CHAPTER I
INTRODUCION

A. Background

Speaking is a fundamental component of English as a Foreign Language (EFL) education, crucial for successful communication in both academic and professional contexts. Despite its importance, many EFL learners face significant challenges in developing their speaking skills. These challenges include limited opportunities for practice, speaking anxiety, linguistic and cultural differences, and inadequate feedback.

The ability to speak English effectively is a critical skill for learners of English as a Foreign Language (EFL). In today's globalized world, English proficiency is increasingly linked to academic success, career advancement, and social interactions. However, many EFL learners struggle with developing their speaking skills due to various challenges.

Effective speaking involves not only the correct use of grammar and vocabulary but also fluency, pronunciation, and the confidence to engage in conversations. Despite its importance, learners often face obstacles such as limited opportunities for practice, language anxiety, and a lack of immediate feedback. Addressing these challenges requires targeted learning strategies that can enhance the speaking skills of EFL learners.

Speaking is considered one of the most important skills for language learners to develop as it allows them to effectively communicate in the target language. However, many EFL (English as a Foreign Language) students struggle to improve their speaking abilities. Understanding the strategies and approaches used by successful EFL speakers can provide valuable insightful EFL speaker can provide valuable insights to help other learners enhance their own speaking proficiency

Oral communication skills are critical for EFL learners to fully utilize their language knowledge. Speaking allow learners to express their ideas, opinions, and needs, as well as engage in meaningful conversations. Strong speaking abilities can enhance academic and professional opportunities, facilitate social interactions, and boost self-confidence. Developing speaking fluency is therefore a key objective for most EFL students.

Despite the recognize value of speaking skills, many EFL learners face significant challenges in improving their oral proficiency. Common difficulties include lack of vocabulary, grammatical errors, pronunciation issues, anxiety or shyness, and limited opportunities for practice. These obstacles can prevent learners from feeling comfortable and confident when speaking the target language.

The ability to speak fluently and confidently in English is crucial not only for personal and professional success but also for achieving academic goals. It facilitates real-time interaction, enhances the ability to participate in discussions, and is vital for demonstrating language proficiency in practical situations. As such, developing effective speaking skills is a primary objective in EFL education.

achieve perfect first language mastery, while adults in second langua acquisition children normally achieve perfect first language mastery, while adults in second language acquisition are unlikely to achieve perfect second language mastery. Then, in second language acquisition we commonly find fossilization, which in first language acquisition is unknown yet. During first language acquisition learners develop clear intuitions about correctness, but second language acquisition learners are often unable to use their intuitions whether the grammar is correct or not.

Fluency in speaking is a fundamental "aspect of effective communication for EFL learners. It enhances their ability to engage in meaningful conversations, boosts their confidence, and improves their

performance in academic and professional settings. By focusing on strategies that promote fluency, learners can develop a more natural and effective speaking ability, leading to greater success in their language learning journey.

Strong speaking skills contribute to improved language processing abilities. EFL learners who practice speaking regularly develop better cognitive control over language structures and vocabulary, leading to more efficient language processing. This cognitive enhancement can positively affect other areas of language learning, such as listening, reading, and writing. Speaking skills are a crucial component of language proficiency and play a significant role in the overall language learning experience for EFL (English as a Foreign Language) learners. These skills encompass the ability to articulate thoughts clearly, engage in conversations, and use language effectively in various contexts. For EFL learners, developing strong speaking skills can have profound impacts on their academic, professional, and personal lives.

B. Problems Statement

Despite the growing emphasis on English proficiency in global communication and the increasing number of English as a Foreign Language (EFL) learners worldwide, many students continue to struggle with developing effective speaking skills. The ability to speak fluently and confidently is a fundamental aspect of language acquisition and is essential for successful academic and professional interactions. However, learners often face numerous challenges in achieving proficiency, including difficulties in practicing speaking, overcoming language anxiety, and receiving insufficient or ineffective feedback.

Current research and teaching practices suggest that various learning strategies can aid in the development of speaking skills, but there is limited understanding of which strategies are most effective for different types of learners. Furthermore, there is a lack of comprehensive evaluation

of how these strategies impact learners' speaking abilities in practical settings. This gap in knowledge prevents educators from fully supporting their students and limits learners' potential to achieve proficiency in speaking.

Therefore, this study seeks to address the following problems:

Identification of Effective Strategies: What are the most effective learning strategies employed by successful EFL learners to enhance their speaking skills?

By addressing these issues, the research aims to provide valuable insights into effective strategies for improving speaking skills, ultimately enhancing the educational experiences and outcomes for EFL learners.

C. Objectives of the Research

In relation to the problems of the study, the objectives of the problems are:

To find out what are the most effective learning strategies employed by successful EFL learners to enhance their speaking skills

D. Significance of the Research

From the research result, it is expected to give some benefits:

1. To other researchers

The result of this research study can be a reference for conducting other research related to this research study. This research can give more information and experience about how to improve the english skill.

2. For students

This study will be helpful for them to find learning strategy in improving their speaking skill and understanding the importance of english lesson to gain more information. Furthermore, they also become more active in paying attention to the lesson.

3. For Lecturers

This study can be used to understand about what students need and the way of teaching and learning english innovatively so that the

learning quality will improve.

E. Scope of the Research

In this research, the researcher collaborated with one of Good EFL student at University of Muhammadiyah Parepare to solve problems at speaking. Therefore, based on the background and identification of the problem, the researcher limited the problem in the study into Good EFL Learners Learning Strategy in Improving Their Speaking Skill.

CHAPTER II
RELATED RESEARCH

A. Some Previous Related Research Findings

According to Li and Zhu (2019) explored the effectiveness of interactive speaking practices in EFL classrooms. The research demonstrated that incorporating activities such as role-plays, peer interviews, and group discussions significantly enhanced learners' speaking fluency and confidence. Interactive methods were shown to provide learners with more opportunities for spontaneous language use and real-time feedback, which are crucial for improving speaking skills.

