

ABSTRACT

This study attempts to investigate the various types of speaking activities which English II teachers use in the classroom with the aim of finding out which types of speaking activities are more successful in motivating students, in particular the students who are studying English II at the Institute for English Language Education (IELE), Assumption University.

In order to achieve the aims of this study, classroom observations, interviews, and a questionnaire were used to collect the data from 100 English II students and 4 English II teachers of the Institute for English Language Education (IELE) at Assumption University.

The main findings of this study showed that there were various speaking activities which English II teachers used to teach their students and each activity had a different impact on students' participation. The activity that the teachers often assigned students to do was 'Discussion' and the students mentioned that they liked to do this activity the most. However, the success of this activity largely depended on the topics. If students were familiar with the topics, they would discuss them as much as they could. The students also stated that they preferred activities such as games, role-play, and story telling although the teachers rarely asked the students to play games in classes. The study also reveals the teaching techniques that the teachers used to motivate students in learning speaking, such as giving feedback, praising students, correcting pronunciation, telling jokes, and giving extra marks.

The thesis concludes with a summary of the findings, a discussion of the limitations encountered while conducting the study as well as some recommendations for further research.

