LEARNING EXPERIENCE OF EFL STUDENT STUDYING ENVIRONMENT AND TECHNOLOGY-ENHANCED SPEAKING SKILL: A NARRATIVE INQUIRY

THESIS
Submitted in Partial Fulfillment of the Requirements

for Gaining the Bachelor Degree
of English Language Education

Organized by:
NURUL WAHIDAH
1703046063

FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
2021

THESIS PROJECT STATEMENT

I am as the students with the following identity:

Name : Nurul Wahidah

Student Number : 1703046063

Department : English Education Department

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Semarang, 1 December 2021

The Researcher,

<u>Nurul Wahidah</u>

1703046063

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RATIFICATION

Thesis with following identity:

Name of Student	:	Nurul Wahidah
Student Number	:	1703046064
Department	:	English Department
Field of Study	:	English Language Education
Title	:	**Learning Experience of EFL Student Studyin Environment and Technology-Enhance Speaking Skill: A Narrative Inquiry**

had been ratified by the board of examiner of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of any requirements for gaining the Bachelor Degree in English Language Education.
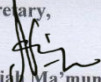
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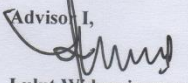NIP. 19781103 200701 2 016

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NIP. 19771025 200701 1 015

Examiner II,

Dra.Nuna Mustikawati Dewi, M.Pd.
NIP. 19650614 199203 2 001

Advisor I,

Lulut Widyaningrum, M. Pd.
NIP. 19800803 200901 2 010

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ADVISOR APPROVAL

To

The Dean of Education and Teacher Training Faculty

Universitas Islam Negeri Walisongo

Assalamualaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title   : Learning Experience of EFL Student Studying Environment and Technology-Enhanced Speaking Skill: A Narrative Inquiry

Name of Student : Nurul Wahidah

Student Number : 1703046063

Department   : English Language Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty

Walisongo State Islamic University to be examined at Munaqasyah session.

Wassalamualaikumwr.wb.

Semarang, 04 December 2021

Advisor,

Lulut Widyaningrum, M. Pd.

NIP. 19800803 200901 2 010

DEDICATION

Praise is given to Allah SWT who has blessed the researcher, so that the researcher could finish the thesis.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, especially to my beloved father and mother who always give support, motivation, and endless love. Praises is given to my friends who supported the researcher to finish this work

MOTTO

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فَبِأَيِّ الأءرَبِّكُمَ تُكَذِّ بَانِ

</div>

"Then which of the Blessings of your Lord will you both (jinn and men) deny?"

"Just do what you can do"

ABSTRACT

Title	: **LEARNING EXPERIENCE OF EFL STUDENT STUDYING IN ENVIRONMENT AND TECHNOLOGY ENHANCED SPEAKING SKILL: A NARRATIVE INQUIRY**
Author	: Nurul Wahidah
Student Number	: 1703046063

The purpose of this study was to find out how students learn to master speaking skills and find out how students' performance in improving speaking skills is. This is shown by the way students learn by utilizing technology and the environment to learn and improve students' speaking skills. This research includes In classroom action research, the subjects of this research are 8th semester students, there are 3 classes in the English education department, each class consists of 40 students and the researcher only takes 2 samples from a population of 120 English students. The research was conducted by conducting personal interviews with the participants. The researcher made a schedule to conduct an interview via whatsapp, then after the researcher got the right time, the researcher made an audio call using whatsapp, the researcher asked some questions to the participants then the researcher made a field note for additional material working on the research results. Based on the research that has been done, only 20% of participants learn to use technology while 80% of the way participants learn is influenced by the environment because participants live in cottages and study in course institutions for 6 years. Method This research is a Narrative inquiry research. Researcher use thematic analysis to process the data. The results of this study can be a lesson for students that learning can not only be obtained from school but students can gain knowledge from someone's experience so that students can imitate the learning method of one of the participants of UIN Walisongo Semarang.

Keywords: Speaking, speaking skill, technology, story, environment

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Bismillahirrohmanirrohim,

Praise is always given to Allah SWT as the most beneficial and the most merciful who blessed the researcher, so that this thesis is completely finished. Shalawat and salam also raised up to Prophet Muhammad SAW who brings ummat from the darkness era into the brightness era.

In arranging this thesis, the researcher realizes that there are many people who were willing to help whether direct or directly. Hence, in this chance, the researcher would like to express great appreciation to:

1. Dr. Hj. Lift Anis Ma'shumah, M.Ag. as the Dean of Faculty of Education and Teacher Training of Walisongo State Islamic University.
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8. For those who cannot be mentioned one by one who have supported the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is the way far from perfect arrangement. Therefore, the researcher will be happy accepting constructive suggestion in order to make this thesis better. Last but not least, the researcher hopes that this thesis would be beneficial for other especially for the researcher himself.

Semarang, 1 December 2021

The Researcher,

Nurul Wahidah

1703046063

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CHAPTER I

INTODUCTION

This chapter presents the background of study, problems of the study, purpose of the study, significance of the study, scope and limitation, definition of the key terms and organization of the study.

A. Background of the Research

Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community.[1]

Speaking is deemed to be the most important skill that must be mastered well in learning a new language. For most people mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language. However speaking a foreign language is not an easy skill to be mastered by learners.

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[1] Boonkit. Kamonpan, *Enhancing the development of speaking skills for non-native speakers of English,* Procedia Social and Bachelor Science, 2010, p. 1305-1307

Learners consider speaking as the most difficult skill since it needs great courage as well as preparation to speak well in the new language.[2]

Because of the significant role of speaking in action, detailed how to enhance the development of speaking by means of syllabus design, principles of teaching, types of tasks and materials, and speaking assessment. While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. Of all the four macro English skills, speaking seems to be the most important skill required for communication.

Effective communication by means of speaking usually creates a number of benefits for both speakers and business organizations. For example, effective speaking skills result in achievements during ceremonial speaking activities, job training activities, job interviews, and many other business purposes. A study indicating that speaking skills or communication skills were usually placed ahead of work experience, motivation, and academic credentials as criteria for new recruitment for employment.

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[2] Ghani, Fajrin & Hanifa. *Students Learning Strategies for Developing Speaking Ability*, international journal on Studies English Language Education (SIELE)*, February 2015.

Students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom and also limited exposure to English speakers or members of the international community. This might be one reason for teachers to provide more situations and activities for students to strengthen their speaking competence. Speaking for special communication usually occurs in contexts where speaking performance is conducted for an audience in differing circumstances.

The principles of public speaking are also intertwined with the development of speaking for special communication. When a speech involving an audience is taken into consideration, the act of speaking is considered to be more complicated than general everyday conversation and a number of other skills are therefore included in the speaking delivery process, e.g. choosing topics, organizing thoughts, tailoring the message, and adapting to listener feedback.[3]

The most important aspect in a safe and positive learning environment is the rapport between a teacher and his or her students. When the students understand that their teacher cares about them and wants them to do well, students feel comfortable asking questions, making mistakes and taking risks in order to learn something new. To build these kinds of relationships, the teacher should take interest in each student's strengths and interests, as well as their struggles and

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[3] Boonkit. Kamonpan, *Enhancing the development of speaking skills for non-native speakers of English,* Procedia Social and Bachelor Science, 2010, p. 1305-1307

frustrations. He or she needs to act as a positive model for learning and celebrating achievements. When the students see that their teacher can learn from his or her mistakes, and laugh even in times when he or she feels frustrated, the students will feel much more comfortable to do the same.

Creating a classroom community and culture remain another necessary aspect when fostering a safe learning environment. Students need to understand what they have in common with their fellow learners in the classroom. It is the teacher's job to create this community so all students will get along and celebrate one another's differences. Strong classroom communities can form in a variety of ways. Throughout daily activities the students should be part of a collaborative learning effort, sharing their strengths and encouraging each other.

The teacher also may introduce a number of jobs or responsibilities students need to complete in order to maintain the physical classroom. This shows students that they need to count on one another, and it keeps students accountable for their own learning environment as well. Classroom jokes, traditions and pets are other ways to build a strong community. When students enjoy each other's

company, they are more likely to be accepting and feel safe in the environment.[4]

Another important responsibility of the teacher is to develop a learning environment where students feel motivated to learn within the boundaries and expectations of a safe classroom. By modeling and encouraging a safe environment and purposeful rules, students feel motivated to do the right thing and help one another. It is important for teachers to put an emphasis on intrinsic motivation in the classroom to keep students interested and invested in their own learning goals. In addition, extrinsic motivators help students understand the expectations of the classroom and aid in their intrinsic motivation. These kinds of motivators include praise, positive reinforcement and rewards for exceptional behavior.[5]

This being said, the teacher's management plan and expectations play a large role in the classroom community. Students cannot learn effectively in an environment where the facilitator has lost control. The teacher should make his or her expectations and consequences for classroom behavior very clear so students understand rules, boundaries and how to learn in a safe manner. When

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[4] Lica C. Yamagata-Lych, *Narrative Inquiry With Activity Systems: A story About Net Neutrally*: International Journal of Qualitative Methods 16(1) 2017.

