program, i usually provide audio of conversations from native speakers or English music, so in addition to correcting grammar, pronunciation, and increasing vocabulary, students usually imitate and motivated to be able to use better and more fluent English in their conversations as the native speakers they hear in the audio provided. I think this is also one of the strategies to motivate students.”* (Mrs.SC on August 16th, 2024) from general correction program, students listen to native speakers who are fluent in English. Students will receive grammar improvements and acquire new vocabulary. From listening to the audio of the speaker's speech in the audio students will be influenced and motivated to improve their English.

There is a teacher's strategy in dealing with students' anxiety in learning English, As stated in the following interview excerpt *“In this case, we usually provide specialized guidance such as approaching them, identifying their difficulties in learning the language, giving extra attention to their language learning, assisting with any challenges or obstacles they face, and offering motivation”* (Mrs.SC on August 16th, 2024) From this information, teachers approach students and find out the difficulties experienced by students. Teachers help the difficulties faced by students by paying more attention to learning and providing motivation.

e. Metacognitive Strategies

Based on the observation, the researcher found metacognitive strategies in the vocabulary and sentence provision activities. During the process of vocabulary

provision activities, students are centered on the guide, they follow all the guide's instructions. In the general correction program, students also focus their attention. In the general correction program, students also focus their attention on the English teacher, this is also assisted by the supervision of the language sect. Pondok Modern Baitussalam has also compiled activities and programs as a strategy for students' language learning.

Based on the interview, Pondok Modern Baitussalam plans *“the first is to determine the objectives, because Pondok Modern Baitussalam has a language system in everyday life, so we arrange several activities, language programs, and rules that aim to make students able to use English in everyday conversation.”* From that explanation, Pondok Modern Baitussalam plans several activities and language programs in accordance with the objective of language target, which is for students to use English in their daily conversations.

Based on the observation and interview, the language learning activities and programs are monitored. As stated in the following interview excerpt *“...I am as English teacher and as language managment always monitor and embrace the use of student language together with the language section, we monitor all language learning activities and programs, as we are the facility, guide, motivator and learning resource. And we live here with the students And every student room we take two people from each room to be a spayer for the Indonesian speakers like I said before”* (Mrs.SC on August 16th, 2024). It shows all activities, language programs, and language uses are monitored by the teacher and language section.

f. Social Strategies

Based on observations, researchers found social strategies in language learning. In English conversation practice activities, the teacher determines student pairs in conversation. The teacher and language section arranges by looking at the class level, which is the lower grade level with the upper grade. This activity makes students interact with each other without class level boundaries. As stated in the following interview excerpt “*...making daily english conversation practice. To realize this program, every Tuesday and Friday we form conversation pairs with different grade levels such as second graders paired with fifth graders, so that they are able to improve vocabulary and help lower level students. And before that we determine the topic of conversation that they will discuss in the conversation activity.*” (Mrs.SC on August 16th, 2024) It can be seen from the daily English conversation practice activities that students can interact with each other so that students can improve their language, especially for the lower grade level. In this activity students do learning in cooperative. Based on observations, researchers also saw students helping each other and working together with their conversation partners to memorize the conversation pieces given by the teacher.

Based on the interview with Language Management Mrs.SC (on August 16th, 2024) said “*...each room consists of different grade levels, starting from grade one to grade six. So that they can socialize and interact with each other.*” This shows that the teacher organizes the students' room groups where each room consists of each grade level, so that they can interact widely. This also allows students to work together in the use of English daily, students who have problems

in English will ask other students who are more advanced or to the upper grade level. This aims to allow students to interact with each other without class level limits.

In the interview Mrs.SC (on August 16th, 2024) said that the role of the teacher as a learning resource, facilitator, guide and motivator both in the classroom and outside the classroom “*Here Teacher as learning source, as a facilitators, as a guide, and motivator.*” The teacher lives in the Pondok Modern Baitussalam with students, so students can ask questions and consult with the teacher without space and time limits. The teacher can also monitor and supervise students' language use.

4.2 Discussion

Based on the finding, Pondok Modern Baitussalam has a language system in daily conversation. All students are required to use English in daily conversation. This is of course supported by effective language learning strategies that can endorse English into students' daily conversations. As stated by Mulyani S, (2020) many factors impact the success of learning English as a foreign language, with language learning strategies being recognized as one important factor. Sartika M, et al (2019) also mentioned, in the sphere of learning strategies, Language Learning Strategies (LLS) play an important role in the learning process. Previously, it has also observed that successful students are able to use various learning strategies well compared to unsuccessful students (Oxford, 1996).

