EFL LEARNER EXPERIENCE IN IMPROVING THEIR ENGLISH SPEAKING SKILLS: A NARRATIVE INQUIRY

THESIS

Submitted in Partial Fulfilment of the Requirement for Gaining the Bachelor Degree in English Language Education

By :

IKE ASTRIANI

1803046026

ENGLISH LANGUAGE EDUCATION DEPARTMENT

EDUCATION AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI WALISONGO

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THESIS STATEMENT

Thesis, with the following identify:

Title	:	EFL Learner Experience in Improving their English Speaking Skills: A Narrative Inquiry
Name	:	Ike Astriani
Student Number	:	1803046026
Department	:	English Education Department

I certify that this thesis is definitely my own work. I am completely responsible for this project. Other writer's opinion of findings included in this thesis is quoted in accordance with ethical standards.

Semarang, 28 December 2022

The Researcher,

Ike Astriani

1803046026

RATIFICATION

Thesis with following identity:

Title	:	EFL Learner Experience in Improving their English Speaking Skills: A Narrative Inquiry
Name	:	Ike Astriani
Student Number	:	1803046026
Department	:	English Langauge Education

Had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

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Examiner II

Lulut Widyaningrum, M.Pd.
NIP. 198100832009012010

Advisor

Sayyidatul Fadlilah, M. Pd.
NIP. 198109082007102001

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ADVISOR NOTE

Semarang, December 28 , 2022

To

The Dean of Education and Teacher Training Faculty

Walisongo State Islamic University Semarang

Assalamualaikum Wr. Wb.

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

Title : **EFL Learners' Experience in Improving their English Speaking Skills: A Narrative Inquiry**

Name of Student : Ike Astriani

Student Number : 1803046026

Department : English Education Department

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training at Walisongo State Islamic University Semarang to be examined at the Munaqosah session.

Wassalamu'alaikum wr. wb.

Advisor,

Sayyidatul Fadlilah, M.Pd.
NIP. 19810908 200710 2 001

ABSTRACT

Title	:	EFL Learner Experience in Improving their English Speaking Skills: A Narrative Inquiry
Writer	:	Ike Astriani
Student Number	:	1803046026

The present study aims to explore and make sense of the stories of EFL learner experience in improving their English speaking skills. To achieve the purpose of the study, a narrative inquiry is employed. The participant of this research is EFL students's especially the student from non English Department of Universitas Islam Negeri Walisongo Semarang. Her name is Khoirunnisa one of student from Islamic Education Department academic year 2021/2022. This study used qualitative research methods with a narrative inquiry approach. The research approach used in this study is a qualitative approach. The qualitative approach is descriptive research. The qualitative approach was used in this study because the researcher tried to describe the findings obtained. The type of data in this research was the learning experience of non English Department in improving speaking skills. The primary data would be collected by doing interview with the 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. 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. EFL students use some ways to improve their English speaking skills and get positive results. Students in the non-English department find it more enjoyable to improve their speaking skills through social media. The ways the participant learn are, the participant learns to know some songs and movie that used English, and then the participant try to joined course when she at the university, beside course the participant also tried to join an English-language organization. And then the participant pratice her skills especially speaking through lived at Mahad Jamiah Walisongo. The technique of the participant to improve her speaking skills by using social media such as Instagram, YouTube, TikTok, and Spotify. Therefore, participant take advantage of social media applications, such as YouTube, Instagram, TikTok, and Spotify, which are related and discuss English. Thus, the participant will feel more familiar with the English language, making it easier to learn.

MOTTO

وَٱحْلُلْ عُقْدَةً مِّن لِّسَانِى

"And take the stickiness off my tongue,"

(Quran 20:27)

~

"Listen with curiosity. Speak with honesty. Act with integrity. The greatest problem with communication is we don't listen to understand. We listen to reply. When we listen with curiosity, we don't listen eith the intent to reply. We listen for what's behind the words."[1]

--Roy T. Bennett, The Light in the Heart--

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[1] The Light in the Heart Roy T. Bennett, 'Speaking Quotes' <https://www.goodreads.com/quotes/tag/speaking> [accessed 2 January 2023].

DEDICATION

All the praises and thanks be to Allah ta'ala, who has blessed the researcher to finish the thesis.

This thesis is dedicated to my beloved parents, my little brother, all of the English teacher's, family, friends, and kindhearted people around me who always give supports, motivations, and endless love to the researcher.