[5] Lica C. Yamagata-Lych, *Narrative Inquiry With Activity Systems: A story About Net Neutrally*: International Journal of Qualitative Methods 16(1) 2017.

the teacher's management plan is fair, consistent and organized, the students understand what to expect and can make wise choices and take responsibility for their actions.

Each aspect of community and management play a central role in creating a positive and safe learning space. While it is the teacher's job to facilitate and model proactive and positive expectations, it remains the responsibility of every learner in the classroom to care for and encourage one another. Only with everyone's cooperation and collaboration can the learning environment flourish the way it should. Not all students will be able to achieve the aim of their studies since not all of them will be able to learn independently. This means higher education institutions will need to create models that address individual student needs as well as cater to their abilities to achieve the proper skills. E-learning requires basic infrastructure that makes it possible for the process to be effective.

In much of the developing world, acquiring digital tools such as laptops and smartphones is expensive. [6] There are some media and technology that can be used for the students such as; Language Laboratory, Speech recognition software in mobile phone, Internet, TELL (Technology Enhanced Language Learning), Pod casting, Quick Link Pen, Quicktionary, Youtube and Radio. Speech recognition software in mobile phone. Nowadays, applications for

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[6] Giuseppe T Crella, *Elearning and digital media,* 2021, DOI : 10.1177/20427530211022808

learning English are numerous and can be accessed easily. People can access for free or paid. People are also free to access anytime and anywhere.

Learning could be defined as a 'process' a student undergoes within a given learning environment. The infusion of technology in such an environment needs to be grounded on strong design principles, developed systemically and theoretically, keeping the learner and the process the learner goes through at the centre. Hence it could be argued that the 'systemic learning design' could be used as a way for integrating technology into the existing learning process for creating a personalized learning environment (PLE).[7]

The process of learning by nature is as 'social' as 'cognitive', as 'concrete' as 'abstract', all of which intertwined with 'judgement' and 'exploration'. Every learner throughout their lifetime undertakes this process 'differently' based on their own 'learning preferences'. Universities for centuries have been the birthplace for imparting knowledge and learning, but with the onset of Web 2.0 and ubiquitous technologies, such as tablets, social platforms (like Facebook), etc., there is a change in the dynamics for gathering information and gaining knowledge, thereby making universities not the only source of information.

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[7] Larry D. and Miklos C. F. *Considerations on Conducting Research on Wellness in the Context of the Learning Environment,* Global Advances in Health and Medicine, 10 (1) 2021, p. 6

Realizing this, universities are aggressively implementing learning technologies institution wide but these technologies, for example virtual learning environments (VLEs), fails to address the cognitive needs of different learners, giving the learners less autonomy over their own learning, because the learning technologies used at universities are institution-wide 'centralized learning systems'.[8] The environment-related variables pertaining to educational contexts have been widely studied in the literature leading the research venue called learning environments research to emerge as a firmly established area of expertise.

Environment and the interaction of it with individuals' personal characteristics affect and shape human behavior and emphasized the possible effects of interactions among personality needs, expectations, and environment upon human behaviors, a considerable number of researchers have extensively worked on the conceptualization, evaluation, and examination of learning environments. In this essence, investigations into individuals' perceptions regarding their learning environments have started to gain attention in educational research.[9]

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[8] Genshu Lu, Wenjing Hu, Zhengxia and Hui Kang, *The Influence of Undergraduate Students' Academic Involvement and Learning Environment on Learning Outcomes,* International Journal of Chinese Education 2, 2013 p. 259

[9] Uday Nair, *Soft Systems Methodology for Personalized Learning Environment,* Elearning and Digital Media, 12 (1) 2015, p. 36

Based on the statement above, Allah SWT decrees that we can show our voices, argue or opinion through *musyawara* or meeting. As stated in the holy Quran, *Asy-Syura 38 ;*

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَىٰ بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنْفِقُون

*"And those who answer the call of their Lord to believe that He is the only One Lord (Allah), and to worship none but Him Alone, and perform As-Salat (Iqamat-as-salat), and who (conduct) their affairs by mutual consultation, and who spend of what We have bestowed on them."***(Surah Asy-Syura:38)**[10].

Based on the verse above, we can conclude that the importance of the voice can be understood as a crucial thing in order to make the best decision. Thr

ough *musyawarah* or meeting, we can tell our voice, argument and opinion freely in forum. Besides, it also can help the forum for gaining the goal of the meeting. Ar-Raghib stated that *musyawarah* or

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[10] Muhammad Taqi-ud-Din Al-Hilali, & Muhammad Muhsin Khan*, The Noble Quraan English Translation of the Meanings and Commentary,* (Madina: King Fahd Complex for the Printing of the Holy Quran, 1985), pp. 658.

syura (asysyura) has same meaning with al- masyurah which is showing our voice, argument or opinion to others.[11]

Previous research study by Carol Chunfeng Wang in 2017 investigated the result, enhance teaching and learning for international students and meet their specific needs, it is important to understand their experiences and perceptions. There is no better way to achieve this than to let their voices be heard, letting them speak for and about themselves. Reality exists within the students, namely in their perceptions. When used sensitivity and reflexivity, through the power of stories, narrative inquiry as a research methodology offers a new dimension in international education research. Narrative inquiry gives a voice to students, enabling educators to hear and understand their collective needs, which provides insights into how teaching and learning experiences can be improved for them.[12]

As what explained above the researcher is interested in conducting research toward a real story about learn English speaking skill. The researcher try to retell a story about student studying technology-enhanced speaking skill. The researcher wants to know the way student learn English subject and enrich student' speaking skill.

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[11] Ahmad Agis Mubarok, "*Musyawarah dalam Perspektif Al-Quran (Analisis Tafsir Al-Maragi, Al-Baghawi, dan Ibnu Katsir)*", Jurnal Ilmu AlQuran dan Tafsir, 4(1), 2019, pp. 149.

[12] Carol Chunfeng Wang, *Conversation with presence: A narrative inquiry into the learning experience of Chinese Students Studying Nursing at Australian:* Chinese Nursing research 4(2017) pp. 46.

B. Formulation of Research Problems

Based on the background of the study, the problems of this study are formulated as follows:

1. How is the EFL student's experience in utilizing technology to enhanced speaking skill?
2. How is the EFL student's experience in utilizing environment to enhanced speaking skill?
3. How is the students' English performance skills in enhanced learning?

C. The Purpose of the Study

1. To explain about speaking skill
2. To retell a story about learning experience of speaking skill
3. To explain about developing student speaking skill from technology
4. To explain about developing student speaking skill from environment
5. To explain about technique used to improve speaking skill

D. Pedagogical Significance

1. Theoretical benefit

   The researcher expects that the study will give additional information to the readers about the students' experience of EFL student studying speaking skill.

2. Practical benefits

a. For the students

   This study can help the students to be brave and start to learn English more. Moreover, this research will encourage students to face their fears and cope their problems in learning. Besides, this research will be able to improve the students' motivation and also to enhance

students' desire in developing their English skills, especially in speaking.

b. For the teacher

This study can help the teacher to raise up their strategy in teaching. Besides, the teacher also can implement and apply the more method in teaching learning process.

c. For the university

The finding of this study hopefully can be useful for the university or related institution in maintaining the class due to the knowledge and social background of the students so that it can create an effective and enjoyable English classroom for the students.

d. The next researcher

This study can help and be valuable for the next researcher to do his/her research for similar topic. Hopefully, the next researcher can dig further information about the same topic.

e. For the researcher

This study can help and be valuable for the researcher to fix and finish his study as the one of requirements. The researcher expects that the research can provide useful information for the readers.

E. Scope and Limited of Study

There are many types of volunteering project that we can join in our environment. Not only people who are working but also the students in university and high school can join the program. Those

volunteering program such as educational, social, environmental, tourism, and also health can be chosen by the volunteer when they want to join the program. However in this research, the researcher would like to give a limitation of the study on the students' learning experience of EFL student studying technology-enhanced speaking skill in Universitas Islam Negeri (UIN) Walisongo Semarang.

CHAPTER II
THEORETICAL FOUNDATION

This chapter consists of previous research and related literature review of this research. It will discuss some researches that have been conducted before this research and some definitions of narrative inquiry, speaking skill, and technology enhance speaking skill. Hopefully, it can make the reader easier for understanding the research and definitions that consist in the research.