Based on research finding Pondok Modern Baitussalam has designed various routine activities, steps, and programs as strategies of language learning in endorsing English into students' daily conversations. Wenden and Rubin (1987) defined learning strategies as a range of operations, steps, plans routine employed by learners to process information efficiently, encompassing activities from acquisition and storage to retrieval and application. Meanwhile, O'Malley and Chamot (1990) described it as specific mental processes or behaviors that allow learners to understand, acquire, and retain new information.

Based on the data, Pondok Modern Baitussalam used memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies in routine activities, steps, and programs as strategies in supporting English into students' daily conversations. In discussion section, the findings of language learning strategies in this study are made descriptive with relevant theories according to Oxford's (1990). Oxford (1990) classifies language learning strategies in two classes: direct strategy and indirect strategy. Moreover, Oxford (1990) elaborates these two classes of strategies in six groups; each group consists of specific behavior and thinking process. Direct strategy consists of memory strategy, cognitive strategy, and compensation strategy. While indirect strategies consists metacognitive strategy, affective strategy, and social strategy.

The implementation of language learning strategies used by Pondok modern Baitussalam in endorsing English into daily conversation:

a. Memory Strategy

Oxford (1990) memory-related strategies help learners to learn and retrieve information in remembering through sound, word, images, acronym, rhyming, gestures, and combination from some of them. Memory strategies assist language learners to retain new information. Based on the finding research, Pondok Modern Baitussalam applied this strategy to the students' in providing new vocabularies activity and English conversation practice. The guide instructs the students' to follow the pronunciation of the vocabulary and sentences given by sounding repeatedly. The guide also gives students time to memorize the vocabularies given. As stated in the following interview excerpt "*...the teacher, language section, and some disciples from other section will give two new vocabularies and sentences by saying the vocabularies repeatedly together. And the students will be given time to put it into a new sentence and memorize it. So students can easily remember the vocabularies or expressions in English.*" (Mrs.SC on August 16th, 2014). In English conversation practice students repeating the pieces of conversation given in memorizing and playing the role in the conversation with their conversation practice partner. This strategy allows students' to retain and store new information in the language target.

b. Cognitive Strategy

Cognitive strategies also applied by Pondok Modern Baitussalam in English learning at English conversation practice and providing new vocabularies activity. Cognitive strategies allow learners to generate new language materials through direct methods, cognitive strategies are constructed from four sets of

learning strategies such as; practicing, receiving and sending messages, analyzing and reasoning, and creating structures for input and output (Oxford, 1990).

In English conversation practice all students' required to speak English with the interlocutors'. In the practice of English conversation all students are required to speak English with a determined interlocutor. Mrs.SC (on August 16th, 2024) said in the interview *"The implementation of strategies language practice is.... making daily English conversation practice. To realize this program, every Tuesday and Friday we form conversation pairs with different grade levels such as second graders paired with fifth graders, so that they are able to improve vocabulary and help lower level students. And before that we determine the topic of conversation that they will discuss in the conversation activity."*In this activity students can generate new information and new ideas obtained from the interlocutor's response, and practice the sound of the spoken sentences.

In providing new vocabularies activity, Students receive new information about the target language in the form of new vocabulary and sentences. As stated in the following interview excerpt *"...the students will be given time to put it into a new sentence and memorize it ..."* (Mrs.Sc on August 16th, 2024) in this activity students are also instructed to make notes of the vocabulary and sentences given by the guide, and put the given vocabulary into a sentence. So students receive new information and send messages from the information obtained. Students also practice the pronounciaton of the word and sentences directly.

c. Compensation Strategies

Compensation strategies make language learners continue to use the target language even though their knowledge in their target language is still lacking (Oxford, 1990). In this strategy, Pondok Modern Baitussalam has special rules to help students' lack of English when they want to speak. Pondok Modern Baitussalam requires all students to bring small notepads containing vocabularies or structures that have been given by the guide every morning, or vocabulary that they have learned themselves. Mrs.SC (on August 16th, 2024) said in the interview *“Pondok Modern Baitussalam also has a certain rules that requires all students to bring small notepads containing vocabulary that has been given by the teacher and the vocabulary they are looking for their conversation, this aims to help students in constraints or forget vocabulary when they want to speak English.”* This rule helps students to continue to use English when they forget vocabulary by reopening the vocabulary in the small notepad. And for the first grade, Pondok Modern Baitussalam does not emphasize to use the perfect English. They

The compensation strategy is capable of helping to cover for an insufficient repertoire of grammatical and, in particular, vocabulary (syafyadin, 2020). Based on the finding, this strategy also applied in correcting general program. In this activity the teacher provides grammar and vocabularies improvement through conversation pieces that have been given during English conversation practice activities, where the contents of the conversation pieces are expressions or sentences commonly used by students. This program can help students' grammar and vocabularies deficiencies.