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The researcher realized that this thesis would not be finished without advice, motivation, guidance, help, and encouragement from people around her. Therefore, the researcher would like to express her wholeheartedly gratitude and appreciation to:

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10. All PBI 18A members, whom I love, thank you for being a family in this overseas land. It was a pleasure meeting and getting to know you. Success for all of us, guys.

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12. Last but not least, I wanna thank me for me, myself, and I, Ike Astriani. I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting.

Finally, the researcher realizes that this thesis is still far from the perfect arrangement. The reseracher will happily accept constructive criticism in order to make this thesis better and the researcher hopes this research can be helpful for everyone who needs additional reading related to the topic of this research.

Semarang, 28 December 2022
The Researcher

Ike Astriani
NIM. 1803046026

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CHAPTER I
INTRODUCTION

This chapter discusses about research background, research question, research objectives, and pedagogical significance of the research, and limitation of the research.

A. Background of the Research

Humans are social beings who interact with the environment in which they are located, be it by seeing, listening, communicating, feeling, and so on. Communication with the environment can be done either in one direction (via television, radio, and etc), in two directions, or in groups. Communication is usually done to convey information and receive information.[2] In communicating, humans need language so that information is conveyed precisely and clearly. If one of the listeners or speakers cannot understand the other's language, then the information will have no meaning. In communicating, the

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[2] Karina Setiani, 'Improving English Speaking Skills Using Role Play Method for Fifth Grade Student', 2016.

most important thing that must be considered is the use of language.[3]

Allah SWT decrees that we can show our voices, argue or opinion through *musyawara* or meetings. As stated in the holy Qur'an, *Asy-Syura(42) 38 :*

وَٱلَّذِينَ ٱسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا ٱلصَّلَوٰةَ وَأَمْرُهُمْ شُورَىٰ بَيْنَهُمْ وَمِمَّا رَزَقْنَـٰهُمْ يُنفِقُونَ

> *"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 perfrom As-Salat (Iqamat-as-salat), and who (conduct) their affairs by mutual consulation, and who spend of what We have bestowed on them."* **(Surah Asy-Syura(42):38)[4]**

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. Through *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

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[3] Setiani.

[4] Muhammad Muhsin Khan, Muhammad Taqi-ud-Din Al-Hilali, 'The Noble Quraan English Translation of the Meanings and Commentary' (King Fahd Complex for the Printing of the Holy Qur'an, 1985, Madina), p. 658 <http://islamtomorrow.com/downloads/Quran_Khan.pdf>.

that *Musyawarah* or *Syura (Asysura)* has same meaning with Al-Masyurah which is showing our voice, argument or opinion to other.[5]

Language is needed as a means of communication, but language also has many differences in each region. Many problems arise as a result of this difference when two people from different regions meet and communicate with one another due to a limited understanding of other languages. So, to solve these problems, Indonesian was made the national language of the Indonesian people and English was made an international language or a global language to make it easier for people from various regions or countries to communicate with each other and understand a conversation.[6]

For a learner to master a language well, she/he must be able to speak that language. Speaking skill clearly indicates that the learner knows how to use that language. Because of the significant role of speaking in action, detailed how to enhance the development of speaking by

[5] Analisis Tafsir Al-maragi, Ibnu Katsir, and Ahmad Agis Mubarok, 'Musyawarah Dalam Perspektif Al- Qur'an (Analisis Tafsir Al-Maragi, Al-Baghawi, Dan Ibnu Katsir)', 4.2 (2019), 147–60 <https://doi.org/10.24090/maghza.v4i2.3550>.
[6] Setiani.

means os syllabus design, principles of teaching, types of tasks and materials, and speaking assessment. While reading and lsitening are considered to be the two receptive skills in language learning and use, writingand speaking are the other two productive skills necessary to be integtrated into the development of effective communication. Of all the four macro English skills, speaking seems to be the most important skill required for communication.

