THESIS

AUTONOMOUS LEARNING STRATEGIES AND MOTIVATION TO IMPROVE SPEAKING SKILL OF THE FIFTH SEMESTER ENGLISH STUDENTS OF WIDYA MANDIRA CATHOLIC UNIVERSITY

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MOTTO

"Excellence does not result from an isolated drive, but from a series of small elements that come together"

(Keunggulan tidak dihasilkan dari dorongan yang berdiri sendiri, namun dari rangkaian elemen-elemen kecil yang bersatu)

Vincent Van Gogh

"God will make a way if you are willing to try"

DEDICATION

This thesis is particularly dedicated to my beloved :

1. Parents Mr. Laurensius S. Danibao and Mrs. Maria Mai Werang.
2. Grandmother Klara Keri
3. Brothers
4. Karya Anak Family
5. Almamater, Widya Mandira Catholic University, Kupang

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Kupang, March 2024

The writer

ABSTRACT

This research entitled, “Autonomous learning strategies to improve speaking skills of the fifth semester English students of Widya Mandira Catholic University”. The research questions were, 1) what are the types of autonomous learning strategies used by the fifth semester English students of Widya Mandira Catholic to improve their speaking skills? 2)What are the most common mobile application forms used autonomously to improve the speaking skills? 3) How are these strategies used as an effort to improve the speaking skill of the fifth semester English students of Widya Mandira Catholic University? This research aims to find types of autonomous learning strategies to develop speaking ability, most common mobile application used to improve speaking and to find out how the existing strategies are the improve speaking skills of English students. This research employed descriptive qualitative method. The instruments utilized in this research was an online questionnaire that involved a sample of 24 English students of the fifth semester. The finding of this research indicated that the type of learning strategy most often used by students was listening to English song to improve their speaking skill. The result also showed that YouTube was the most mobile application used by the students in independent learning. Finally, the students indicated their efforts to improve their speaking skill autonomously by continually learning English, making schedules, and setting goals and being consistent in their studies. This research suggest that all EFL learners specially autonomous learners could learn using strategy they prefer. The students can use the autonomous learning strategies to improve speaking skill on this research.

Keywords *: Autonomous Learning Strategies, Speaking Skill*

ABSTRAK

Penelitian ini berjudul “Strategi Pembelajaran Otonom dan motivasi untuk meningkatkan keterampilan berbicara mahasiswa Bahasa Inggris semester lima di Universitas Katolik Widya Mandira”. Pertanyaan penelitiannya adalah, 1) jenis strategi pembelajaran otonom apa yang digunakan oleh siswa bahasa Inggris semester lima di Sekolah Katolik Widya Mandira untuk meningkatkan keterampilan berbicara mereka? 2) Formulir aplikasi seluler apa yang paling umum digunakan secara mandiri untuk meningkatkan keterampilan berbicara? 3) Bagaimana strategi-strategi tersebut digunakan sebagai upaya untuk meningkatkan keterampilan berbicara mahasiswa Bahasa Inggris semester lima di Universitas Katolik Widya Mandira? Penelitian ini bertujuan untuk menemukan jenis strategi pembelajaran otonom untuk mengembangkan kemampuan berbicara, aplikasi seluler yang paling umum digunakan untuk meningkatkan kemampuan berbicara dan untuk mengetahui bagaimana strategi yang ada dalam meningkatkan keterampilan berbicara siswa bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif. Instrumen yang digunakan dalam penelitian ini adalah kuesioner online yang melibatkan sampel 24 mahasiswa bahasa Inggris semester lima. Temuan penelitian ini menunjukkan bahwa jenis strategi pembelajaran yang paling sering digunakan oleh siswa adalah mendengarkan lagu berbahasa Inggris untuk meningkatkan keterampilan berbicara mereka. Hasil penelitian juga menunjukkan bahwa YouTube merupakan aplikasi mobile yang paling banyak digunakan oleh siswa dalam pembelajaran mandiri. Terakhir, para siswa menunjukkan upaya mereka untuk meningkatkan keterampilan berbicara mereka secara mandiri dengan terus belajar bahasa Inggris, membuat jadwal, dan menetapkan tujuan serta konsisten dalam studi mereka. Penelitian ini menunjukkan bahwa semua pembelajar EFL khususnya pembelajar otonom dapat belajar menggunakan strategi yang mereka sukai. Siswa dapat menggunakan strategi pembelajaran otonom untuk meningkatkan keterampilan berbicara pada penelitian ini.

Kata Kunci : *Strategi Pembelajaran Otonom, Peningkatan Keterampilan Berbicara*

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