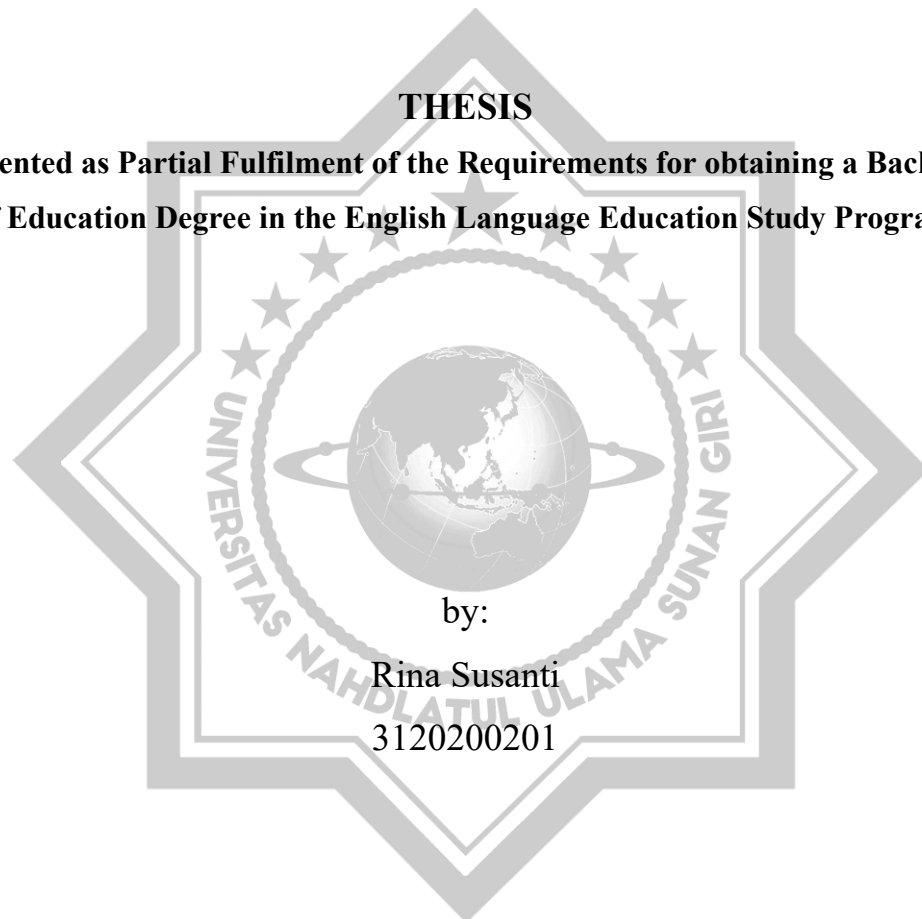


**MASTERING THE ART OF SPEAKING: STRATEGIES USED  
BY FUTURE ENGLISH EDUCATORS**

**THESIS**

**Presented as Partial Fulfilment of the Requirements for obtaining a Bachelor  
of Education Degree in the English Language Education Study Program**



by:

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# PRONOUNCEMENT

## PRONOUNCEMENT

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I hereby sincerely state that this thesis entitled "Mastering the Art of Speaking: Strategies Used by Future English Educators" is my real masterpiece. The things out my masterpiece in this thesis are my signed by citation and referred in the bibliography. If later proves that my thesis has discrepancies, I am willing to take the academic sections in form of repealing my thesis and academic degree.

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## APPROVAL SHEET

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It has been approved and declared eligible to be submitted in the thesis examination.

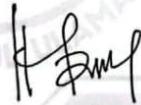
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## APPROVAL SHEET

The thesis entitled "Mastering the Art of Speaking: Strategies used by Prospective English Educators" was written by Rina Susanti. The thesis has been approved by the Board of Examiners and declared to have fulfilled the requirement for a bachelor's degree in English Education.

The thesis was approved by the Board of thesis examiners on 19<sup>th</sup> July, 2024.

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## **MOTTO**

**Don't Give Up Easily**

*~The writer~*

## **DEDICATION**

This thesis is dedicated with love for my beloved parents (Mr. Rasdi and Mrs. Sudyem), my family and everyone who has had a positive impact on my life.



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8. Finally, to myself, who has always been strong and not given up until this point. Thank you for the encouragement all these years. Keep going and be happy. Finally, the researcher realises that this thesis is still not perfect. Therefore, the researcher expects corrections, criticisms, and suggestions for the improvement of this thesis. Hopefully this thesis can be useful for the readers.