Students also allowed use gestures or expressions or synonyms of the vocabulary and even mix languages to cover up their shortcomings in English. as in the interview *excerpt* “...for first graders we don't emphasize full use of English in daily conversation yet, and allow them to mix words or sentences that they don't know English for, or also sometimes use gestures or expressions or synonyms of the vocabulary.”

d. Affective strategies

Based on the research finding, affective strategies are applied by Pondok Modern Baitussalam. As stated by Oxford (1990) Affective strategies refer to emotions, attitudes, motivation and values. As stated by Mrs.SC (on August 16th, 2024) in the interview “...if one student hears another friend speaking Indonesian they will report to the teacher or the language section and they will receive consequences such as looking up new vocabulary or memorizing new vocabulary, making English text, or standing in front of the room while reading an English text. This aims to increase students' motivation in using English.” It shows that Pondok Baitussalam has a special strategy in supporting and motivating students to use English in daily conversation. By providing consequences to the students' who speak Indonesian with various punishments. The main thing is that they have to use English in speaking as much as they can even though there are still some grammar mistakes. This encourages students to use English in their daily conversations and keeps them motivate.

According to Brown (Oxford, 1990), Affective strategies are divided into three main sets are lowering anxiety, encouraging self, and taking emotional

temperature. In dealing with student anxiety, the teacher approaches and examines students' difficulties. The teacher also helps students in solving problems and obstacles by providing more motivation and attention in learning. to learn and improve their English. Pondok Modern Baitussalam also has English speech activities, this activity can build students' confidence. In general correction, the teacher also provides audio conversations from native speakers and English music. This is also considered to be able to increase students' interest and motivation in learning English.

e. Metacognitive Strategies

According to Oxford (1990) Metacognitive strategies are categorized into three groups: focusing on the learning process, organizing and planning the learning activities, and assessing the learning outcomes. Pondok Modern Baitussalam has also designed and organized various language activities and programs as a strategy in endorsing English into students' daily conversations. Based on the finding, the language learning activities and programs are always monitored by the teacher and language section. This can help students to focus on language learning and control the course of language activities and programs.

Based on the research finding, the researcher also found metacognitive in several activities. In the general correction program, this program was centered on the English teacher and students focus their attention and focus on the material delivered by the teacher. In providing vocabularies and sentences, students' attention and learning are centered by the guide. Students are also focused on the

instructions and tasks given such as memorizing and making new sentences from the vocabulary given. This instruction and tasks makes students focus on the learning materials given. As stated by Oxford (1990) Centering strategies involve three types of behavior-related approaches that help students focus their attention on both new material and previously learned material. These strategies are designed to direct students' attention and energy towards a specific task, activity, skill, or language content.

f. Social Strategies

Based on research finding, social strategies are used by Pondok Modern Baitussalam in English conversation practice. Students interact with each other to practice English, discuss the topic and exchange ideas. As stated in the following interview excerpt “*...making daily english conversation practice. To realize this program, every Tuesday and Friday we form conversation pairs with different grade levels such as second graders paired with fifth graders, so that they are able to improve vocabulary and help lower level students. And before that we determine the topic of conversation that they will discuss in the conversation activity.*” (Mrs.SC on August 16th, 2024) This interaction allows students to receive language learning and new information. So that students can improve their language, especially for the lower grade level. As stated by oxford (1990) the social strategy enables language learners to acquire the language through interacting with their peers.

Based on the observation, all students’ lived together in dormitory without boundaries place and time. As said in the following interview excerpt “*...each*

room consists of different grade levels, starting from grade one to grade six. So that they can socialize and interact with each other." (Mrs.SC on August 16th, 2024) Pondok Modern Baitussalam assigned members to each room with different grade levels so that students can interact with each other, and can help each other learn. Teachers also live in the dormitory together with students, when students have problems in language lessons they can ask the teacher and the language section. According to Oxford (1990) social strategies include three sets of learning strategies such as asking questions, cooperating and empathizing with others.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The purpose of this study is to identify the types of strategies in endorsing English into students' daily conversations and to analyze how the implementation of these language learning strategies used by Pondok Modern Baitussalam. Based on the researcher description and analyzed the data, the researcher concludes the strategies of language learning used by Pondok Modern Baitussalam are direct and indirect strategies as the classification of Oxford's learning strategy theory (1990). Direct language learning strategies consist of memory strategies, cognitive strategies and compensation strategies, while indirect language learning strategies consist of metacognitive strategies, affective strategies and social strategies. pondok modern baitussalam uses these strategies to endorse students' English so that they are able to use English in their daily conversations.

Based on the result of the research, the researcher also found the implementation of the language learning strategies used by Pondok Modern Baitussalam. The implementation of the language learning strategies:

1. The implementation of memory strategies by sounding repeatedly the vocabularies
2. The implementation of cognitive strategies by practicing the English conversation, receiving and sending message

3. The implementation of compensation by providing the correcting general, regulation for students to bring small notepads containing vocabularies.
4. The implementation of metacognitive strategies by assigned several activities and programs, monitoring the activities and programs, and centering the learning to the teacher and the guide.
5. The implementation of affective strategies by providing consequences the students' who speak Indonesian.
6. The implementation of social strategies by determining English conversation pairs and determine students' room with different grade level.

