

**EXAMINING THE PROCESS OF LEARNING ENGLISH SPEAKING
SKILLS AMONG AUTONOMOUS LEARNERS**

A THESIS

Submitted to English Language Teaching Department of *Tarbiyah* and Teacher
Training Faculty of *Syekh Nurjati* Cyber State Islamic University Cirebon in
Partial Fulfillment of the Requirement for Undergraduate Degree



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SYEKH NURJATI CYBER STATE ISLAMIC UNIVERSITY CIREBON

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ABSTRACT

Alifia Zahara. 2281030117. Examining The Process Of Learning English Speaking Skills Among Autonomous Learners

The phenomenon of autonomous learners who are active in learning to speak, from determining learning objectives, selecting materials, choosing strategies, selecting media, and even evaluating learning. Therefore, it cannot be denied that they can speak English because they often study independently. This study not only discusses the processes or actual activities carried out by autonomous learners, but also looks at the mechanisms of the brain at work when they are learning based on cognitive, psychological, and neuroscience theories. Therefore, this study aims to examine and trace the cognitive processes underlying autonomous speaking practice and to trace how theoretical constructs are reflected in real learning practices. This study employed a qualitative case study. Data were collected through literature review and semi-structured interviews with autonomous English learners. The literature data were analyzed using a critical literature review. Meanwhile, the interview data were analyzed using thematic analysis. After each data set was analyzed, both the theoretical and empirical data, which would later be compared, were critiqued, analyzed, and traced to determine whether there was a correspondence between theory and real practice descriptively. Research results show that autonomous learners frequently repeat speaking material, but repetition does not always support long-term retention. Conversely, elaboration, through the integration of new knowledge into meaningful contexts, plays a more significant role in deep cognitive processing. These findings underscore the importance of elaborative processing in autonomous speaking learning.

Keywords: *process of learning, speaking skills, autonomous learners*

APPROVAL

EXAMINING THE PROCESS OF LEARNING ENGLISH SPEAKING
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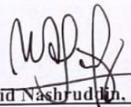
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Assalamu 'alaikum Warahmatullahi Wabarakatuh

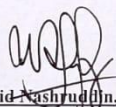
Following the guiding, reviewing, briefing, and editing of the written form, of Alifia Zahara with registered number 2281030117 entitled "EXAMINING THE PROCESS OF LEARNING ENGLISH SPEAKING SKILLS AMONG AUTONOMOUS LEARNERS" we are of the opinion that her thesis can be offered to be presented to English Language Teaching Department Tarbiyah and Teacher Training Faculty, UIN Siber Syekh Nurjati as requirement of the completion of an undergraduate degree in English Education

Wassalamualaikun warahmatullah wabarakatuh

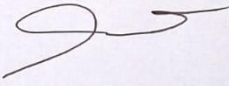
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Bismillahirrohmanirrahim

I acknowledge that this thesis entitles "EXAMINING THE PROCESS OF LEARNING ENGLISH SPEAKING SKILLS AMONG AUTONOMOUS LEARNERS" is really my own writing with quotations from reliable sources and references, and written in a scientifically acceptable manner. In accordance with the facts, I have composed this note of authenticity. I accept full responsibility for any future risk that may be found to violate scientific writing ethics.



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


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RATIFICATION

The thesis with entitled "EXAMINING THE PROCESS OF LEARNING ENGLISH SPEAKING SKILLS AMONG AUTONOMOUS LEARNERS", written by Alifia Zahara registered number 2281030117, has been examined on March 13th, 2026. It has been accepted by the examiners as one of requirements for Undergraduate Degree in English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* Cyber State Islamic University Cirebon.

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DEDICATION

This thesis is proudly dedicated to Me, Mama, and Papa

Thank you for never ending love, support, and prayers.



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MOTTO

“Small progress is still progress”



ACKNOWLEDGEMENT

In The name of Allah, the Most Merciful. All praise be to Allah, Lord of the World, who always give me blessings, strength, and helps to finish the thesis entitled **“EXAMINING THE PROCESS OF LEARNING ENGLISH SPEAKING SKILLS AMONG AUTONOMOUS LEARNERS.**

May peace and blessings be upon the Prophet Muhammad, his family, and his followers until the end of time. I am deeply grateful and would like to express my heartfelt thanks to my thesis supervisors, Wakhid Nashruddin, Ph.D. and Siti Luruh Ayu Noerjanah, M.Pd. Thank you for your contributions in guiding me and for providing corrections, advice, and support throughout the course of this research.

In addition to the various challenges faced whilst working on this thesis, I would also like to thank the lecturers and staff at the Department of English Language Teaching for sharing their valuable experience and knowledge. I would also like to extend my gratitude to my entire family for their constant support, care, and happiness, especially to Mama and Papa, as without their support, this thesis might not have been completed.

On this occasion, I would also like to express my deepest gratitude to all my friends, Ipeh, Fafa, Aji, Nabila, Rara, Indah, Mentary, Diyah, Riska, Tyas, Larisa, Putri for accompanying me through the sadness and happiness while working on this thesis.

Furthermore, I would like to thank the government and UIN SSC for awarding me the KIP scholarship, as it has enabled me to complete my undergraduate studies.

PREFACE

In the name of Allah SWT, the Most Gracious and Merciful. All praises and thanks belong to Allah, the Lord of the universe, because with permission, the researcher can complete this research on time. This thesis entitled “**Examining The Process of Learning English Speaking Skills Among Autonomous Learners**” wich is submitted to English Language Teaching Department of *Tarbiyah* Teacher Training Faculty of Faculty of *Syekh Nurjati* Cyber State Islamic University Cirebon as a partial fulfillment for Undergraduate Degree in English Language Teaching Department.

The researcher is sure that this thesis and research is stillfar from being perfect, so all the mistakes and errors in this thesis will be the researcher’s responsibility and every suggestion or idea of any kind to make it perfect will be gladly welcome. Finally, the researcher hopes this thesis could give some contributions to the English Language Teaching Department, teachers, students, future researcher, and generally to all the readers.



Cirebon, February 2026

The Researcher,

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