Learning experience can get with many ways, one of them we can use technology. Technology has an important role in language learning and teaching process. It makes learning and teaching process more interesting and meaningful. Technology development has opened many ways for educators and learners to apply online resources in learning and teaching. (Jalaluddin,2016, p. 1)[7] Every part of our lives has been impacted by technology, but education is one of the most significant, with the teaching-learning process as its primary focus. The majority of classrooms today are technologically advanced, using a smartboard or a data-show projector. The traditional classroom, where students get a set curriculum from a

[7] Mohammad Jalaluddin, 'Using YouTube to Enhance Speaking Skills in ESL Classroom', *English for Specific Purposes World*, 50, 2016, 1–4.

teacher in-person and traditional paper-and-pencil assessments are delivered, is no longer the preferred choice. Modern digital devices like smartphones, iPads, and YouTube videos, along with highly developed ICT applications in many spheres of life—chief among them education—rule the world in which we live.[8]

The use of technology in education is becoming more prevalent today. Students learn everything about technology and the internet, so new technology is a great motivation that they can use. Students are constantly interacting, sharing, publishing, playing, and networking with individuals all over the world thanks to the introduction of cellphones, tablets, computers, and Wi-Fi on campuses and in classrooms. Due to the high level of internet and technological exposure that today's students experience, there has been an increase in the development and use of technological tools that can assist students in overcoming their fear of public speaking. Speaking anxiety

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[8] Hadeel a. Saed and others, 'The Use of YouTube in Developing the Speaking Skills of Jordanian EFL University Students', *Heliyon*, 7.7 (2021), e07543 <https://doi.org/10.1016/j.heliyon.2021.e07543>.

in students has been shown to be partially reduced by technologies like podcasts.[9]

The 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 calssroom.[10] The teacher should make students expectations and consequences for classroom behavior very clear so students understand rules, boundaries and how to learn in a safe manner. When the teacher's management plan is fair, consistent and organized, the students understand wthat to expect and can make wise choices and take responsibility for their actions.

In much of the developing world, acquiring digital tools such as laptops and smartphones is expensive.[11] 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

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[9] Muzakki Bashori and others, 'Effects of ASR-Based Websites on EFL Learners' Vocabulary, Speaking Anxiety, and Language Enjoyment', *System*, 99 (2021), 102496 <https://doi.org/10.1016/j.system.2021.102496>.
[10] Lisa C Yamagata-lynch and others, 'Narrative Inquiry With Activity Systems : A Story About Net Neutrality', 16 (2017), 1–11 <https://doi.org/10.1177/1609406917704352>.
[11] Peter Egielewa and others, 'COVID-19 and Digitized Education : Analysis of Online Learning in Nigerian Higher Education', 0.0 (2021), 1–17 <https://doi.org/10.1177/20427530211022808>.

Enhanced Language Learning), Pod casting, Quick Link Pen, Quicktionary, YouTube and Radio. Speech recognition software in mobile phone. Nowdays, applications for learning English are numerous and can be accessed easily. People can access for free orpaid. People also free to access anytime and anywhere. There are so many ways can be applied by educator and learner in learning and teaching process using social media site.

Based on explained above the researcher is interested in conducting research toward a real story about learning English speaking skills. The researcher tries to retell a story about EFL leraners' experience in improving their speaking skills. The researcher wants to know how a student learns English subjects and enriches the speaking skills. For this reason, the researhcer formulated this research with the title:" EFL Learner Experience in Improving their English Speaking Skills: A Narrative Inquiry"

B. Research Question

Based on the research background above, the research questions are:

1. How is the EFL Learner Experience in Improving their English Speaking Skills ?

2. What's speaking technique did the EFL Learner used to improve speaking skills?

C. Research Objective

According to the research question, the objectives of the research are:

1. To describe about EFL Student learning experince to improve speaking skill.

2. To explain about technique used to improve speaking skill.

D. Pedagocical Significances

1. Theoretical

   The researcher expects that the study will give additional information to the readers about the EFL learners' experience in improving their English speaking skills.

2. Practical

   The researcher hopes that the practical advantages in this research can be aimed at, among other things:

   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 realted 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 reserach 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. Limitation of the Research

Beacuse there are many people can speaking English in this study, the researcher would like to give a limitation of the study on the students' learning experince of non English department student enhanced their speaking skills in UIN Walisongo Semarang. But not all students are majoring in English; only a few are. At first, I wanted to use five participants, but some were busy, and the timing needed to be better, so there was only one person in the end.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses previous research, theoretical review which are relevant to this present research.

A. Previous Research

Some research about non English major students studying technology in improving speaking skills has been conducted by some researchers in the past years. Here, the researcher chooses some previous research that is related to the topic.