5.2 Suggestion

Based on the result of the study, the researcher the researcher offer several suggestion as follows:

1. For teachers, these strategies can be applied by teachers to help students improve their speaking skills. It can also assist teachers in assessing students' speaking abilities and progress. The results of this study can serve as a guide for selecting more effective speaking learning strategies for students. It is hoped that teachers will use more creative strategies to motivate students' in English skill especially speaking abilities.
2. For students, the learning activities and programs designed are language learning strategies that have many advantages for students. Students are expected to follow the learning process well. In addition, by following the teacher's learning strategies, students can also use other effective strategies according to the target to develop English skills, especially speaking. This

learning strategy can be applied to help students improve speaking ability and motivate students.

3. For other researcher, this study discusses the learning strategies used by Pondok Modern Baitussalam in students' speaking skills in daily conversation. It is hoped that for other researchers that the results of this study can be used as an additional reference for new research on language learning strategies in other sources.

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APPENDICES

Appendix 1 Interview

Date : 16th August 2024

Resource : Mrs.Siti Chadijah (English teacher and English language management)

Interviewer : Luthfiah Putri Mawadah

Place : Administration Office

The researcher : Do all students of Pondok Modern Baitussalam use English in their daily conversations?

Mrs.SC : Yes, so Pondok Modern Baitussalam has a language system. We use two foreign languages as our daily communication media and English is one of them. All students are required to use English every day, both in class and outside the classroom for two weeks in a month.

The researcher : Is there a special strategy that can endorse English into students' daily conversations?

Mrs.SC : Yes of course we have, in Pondok Modern Baitussalam we have draft rules and activities as a language learning strategies that can endorse English into student daily conversations

The researcher : What are the Language Learning Strategies used by Pondok Modern Baitussalam in endorsing English into daily conversation?

Mrs.SC : Our language learning strategies are first strategy is providing material such as grammar and new vocabulary every day, then memorize strategies, practice, motivating students, and monitoring.

The researcher : How the implementation of memory strategies to students so that they are able to retain language information and use it in daily conversation?

Mrs.SC : The implementation of memory strategies for students is, so every after subuh prayer, all of student will be gether in the classroom. Then the teacher, language section, and some disciples from other section will give two new vocabularies and sentences by saying the vocabularies repeatedly together. And the students will be given time to put it into a new sentence and memorize it. So students can easily remember the vocabularies or expressions in English.

The researcher : How is the implementation of the practice strategy?

Mrs.SC : The implementation of practice strategies is making daily english conversation practice. To realize this program, every Tuesday and Friday we form conversation pairs with different grade levels such as second graders paired with fifth graders, so that they are able to improve vocabulary and help lower level students. And before that we determine the topic of conversation that they will discuss in the conversation activity.

And English speech, where every Monday the student will speech english language in front of the other student. But they must prepare their speech by writting the text and will be corrected by the teacher and language section. This activity aims

to train students' speaking skills such as their pronunciation and self-confidence.

The researcher : What are the strategies to compensate for students' grammar or vocabulary deficiencies?

Mrs.SC : Oke for this case, Pondok Modern Baitussalam has a language correction program that can help cover the lack of grammar or vocabularies, and is done in two ways, namely first, correcting in general or correcting is done in general in front of all students every Friday morning. And secondly, the correction is done directly to the students who make mistakes. And we can find the lack of English when they are talking among themselves or the teacher. So in addition to learning grammar in the classroom we also provide additional learning outside the classroom.

Pondok Modern Baitussalam also has a certain rules that required all students to bring small notepads containing vocabulary that has been given by the teacher and the vocabulary they are looking for their conversation, this aims to help students in constraints or forget vocabulary when they want to speak English.

And for first graders we don't emphasize full use of English in daily conversation yet, and allow them to mix words or sentences that they don't know English for, or also sometimes use gestures or expressions or synonyms of the vocabulary. But we always direct them to ask teachers, higher grade levels, the language department, or even look up in the dictionary first about vocabulary or grammar usage

The researcher : What does the teacher do to motivate student in language learning?

Mrs.SC : Pondok Modern Baitussalam has a rule to use English as one of the languages used in daily student conversations. So, we assigned one student from each room to report to the teacher or language section if they heard another student speaking Indonesian. Then they will receive consequences such as looking up or memorizing new vocabulary, making English text, or standing in front of the room while reading an English text. I think this strategy can encourage and motivate students to speak English.