According to Gerlach and Ely in Khadijah, Wahyuni, & Qamariah (2020) strategy in teaching is a ways that have chose to deliver the teaching method in teaching learning. It means that teacher needs strategy in teaching the students. Anjaniputra (2013) in Christie and Listyani (2018) states that teaching strategies are the factors that can influence the teaching of speaking class. **Chen and Yang (2020)** investigated the impact of technology on EFL speaking skills, focusing on tools like language learning apps and virtual reality (VR) platforms. Their study found that technology, particularly VR, provided immersive speaking practice environments that helped learners develop their speaking skills more effectively. The use of language learning apps also facilitated personalized practice and immediate feedback, contributing to improved speaking proficiency.

According to Brown (2007) in Khadijah, Wahyuni, & Qamariah (2020) there are some strategies in teaching speaking skill including: (1) focusing on both fluency and accuracy, depending on your objectives, (2) providing intrinsically motivating strategies, (3) encouraging the use of authentic language in meaningful contexts, (4) providing appropriate feedback and correction, (5) capitalizing on the natural link between speaking and listening, (6) giving students oppurtunities to initiate oral communication and encouraging then development of speaking strategies. Whatever the strategy that will be used, the teacher should consider those

principles. It is important in order to achieve the goal of learning.

Smith and Brown (2022) explored the role of motivational strategies in EFL learning. Their research found that strategies such as goal setting, rewards, and creating a positive learning environment had a substantial impact on learners' speaking development. Motivational strategies were linked to increased learner engagement and persistence in practicing speaking.

B. Some Partinent Idea

1. Speaking

This subchapter discusses some theories which are related to speaking skills. In this discussion, there are two important points of speaking skills. Those are the definition of speaking skills and the aspects of speaking skills.

a. Definition of Speaking Skills

Speaking skill is the ability to use normal communication, stress, intonation, grammatical structure, and vocabulary of a language to express meanings so that other people can make sense of them and it can be directly and empirically observed (Lado, 1961: 239-240; Cameron, 2010: 40; Brown, 2004: 140). There are three important concepts in this definition. First, a speaking skill is the ability to use normal communication, stress, intonation, grammatical structure, and vocabulary of a language. It means that a speaking skill consists of some important components. They are pronunciation, stress, intonation, grammatical structure, and vocabulary. Therefore, a speaker should pay attention to these components when he/she produces spoken language. Second, a speaking skill involves the use of language to express meanings so that people can make sense of them. It means that a speaker is trying to share understandings with other people. In this process, a speaker must find appropriate words and correct grammar to express meaning accurately and needs to organize discourses so that other people will understand them.

Third, a speaking skill is a skill that can be directly and empirically observed. It means that a speaker"s performance can be directly and empirically observed by focusing on the accuracy and the effectiveness of the speaker.

2. Aspects of Speaking Skill

a. Fluency

Fluency is the ability to speak quickly and automatically, to keep going in meaningful interaction, and to maintain comprehensible communication competence (Harris and Hodges, 1995: 14; Nunan, 1999; Richards, 2006: 14). In this definition, a speaker can be said to be a fluent speaker when he or she can use the language structures accurately and can use the language patterns quickly and automatically at the normal conversation speed. A speaker is also required to be able to keep going when speaking spontaneously but he or she does not have to speak so fast. It is because pausing is sometimes important. The signs of fluency are speed and pause. The signs indicate that the speaker does not spend a lot of time searching for the language items needed (Brown, 2001: 10). Moreover, the speaker should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes. Fluency is developed by creating classroom activities in which the students can negotiate meaning, use communicative strategies, correct misunderstandings, and work to avoid communication breakdowns (Richards, 2006: 14). It is also important to make the students communicate in English only (Klippel, 1991: 35).

b. Accuracy

Accuracy is the ability to produce sentences using correct grammar and vocabulary (Brown, 2001: 268). It is achieved by allowing the students to focus on the elements of phonology, grammar, and discourse in their spoken language. Accuracy is needed to improve fluency. They strengthen each other to support communicative competence. In order to improve the students" accuracy, the teacher should provide the students

with opportunities in the form of communicative tasks and activities to be engaged in natural interaction such as information gap activities, games, and debates (Klippel, 1991: 22).

c. Pronunciation

Pronunciation is the way speakers produce clear language including the articulation of individual sounds and distinctive features of sounds like voicing and aspiration, setting features, stresses, and intonation (Nunan, 2003: 112). It means that the speaker has to be able to give clear messages to the listener. Pronunciation has an important role in giving clear message to the listener. By having good pronunciation, the speaker can help the listener in normal communication, especially intelligibility.

There are several ways to improve students" pronunciation. First, the teacher requires the students to find opportunities to make pronunciation changes in their spontaneous speech. Second, the teacher gives a lot of attention to help the students deal with their attitudes and feelings as the affects of their pronunciation. Third, the teacher should help the students with non-verbal behaviors associated with pronunciation like facial expressions and gestures. Fourth, the teacher should provide the students with opportunities by giving formal exercises to practice sounds. Fifth, the teacher should encourage the students to use written pronunciation guides in dictionaries so that their pronunciation can be helped by conscious knowledge of the written form.

d. Vocabulary

Vocabulary is related to the appropriate diction which is used in language use. Sufficient vocabulary of common words will provide the students with a lot of advantages, since they include all common questions, forming words, all the common prepositions, the full range of spoken discourses, common expressions, common sequencing, and linking words. Communication cannot take place effectively without sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed (Wilis, 1990: 42). Vocabulary is an

important aspect in foreign language learning. However, vocabulary is still one of the problems faced by the students. Commonly, the students with limited vocabulary cannot communicate effectively nor express ideas in oral and written forms.

