

**A STUDY OF EFL LEARNERS' ACTIVITIES IN LEARNING
SPEAKING**

THESIS



**BY
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UNIVERSITY OF MUHAMMADIYAH GRESIK
SEPTEMBER 2012**

**A STUDY OF EFL LEARNERS' ACTIVITIES IN LEARNING
SPEAKING**

THESIS

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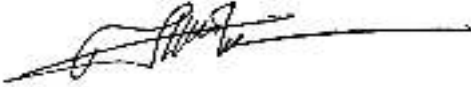
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MOTTO AND DEDICATION

MOTTO:

Never Say Never

(The Writer)

This Thesis is dedicated to:

My Beloved Husband

My Lovely Son

My Parents

All my brothers

All lecturers

The Collegian at English Department University of Muhammadiyah Gresik.

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By this research, the researcher would like to serve the greatest thanks to God, Allah the Almighty, who always gives abandon favor so that she is able to complete this research well. Without His Mercies and Blessings, everything is nothing.

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The writer

ABSTRACT

Firdausi Yusniar 2012. *A Study of EFL Learners Activities in Learning Speaking*. The Sarjana's Thesis, English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisors: (I) Dr. Yudhi Arifani, S.Pd. M.Pd, (II) Candra Hadi Asmara, S.Pd. M.Pd.

Key Words: Speaking Activities, Speaking, Learning Strategy.

This study was conducted based on the consideration of many kinds of speaking activities applied by learners. Most EFL learners in university participated the such speaking activities without knowing well how the activity that contributes the greatest deal in developing speaking.

Based on the problems that the researcher faced in the university, the research problem is, "What kind of speaking activities do EFL learners have in supporting their speaking?" and "What kind of learning strategy used while engaging the speaking activities?"

This Study would be categorized as descriptive qualitative study that had a goal to generate a theory of the kinds of speaking activities that EFL learners can have and some learning strategies that can be used while engaging the speaking activities

The subject of this study was three University learners who included in English department from Muhammadiyah University of Gresik who had the criteria. The research instrument in this study, was researcher her self as a key instrument. She conducted interview and observation to the learners related to the research problem that equipped with video camera and tape recorder where was the result of all would be compared.

The major finding of this study showed that the the best way to learn speaking is to practice it as much as possible in daily life communication. The opportunities to practice are provided in speaking activities as what have done by EFL learners in this research namely debate, presentation, and telling story where speaking is functioned as performance, conversations which is functioned as interaction, and discussion which is functioned as transaction and categorized as communicative output activities. They could speak while practicing all knowledge about English and applying any kinds of learning strategies needed among metacognitive, cognitive, and social-affective strategies to develop it.

Based on the research findings, three suggestions are provided. First, the principal should make English program in school or university that could increase the students' skill in speaking English and facilitate the teachers with enough literature or media related to teaching speaking to support the success of teaching and learning process. Second, the teachers should improve their method in teaching speaking English by applying some activities in the classroom to help students develop communicative efficiency in speaking. Third, Learners should avoid memorizing in speaking and some learning strategies suggested in developing their skill.

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