And in the general correction program, I usually provide audio of conversations from native speakers or English music, so in addition to correcting grammar, pronunciation, and increasing vocabulary, students usually imitate and motivated to be able to use better and more fluent English in their conversations as the native speakers they hear in the audio provided. I think this is also one of the strategies to motivate students.

The researcher : What are the strategies used in dealing with students' anxiety in learning English?

Mrs.SC : In this case, we usually provide specialized guidance such as approaching them, identifying their difficulties in learning the language, giving extra attention to their language learning, assisting with any challenges or obstacles they face, and offering motivation

The researcher : What is the role of the teacher in the English learning process in the classroom and outside the classroom?

- Mrs.SC : Okey, here Teacher as learning source, as a facilitators, as a guide, and motivator.
- The researcher : How is the monitoring of students' English learning?
- Mrs.SC : Ok so, i am as English teacher and as language managment always monitor and embrace the use of student language together with the language section, we monitor all language learning activities and programs, as we are the facility, guide, motivator and learning resource. And we live here with the students. And every student room we take two people from each room to be a spayer for the Indonesian speakers like I said before.
- The researcher : Does each room consist of different grade levels?
- Mrs.SC : Yes, each room consists of different grade levels, starting from grade one to grade six. So that they can socialize and interact with each other.
- The researcher : Who is the language section you mentioned?
- Mrs.SC : So the language section is one part of the sixth grade student organization selected by the Baitussalam Modern Boarding School who has good language skills in helping teachers implement regulations or programs.
- The researcher : How does pondok modern baitussalam arrange or design a language learning plan?
- Mrs.SC : The first is to determine the objectives, because Pondok Modern Baitussalam has a language system in everyday life so we arrange several activities, language programs, and rules that aim to make students able to use English in everyday conversation.

Appendix 2 Observation

Date : Friday, 09th Agust 2024
Time : 05.30 WIB a.m
Place : Dormitory Courtyard of Pondok Modern Baitussalam
Research Subject : English Teacher & Students

Researchers saw English conversation practice guided by English Teacher and the language section of the Pondok Modern Baitussalam. Researchers saw that all students were very enthusiastic about conversation activities, and the language section explained that this activity was carried out every Friday and Tuesday where the topic of this conversation activity had also been determined so that students could be directed in their conversations. The students are also given pieces of conversation that have been prepared by Pondok Modern Baitussalam and all students are required to memorize and apply it in daily conversation. The researcher saw students repeating the pieces of conversation given in memorizing and playing the role in the conversation with their conversation practice partner. Researchers also saw all students carrying dictionaries and small notepads as their tools in these activities, when they did not know the word they wanted to convey or the meaning they heard from the speaker they could open the dictionary and record it in a small notepad. Some of them also asked the speaker about the meaning of what was said.

After the conversation activity, the students gathered in the field for a language correction activity. This activity was directly supervised by the EnglishTeacher. The teacher explained the excerpts from the conversation that had been provided earlier, recited the content of the conversation, and the students

followed along. Here, the teacher corrected the inaccurate sentences and pronunciations commonly used by the students through the prepared conversation. The language section explained to the researcher that the content of the conversation excerpts consists of sentences or conversations commonly used by the students, and within these excerpts, there are correct sentence structures so that students can improve their sentence structure or vocabulary used in their daily conversation.

After discussing the conversation excerpts, the teacher provided an audio recording of the conversation that had been prepared. Both the teacher and students listened carefully, after which the teacher asked the students about the content of the conversation in the audio, and then introduced new vocabulary and new sentence structures from the audio. The teacher pronounced the words, and the students repeated after the teacher. The Students also imitate the pronunciation of words or sentences from the audio conversation being played.

Date : Sunday, 11th August 2024
Time : 05.30 WIB a.m
Place : Dormitory Courtyard of Pondok Modern Baitussalam
Research Subject : English Teacher, Language Section, and Students

The researcher observed the vocabulary provision activity. Students gathered according to their grade levels in the classroom and in front of their room. The English teachers, language section and some disciples from other section, here as a guide of this activity. The guide introduced two new vocabularies and gave an example sentences of the given vocabulary words. The guide instructed the students to follow the pronunciation of the words spoken repeatedly. Then, the guide asked the students about the meaning of the provided vocabulary. When students did not know the meanings, the guide demonstrated actions and described the meanings of the words so that the students could guess their meanings. Students wrote down the new vocabulary and the sentences provided, then the guide allowed time for the students to memorize and create new sentences with the given vocabulary. After memorizing, they went up in front of their classmates to pronounce the vocabulary they had learned. And give the sentences they have made to the guide for checking.