3. Factors Affecting Students' Speaking Skills

There are many factors that affect the students" speaking skills. According to Richards and Renandya (2002: 205-206) there are four factors affecting the students" oral communication. They are age or maturational constrains, aural medium, socio-cultural factors, and affective factors.

a. Age or Maturational Constrains

Age is one of the most commonly cited determinant factors of success or failure in foreign language learning. Some experts state that people who begin learning a second language in early childhood through natural exposure will achieve higher proficiency than those who begin in adults. Many language learners fail to reach native-like proficiency in a second language. Their progress seems to decrease at a certain stage. This fact shows that the aging process may affect or limit the adult learners" ability to pronounce the target language fluently with native-like pronunciation.

b. Aural Medium

Speaking is closely related to listening. Speaking can reinforce listening which precedes it. During interaction, the speaker plays a double role, both as a listener and as a speaker. While listening, the students must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information. Usually, a person speaks and the other responds through attending by means of the listening process. If one cannot understand what is said, one cannot certainly respond.

c. Affective Factors

The affective side of the learner is one of the most important

influences on the success or failure of language learning (Oxford, 1990: 140). The affective factors related to foreign language learning are emotions, self-esteem, empathy, anxiety, attitudes, and motivation. Foreign language learning is a complex task that is susceptible to human anxiety. It is associated with feelings of uneasiness, frustration, self-doubt, and apprehension. Speaking a foreign language can create great anxiety. Sometimes, extreme anxiety occurs when EFL learners lose words which can lead to a general sense of failure.

C. Learning Strategy in Speaking

Learning strategies in speaking can be defined as the specific actions, techniques, or methods that learners use to improve their speaking abilities. these strategies encompass a wide range of activities, from practicing pronunciation and intonation to engaging in conversation with native speakers. they are conscious effort by learners to enhance their ability to communicate effectively in the target language. Understanding these strategies is crucial for both learners and educators, as they provide a roadmap for developing speaking skill.

Learning strategies in speaking are vital tools that can significantly enhance a learner's ability to communicate in a new language. By understanding and employing cognitive, metacognitive, and social strategies, learners can improve their speaking skill more effectively. Moreover, these strategies need allows for a more personalized and successful language learning experience. as learners become more aware

of and skilled in using strategies, they are better equipped to overcome the challenges of speaking in a new language and achieve their communicative goals.

a. Conversational Discourses

The sign of successful language acquisition is the demonstration of an ability to accomplish pragmatic goals through interactive discourses with other speakers of the language. The goals and techniques for the teaching of speaking are diverse depending on the students, the teacher, and overall contexts of the class. The conversation class is something mysterious in language teaching. Research on the teaching of conversation has provided some parameters for developing objectives and techniques such as the difference between transactional conversation and interactional conversation, some conversation rules for topic nomination, turn taking, and sociolinguistic appropriateness.
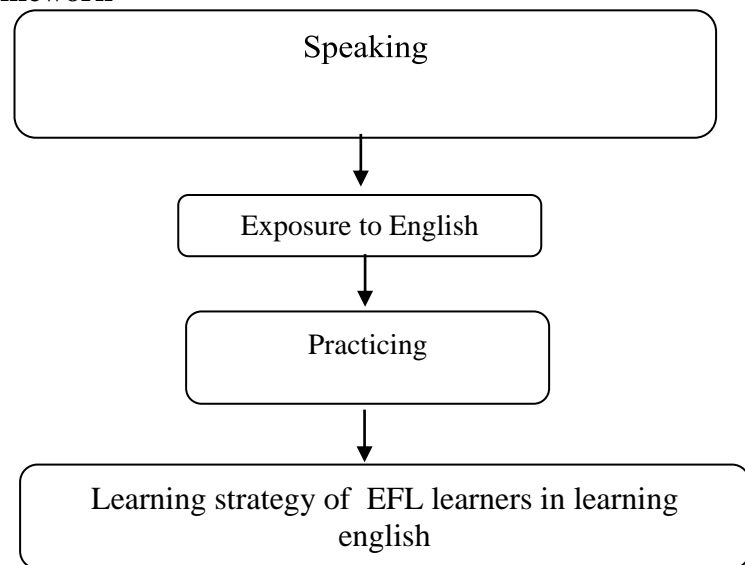
b. Affective Factors

One of the major obstacles that the students have to overcome in speaking is the anxiety generated over risk taking of blurting things out that are wrong, stupid, or incomprehensible. It is the teacher"s duty to provide the kind of warm and embracing climate that encourages the students to speak.

c. Interaction Effect

The greatest difficulty that the students encounter in the attempts to speak is the interactive nature of most communication. Conversations

are collaborative because the participants are engaged in a process of the negotiation of meaning. The learner's performance is always colored by that of the person he or she is talking with.

D. Conceptual Framework

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CHAPTER III
RESEARCH METHOD

A. Research Design

This research used qualitative research. Qualitative research is research that is descriptive and tends to use analysis. According to Patton (2002) stated that qualitative research uses a natural approach to find out and comprehend a phenomenon in a certain context setting. This explain that qualitative research focuses on facts and phenomena that cannot be changed by researchers. Therefore, the researcher took all the data only based on the condition and facts.

In addition, the type of qualitative research used in this study is a case study design. Rahardjo (2017) stated that to realize a deep understanding of an event, case study design is a set of scientific activities carried out intensively and in detail about a program or event at the grup, individual, and organizational level. In general, the purpose of case study research is actual and specific.

B. Research Participant

In this study, the researcher used a purposive sampling technique. Related to this, Arikunto (2019) reported that the purposive sampling technique is sampling that is focused on the research objectives and problems that take into description of the criteria. In addition, Based on this description, the participants involved in this study Considering the importance of speaking for communication especially in teaching

practice, the researcher conducted student from third semester students at Muhammadiyah university of Parepare

C. Technique of Collecting Data

In this qualitative study, researchers used three steps of data collection, namely observation, interviews, and documentation research.