A. Previous Research

Research about narrative inquiry has been widely discussed and carried out some time ago, many researchers are interested in researching this case. Study about narrative inquiry is indeed a challenge for students and researcher. In general, retelling someone's story becomes interesting, because can build motivation to keep learning and know many things.

First, a study by Carol Chunfeng Wang, This paper has summarized the key philosophical, theoretical and methodological perspectives that underpinned the 'Chinese nursing students at Australian universities: a narrative inquiry into their motivation, learning experience, and future career planning' research project as well as the issues around narrative inquiry and voice. To enhance teaching and learning for international students and meet their specific needs, it is important to understand their experiences and perceptions.

There is no better way to achieve this than to let their voices be heard, letting them speak for and about themselves. Reality exists within the students, namely in their perceptions. When used with sensitivity and reflexivity, through the power of stories, narrative inquiry as a research methodology offers a new dimension in international education research. Narrative inquiry gives a voice to students, enabling educators to hear and understand their collective needs, which provides insights into how teaching and learning experiences can be improved for them.[13]

Second, a study by Evelyn Asamoah Ampofo and Vera Caine, five women in their third trimester of pregnancy were purposefully selected and engaged over a period of time. The cordial and non-judgmental relationships built between these women and I facilitated our conversations where they freely and willingly shared their labour pain experiences. Based on their narrations, I constructed narrative accounts for each participant. These accounts were then placed side by side to identify resonating threads that run across the stories. The threads were then discussed with reference to existing literature and lessons learnt were highlighted.

The findings of this study conclude that some women in Ghana do not receive adequate pain management during labour. Several factors may have contributed to this lapse in maternity care.

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[13] Carol Chunfeng Wang, *Conversation with presence: A narrative inquiry into the learning experience of Chinese students studying nursing at Australian University*, Journal Elsevier: 4(1) 2017, p. 49

Among these is the inadequate antenatal education on labour and labour pain management. Coupled with this is the lack of proper assessment of labour pain. The non pharmatological method of pain relief that seems to be the major method of pain relief is not consistently used to reap the full benefit. Finally the support received from both the caregivers and family members is inadequate due to institutional barriers and possibly the lack of education for health care professionals.[14]

Third, a study by Alev Elci and Begum Cubukcouglu Devran, With this research study it is aimed to understand the difference and similarities in social media usage from different points of view of faculty members. Moreover, this paper is expected to review the narrative research and its applicability in technology enhanced learning. The results of this study will enlighten various types of using social media, weaknesses of using it, solutions to strengthen the use of social media as an educational tool in higher education rising from the recorded stories of two faculty members. The real stories that took place may help or guide the others who are willing to go through the process of preparing and using social media learning spaces as educational environments.

Moreover, the studying of life stories of researchers encourages self-reflection which should help participant researchers in

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[14] Evelyn Asamoah and Vera Caine, *A narrative inquiry into women's perspection and experience of labour pain: A study in the western region of Ghana,* International Journal of Africa Nursing Sciences: 3(1) 2015, p. 90

understanding their weaknesses of the use of social media for learning purposes, so develop a refined strategy for future application and even may decide that they may need support. Since two researchers who are also participants working collaboratively, their active, collaborative and engaged participation to the research in constructing stories of past experiences may help them to develop new experiences. We wanted to share our personal experience stories with academia with the belief in storytelling. Having in mind that, we can engage and convince the readers to for experiencing innovative use of social media in education. Emphasizing that narrative applications are extended "beyond lived experience and worlds 'behind' the author" moving towards "human interaction in relationship.[15]

Fourth, a study by Mukhlash Abrar. This study explore and make sense of the stories of Indonesian graduate students' speaking experiences in academic settings during their study in a United Kingdom university. More specifically, the study is intended to understand their speaking challenges and strategies to overcome the challenges both in the classroom and university-surrounding settings. To achieve the purpose of the study, a narrative inquiry is employed. Two Indonesian graduate students participated in this study and shared the experiences before and after coming to study at the university.

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[15] Alev Elci and Begum Cubuk Cubukcouglu Devran, *A Narrative Research Approach: The Experiences of Social Media Support in Higher Education,* Springer International Publishing Switzerland: 2014 p. 40

The findings of this narrative inquiry indicate that language-related issues, individual factors, and cultural differences hinder the participants from actively being involved in verbal communication. To cope with the challenges, the participants applied communication strategies by asking for clarification and repetition. The study suggests that language mastery, including accent, is crucial because it influences the understanding of communication.[16]

Last, a study by Jane V. Karpa, These family protective factors have been mainly categorized under the domains of: belief systems; cohesion; flexibility; communication/problem solving; and, resources. Belief systems are considered protective if families are able to develop meaningful perspectives about the adversity "as the emotional bonding that couples and family members have toward one another". Families that are connected are more protected than families less engaged with each other. Families demonstrating a stronger ability to be flexible when handling disruption, change and stability are considered to be demonstrating resilience. Clear communication, use of positive problem-solving strategies, and families' abilities to utilize resources are also considered to be important factors toward demonstrating family resilience.

Narrative inquiry methodology assisted in casting light on families' beliefs about their identity as a family unit that were

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[16] Abrar, M. *Re-telling: A Narrative inquiry of Indonesian graduate students' speaking experiences in a United Kingdom university.* Indonesian Journal of Applied Linguistics, 2019

maintained and became more solidified while living with the ABI. These families described an increased sense of belong in and used their relationships as resources for each other; thereby having less functional difficulties. Establishing collective beliefs and meanings of the ABI situation helped these families tolerate the losses and adjust to the different circumstances.[17]

Finally, based on research that has been successfully completed by previous researchers about the narrative inquiry, especially in the field of English. Researchers were inspired and tried to research about narrative inquiry in field of technology-enhanced speaking skill, especially at the university level, namely students at UIN Walisongo. Researchers tried to retelling an experience of the student who have mastering speaking skill and English subject.

B. Review of Related Literature

This chapter consists of the related literature review of this research. It will discuss some definitions of speaking skills and its relation with narrative inquiry. Hopefully, it can be understood easier by the reader for comprehending the definitions in this research.

1. Definition of Speaking Skill

Communication happens when the listener can give the response to the speaker after the listener understands the message

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[17] Jane V. Karpa, *Narrative Inquiry Methodology and Family Research: An Innovative Approach to Understanding Acquired Brain Injuries*, International Journal of Qualitative Methods: 20(1), 2021, p. 8

given. As we know, there are four basic skills in English which should be mastered. One of them is speaking. However, in using English communicate speaking is widely considered to be a principal skills among others.[18] There are four language skills in English, one of them is speaking. In this era the ability to speak English is needed in every sector such as in education, economic, scientific meeting, conference, and many more. Moreover, many companies prefer applicant who can master English.[19]

"Speaking is the vehicle of social solidarity, of social making of professional achievement and of business". It is through their way of speaking that people are most frequently judged. Speaking is also a medium through which much language is learn, including English.[20] To speak is not merely uttering a sequences of words in their correct pronunciation .One is said to be a good speaker provided he manages to deliver what is in his mind well and to make his audience understand him/ her. [21]

In these modern days, the whole world has become a global village and people communicate with each other in a common

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[18] Aidil Syah Putra, *The Correlation Between Motivation and Speaking Ability*, Journal of English Language Education and Literature, 2(1), 2017, p. 36

[19] Nunan, D. *Languange Teaching Methodology*, Journal of Prentice Hall Europe, 2017, p. 67

[20] Harmer, J. *How to Teach English*, Journal of Pearson Education Limited, 2007, p. 12

[21] Aidil Syah Putra, *The Correlation Between Motivation and Speaking Ability*, Journal of English Language Education and Literature, 2(1), 2017, p. 13

language, i.e. English. The English language is spoken all over the world and it has attained the status of the global language. English is the language widely used in the field of scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking and so on. English is the language that is used mostly for business correspondence and internet purposes. It is the only major language used in writing scientific research articles as more than 85% of the research publications are in English.

Furthermore, most of the books related to higher education are published in English. Due to several advantages of English, many people are learning the English language to attain fruitful results in their respective fields. As English serves the purpose of international communication, most of the foreign language learners try to learn it. In this process, they have to acquire all the four basic skills of the language, viz. listening, speaking, reading and writing. Listening and reading are passive skills or receptive skills, whereas, speaking and writing are active skills or productive skills.[22]

Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Speaking is the skill that the students will be judged upon most in real life situations". Regardless of its importance,

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[22] Parupalli Rao, *The Importance of Speaking Skill in English Classrooms,* An International Peer-Reviewed English Journal, 2019 2(2), p. 5

teaching speaking skills have been undervalued and most of the EFL/ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills.[23] From the explanation above, of course there will be desire to communicate. Speaking ability is very important in our life because we, as a human being, have a need to use it to communicate each other.