Date : Sunday, 11th August 2024
Time : 08.30 WIB p.m
Place : Classroom of Pondok Modern Baitussalam
Research Subject : Students

The researcher observed the students' English speech activity, guided by the English teacher and the language section. The students were divided into several groups, each consisting of grades one through five. This arrangement was intended for the higher-grade students to assist and mentor the lower-grade students. They spoke according to the texts they had prepared and that had been reviewed by the teacher and the language department. The researcher noted that they spoke confidently and without embarrassment in front of others. The activity was also supervised by the teacher, the language section and other organizational sections.

Date : Thursday, 15th August 2024
Time : 06.15 WIB a.m
Place : Dormitory Courtyard of Pondok Modern Baitussalam
Research Subject : English Teacher and Language Section

The researcher observed the hearing of consequences for students who used Indonesian. All the offending students were gathered in front of the class, and the teacher along with the language department listed their names along with the Indonesian words or sentences they had used, as well as the location, time, and class. During the hearing, they were asked whether they had indeed used the incorrect sentences. The teacher then inquired if they did not understand the sentences and had to use Indonesian. The teacher assigned consequences to some students, which included writing an English text on a specified topic and finding difficult new vocabulary to memorize over a few days. Some students were also given the consequence of cleaning the mosque.

Date : Friday, 16th August 2024
Time : 08.20 WIB a.m
Place : The office of Pondok Modern Baitussalam
Research Subject : English Teacher

The researcher interviewed the English teacher, who is also the language manager at Pondok Modern Baitussalam. The researcher asked about the teaching strategies used by Pondok Modern Baitussalam to promote English in the students' daily conversations. The teacher answered all the questions and provided a detailed explanation of the implementation of the strategies used.

Appendix 3 Documentations



Students' vocabulary memorization activities



Providing new vocabularies activity



Providing new vocabularies activity



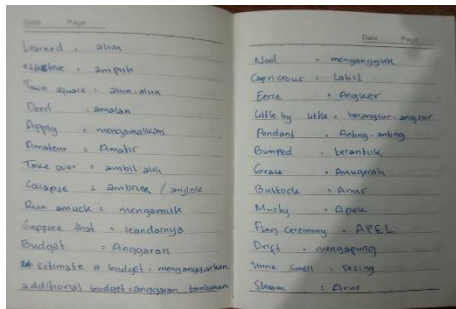
English Daily Conversation Practice



English Daily Conversation Practice



General Correction program



Student small notepads



English speech



English speech

Name : Dega wijaya Purandara
 (Ajiulau wijaya)

Class : Four ITC
 Four ITC

Date : 14 August 2024

Mistake : Udah la we
 No kung rase

Spayer : Bonita Alans
 Fandia, Keshia, Alans

Place : in front of M.R. Surawan home
 in front of Samudra room

Time : Before debuter play
 At Practice

from : the school room

Name : Aisyah mandiyah
 Zalsia ayu magfirah

class : Four ITC
 Two ITC

Date : 10 . 08 . 2024

Mistake : Kac kayak gitu
 muka sissy merah

Spayer : mulia Hafizah
 sili ujo, mulia, Hafizah

Place : Behind the room
 Behind the room

Time : of Practice IKBB
 at Practice IKBB

from : aisyah room

Student offense report sheet

Date : 14th August 2024 Day : Saturday

English To explode	Indonesia Meledak
-----------------------	----------------------

The airplane explodes in Kalimantan

We tremble when the weather is cold

Date : 15th August 2024 Day : Sunday

English To fall	Indonesia gagal
--------------------	--------------------

Pipe
Pipa

All fall in examination

I use the pipe to run the water

Date : 16th August 2024 Day : Monday

English Be accustomed to	Indonesia Memfatawani
-----------------------------	--------------------------

Fabrik
Pusa

We are accustomed to study at night

I find the room inside the pool

Students' vocabulary and sentence recordsg

TAKING ABLUTION

A: Who's inside?
 B: I don't know who.
 A: May I enter before you?
 B: I am sorry ; I am in rush as well.
 A: But I want only take ablution.
 B: Well, then. But don't be long.

BERWUDHU

A: Siapa di dalam?
 B: Saya tak tahu siapa.
 A: Boleh saya masuk duluan?
 B: Maaf saya juga sangat tergesa-gesa.
 A: Berwudhu saja kok!
 B: Baiklah kalau begitu, tapi jangan lama-lama lho.