1. Observation.

To find out the information about Indonesian students' habit and activities as a culture in study in the international credit transfer program, the researcher made observations. Observation is one of the important tools for collecting data in qualitative research. Furthermore, Arifin (2013) defined that observation is a data collection technique that is agreed by observing systematically, objectively, logically, and rationally. This means that observation is a technique of collecting data by observing the phenomenon under the study.

Furthermore, Sauro (2015) revealed that there are more than a few types of observations, namely complete participants, complete observers, observers as participants, and participants as observers. In this study, the authors chose the type of observation, namely observer as a participant. Sauro (2015) said that the observer as a participant means the researcher observes the participants and takes field notes from a distance. Even if the researcher carry out the observations from a distance, participants must know the purpose of the observer's research. In addition, before making observations, researchers need to create the principles to be studied. For

example, preparing an observation format, evaluating the object and subject of observation. After the researcher made the definition, the researcher started the observation through face to face.

2. Research documentation

During the research process, all activities were recorded as audio files and as pictures. The purpose of this activity is to help researcher when they lose information or forget something in the note-taking step.

D. Technique of Data Analysis

After the data collected through observation and documentation, the data processed or analyzed by the researcher. Wiersma (2009), explained that data analysis in qualitative research is a process of categorization, description, and synthesis. In short, data analysis is a systematic process for analyzing the data that has been collected. To analyze the data, the researcher used qualitative. Sugiyono (2012) stated that there are three activities to analyze the data in qualitative research, namely data reduction, data presentation, and drawing conclusions or verification.

1. Data Reduction

In conducting research, researcher got a lot of data. Therefore, researcher selected data that provide valuable information in the study. So initially, the researcher did the reduction to analyze the data. Based on the concept of data reduction.

2. Data Display

At this stage, the sustainability measures are categorized as reduced data based on the type of respondent. The presentation of data is presented in the form of tables, graphs, pictograms, or by narrative tests. It aims to facilitate researcher in analyzing data.

3. Conclusion and Verification

The last stage of qualitative data analysis according to Sugiyono is drawing conclusions and drawing/verification. In this study, the researcher reviewed the description in the data display and reach some conclusions about the relationship between the data and the problem formulation. This verification aims to ensure that the conclusions drawn in this study are still in accordance with the research objectives. Briefly, the steps in analyzing the data are: (1) the researcher collected data through observation, and documentation. Then the researcher selected, identified and focused the data with reference to the formulation of the research problem. (2) After selected the data, the researcher displayed the transcript data in the form of a good narrative or sentence. 3) Next, conclusions.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter consist of two parts, namely findings and discussion of the research.

A. FINDINGS

This part presents the findings gathered from the observation sheets of eight EFL (English as a Foreign Language) learners at the university level. 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.

1. Perceived Effectiveness of Speaking Activities

1.1. Participation in Speaking Tasks

The first question assessed how encouraged learners felt to participate in speaking activities. The responses were as follows:

- **5 learners (62.5%)** felt "very encouraged."

- **2 learners (25%)** felt "sometimes encouraged."

- **1 learner (12.5%)** felt "not really encouraged."

The majority of students felt a strong sense of encouragement, which suggests that the classroom environment and the teacher's approach to promoting speaking activities were effective. However, one learner did not feel as encouraged, indicating room for improvement in engaging all learners.

1.2. Type of Speaking Activity

Learners were asked to select which speaking activities they found most useful:

- **Role-plays**: 6 learners (75%)

- **Group discussions**: 7 learners (87.5%)

- **Debates**: 3 learners (37.5%)

- **Storytelling**: 2 learners (25%)

- **Presentations**: 5 learners (62.5%)

- **Question-and-answer sessions**: 6 learners (75%)

- **Pair work**: 4 learners (50%)

- **Individual speaking tasks**: 3 learners (37.5%)

Group discussions were overwhelmingly seen as the most useful activity, followed closely by question-and-answer sessions and role-plays. Activities like storytelling and debates were less popular, possibly due to the learners' discomfort with impromptu tasks or formal speaking settings.

1.3. Comfort in Speaking

The learners rated their comfort level when speaking English:

- **3 learners (37.5%)** felt "very comfortable."

- **3 learners (37.5%)** felt "comfortable."

- **2 learners (25%)** felt "a little nervous."

- No learners reported feeling "very nervous."

This indicates that while most learners felt comfortable, a few experienced some anxiety. No learners reported high levels of nervousness, suggesting that overall, the class was a supportive environment.

1.4. Helpfulness of Feedback

Regarding the helpfulness of feedback provided by the teacher:

- **5 learners (62.5%)** found the feedback "very helpful."

- **3 learners (37.5%)** found it "somewhat helpful."

- No learners reported that feedback was unhelpful.

The data suggest that feedback was an integral part of learners' perceived improvement in their speaking abilities, though some learners felt there was room for more detailed or targeted feedback.

2. Strategies and Techniques That Improved Speaking Skills

2.1. Use of New Vocabulary

When asked if they learned and used new vocabulary:

- **6 learners (75%)** said "yes."

- **2 learners (25%)** said "somewhat."

- No learners indicated they did not use new vocabulary.

Most learners found the speaking activities effective in introducing and utilizing new vocabulary, contributing to their language development.

2.2. Practice with Pronunciation

Regarding opportunities to practice pronunciation:

- **5 learners (62.5%)** found it "very useful."

- **2 learners (25%)** felt it could be improved.

- **1 learner (12.5%)** reported they did not practice pronunciation.

While the majority found pronunciation practice useful, one learner did not engage in it, and others suggested that more comprehensive pronunciation practice would be beneficial.

2.3. Pair/Group Work Effectiveness

On the effectiveness of pair or group work:

- **6 learners (75%)** said it helped "a lot."

- **2 learners (25%)** said it helped "a little."

- No learners reported it was unhelpful.

The results show that group activities were considered highly effective in improving speaking skills, likely due to the collaborative nature of these tasks.

2.4. Confidence in Speaking

When asked if the activities helped them feel more confident in speaking:

- **4 learners (50%)** said "yes, very much."