2. Type Of Speaking

One of the most challenging features in learning a language which has to be mastered for the students is speaking. There are many reasons why the students have difficulties in mastering this aspect such as lack of words, their language habit (using mother tongue instead of English), feeling shy to speak English, and laziness to learn and study English. Brown states that speaking is a skill that can be easily observed, those observations are customarily highlighted by the accuracy and efficiency of a test taker's listening skill, which essentially compromises the trustworthiness and the legitimacy of an oral production test.[24]

In addition, speaking has different features compared with the other skill such as writing and reading or written language (receptive skills). The differences are located on speakers where the speakers do not state in complete sentences and usually uses less specific

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[23] Parupalli Rao, *The Importance of Speaking Skill in English Classrooms,* An International Peer-Reviewed English Journal, 2019 2(2), p. 9

[24] Baker, & Westrup, *Essentials Speaking Skills: Handbook for Language Teachers*, (London: Continuum, Inc, 2003)

vocabulary than the other skills. Moreover, Brown states that there are some basic forms of speaking, such as imitative, intensive, responsive, interactive, and extensive.[25]

Imitative, at the one end of a continuum of forms of speaking performance is the ability to copy and duplicate a word, phrase or a sentence. Extensive, a second form of speaking often hired in assessment contexts is the creation of short stretches of oral language designed to validate proficiency in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture).

Examples of extensive assessment can be forms as task including directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationships up to the simple sentence level. Responsive, it comprises communication and checking understanding but at the some extent restricted level of very short dialogues, standard hello and small talk, simple requests and comments.

Interactive, the dissimilarity between responsive and interactive speaking is in the interval and difficulty of the communication, which occasionally contains numerous exchanges and/or numerous participants. Interaction that happened in the conversation has divided into two forms, first is transactional language which intentions to exchange exact information and second is

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[25] Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: San Francisco State University, 2004)

interpersonal exchanges which aim to maintain social relation. Extensive (Monologue), it consist of speeches, oral representations, and storytelling, during which the occasion for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out together.[26]

3. The Roles of Student in Learning Speaking

There are some categories that can be used as the role of learners in developing speaking skills in the classroom:

a. Imitative

A very limited portion of classroom speaking time may legitimately be speech generating "Human tape recorder speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out nit the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

It goes one step beyond imitative to include any speaking performances that are designed to practice some phonological or grammatical aspects of language.

c. Responsive

It consists of short replies to teacher-or student-initiated questions or comments.

d. Transactional (dialogue)

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[26] Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: San Francisco State University, 2004)

Transactional was carried out for the purposes of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

It carried out more the purpose of maintaining social relationships than for the transmission of a fact and information. These conversations are little trickier for learners because they can involve some or all of the following factors – a casual register, colloquial language, emotionally charged language, slang and sarcasm.

f. Extensive (monolog)

Here the register is more formal and deliberative. It can be planned or impromptu. Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports summaries of perhaps short speeches.[27]

4. Improving English Speaking Skill

Suggest some concrete things you can do on your own (for little or no money) to improve your English spoken English in particular;

Listen to the radio

You could get up five minutes earlier and listen to the news in English. If you watch a movie and it has subtitles, try taping a paper over them.

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[27] Yahfenel Evi Fussalam, Yusrizal and Ridho Kurniawan, *Technology in Teaching Speaking Skill: A review of Current Literature,* Journal of Language Education Development: 2(1) 2019, p. 247

Invite your English teacher to lunch

Find a friend who also wants to improve his or her English and have lunch of dinner together to speak English of course.

Check out books, records, cassette tapes, and other materials in English from your local library.

Look especially for books which have lots of dialogue in them. Read plays when you go to see English films, try not to read the subtitles.

Watch for notices of English activities and join in whenever you can.

Seek out lectures in English on topics of interest to you. Try to take notes—just for your own use.[28]

Learn the words to some popular songs, Find books-on-tape in your local library.

Listen while you are relaxing at home or while commuting if you have a walkman.

Choose a famous person whose accent you admire.

If you can get recordings of him or her, imitate the way he or she speaks.

Practice situations when you are alone, perhaps in front of a mirror.

Imagine introducing yourself, disagreeing with someone's ideas, being interviewed or asking for information. [29]

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[28] Zhanli, Yang, *Strategies of Improving Spoken English for Learners*, International Conference on Education, Language, Art and Intercultural Communication, 2014, p. 332

5. Definition of Narrative

A synonym of the term 'narrative' is 'story' or 'history'. Narrative is defined as "a vital human activity which structures experience and gives it meaning". The process and the product features of narrative and the mode of inquiry differentiate them from each other. Narrative can be seen as a way of structuring and organizing new experiences and knowledge by constructing knowledge and making it more learnable. Studying narrative is a way of studying the ways humans experience the world. There cannot be any person who does not have narratives. Whereas argues that life itself could be seen as a narrative that consists of many other stories.

Narrative research is gradually used in studies of education. Teachers and learners are the main touchstone in education and they are the storytellers 'in their own and other's stories'. Narrative inquiry is both a phenomenon and a method where people tell their stories; narrative researchers explain such experiences by collecting stories and writing narratives of them. Narrative inquiry provides an opportunity to the researcher access to the personal experiences of the participant, the storyteller. Storyteller speaks and declares life as experiences in a narrative form that is called story.[30]

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[29] Zhanli, Yang, *Strategies of Improving Spoken English for Learners*, International Conference on Education, Language, Art and Intercultural Communication, 2014, p. 333

[30] Alev Elci and Begum Cubuk Cubukcouglu Devran, *A Narrative Research Approach: The Experiences of Social Media Support in Higher Education,* Springer International Publishing Switzerland: 2014 p. 14

In Latin, the noun narrario means a narrative or a story, and the verb narrare to tell or narrate. A narrative is a story that tells a sequence of events that is significant for the narrator or her or his audience. To repeat, when narratives are looked on within the framework of sociocultural theory, we have to remember the interlinking between the individual and her or his context. As individuals are telling their stories, they are not isolated and independent of their context. On the contrary, it is important to remember that the individual in question is irreducibly connected to her or his social, cultural and institutional setting. Narratives, therefore, capture both the individual and the context.[31]

In narrative research, stories of experience are shaped through discussions with the research subject in a dialogue. A number of data collection methods can be used, as the researcher and the research subjects work together in this collaborative dialogic relationship. Data can be in the form of field notes; journal records; interview transcripts; one's own and other's observations; storytelling; letter writing; autobiographical writing; documents such as school and class plans, newsletters, and other texts, such as rules and principles; and pictures.

To this list, I would add video recordings, as these are also useful data in narrative research. Although other qualitative research approaches, such as case studies, biographies, phenomenological studies, grounded theory studies, and ethnographic studies, are

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[31] Toril Moen, *Reflections on the Narrative Research Approach*, International Journal of Qualitative Methods: 5(4) 2006, p. 60

described in detail, the literature on narrative research appears to be rather vague about concrete inquiry procedures.[32]

6. The Narrative Research Process

As will be shown below, one of the main characteristics of narrative research is the collaboration process between the researcher and her or his research subjects. Within this approach, the research subject is regarded as a collaborator rather than an informant guided by the agenda of the researcher dialogue. A number of data collection methods can be used, as the researcher and the research subjects work together in this collaborative dialogic relationship. Data can be in the form of field notes; journal records; interview transcripts; one's own and other's observations; storytelling; letter writing; autobiographical writing; documents such as school and class plans, newsletters, and other texts, such as rules and principles; and pictures.

Several researchers have been interested in the collaborative, dialogic nature of the relationship between the researcher and her or his research subjects. What seems to be important when discussing this issue is the necessity of time and space to develop a caring situation in which both the researcher and the research subjects feel comfortable.

It has also been claimed that a sense of a nonjudgmental attitude and a sense of equality between the participants is particularly important in narrative inquiry, because teachers have traditionally

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[32] Toril Moen, *Reflections on the Narrative Research Approach*, International Journal of Qualitative Methods: 5(4) 2006, p. 69

experienced that they do not have their own voice in the field of educational research and might find it difficult to feel empowered to tell their stories. The ideal is that the narrator and the researcher reach a joint intersubjective understanding of the narratives that occur during the research process.[33]

However, a dilemma can occur if the researcher and the research subjects interpret specific events in different ways or if the research subjects question the interpretive authority of the researcher. Closely connected to this dilemma is the question of whether the research subjects always have a better appreciation of their actions than the outside observer. Must the accounts of those individuals whose customs or actions are being explained always be accepted as the "correct" account of the phenomenon in question? it is difficult to tell if a particular story is a reflection of the facts in the case or whether it has been shaped by the storyteller.