ASKING RECOMMENDATION

A: Assalamualaikum Sir...
 B: Waalaikumsalam, whom do you want to see?
 A: I want to see Mr Is he in ?
 B: Well, what do you want?
 A: I'd like to ask recommendation for Budi
 B: What's wrong with him?
 A: He has fever, his body's temperature is high, vomiting twice and sleeping now
 B: I see, wait a minute I'm making out the recommendation

MINTA TASRIH

A: Assalamualaikum ustadz
 B: Waalaikumsalam, kamu ingin jumpa siapa?
 A: Saya ingin menjumpai ustadz...Apakah ustadz... ada ?
 B: Yah, apakah yang kamu inginkan?
 A: Saya ingin minta tasrih untuk Budi
 B: Ada apa dengan dia ?
 A: Dia menderita demam, suhu badannya tinggi, muntah dua kali dan dia tidur sekarang
 B: Tunggu sebentar, saya menulis tasrihnya

English conversation excerpt



Researcher interview with English teacher



Trial of students who speak Indonesian

<https://youtu.be/gYdytof3Apk?si=4-TyoChF4BCxdCIY>

Video documentation link

Appendix 4 Permohonan Persetujuan Judul Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Luthfiah Putri Mawadah
NPM : 2002050045
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Strategies of Language Learning Used by Pesantren in Endorsing English into Daily Conversation	<i>Ace</i> <i>26/02-2024</i>

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Erlindowaty, S.Pd., M.Pd.

Medan, 26 Februari 2024
Hormat Pemohon,

Luthfiah Putri Mawadah

Appendix 5 K1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Luthfiah Putri Mawadah
 NPM : 2002050045
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 139 SKS

IPK= 3,72

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Strategies of Language Learning Used by Pesantren in Endorsing English Into Daily Conversation.	 22/2/24
	The Cooperative Principle Analysis In dr.Richad Lee, MARS Podcast With Kennet Matthew's Mother	
	Code-switching In Maudy Ayunda Speech At Maudy Ayunda Youtube Channel "How To Communicate Effectly In The Work Place".	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 27 Februari 2024
 Hormat Pemohon,

Luthfiah Putri Mawadah

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan

Appendix 6 K2



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Luthfiah Putri Mawadah
 NPM : 2002050045
 Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Strategies of Language Learning Used by Pesantren in Endorsing English Into Daily Conversation

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Erlindawaty, S.Pd., M.Pd.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 27 Februari 2024

Hormat Pemohon,

Luthfiah Putri Mawadah

Keterangan

Dibuat rangkap 3 :
 - Untuk Dekan / Fakultas
 - Untuk Ketua / Sekretaris Prog. Studi
 - Untuk Mahasiswa yang Bersangkutan

Appendix 7 K3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 0548 /II.3/UMSU-02/F/2024
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Luthfiah Putri Mawadah**
N P M : 2002050045
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Strategies of Language Learning Used by Pesantren in Endorsing English into Daily Conversation.**

Pembimbing : **Erlindawaty.S.Pd., M.Pd.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **28 Februari 2025**

Medan 18 Syaban 1445 H
28 Februari 2024 M



Dra. Hj. Syamsuwarnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing Materi dan Teknis
 4. Pembimbing Riset
 5. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**



Appendix 8 Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umtsu.ac.id> E-mail: fkip@umtsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Luthfiah Putri Mawadah
NPM : 2002050045
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Strategies of Language Learning Used by Pesantren in Endorsing English into Daily Conversation

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
15/05-24	Cover	
17/05-24	Bag I Introduction \leftarrow Formulation of the problem the obj of the prob.	
24/05-24	Bag II \rightarrow Conceptual Framework	
28/05-24	Bag III \rightarrow Research Methods	
29/05	" Research Instrument	
31/05	" Reference	

Diketahui oleh:
Ketua Prodi


(Pirman Ginting, S.Pd., M.Hum.)

Medan, ~~24~~ Mei 2024

Dosen Pembimbing

(Erlindawaty, S.Pd., M.Pd.)

Appendix 9 Lembar Pengesahan Proposal

**UMSU**
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

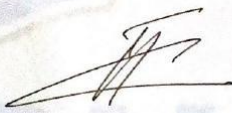
Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Luthfiah Putri Mawadah
NPM : 2002050045
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Strategies of Language Learning Used by Pesantren in Endorsing English into Daily Conversation

Sudah layak diseminarkan.

Medan, 31 Mei 2024

Disetujui oleh
Pembimbing


(Erlindawaty, S.Pd., M.Pd.)

UMSU
Unggul | Cerdas | Terpercaya

Appendix 10 Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 7 Bulan Juni Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Luthfiah Putri Mawadah
 N.P.M : 2002050045
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Strategies of Language Learning Used by Pesantren in Endorsing English into Daily Conversation

No	Masukan dan Saran
Judul	place, add the name of the Pesantren
Bab I	background of the study; write down the phenomenon
Bab II	✓
Bab III	✓
Lainnya	-
Kesimpulan	[<input checked="" type="checkbox"/>] Disetujui [<input type="checkbox"/>] Ditolak [<input type="checkbox"/>] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Resty Wahyuni, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing

(Erlindawaty, S.Pd., M.Pd.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)

Appendix 11 Lembar Pengesahan Hasil Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Luthfiah Putri Mawadah
 N.P.M : 2002050045
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Strategies of Language Learning Used by Pesantren in Endorsing English into Daily Conversation

Pada hari Jumat, tanggal 7, bulan Juni, tahun 2024 sudah layak menjadi proposal skripsi.