- **3 learners (37.5%)** said "somewhat."

- **1 learner (12.5%)** said "not really."

This indicates that while the majority felt an increase in confidence, there is a need for further strategies to help all learners gain full confidence in their speaking abilities.

2.5. Opportunities for Spontaneous Speaking

Learners were asked if they had chances to speak spontaneously:

- **4 learners (50%)** said "yes, often."

- **3 learners (37.5%)** said "sometimes."

- **1 learner (12.5%)** said "rarely."

Half of the learners felt they had adequate opportunities for spontaneous speaking, but a significant portion felt that these opportunities were less frequent, which may hinder fluency development.

3. Personal Reflection and Suggestions

3.1. Most Helpful Activity

The most commonly cited helpful activities were **group discussions** and **role-plays**, as they allowed for interactive and practical language use. One learner mentioned **individual presentations** as a helpful tool for formal speaking practice.

3.2. Challenges Faced

The challenges learners faced included:

- **Nervousness** when speaking in front of others (3 learners).

- **Difficulty recalling new vocabulary** (2 learners).

- **Pronunciation issues** (1 learner).

These responses highlight that while learners generally felt encouraged, a few faced challenges related to performance anxiety and language retrieval.

3.3. Suggestions for Improvement

Learners suggested:

- More feedback on pronunciation (4 learners).

- Increased opportunities for spontaneous speaking (2 learners).

- Smaller group sizes for discussions to allow for more speaking time (1 learner).

These suggestions reflect a desire for more focused practice on specific skills and more individualized speaking opportunities.

4.   Overall Experience and Learning Outcome

4.1. Improvement in Speaking Skills

Regarding improvement in speaking skills:

- **5 learners (62.5%)** said their skills improved "a lot."

- **3 learners (37.5%)** said they improved "somewhat."

- No learners reported no improvement.

4.2. Future Learning Preferences

For future learning, learners expressed the following preferences:

- **More role-plays** (5 learners).

- **More group discussions** (4 learners).

- **More feedback on pronunciation** (3 learners).

- **More individual speaking tasks** (2 learners).

- **More spontaneous speaking opportunities** (2 learners).

B. Discussion

1. Overview

The findings from the observation sheet offer valuable insights into how EFL learners perceive speaking activities and the strategies that contribute to their development. This discussion will focus on the significance of these findings in the context of teaching practices and their implications for improving speaking instruction in EFL classrooms.

2. Participation and Motivation in Speaking Tasks

The majority of learners felt highly encouraged to participate in speaking tasks, which aligns with research showing that a positive classroom environment promotes engagement and active participation (Dörnyei, 2001). However, the fact that one learner felt "not really encouraged" suggests that there may be individual factors, such as anxiety or perceived difficulty, which require more personalized attention from the instructor.

3. Effectiveness of Speaking Activities

The popularity of group discussions and role-plays is consistent with communicative language teaching approaches, which prioritize interaction as a key aspect of language learning (Littlewood, 1981). Group discussions, in particular, encourage negotiation of meaning, which helps learners build fluency. The less frequent selection of storytelling and debates may indicate that these tasks require more structured preparation or confidence, which some learners may not yet have developed.

4. Feedback and Learner Confidence

The finding that 62.5% of learners found teacher feedback "very helpful" reinforces the importance of constructive and actionable feedback in language learning (Brookhart, 2008). However, learners' suggestions for more detailed pronunciation feedback reveal a gap in meeting learners' needs, especially for those who struggle with specific phonological aspects of English. This aligns with previous studies that emphasize the necessity of targeted feedback for pronunciation improvement (Derwing & Munro, 2005).

5. Opportunities for Spontaneous Speaking

The limited opportunities for spontaneous speaking noted by some learners suggest that fluency development may be hindered by over-reliance on prepared speech tasks. Spontaneous speaking encourages learners to apply language in real-time, an essential skill for conversational competence (Thornbury, 2005). This finding highlights the need for incorporating more activities that allow for impromptu speech, such as role-play improvisations or unstructured discussions.

6. Learner Suggestions and Challenges

Learner suggestions for more spontaneous speaking opportunities and enhanced pronunciation practice indicate that while the current curriculum is effective, there is room for improvement in specific areas. Learners' challenges, such as nervousness and vocabulary recall, point to the ongoing need for building both confidence and lexical retrieval strategies in speaking tasks (Nation, 2001).

In conclusion, 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..

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections, namely conclusions and suggestions. The conclusions based on findings and discussion. The suggestions consist of recommendation for English teacher, students, curriculum developers, designers, and makers, and for the next researchers

A. CONCLUSION

Based on the data of the previous chapter from the third semester students at university-level EFL learners, several key findings emerged regarding their perceptions of speaking activities, strategies that improved their speaking skills, and their overall learning experience.

1. **Perceived Effectiveness of Speaking Activities**

   The majority of learners felt highly encouraged to participate in speaking activities, with group discussions and role-plays identified as the most useful tasks for improving speaking skills. However, some learners indicated that tasks such as storytelling and debates were less effective for them, possibly due to discomfort or lack of preparation. Most learners felt comfortable or very comfortable during speaking activities, and teacher feedback was generally regarded as helpful for improving their skills.

2. **Strategies and Techniques That Improved Speaking Skills**

   Vocabulary acquisition was strong, with 75% of learners stating that they learned and used new words. Pronunciation practice, while viewed as useful by the majority, received mixed feedback, with some learners requesting more focused support. Group work was highly

effective in boosting speaking skills, and most learners reported that these activities helped them gain confidence in speaking English.

3. **Personal Reflections and Challenges**

Learners valued group discussions and role-plays the most, but they faced challenges such as nervousness, vocabulary recall, and pronunciation issues. Suggestions for improvement included more feedback on pronunciation and an increase in opportunities for spontaneous speaking.