In my opinion, the dilemma outlined here could and should be solved by including both the researcher's and the research subject's points of view in the research report. Perhaps in this way, the multivoicedness of the narrative would appear more clearly than it would if the researcher and the research subject have a joint understanding of the narratives that occur during the inquiry process.[34]

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[33] Toril Moen, *Reflections on the Narrative Research Approach*, International Journal of Qualitative Methods: 5(4) 2006, p. 58

[34] Toril Moen, *Reflections on the Narrative Research Approach*, International Journal of Qualitative Methods: 5(4) 2006, p. 59

Creating a narrative implies a process whereby an accurate story that occurs in collaboration between the researcher and the research subject becomes fixed in a written text.

First, in the dialogic collaboration process between the researcher and the research subject, one or more stories are written down and become fixed in a text. This means that the narrative in question is no longer tied to the moment in which it occurred. Second, by fixing the narrative into a text it becomes "autonomized": It has been detached from the moment it occurred and has assumed consequences of its own. Third, the narrative can, in this way, assume importance that goes beyond the initial situation and becomes relevant in other contexts.

The story has been liberated from its origin and can enter into new interpretive frames, where it might assume meanings not intended by the persons involved in the original event. Fourth, the narrative that is fixed in a text is thus considered an "open work" where the meaning is addressed to those who read and hear about it. Looking on narrative as an open text makes it possible to engage in a wide range of interpretations.[35]

Creating a narrative is primarily a process that organizes human experiences into meaningful episodes. The "raw material" for the narratives comes from intermental life experiences and intramental images that are not accessible to direct observation. The individual

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[35] Toril Moen, *Reflections on the Narrative Research Approach*, International Journal of Qualitative Methods: 5(4) 2006, p. 59

stories that emerge in texts in the creation of narratives are, however, available for direct observation and interpretation. In this way, any narrative functions at two levels. The first level comprises the story that has been carefully selected out of a complex situation and has been fixed in a narrative. By selecting one episode from a complex social situation, the event has already been interpreted and infused with meaning: meaning ascribed to it by the narrative under construction, which is the second level. [36]

7. Technological Benefits for Human

Technological Benefits for Human Basically, the benefits of technology are to facilitate and accelerate various human activities in various fields of life. Referring to the understanding of technology, as for some of the benefits of technology are as follows:

a   Information

Communication Sector The most tangible benefit of technology in the field of information technology and communication is an easy, fast, and inexpensive process.

b   Economics and Bussiness

There are many benefits of technology in economics as it is today. For example; the existence of an ATM (Automated Teller Machine) and internet banking that facilitates the payment transaction process.

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[36] Toril Moen, *Reflections on the Narrative Research Approach*, International Journal of Qualitative Methods: 5(4) 2006, p. 60

c   Education

Technology also provides many benefits and conveniences in the field of education. One of them is the existence of e-learning system learning system. With this latest learning system, and or simply open a website or application and access learning material online. In this digital era technology is playing an important role in all major sectors and 'education & teaching' is no exception. It has definitely changed the way we learn and teach.

d   Transportation Sector

Technology has provided many benefits and conveniences in the field of transportation, both goods and humans. The existence of various types of transportation, such as; cars, motorbikes, planes and ships, making the process of human travel easier and faster.

e   Medical Field

The benefits of technology are also greatly felt in the medical field where the discovery of various methods, some medicines, equipment, and the latest machinery can help doctors and nurses do their work. [37]

8.   Learning Environment

Learning could be defined as a 'process' a student undergoes within a given learning environment. The infusion of technology in such an environment needs to be grounded on strong design

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[37] Yahfenel Evi Fussalam, Yusrizal and Ridho Kurniawan, *Technology in Teaching Speaking Skill: A review of Current Literature,* Journal of Language Education Development: 2(1) 2019, p. 245

principles, developed systemically and theoretically, keeping the learner and the process the learner goes through at the centre. Hence it could be argued that the 'systemic learning design' could be used as a way for integrating technology into the existing learning process for creating a personalized learning environment (PLE).[38]

The process of learning by nature is as 'social' as 'cognitive', as 'concrete' as 'abstract', all of which intertwined with 'judgement' and 'exploration'. Every learner throughout their lifetime undertakes this process 'differently' based on their own 'learning preferences'. Universities for centuries have been the birthplace for imparting knowledge and learning, but with the onset of Web 2.0 and ubiquitous technologies, such as tablets, social platforms (like Facebook), etc., there is a change in the dynamics for gathering information and gaining knowledge, thereby making universities not the only source of information.

Realizing this, universities are aggressively implementing learning technologies institution wide but these technologies, for example virtual learning environments (VLEs), fails to address the cognitive needs of different learners, giving the learners less autonomy over their own learning, because the learning technologies used at universities are institution-wide 'centralized learning

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[38] Larry D. and Miklos C. F. *Considerations on Conducting Research on Wellness in the Context of the Learning Environment, Global Advances in Health and Medicine*, 10 (1) 2021, p. 6

systems'.[39] The environment-related variables pertaining to educational contexts have been widely studied in the literature leading the research venue called learning environments research to emerge as a firmly established area of expertise.

Environment and the interaction of it with individuals' personal characteristics affect and shape human behavior and emphasized the possible effects of interactions among personality needs, expectations, and environment upon human behaviors, a considerable number of researchers have extensively worked on the conceptualization, evaluation, and examination of learning environments. In this essence, investigations into individuals' perceptions regarding their learning environments have started to gain attention in educational research.[40]

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[39] Genshu Lu, Wenjing Hu, Zhengxia and Hui Kang, *The Influence of Undergraduate Students' Academic Involvement and Learning Environment on Learning Outcomes,* International Journal of Chinese Education 2, 2013 p. 259

[40] Uday Nair, *Soft Systems Methodology for Personalized Learning Environment,* Elearning and Digital Media, 12 (1) 2015, p. 36

CHAPTER III
RESEARCH METHOD

This chapter covers research design, type and data source, data collecting procedure, and instrument, data collecting technique, data analysis technique, and thesis organization.

A. Research Design

In order to conduct a systematic and ordered research, the research was designed and prepared by the researcher in order to obtain and focus on the data collection deeply. In this research study, the researcher expansion of narrative inquiry as a research methodology is deeply shaped by the participant's experiences based her experiences on studying English subject and developing speaking skill, theorized the key terms personal, social, and situation to describe the characteristic of experiences. The research is central to narrative inquiry.

Based on Connelly and Clandinin in narrative research, stories of experience are shaped through discussion with the research subject in a dialogue. A number of data collection method can be used, as the researcher and research subjects work together in this collaborative dialogic relationship. Data can be in the form of field notes: journal records: interview transcript: one's own and other's observations: storytelling: letter writing: autobiographical writing: document such as

school and class plans: newsletters and other texts such as rules and principles: and pictures.[41]

Based on the research method above, the researcher conducted a study using narrative inquiry, where the researcher collected information or data based on facts in the field. Researchers recruited students at a state university to become participant, the questions included what activities were carried out by the participant to enrich her speaking skill.

1. Research Setting and Context

This research would be conducted in State Islamic University of Walisongo (UIN Walisongo Semarang). The reason because the participant was one of the most smart and fluent students in pronouncing words in English, the participant was also very good public speaking, he often participated in speech competitions and won many trophies.

2. Participant

Population was not used in narrative inquiry. As the result, it was used "social situation" instead of population. It had three elements, consisting of place, actor, and activity which interacted together at the same time. The point was that this kind of research

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[41] Connelly, M. F., & Clandinin, J. D., *Stories of experience and narrative inquiry*, Educational Researcher, 19(5) 1990, p. 2-14.

used a sample called as a participant or informant.[42] During the research was being conducted, the students from Alumni of Universitas Islam Negeri Walisongo Semarang, The student was about 23 years old when the study was conducted. The students in the class were 1 student.

The student basically lived far from the university, she lives in Lumajang East Java. Besides, when offline learning class she lived in boarding, because she continued his master's degree at State University of Semarang. Moreover, when interview mostly used javanese, Indonesian, and English.. It meant that the participant had been familiar with the languages especially English.

3. Research Focus

The focus of this research was the learning experience of student studying technology enhanced speaking skill. The participant stories will be the result of research about how the participant learns, how she develops her English skills and what technology the participant uses to enrich the participant's knowledge in English subject.

B. Type and Data Source

The type of data in this research was the learning experience of EFL student studying technology-enhanced speaking skill. The primary data would be collected by doing interview with the

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[42] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Penerbit Alfabeta, 2015), p. 129.

participant directly and using Whatsapp. All the data collection would be used for finding out the participant's experience and student strategies to enrich speaking skill.

