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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil Alamin

Praise and gratitude the researcher prays for the presence Allah SWT, the only one substance for giving her the blessing of health, opportunity, and ability in conducting research and then compiling a report on her results of this research. Shalawat and greetings may continue to be bestowed upon the prophet Muhammad SAW, his family and apostles who are our role models until the end of time.

This research entitled “**GOOD EFL LEARNERS’ LEARNING STRATEGY TO DEVELOP THEIR SPEAKING SKILL**” is presented to program study English Education of faculty of Teachers Training and Education Muhammadiyah University of Parepare as the main requirement for the degree of strata 1 (S1). In preparing the report on the results of this study, the researchers experienced many obstacles, but with the permission of Allah SWT through the help and guidance of various parties, in particular Ali Wira Rahman, S.Pd., M.Pd as the first consultants and Sianna, S.Pd., M.Pd. as the second consultant who always gives their valuable help, guidance, correction, and suggestion for the compliment of this thesis.

Besides, his deepest gratitude also goes to those who always helped him in finishing this thesis, among others:

1. The Researcher’s beloved parents, Pamme and Nurhaeda who always give love, prayers, support, advice and for their extraordinary patience and willingness in every step of the writer’s life, which is the greatest gift in the the

writer's life and thanks to my siblings and also my big family for the support.

2. Prof. Dr. H. Jamaluddin Ahmad, S.Sos., M.Si as a Rector of Muhammadiyah University of Parepare for the chance given to the researcher to finish his study in Muhammadiyah University of Parepare.
3. Patahuiddin, S.Pd., M.Pd. as Dean of Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Parepare.
4. Dr. Khadijah Maming, S.Pd., M.Pd as a Chief of Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Parepare.
5. Ali Wira Rahman, S.Pd., M.Pd., and Sianna, S.Pd, M.Pd. as the supervisor who has provided guidance and various experiences to the researcher.
6. Dr. Syawal S.Pd, M.Pd., The examiner who has given feedback and advise for the researcher.
7. Third semester Student at English Education Program Faculty of Teacher Training and Education Muhammadiyah University of Parepare which is the place where the researcher conducted the research.
8. All lectures of Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Parepare who have provided invaluable knowledge during the researcher education at Muhammadiyah University of Parepare.
9. Senior and all of my friends Eka Fitriani, Yuli Armini S.Pd. Ayyub S.Pd. Iswan S.Pd. Annisa, Rena Anggita, Anisah Sri Devi, Hasrah, Musriani, Marwah S.H. Nurbaya, Larasati, Devitasari, Indah, Asma, Nurfadilla,

Lisnawati, Rifqah Aulia S.Pd. Sarina S.Pd. Satriani S.Pd. Iqbal S.Pd. for the kindness and give a support and for suggestions to the writer's during complete this thesis.

10. Last but not least, I wanna thank me. For believing in me, for doing this hard work, for having no days off, for never quitting, for always being a giver, and for always being me at all time.

This study realizes that this thesis still requires input, suggestions and criticism from the examiners and supervisors who continue to provide endless guidance to the author so that the author can complete this thesis. May Allah SWT bless us, Aamiin.

Parepare, 7 November 2024
The researcher,

Afyanti

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ABSTRACT

Afyanti, 2024. Good EFL learners' learning strategy to develop their speaking skill. Supervised by Ali Wira Rahman and Sianna.

The purpose of this research aims to provide valuable insights into effective strategies for improving speaking skills, ultimately enhancing the educational experiences and outcomes for EFL learners. The researcher collaborated with one of Good EFL student at University of Muhammadiyah Parepare to solve problems at speaking. Therefore, the researcher limited the problem in the study into Good EFL Learners Learning Strategy in Improving Their Speaking Skill

This research used qualitative research to carry out their research. The population in this study were all students of English Education Students of Faculty of teacher training and Education Muhammadiyah University of Parepare as a sample. The researcher took one class of the third semester of English Education Students of Faculty of teacher training and Education Muhammadiyah University of Parepare. It was consisted of 8 students. The researcher used a purposive sampling technique. In this qualitative study, researchers used three steps of data collection, namely observation, interviews, and documentation research. There are three activities to analyze the data in qualitative research, namely data reduction, data presentation, and drawing conclusions or verification.

The results of the data were analyzed based on four sections: (1) Perceived Effectiveness of Speaking Activities, (2) Strategies and Techniques That Improved Speaking Skills, (3) Personal Reflection and Suggestions, and (4) Overall Experience and Learning Outcome. The speaking activities in this EFL context were generally well-received and effective in fostering speaking skill development. However, the findings suggest a need for more individualized feedback on pronunciation, more spontaneous speaking tasks, and attention to learners' affective factors, such as anxiety. By addressing these areas, instructors can create a more inclusive and supportive environment that caters to the diverse needs of learners in the EFL classroom.

Keywords: EFL, English Speaking Ability, English Education

ABSTRAK

Afyanti, 2024. Strategi pembelajaran pelajar EFL yang baik untuk mengembangkan keterampilan berbicara mereka. Dibimbing oleh Ali Wira Rahman dan Sianna.

Tujuan penelitian ini bertujuan untuk memberikan wawasan berharga mengenai strategi efektif untuk meningkatkan keterampilan berbicara, yang pada akhirnya meningkatkan pengalaman dan hasil pendidikan bagi pelajar EFL. peneliti berkolaborasi dengan salah satu mahasiswa Good EFL di Universitas Muhammadiyah Parepare untuk memecahkan masalah berbicara. Oleh karena itu, peneliti membatasi masalah dalam penelitian ini pada Strategi Pembelajaran Pembelajar EFL yang Baik dalam Meningkatkan Keterampilan Berbicara Mereka.

Penelitian ini menggunakan penelitian kualitatif untuk melakukan penelitiannya. Populasi dalam penelitian ini adalah seluruh mahasiswa Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Parepare sebagai sampel. Peneliti mengambil satu kelas Mahasiswa Pendidikan Bahasa Inggris semester tiga Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Parepare. Terdiri dari 8 siswa. Peneliti menggunakan teknik purposive sampling. Dalam penelitian kualitatif ini, peneliti menggunakan tiga langkah pengumpulan data yaitu observasi, wawancara, dan penelitian dokumentasi. Ada tiga kegiatan menganalisis data dalam penelitian kualitatif, yaitu reduksi data, penyajian data, dan penarikan kesimpulan atau verifikasi.

Data dianalisis berdasarkan empat bagian: (1) Persepsi Efektivitas Kegiatan Berbicara, (2) Strategi dan Teknik yang Meningkatkan Keterampilan Berbicara, (3) Refleksi dan Saran Pribadi, dan (4) Pengalaman dan Hasil Belajar Secara Keseluruhan. kegiatan berbicara dalam konteks EFL ini secara umum diterima dengan baik dan efektif dalam mendorong pengembangan keterampilan berbicara. Namun, temuan ini menunjukkan perlunya umpan balik yang lebih individual dalam pengucapan, tugas berbicara yang lebih spontan, dan perhatian terhadap faktor afektif pembelajar, seperti kecemasan. Dengan mengatasi bidang-bidang ini, instruktur dapat menciptakan lingkungan yang lebih inklusif dan mendukung yang memenuhi beragam kebutuhan pelajar di kelas EFL.

Kata Kunci: EFL, Pemahaman berbicara Bahasa Inggris, Pendidikan Bahasa Inggris