4. **Overall Learning Outcome**

All learners reported improvement in their speaking skills, with 62.5% stating significant improvement. Future preferences for learning included more role-plays, group discussions, and feedback on pronunciation. Learners expressed a strong desire for spontaneous speaking tasks to enhance fluency.

In conclusion, the findings demonstrate that the speaking activities were effective in promoting language development for most learners. However, some areas, such as pronunciation feedback and opportunities for spontaneous speaking, could be improved to meet all learners' needs and enhance their overall language proficiency.

B. SUGGESTIONS

Based on the conclusion above, the following suggestions are made to further improve the effectiveness of speaking activities for EFL learners:

1. **Incorporate More Pronunciation Feedback**

Learners expressed a need for more detailed and specific feedback on their pronunciation. Instructors could incorporate focused pronunciation drills and provide personalized feedback, particularly for learners who struggle with specific sounds or phonological aspects of English. This could also include using phonetic tools, apps, or audio feedback to target pronunciation issues more effectively.

2. **Increase Opportunities for Spontaneous Speaking**

To build fluency, it is essential to provide more chances for learners to engage in spontaneous speaking. Activities such as impromptu role-plays, unstructured debates, or casual group conversations can help learners practice speaking without the pressure of preparation, allowing them to apply language in real-time and develop greater conversational skills.

3. **Continue Emphasizing Collaborative Learning**

The effectiveness of group discussions and pair work in improving learners' speaking skills was clearly noted. Instructors should continue to use these interactive activities but consider adjusting group sizes to ensure

that all students have ample time to speak. Rotating roles within groups may also help engage quieter students and ensure balanced participation.

4. **Tailor Activities to Individual Learner Needs**

While many learners benefited from the speaking tasks, others, particularly those who felt less encouraged or comfortable, may require more individualized attention. Instructors should assess learners' anxiety levels, confidence, and language needs, and provide differentiated support where necessary. This could involve one-on-one speaking practice or smaller group discussions for those who need additional encouragement.

5. **Introduce Vocabulary Recall Strategies**

Some learners found it difficult to recall new vocabulary during speaking activities. Incorporating vocabulary games, spaced repetition, and context-based learning can help strengthen vocabulary retention. Encouraging learners to keep a personal vocabulary journal and use new words in different contexts will reinforce word learning and usage.

6. **Provide More Authentic Speaking Contexts**

Learners' suggestions for more role-plays and real-life speaking scenarios indicate a need for more authentic speaking experiences. Activities such as simulated interviews, real-world presentations, and social conversations with native speakers (via language exchange programs or online platforms) would provide learners with practical speaking opportunities beyond the classroom setting.

By implementing these suggestions, educators can create a more comprehensive and supportive learning environment that addresses the diverse needs of EFL learners, helping them build greater confidence and proficiency in speaking English.

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A P P E N D I X

	RENCANA PEMBELAJARAN SEMESTER **PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS** **UNIVERSITAS MUHAMMADIYAH PAREPARE**					
Mata Kuliah	**Kode**	**Rumpun MK**	**Bobot (SKS)**		**Semester**	**Direvisi**
Intensive Reading	KKB 4 11 09		T=2	P=14	4	05 April 2020

		Pengembang RPS	**Koordinator RMK**	**Ka. PRODI**
OTORISASI		Tandatangan **Nasrullah A, S.Pd., M.Pd**	Tandatangan **Nasrullah A, S.Pd., M.Pd**	Tandatangan **Nasrullah A, S.Pd., M.Pd**

Capaian Pembelajaran (CP)	**Program Studi**
	1. Menguasai Teori, konsep, dan prinsip tentang karakteristik dan perkembangan peserta didik, serta pembimbingan dan pengembangan potensi peserta didik; 2. menguasai teori , konsep dan prinsip pengembangan program pembelajaran, penyajian/ delivery (metode dan prosedur), pengelolaan, dan evaluasi program pembelajaran bahasa Inggris yang mendidik; 3. menguasai berbagai teori, konsep, dan prinsip kebahasaan, kesastraan/literasi, dan belajar bahasa serta menerapkannnya dalam pembelajaran bahasa Inggris baik untuk kebutuhan umum maupun khusus; 4. menguasai kemahiran berbahasa Inggris lisan dan tulisan dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat *post-intermediate* dengan kemampuan
	Mata Kuliah
	Students are expected to develop: 1) the student's vocabulary mastery up to 3000 words, 2) the the student's competency in inference based on the text, 2) analyzing the text, 3) synthesizing, 3) student's competency in speed reading, 4) student's competency in evaluating the text.
Diskripsi Singkat MK	This course provides the students with basic reading skills such as guessing meaning from context, recognizing reading structure, understanding details, skimming for main ideas, scanning for information, building vocabulary, and study skills which are necessary for reading intermediate level

		texts.			

Pustaka	**Utama:** 1. Catherine Snow, Chair, 2002, *Reading for understanding : Toward a research and development program in* reading comprehension, RAND 2. Irvine, 2001,*Reading Comprehension Skills and Strategies Level 7*, Saddleback Educational Publishing Three Watson 3. Reading in 15 minutes a day, 2008, Learning Express, LLC 4. The Complete Book Of reading, grade 5-6, 2002, McGraw Hill, Children's Publishing **Pendukung:** YouTube - CEO Exchange

Media Pembelajaran	**Software :** OS : Windows 7 ; Office 2013; Power point	**Hardware** 1. Laptop, 2. Notebook , 3. LCD,

Team Teaching	Patahuddin, S.Pd., M.Pd Nasrullah A, S.Pd., M.Pd Syawal, S.Pd., M.Pd