C. Method of Collecting Data and Instruments

A research instrument was used to collect the data of the research. It was a tool and facility for the researcher in order to make easier for finding the result. In this research, the researcher used interview guideline and documentation such as pictures and videos as the instrument. In addition, the researcher as the key of the research also could be used as an instrument to determine the research focus, chosen participants as sources of data, conducted data collection, assessed data quality, analyzed data, interpreted data, and made conclusion on the findings.[43]

1. Data Collecting Procedures

The data would be collected from 1 student who were the representative of all the population. Bellows were the steps for conducting the research:

a. Field Text: Engaged with a narrative inquiry view point. The researcher collected field text from single source deeply. The researcher asking more about the participant's experience in study speaing skill.

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[43]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D,* p. 70.

b. Interviews: In a life story interview, the interview is a storyteller, the narrator of the story being told, whereas the interviewer is a guide or director in this process.

c. Conversation: The researcher encourage the participant to communicate with the researcher regularly via whatsapp pr telephone to update the participant's experience.

2. Instrument

Here were the techniques to obtain the data and the instrument used for each technique:

a. Interview

This one of the data collection techniques was mostly used by the researcher in narrative inquiry study. It was usually conducted to get the data of the research through asking some questions directly to the respondent using or without interviewing guide.[44] This kind of data collection method would be used by the researcher to collect and obtain main data of the research which was the learning experience of EFL student studying in environment and technology enhanced speaking skill.

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[44]M. Burhan Bungin, *Metodologi Penelitian Sosial dan Ekonomi : Format-Format Kuantitatif dan Kualitatif untuk Studi Sosiologi, Kebijakan Publik, Komunikasi, Manajemen, dan Pemasaran*. (Jakarta: Fajar Interpratama Mandiri). Hal. 132.

This would be conducted by the researcher by asking the participant to retelling her experience about learning speaking skill. Because the question using Javanese and Indonesian language, mostly of the participant used Javanese to answer the question and sometimes used English to answer the question. The answer would be recorded a noted by the researcher. In addition, this data collection method would be used as a tool for finding and to cover the answer of question. Here were some listed questions for the interview.

Table 3.1 Interview Guideline for Students

No.	Question
1.	What method did you use when you learn English for the first time?
2.	Do you joined English course to enhance your Speaking skill?
3.	What other technology do you use to enhance speaking skill?
4.	Do you speak using English in your Islamic boarding school or your English course?
5.	Do you joined English organization or English club in Campus?
6.	Does joining English organization also an effort for you to learn English?
7.	What do you do to develop Speaking skill?

b. Documentation

This was intended to collect and analyze the data. The examples of written document were daily notes, life histories, biography book, magazines, articles, journals, and documents are relevant to the study. But on this study, the researcher would use the video recording in the class as a tool for obtaining the data and answering question. This kind of data collection method would be used as a secondary source for supporting the main data.

D. Method of Analyzing Data

In the process of arranging and looking for the result of the study, the researcher would use narrative inquiry technique to analyze and to describe the data. The data research in narrative study could be obtained from interview, audio, video, book, magazines, etc. In this research, the researcher would obtain the data from the interview directly as the main data and used the documentation also some previous researches as supporting data. So it would be easily understood by the researcher and the others.

In using thematic analyses, the researcher analyzed field texts to 'arrive at themes that illuminate the content and hold within or cross stories'. Thematic analysis is transparent, adaptable and rich in detail to translate different aspects of the research focus. It consists of specific guidelines for 'identifying, analyzing and reporting patterns (themes) within the data and describing data in rich details'. In this research, the process of thematic analysis followed the six phases outlined by Braun and Clarke.

1. Phase one

Phase one involved attentive listening, transcribing, and becoming familiar with the raw data. As the researcher, the researcher was the main instrument in the research. Once the researcher had listened to the audio recording of the interviews several times, the researcher completed the English transcriptions verbatim. For those interviews conducted in Javanesse and Indonesian, the researcher first translated them into English and then employed a professional English speaker to check the accuracy of the translations.

Participants also checked the interpretation of the gathered transcripts. This check is a major step in narrative inquiry to preserve the integrity and authenticity of the stories told by participants. This task took time and patience, but it was a valuable experience. It permitted me to be deeply engaged with the field texts and enhanced my understanding for further exploration. The researcher also 'checked the transcriptions back against the original audio recording for accuracy frequently to acquire authentic information from the interviews.

2. Phase two

In exploring the field texts, the researcher began the coding processes, which involved attending to field texts in detail and then extracting the essence to capture tentative ideas for codes, issues and visible themes. During this process, the researcher gave equal attention to all field texts. In retaining accounts from the field texts, the researcher coded as many potential themes as possible. Several

meaningful sections were coded more than once to acquire a comprehensive thematic map.

3. Phase three

In this phase, to identify themes, the researcher collected, combined, refined, and incorporated the codes into potential themes and sub themes relevant to the research questions and literature. In this ongoing coding and recoding process, the codes and themes were developed into further refined levels to assist in explaining the thematic relationships in an in-depth analysis within and across the topics. The researcher also grouped the information that might need to be discarded in the next reviewing phase.

4. Phase four

In this phase, themes were reviewed and refined to warrant their adequacy, authenticity and trustworthiness. The thematic map generated in this phase presented links and relationships between themes. The researcher checked the themes with the original data and re-examined the thematic map to ascertain the robustness and uniformity of themes.

5. Phase five

In this phase, with a detailed analysis, the researcher defined and further refined the themes to ascertain the essence of each one that was relevant to the research questions. Following careful consideration, a succinct name was assigned to each theme. Once thematic categories were created, the data were imported to a software program, a popular and highly recognized software program for

information management, reporting, and representation. It allows the researcher to categorize and store information as well as create textural and structural presentations, allowing for management of the information in an effective way. This allowed for rearranging and restructuring the themes to capture complex relationships and patterns.

6. Phase six

This phase involved writing a scholarly report to interpret the complex information of the field texts and to present the findings in a succinct and coherent account.

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CHAPTER IV

RESEARCH FINDINGS

This chapter covers research findings and discussion which include result of interview by the research with the participant toward learning experience of EFL student studying technology enhanced speaking skill. The result will be divided into three sub chapters. Those are:

A. Findings

1. The EFL Student's Experience in Utilizing Technology to Enhanced Speaking Skill

The data of this research were obtained from interview related to the learning experience of EFL student studying technology-enhanced speaking skill. The researcher found that the participant studied regularly and continuously to improve speaking skill. The participant liked English subject since at grade 5 Elementary school. The participant often asking the teacher about English subject outside class hours, the participant also taking courses, participating in many competitions, having discussion with friends, join with English organization, look for the meaning of difficult words, and always practice speaking skill at every moment.

a. Study English through Music

While in elementary school, the participant liked Michael Jackson. The participant always sings songs from Michael Jackson and tries to learn how to pronounce every song from Michael Jackson.

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The participant memorized Michael Jackson's song lyrics, tried to understand every vocabulary, imitated the way native speakers pronounce the song, and the participant was always looking for the meaning of the difficult vocabulary that she found in the lyrics.

> *".... Hmm what's more ya, when I was in elementary school, I really like Michele Jackson's song. I was a fans of him. So, I practice speaking one of which was by pronouncing English. Every day I played a Michele Jackson's song I practiced it first then after that I repeated it every day at my boarding school."*

The participant translates the difficult vocabulary into Indonesian to make it easier to understand. According to the participant, learning speaking using music is a very fun and easy thing for beginners because with music the participant enjoys learning speaking more. Music can also relieve stress on students who are studying, so it can make students more relaxed in learning.

b. Study English through Movie

Entering high school level, the participant studied English more intensely than in junior high school, the participant still lives in Islamic boarding school and returns to attend different educational institutions or courses. When she was in high school, the participant liked to watch western films without Indonesian subtitles, often watching films without subtitles, the participant admitted that it was

easy to follow or imitate speech, stress, pronunciation, expressions and grammar from native speakers.

> *".... What else? Oh yes the last, I really like watching the Disney Moana, she inspired me so good. So, starting from here, I like western films. I looking for a western film but no subtitle needed. So it's pure English. I can learn a lot from it, learn how to pronounce correctly and its more easy to practice"*

The participant said that learning to use film is almost the same as using songs. Both are easy to learn and contain a lot of entertainment, so when studying it the participant feels more relaxed and enjoys the entertainment without having to study more stress. According to the participant, learning by using the media will make it easier for her to learn because it is learning and entertainment. The participant admitted that until now she still often watches western films and listens to slow western songs.

2. The EFL Student's Experience in Utilizing Environment to Enhanced Speaking Skill

a. Interesting with English Subject

While sitting in elementary school, the participant had a special interest in English lessons. This interest began when the participant was in 5th grade. This interest made the participant want to learn more about English.