## ABSTRACT

Susanti, Rina. 2024. *Mastering the Art of Speaking: Strategies Used By Prospective English Educators*. English Education Study Program. Faculty Of Teacher Training And Education. University Of Nahdhatul Ulama Sunan Giri. Guided by Iin Widya Lestari, M. Pd And Nanin Verina Widya Putri, M. Pd

This study discusses the strategies, experiences, and challenges of second and fourth semester English language education students as prospective English language educators in learning to speak English. The purpose of this study is to explain the strategies of learning to speak, as well as the experiences and challenges they face. In conducting this study, the researcher used descriptive qualitative research. In collecting data, the researcher used questionnaires and interviews. The data was analyzed by reducing data, displaying data, and drawing conclusions. This research aims to find out the learning strategies, as well as the experiences and challenges faced by students. The results showed that: (1) English Education students as future educators apply various strategies. They use memory strategies to remember more effectively, cognitive strategies to utilize mental processes, and compensation strategies to overcome a lack of knowledge. In addition, they organize and monitor learning with metacognitive strategies, manage emotions with affective strategies, and learn with others through social strategies. (2) Students as future educators face challenges such as vocabulary difficulties, laziness, and shyness, but can overcome these obstacles in an easy way and gradual practice. Effective learning involves perseverance and engaging methods. (3) Difficulty finding study partners affects speaking ability. They overcome this problem by following instructions, seeking feedback, preparing themselves before speaking, and practicing through music and comics. Speaking anxiety can be overcome by preparation, practice, relaxation, and focusing on the message, which are effective in building confidence and improving English speaking ability.

**Keywords:** *language learning strategies, speaking ability, qualitative research, speaking experience, challenges.*



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## ABSTRAK

Susanti, Rina. 2024. *Menguasai Seni Berbicara: Strategi yang Digunakan Oleh Calon Pendidik Bahasa Inggris*. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Nahdhatul Ulama Sunan Giri. Pembimbing Iin Widya Lestari, M. Pd dan Nanin Verina Widya Putri, M. Pd

Penelitian ini membahas tentang strategi, pengalaman dan tantangan mahasiswa pendidikan bahasa Inggris semester dua dan empat sebagai calon pendidik bahasa Inggris dalam belajar berbicara bahasa Inggris. Tujuan dari penelitian ini adalah untuk menjelaskan strategi belajar berbicara serta pengalaman dan tantangan yang mereka hadapi. Dalam melakukan penelitian ini, peneliti menggunakan penelitian kualitatif deskriptif. Dalam mengumpulkan data, peneliti menggunakan kuesioner dan wawancara. Data dianalisis dengan mereduksi data, mendisplay data, dan menarik kesimpulan. Penelitian ini bertujuan untuk mengetahui strategi pembelajaran serta pengalaman dan tantangan yang dihadapi oleh siswa. Hasil penelitian menunjukkan bahwa: (1) Mahasiswa Pendidikan Bahasa Inggris sebagai calon pendidik menerapkan berbagai strategi, mereka menggunakan strategi memori untuk mengingat secara lebih efektif, strategi kognitif untuk memanfaatkan proses mental, dan strategi kompensasi untuk mengatasi kurangnya pengetahuan. Selain itu, mereka mengatur dan memonitor pembelajaran dengan strategi metakognitif, mengelola emosi dengan strategi afektif, dan belajar dengan orang lain melalui strategi sosial. (2) Mahasiswa sebagai calon pendidik menghadapi tantangan seperti kesulitan kosakata, kemalasan, dan rasa malu, tetapi dapat mengatasi hambatan ini dengan cara yang mudah dan latihan bertahap. Pembelajaran yang efektif melibatkan ketekunan dan metode yang menarik. (3) Kesulitan menemukan rekan belajar mempengaruhi kemampuan berbicara. Mereka mengatasi masalah ini dengan mengikuti instruksi, mencari umpan balik, mempersiapkan diri sebelum berbicara, dan berlatih melalui musik dan komik. Kecemasan berbicara dapat diatasi dengan persiapan, latihan, relaksasi, dan fokus pada pesan, yang efektif dalam membangun kepercayaan diri dan meningkatkan kemampuan berbicara bahasa Inggris.

**Kata kunci:** *strategi pembelajaran bahasa, kemampuan berbicara, penelitian kualitatif, pengalaman berbicara, tantangan.*

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