Mata kuliah Syarat	**Reading I / KKB 1 13 17**

Mg Ke-	CPK (Sesuai tahapan belajar)	Materi Pembelajaran [Pustaka]	Metode / Strategi Pembelajaran [Estimasi Waktu]	Assessment		
				Indikator	Bentuk	Bobot %
1	(C2, P2, A2) Memahami teks sederhana dengan keterampilan/ kemampuan membaca (*reading skills*) (CPK -1)	***Reading For Information*** ➢ Jenis-jenis keterampilan membaca ➢ *Reading skills* untuk memahami suatu teks. ➢ Teks bacaan ➢ Mengelompokkan kata-kata yang dianggap baru.	Model *Small Group Discussion* **TM: 1x3x50** Reading activity **BT: 1x3x60** Menyusun kosakata **BM: 1x3x60**	• Ketepatan membedakan keterampilan membaca • Ketepatan menjelaskan isi teksbacaan • Ketepatan	• Membuat hasil terjemahan • Menyusun kumpulan kosakata baru	**10**

				memaknai setiap kosakata		
2	(C2,P2,A3) memahami makna kata baik dengan menggunakan kamus dengan konteks kalimat dalam setiap teks (CPK-2)	**Vocabulary Knowledge for Effective Reading** ➢ Kata-kata baru yang belum pernah ditemui atau belum di ketahui maknanya ➢ Menggunakan kamus dengan menampilkan contoh tampilan dalam kamus berbahasa Inggris ➢ Mengidentifikasi makna kata-kata tertentu dari teks lain	Model *Small Group Discussion* **TM: 1x3x50** Menyusun kata-kata baru **BT: 1x3x60** Diskusi **BM: 1x3x60**	• Ketepatan dalam menerjemahkan • Ketepatan dalam menggunakan kamus • Ketepatan dalam mengidentikasi makna kalimat	Membuat ringkasan dengan menggunakan kata-kata sendiri	**10**
3	(C2,P2,A3) Memahami hubungan setiap bagian dalam teks baik makna leksikal, sinonim, dan antonim (CPK-3)	• Makna Leksikal • Sinonim • Antonim	Model *Small Group Discussion* **TM: 1x3x50** Mengelompokkan makna leksikal, sinonim dan antonim **BT: 1x3x60** Diskusi **BM: 1x3x60**	Ketepatan dalam menuliskan makna secara leksikal, sinonim dan antonim	Membuat rangkuman dan mengelompokkan makna leksikal, sinonim dan antonim	**5**
4	(C2,P2,A3) Menjelaskan hubungan setiap kalimat (CPK-4)	*Identifying Reference Words* ➢ Teks pendek ➢ Pengertian *reference words* dan menunjukkan contoh-contoh penggunaannya dalam beberapa teks Kata-kata yang memiliki persamaan	Model *Small Group Discussion* **TM: 1x3x50** Menerjemahkan teks **BT: 1x3x60** Diskusi **BM: 1x3x60**	➢ Ketepatan menerjemahkan teks ➢ Ketepatan dalam menunjukkan *refence words*	Membuat laporan terjemahan dan mengelompokkan yang termasuk *refference*	**5**

		reference dalam teks			*words*	
5	(C2,P2,A3) Memahami hubungan setiap bagian teks dan *Logical Connectors* (CPK-5)	• Subordinating conjunctions • Prepositions • Transitions and Conjunctive adverbs • Conjunctions	Model *Small Group Discussion* **TM: 1x3x50** Mneganalisis teks bacaan **BT: 1x3x60** Diskusi **BM: 1x3x60**	Ketepatan dalam menggunakan *logial connectors* dalam kalimat	Membuat laporan hasil bacaan dengan mengelompokk an yang termasuk *logical connector*	**5**
6	(C2,P2,A3) Memahami pengertian topik dan mengidentifikasi topik teks sederhana dengan benar (CPK-6)	***Topic of the Paragraph*** ➢ Pengertian topik dan metode yang bisa dilakukan untuk mengidentifikasi topik dari suatu paragraf ➢ Paragraf	Model *Small Group Discussion* **TM: 1x3x50** Mengidentifikasi topik bacaan **BT: 1x3x60** Diskusi **BM: 1x3x60**	➢ Ketepatan dalam menuliskan pengertian topik ➢ Ketepatan dalam menetukan topik bacaan	Membuat laporan tentang topik suatu bacaan	**5**
7	(C3,P3,A3) Memahami *main ideas* paragraph dan *supporting Sentences* (CPK-7)	***Reading for Main Ideas*** ➢ Pengertian *main idea* dan juga *supporting sentences* dari suatu paragraf ➢ Cara mengidentifikasi *main idea* dari beberapa paragraph pendek	Model *Small Group Discussion* **TM: 1x3x50** Menyusun laporan hasil Bacaan **BT: 1x3x60** Diskusi on line **BM: 1x3x60**	➢ Ketepatan menjelaskan *main idea* dan *supporting sentences* ➢ Ketepatan mengidentifikasi *main idea* dan *supporting sentences*	Membuat laporan hasil bacaaan	**5**
8	(C3,P3,A3) Mengidentifikasi makna kata-kata tertentu dengan menggunakan konteks (CPK-8)	***Deducing meaning from context*** ➢ Metode yang efektif untuk menebak dan menemukan makna kata-kata tertentu dalam teks dengan menggunakan konteks	Simulasi **TM: 1x3x50** Diskusi **BT: 1x3x60** Latihan **BM: 1x3x60**	Ketepatan mendemontrasikan cara mengidentifikasi makna dengan menggunakan konteks	Menyusun laporan hasil analisis	**5**