> *"Yes mel, all my experiences started because I really
> like English subject. hmm every day I really learn more
> deeply about English subject in my school and home. Like
> that. Wah, Sumpahhh. I study hard about this subject.
> After class ends I always stay in my classroom with my
> teacher, I asking about English subject that I don't
> understand hahaha. So, I have double explanation from
> my teacher. Usually after I get materials I always learn
> again and again, I learn to speak alone in my boarding
> school, yes it's all for improving my understanding and
> speaking in English Skills lon."*

While in English class, the participant tried to be active and asked a lot of questions about English for mastery of the material. When the participant comes home from school, the participant always asks the English teacher who teaches to discuss English lessons which she has not mastered. In addition, the participant always studies individually at home to review or practice individual English lessons, especially speaking skills.

b. Study English at Islamic Boarding School and Course

Entering the junior high school level, the participant began to increase the intensity of her learning by joining an educational institution or course and studying at an Islamic boarding school. The participant admits that 80% of her learn English subject from the course due to the many activities provided by the course for improving students' English skills. In attending educational institutions or courses, the participant is required to speak English on certain days.

This is because to develop students' speaking skills so that they are

> *"Ok, I learned English from Junior High School to Senior High School 80% indeed from the course. The course really had an impact on me, because I really had a lot of activities in the course. Learned a lot from the course, because every day there are assignments from the course , such as making text story, newspaper, critical articles, writing speeches and then we practice every day. So, there are really a lot of activities in the course, that's why the course is the most influential for me."*

familiar with English every day.

In addition, the activities in Islamic Boarding School also support the participant's study of the English subject. Every Monday to Thursday, the participant always gets a class required English subject. The participant gets materials and home work from mentors. Every day the participant is asked to make newspapers and make stories to develop their writing skills. The participant also often participates in competitions inside or outside the Islamic Boarding School related to speaking and writing skills such as speeches and storytelling.

The participant is given the task of making critical articles, writing texts, speeches and speaking classes. Besides making texts about speeches, every Monday and Saturday the participant is required to present her work in front of the class. It's make the participant

study so hard for this activity. Every day the participant just have 5-6 Hours to sleep and rest.

c. English as a Conversation and Daily Language

The participant always get a challenge from senior and lecturer in Islamic Boarding School and Course. The challenge made the participant have the motivation to learn to speak more intensely.

At the time at the Islamic Boarding School, the participant tried to find someone to talk and do a dialogue using English. This is done so that the participant can develop her speaking skills when talking to people around her and get used to English.

> *"I learned English as a daily language. Every time I have conversation with my friends in Boarding School. I talk them using English language only. So, I can improve my English Speaking skill. Because you know mel? Making English as a daily language can make us familiar with it. If you are familiar with English, it is easy for us to learn the language."*

In addition, the participant began to be active and often participated in debate competitions inside the Islamic Boarding School and outside the area where she lived. According to the participant, by participating in the debate competition, she trained herself to have the courage to speak in public, increase her confidence, improve her speaking skills and gain a lot of knowledge from mentors outside the Islamic boarding school. This effort was made because the participant

wanted to continue to study, and knew a lot about English subjects, especially speaking skills because the participant wanted to continue her studies at a university majoring in English education according to her passion.

3. **The students' English speaking development the technology-enhanced learning**

The participant explained how she had developed her speaking skills from the beginning of understanding English until today. It doesn't mean we can't learn anymore, but it must be honed with abilities we have. Here, the researcher describe the various efforts of participants to develop the participant's speaking skills. There are many ways that students do in developing their speaking skills.

First, he participant shared that the efforts made to improve speaking skills were to make English the main language after Indonesian. This is done so that the participant is familiar with English and is no longer foreign to English, making it easy to learn it. Because to easily learn something is that we have to like it first, with a sense of liking or being interested in something, everything will follow, everything will be easy to learn.

> eco
> *"English for conversation lon, I made English familiar for my daily life. so I always try to talk or chat with my friends using English, yes not all use English, sometimes I also insert English when I talk. Yes, like when we talk like this"*

> *"I joined the English Club on campus, but I only joined club just when I was on campus because when I was in elementary school until senior high school I lived in Islamic Boarding School".*

nd, the participant also began to join or participate in communities or organizations on campus, the participant joined organizations that could facilitate her to continue to develop her abilities in English subjects, especially in the field of speaking skills, because speaking skills are the main thing that is very important in mastering the language. With a partner or organization that has the same goals and the same hobbies about English subjects, it makes the participant more enthusiastic and easy to study together.

Third, the participant also tries to be very active in asking questions or talking about English material in class and in discussion forums on English subjects so that the participant has the opportunity and motivation skills to improve her speaing skills and train herself to speak in public.

> *" Active learning is also important, yes, you know lah mel.. In class I really try to be very active, what the lecturer talks about I always learn to ask questions. When lecturer gives a quiz or question*

> *I always try to answer. Yes, that's one of my efforts to develop my speaking skills and I've been doing it since I was in elementary school".*

Last, on the campus, the participant was always active in participating competition of debates, storytelling or reading news on campus or outside the Region and Islamic boarding School. The participant contributed a lot of trophies to the campus and at the Islamic boarding school. This is done to develop public speaking skills and increase self-confidence. The participant entered a debate competition so that she could practice speaking properly and fluently.

> *"Yeah it's true, I feel like that's one way to practice our speaking skills. So, it makes my English fluent and train my speaking mental too. "Wah, I really like participating debate competition, mel. Since the beginning I often participated in debate or speech competitions."*

4. Discussion

The role of learning experience of EFL technology-enhance speaking skill could be clearly seen as an important thing that should be noticed.

a. Student Experience in Study English Skill

The participant argues that a lot of influence is generated by educational institutions or courses in the learning process. The participant said that 80% of the learning process develops speaking

skills from educational institutions and 20% from the environment, it can be concluded that the learning process in courses or educational institutions has a very high influence because the learning process in the course is very intense, the participant is required to study for 3-4 hours a day, the participant always gets writing, speaking and listening assignments to improve her ability to learn English. Students' factors are the main central factor that determined context variable of developing speaking skills.

Student's factors also determine the result of developing speaking skills (product variables) Teachers used different materials such as audio-video visual, teacher-made or ready-made teaching aids (pictures, models, diagrams, charts, maps), to supplement the lessons except the textbooks. Teachers and Institutions organize some factors of developing speaking skills such seating arrangement, materials and teaching facilities based on student's need and conditions.[45]

Furthermore, 20% of learning is influenced by the environment such as watching western films without using subtitles, singing, translating, composing stories, speeches, debate, newspapers, critical articles, looking for people to talk to and joining English organizations. In addition, the participant was also challenged to make English her everyday language. The participant is required to be able to apply English into everyday language so that she is not foreign to the language, with that she can learn more enjoyably and easily. It can

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[45] Citra Priski Abadi, *Developing Speaking Skill in EFL English Course,* Journal on English as a Foreign Language, 5(2) 2015, p. 133

be concluded that the participant really likes challenges, with challenges she can pressure herself to study harder in order to develop her abilities.

In conclusion, the findings has a highlight that the participant can learn more easily by using the media. The essential part for learners is to choose the material. Song has great value among the materials used in the teaching-learning process. Song should be utilized as an effective teaching tool and it plays an essential part for psychological and emotive youth development song makes relaxing and entertaining the classroom e in which learners more open to studying. Second, song in the classroom has a cheerful way to learn English.[46] Song is one of media that worthwhile to apply. The facilitator can explain grammatical with lyric of songs for it is easier to clarify in English article. In conclusion, motivation is an essential part of learning, and creative idea in teaching is the way to develop learning motivation.

The significant elements of music are melody and lyrics applied to develop speaking skill. Keeping rhythm and patterns of sound can be taught. In developing language and literacy, music presents a terrific role the use of song facilitates learning process by

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[46] Titis Wisnu Wijaya,*The Effectiveness of Songs for Teaching Speaking,* Journal of Foreign Language Teaching and Learning. 3(2) 2018, p. 76

reducing pressure.[47] The participant utilizes existing technology and tries to develop herself through useful activities. The participant tries to find interlocutors such as classmates to carry out conversations using English or join many clubs or organizations that can facilitate the participant to learn English, because having friends or organizations who have the same motivation and hobbies makes the participant more attractive. Enthusiasm and can encourage him to continue learning to develop himself in English Subject.

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[47] Titis Wisnu Wijaya,*The Effectiveness of Songs for Teaching Speaking,* Journal of Foreign Language Teaching and Learning. 3(2) 2018, p. 83

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion, and suggestion of what have been discussed on the previous chapter.

A. Conclusion

The conclusion was taken based on the data which had been analyzed on the previous chapter. From the data, learning experience of EFL student studying technology-enhanced speaking skill could be concluded in sentences.