Medan, 8 Juni 2024

Disetujui oleh:

Dosen Pembahas


 (Resty Wahyuni, S.Pd., M.Hum.)

Dosen Pembimbing


 (Erlindawaty, S.Pd., M.Pd.)

Diketahui oleh
 Ketua Program Studi,


 (Pirman Ginting, S.Pd., M.Hum.)

Appendix 12 Permohonan Perubahan Judul Skripsi



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Luthfiah Putri Mawadah
 NPM : 2002050045
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

**Strategies of Language Learning Used by Pesantren in Endorsing
 English into Daily Conversation**

Menjadi:

**Strategies of Language Learning Used by Pondok Modern Baitussalam in
 Endorsing English into Daily Conversation**

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, 29 Juli 2024

Ketua Program Studi
 Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

Hormat Pemohon

Luthfiah Putri Mawadah

Diketahui Oleh :

Dosen Pembahas

Resty Wahyuni, S.Pd., M.Hum.

Dosen Pembimbing

Erlindawaty, S.Pd., M.Pd.

Appendix 13 Surat Izin Riset



MAJLIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUTRA MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 191/2016/BAAN-PT/Ak-KIP/11/202022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax (061) 6625474 - 6625983

<https://kip.umsu.ac.id> kip@umsu.ac.id [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Unggul | Cerdas | Terpercaya

Dasar: Menjadikan surat ini agar diterbitkan
 sesuai dan langganannya

Nomor : 1780/II.3/UMSU-02/F/2024
 Lamp : ---

Medan, 23 Muharram 1446 H
 29 Juli 2024 M

Hal : Izin Riset

**Kepada : Yth. Bapak/Ibu Kepala
 Pondok Modern Baitussalam
 Di
 Tempat.**

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Luthfiah Putri Mawadah**
 N P M : 2002050045
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **Strategies of Language Learning Used by Pondok Modern Baitussalam in Endorsing English into Daily Conversation.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya Amin.



Dra. Hj. Wawan Yurnita, M.Pd.
 NIDN : 0004066701



Appendix 14 Surat Telah Melakukan Riset



Nomor : 051/PM-B/VIII/2024
Perihal : Telah Melakukan Riset

Kepada Yth.
Bapak/Ibu
Ketua Prodi Pendidikan Bahasa Inggris
Universitas Muhammadiyah Sumatera Utara
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Segala puji bagi Allah *subhanahu wata'ala*, yang telah mencurahkan rahmatnya kepada kita. Selawat dan salam semoga senantiasa tercurah kepada junjungan kita Nabi Muhammad *shallahu'alaihi wasallam*.

Sesuai dengan surat masuk yang telah kami terima dari Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dalam hal melaksanakan penelitian riset untuk pembuatan skripsi mulai tanggal 29 Juli 2024. Mekan dengan ini kami memberitahukan bahwasanya mahasiswa tersebut adalah benar telah melakukan penelitian/riset di Pondok Modern Baitussalam.

Adapun mahasiswa tersebut adalah :

Nama : **Luthfiah Putri Mawadah**
NPM : **2002050045**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Strategies of Language Learning Used by Pondok Modern Baitussalam in Endorsing English into Daily Conversation.**

Demikian surat ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Simalungun, 18 Agustus 2024 M
13 Shafar 1446 H

Hormat Kami
Pondok Modern Baitussalam

H. Wahid Hasyim Asyofi, Lc. MA

Appendix 15 Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Luthfiah Putri Mawadah
 NPM : 2002050045
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Strategies of Language Learning Used by Pondok Modern Baitussalam
 in Endorsing English into Daily Conversation

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
21/08 - 24	Abstract	
23/08 - 24	Back ground of the Study.	
23/08 - 24	Identification of the Problem - The Objective of the research.	
27/08 - 24	Research methodology	
29/08 - 24	Finding	
02/09 - 24	Conclusion	
06/09 - 24	Reference	

Medan, 06 September 2024

Diketahui oleh:
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Erlindawaty, S.Pd., M.Pd.)

Appendix 16 Curriculum Vitae

Personal Data

Name : Luthfiah Putri Mawadah
Npm : 2002050045
Place and Date of Birth : Turunan Tengah, 11 Juli 2002
Gender : Female
Religion : Islam
Nationality : Indonesia
Address : Huta IV Turunan Tengah

Parent data

Father's name : Irwan
Mother's name : Juliati
Address : Huta IV Turunan Tengah

Formal education

Elementary School : MIS Darul Ihsan
Junior High School : MTs Baitussalam
High School : MAS Baitussalam
Bachelor (S1) : Universitas Muhammadiyah Sumatera Utara