		dimana kata-kata tersebutdigunakan. ➢ Contoh cara mengidentifikasi dan menemukan makna kata dengan menggunakan konteks				
9	**Evaluasi Tengah Semester (Evaluasi Formatif-Evaluasi yg dimaksudkan untuk melakukan improvement proses pembelajaran berdasarkan assessment yang telah dilakukan)**					**10**
10	(C3,P3,A3) Mempraktekkan keterampilan membaca skimming dan scanning untuk mendapatkan informasi (CPK-9)	***Skimming dan Scanning*** ➢ Pengertian skimming dan scannning ➢ Teks bacaan singkat ➢ Cara membaca dengan skimming dan scanning	Diskusi Kelompok **TM: 1x(4x50")]** Mengidentifikasi informasi dengan metode scanning dan skimming **BT: 1x3x60** Diskusi hasil membaca **BM: 1x3x60**	• Ketepataan dalam memperoleh informasi lewat metode skimming dan scanning • Menyusun laporan hasil bacaan	Presentasi Kelompok	**5**
11	(C3,P3,A3) Memahami ide umum suatu teks dengan menggunakan ketrampilan membaca *previewing* dan *predicting* (CPK-10)	***Previewing and Predicting*** ➢ Teks bacaan ➢ Metode-metode previewing dan predicitng	Model *Small Group Discussion* **TM: 1x3x50** Menyusun laporan hasil bacaan **BT: 1x3x60** Diskusi **BM: 1x3x60**	• Ketetapan dalam menyampaikan informasi hasil bacaan • Menyusun laporan	• Menyusun laporan hasil bacaan • Presentasi kelompok	**5**
12	(C3,P3,A3) Memahami keseluruhan isi dalam teks (CPK-11)	➢ Teks bacaan ➢ Summarizing ➢ Reporting	Model *Small Group Discussion* **TM: 1x3x50** Menyusun ringkasan dan laporan **BT: 1x3x50**	• Ketepatan dalam menyusun rangkuman hasil bacaan • Ketepatan dalam melaporakan hasil	Membuat laporan dan ringkasan hasil diskusi	**5**

			Diskusi **BM: 1x3x50**	bacaan		
13	(C4,P3,A3) mengidentifikasi informasi yang tersirat dalam suatu teks dengan *making inference* (CPK-12)	***Making Inference*** ➢ Pengertian *making inference* dari suatu teks • Cara menggunakan ketrampilan membaca ini untuk mendapatkan informasi tersirat dari suatu teks	Model *project based learning* **TM: 1x3x50** Menyusun laporan **BT: 1x3x60** Diskusi **BM: 1x3x60**	• Ketepatan dalam menyampaikan informasi hasil bacaan	• Menyusun laporan hasil bacaan	**5**
14, 15	(C4,P4,A4) Mengidentifikasi seluruh informasi detail yang ada pada teks bacaan (CPK-13)	***Reading for Detail Information*** ➢ Teks Bacaan ➢ Kosakaata terkait bacaan	Simulasi **TM: 2x3x50** Menyusun laporan **BT: 2x3x60** Diskusi **BM: 2x3x60**	• Ketepatan dalam menyampian informasi hasil bacaan	• Prsentasi kelompok • Menyusun kosakata	**5, 5**
16	**Evaluasi Akhir Semester (Evaluasi yg dimaksudkan untuk mengetahui capaian akhir hasil belajar mahasiswa)**					**20**

INTERVIEW SHEET

Name   :

Reg number   :

Section 1: Perceived Effectiveness of Speaking Activities
1. Participation in Speaking Tasks

- Did you feel encouraged to participate in speaking activities during the lesson?
    - ☐ Yes, very encouraged
    - ☐ Sometimes encouraged
    - ☐ Not really encouraged

2. Type of Speaking Activity (Check all that apply)

- Which speaking activities did you find most useful for improving your speaking skills?
    - ☐ Role-plays
    - ☐ Group discussions
    - ☐ Debates
    - ☐ Storytelling
    - ☐ Presentations
    - ☐ Question-and-answer sessions
    - ☐ Pair work
    - ☐ Individual speaking tasks

3. Comfort in Speaking
- How comfortable did you feel when speaking English during the lesson?
    - ☐ Very comfortable
    - ☐ Comfortable
    - ☐ A little nervous
    - ☐ Very nervous

4. Helpfulness of Feedback

- Did the teacher's feedback help you improve your speaking skills?

    - ☐ Yes, it was very helpful

    - ☐ It was somewhat helpful

    - ☐ No, it wasn't helpful

Section 2: Strategies and Techniques That Improved Speaking Skills
1. Use of New Vocabulary
- Did you learn and use new vocabulary during speaking activities?

    - ☐ Yes

    - ☐ Somewhat

    - ☐ No

2. Practice with Pronunciation
- Were there opportunities to practice pronunciation, and was this useful for you?

    - ☐ Yes, and it was very useful

    - ☐ Yes, but it could be better

    - ☐ No, I didn't practice pronunciation

3. Pair/Group Work Effectiveness
- Did working in pairs or groups help you improve your speaking skills?

    - ☐ Yes, a lot

    - ☐ A little

    - ☐ No

4. Confidence in Speaking
- Did the activities help you feel more confident when speaking English?

    - ☐ Yes, very much

    - ☐ Somewhat

    - ☐ No, not really

5. Opportunities for Spontaneous Speaking
- Did the lesson provide chances for you to speak freely without preparing in advance?

    - ☐ Yes, often

    - ☐ Sometimes

    - ☐ Rarely

Section 3: Personal Reflection and Suggestions

1. Most Helpful Activity
- Which activity or strategy did you find most helpful for improving your speaking skills?
  (Write your answer here):

2. Challenges Faced
- What challenges did you face when trying to improve your speaking skills?
  (Write your answer here):

3. Suggestions for Improvement
- How can the speaking activities or teaching methods be improved to help you speak better?
  (Write your answer here):

Section 4: Overall Experience and Learning Outcome

1. Improvement in Speaking Skills
- Do you think your speaking skills improved after this lesson or series of lessons?
  - ☐ Yes, a lot
  - ☐ Yes, somewhat
  - ☐ No, not really

2. Future Learning Preferences
- What would you like to do more of to improve your speaking skills in future lessons?
  - ☐ More role-plays
  - ☐ More group discussions
  - ☐ More feedback on pronunciation
  - ☐ More individual speaking tasks
  - ☐ More spontaneous speaking opportunities
  - ☐ Other (please specify): _____