First, the participant learns to speak at the first level, in grade 5 elementary school through music, hobbies, asking English teachers, often translating difficult words into native language or Indonesian as an easy-to-understand language. The participant mostly finds out foreign words through song lyrics, novels and newspapers.

Second, the participant learns English subjects, especially speaking skills in junior high school using the storytelling method. At the junior high school level, the participant was in an Islamic boarding school and began studying at an educational institution or course. The participant learns English subjects by writing or composing stories in English every day. The participant is also required to speak English every day, participate in storytelling competitions, news reading and regularly make critical articles.

Third, the participant continued to study in Islamic boarding schools and educational institutions while in high school. The

participant made English as her daily language. The participant also participated in many speech competitions, watched western films without subtitles, looked for someone to talk to in English and visited an English course in Pare for 1.5 months.

The last, the participant way to develop speaking skills by being an active student in every activity forum or in English class. The participant made a lot of arguments or voices to develop public speaking skills. The participant join in many debate competitions between campuses or outside campus to develop her speaking skills, participated in many campus activities such as joining organizations that could facilitate members to develop their speaking skills and have the same motivation and passion in learning English more deeply.

B. Suggestion

Although, this research was held in small number of participants and in a short period of time, the researcher tried to provide useful information about learning experience of EFL student studying technology-enhanced speaking skill. In case, here some suggestions of this research:

1. For the researcher

As the first research that is conducted by the researcher. It is still many deficiencies because the research was conducted when corona epidemic appeared. In addition, the interview was conducted by online via whatsapp so it made some problems because not all the students willing to be interviewed by telephone. Commonly,

information is not clear, miscommunication, bad signal and can't be free when interviews. Hopefully this research can motivate the next researcher to conduct a research with longer range of research time, so that the researcher can provide different topic and better quality of research in the future.

2. For the Participant

    This research provides information for the participant about learning experience of EFL student studying technology-enhanced speaking skill. In addition, the researcher suggests the participant in sharing the information to other students from other school or university, so that the research findings will be useful for the other school instead of only one location.

3. For the researcher

    The researcher suggests that the findings of this research will be recommended and considered to be applied in some school and university due to the benefit.

4. For the next researcher

    Hopefully, this research can be used as a good reference for the next researcher who wants to conduct the same topic. The researcher also suggests for the next researcher to conduct the research in longer time so that the information can be covered deeply.

C. Closing Statement

Sincerely, this thesis is the first academic creation of the researcher which is a kind of researcher's contribution toward

academic field of UIN Walisongo Semarang. Finally, by saying hamdalah, this thesis is completely finished as partial fulfillment of the requirement for gaining the bachelor degree of English Language Education of Education and Teacher Training Faculty at UIN Walisongo Semarang.

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APPENDIX

<u>**Appendix I**</u>

Interview Guideline (For Participant)

No.	Question
1.	What method did you use when you learn English for the first time?
2.	Do you joined English course to enhance your Speaking skill?
3.	What other technology do you use to enhance speaking skill?
4.	Do you speak using English in your Islamic boarding school or your English course?
5.	Do you joined English organization or English club in Campus?
6.	Does joining English organization also an effort for you to learn English?
7.	What do you do to develop Speaking skill?

Interview Transcription (From the Participant)
Name : The participant
Date : October 11, 2021

A : Hallo Assalamualaikum

B : Hey, Waalaikumsalam how are you melon?

A : Hehehe (laugh) Yes I'm very fine, how about you?

B : I'm really fine and happy hehe (laugh).

A : By the way, where are you now?

B : I'm in Lumajang mel, Friday or Saturday next week I will go back to Semarang

A : Oh, maybe if I have more time we can meet. But, it's very difficult I think. I've been working and I have a thesis that I have to complete

B : Oh yes hahaha (laugh) which chapter mel?

A : stuck in chapter three

B : Oh My God, come on. Just keep do what you can do, keep spirit melon. Hahaha (laugh)

A : You know? I have revised more than three times even though I've only reached chapter three. Oh My God, that's why I lose my spirit and motivation. Hahaha (laugh)

B : Be patient, everyone who is working on a thesis do the same thing like you. You're not alone. Every day you must have a progress, okay?

A   : Yes, yes, yes. Okay. Thank you so much, I miss you so bad. By the way, in my thesis, my advisor suggested to choose you a participant. How?

B   : Oh really? Sure I'll help you. How? I   mean, start with? An interview?

A   : Yes sure, interview. This is about your great speaking skill hahaha (laugh). I'm using narrative inquiry. So, you just retelling your experiences. Here I make you as my object

B   : Okay

A   : I'll start my first question. What method did you use when you first learned English?

B   : The first time, I learned to use the music

A   : Yes, it's include in technology right? Tell me more

B   : Yes mel, all my experiences started because I really like English subjct. hmm every day I really learn more deeply about English subject in my school and home. Like that. Wah, Sumpahhh. I study hard about this subject. After class ends I always stay in my classroom with my teacher, I asking about English subject that I don't understand hahaha. So, I have double explanation from my teacher. Usually after I get materials I always learn again and again, I learn to speak alone in my boarding school, yes it's all for improving my understanding and speaking in English Skills lon. Hmm what's more ya, when I was in elementary school, I really like Michele Jackson's song. I was a fans of him. So, I

practice speaking one of which was by pronouncing English. Every day I played a Michele Jackson's song I practiced it first then after that I repeated it every day at my boarding school.

A   : Okay. For the next, do you joined English Course?

B   : Sure. Ok, i learned English from Junior High School to Senior High School 80% indeed from the course. The course really had an impact on me, because I really had a lot of activities in the course. Learned a lot from the course, because every day there are assignments from the course , such as making text story, newspaper, critical articles, writing speeches and then we practice every day. So, there are really a lot of activities in the course, that's why the course is the most influential for me.

A   : Wow, you joined English course for 6th years? Great. So. You learn 80% from your environment?

B   : Yes sure, environment is my greatest effect for my learning

A   : And, do learn from the other technology to enhance your speaking skill? Or maybe just using music?

B   : What else? Oh yes the last, I really like watching the Disney Moana, she inspired me so good. So, starting from here, I like western films. I looking for a western film but no subtitle needed. So it's pure English. I can learn a lot from it, learn how to pronounce correctly and it's more easily to practice. For me,

learn English through music and movies are very fun. I get knowledge and entertain at the same time.

A   : Ooh, I see. Do you speak using English every day in your Islamic boarding school or maybe English course?

B   : Sure, it's challenge for me. I learned English as a daily language. Every time I have conversation with my friends in Boarding School. I talk them using English language only. So, I can improve my English Speaking skill. Because you know mel? Making English as a daily language can make us familiar with it. If you are familiar with English, it is easy for us to learn the language.

A   : Okay. Do you joined English club or English organization on the campus? And Does joining an English organization also an effort for you to enhance your learn English especially in speaking skill?

B   : Hmm yes. But with join in English club I can develop my English speaking skill. I joined the English Club on campus, but I only joined club just when I was on campus because when I was in elementary school until senior high school I lived in Islamic Boarding School. For me, a partner or organization that has the same goals and the same hobbies about English subjects, it makes the participant more enthusiastic and easy to study together.

A   : Yes, and the next what do you do to develop speaking skill?

B   : Hmm, for the first English for conversation lon, I made English familiar for my daily life. So, I always try to talk or chat with my friends using English, yes not all use English, sometimes I also insert English when I talk. Yes, like when we talk like this. Second, Active learning is also important, yes, you know lah mel.. In class I really try to be very active, what the lecturer talks about I always learn to ask questions. When lecturer gives a quiz or question I always try to answer. Yes, that's one of my efforts to develop my speaking skills and I've been doing it since I was in elementary school.

A   : Yes, you very active in classroom. What else?

B   : Wah, I really like participating debate competition, mel. Since the beginning I often participated in debate or speech competitions. Yeah it's true, I feel like that's one way to practice our speaking skills. So, it makes my English fluent and train my speaking mental too.

A   : Thank you so much, I wish we can meet at the next time, dinner or lunch. Keep healthy and safety yes. See you, Wassalamualaikum

B   : Ok, You're welcome lon. Success for the next and see you on the top. Waalaikumsalam

Personal Data

Name   : Nurul Wahidah
Place of Birth : Demak
Date of Birth : September, 11th 1998
Religion   : Islam
Gender   : Female
Civic   : Indonesia
Address   : Kembangarum 003/003, Mranggen, Kab. Demak

Formal Education
1. SDI Kafrawi
2. MTs Futuhiyyah 02 Mranggen
3. SMA Futuhiyyah Mranggen
4. English Education Department, Faculty of Education and Teacher Training, UIN Walisongo Semarang

Sincerely,

Nurul Wahidah