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, Dwi Safitri Mariesta Isnaini, Sayyidatul Fadlilah, and conducted a study titled "Exploring Female Pre-Service EFL Teacher's Experiences with Content-

Based Instruction: A Narrative Inquiry." This study involves narrative inquiry to explore female pre-service EFL teachers' experiences with content-based instruction during teacher preparation program. The study was framed with theoretical concepts related to teacher professional knowledge of EFL and PCK (Pedagogical Content Knowledge) as EFL teachers' manner described her pedagogical knowledge. The data were obtained from various sources (e.g., interviews, post-observation, learning diary, autobiography, and personal accounts). The data have subsequently been analyzed that produce evidence of how the participant actively applies CBI in a teaching practice placement, how she created a classroom situation, and her aspiration concerning CBI in the career future. The findings of this study support "Martel, J. (2018). Three foreign language student teachers' experiences with content-based instruction: exploring the identity/innovation interface" claim that PCK allows a student-teacher to implement CBI successfully.[12]

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[12] Dwi Safitri, Mariesta Isnaini, and Sayyidatul Fadlilah, 'At-Taqaddum Exploring Female Pre- Service EFL Teacher 's Experiences with Content-Based Instruction : A Narrative Inquiry', *At-Taqaddum*, 14.2 (202AD), 1–20 <https://doi.org/http://dx.doi.org/10.21580/at.v14i1.14048>.

Second, a study by Mukhlash Abrar. This study explore and make sense of the speaking experiences of Indonesian graduate students in academic contexts throughout their time at a university in the United Kingdom. The study's specific goal is to understand their speaking difficulties and solutions for overcoming them in both classroom and university settings.A narrative inquiry is utilized to fulfill the objectives of the study. Two Indonesian graduate students participated in this study and discussed their experiences prior to and after enrolling in college.

Participants' participation in verbal communication is hindered by language-related challenges, individual characteristics, and cultural variations, according to the findings of this narrative study. The participants employed communication tactics to overcome the obstacles by requesting clarification and repetition. The study indicates that language proficiency, including accent, is significant since it affects communication comprehension.[13]

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[13] Mukhlash Abrar, 'Re-Telling : A Narrative Inquiry of Indonesian Graduate Students ' Speaking Experiences in a United Kingdom', 8.3 (2019), 588–96 <https://doi.org/10.17509/ijal.v8i3.15257>.

Third, Carol Chufeng Wang conducted a study on Chinese nursing students at Australian universities: a narrative investigation into their motivation, learning experience, and future career planning.This paper summarizes the key philosophical, theoretical, and methodological perspectives as well as the issues surrounding narrative inquiry and voice. To improve teaching and learning for international students and to meet their specific needs, it is essential to comprehend their perceptions and experiences.

There is no better way to accomplish this goal than by allowing them to speak for and about themselves. Within the students, specifically in their perceptions, reality exists. When utilized with sensitivity and reflection, narrative inquiry as a research methodology offers a new dimension to international education research through the power of stories. Narrative inquiry gives students a voice, allowing educators to hear and comprehend their collective needs, thereby shedding light on how teaching and learning experiences can be enhanced for them..[14]

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[14] Carol Chunfeng Wang, 'Conversation with Presence : A Narrative Inquiry into the Learning Experience of Chinese Students Studying Nursing at

Fourth, in a study conducted by Evelyn Asamoah Ampofo and Vera Caine, five pregnant women in their third trimester were selected on purpose and followed over time. The amicable and non-judgmental relationships I developed with these women made it possible for them to freely and willingly discuss their labor pain experiences. I crafted narrative accounts for each participant based on their descriptions. The accounts were then placed next to one another in order to identify resonant threads that ran throughout the stories. The threads were then discussed in light of existing literature, and the lessons learned were emphasized.

The results of this study indicate that some pregnant women in Ghana do not receive adequate pain management. This lapse in maternity care may have been caused by multiple factors. Inadequate prenatal education on labor and labor pain management is one of them. In addition, there is a lack of accuracy in the assessment of labor pain. The nonpharmaceutical method of pain relief, which appears to be the predominant method, is not consistently used to its full advantage. Finally, the

caregivers' and family members' support is inadequate due to institutional barriers and possibly a lack of education among health care professionals.[15]

Fifth, Ramli a study on English Education Program at Bosowa University: The Use of Podcast to Improve Students' Listening and Speaking Skills for EFL Learners. This journal articel discuss about the use of podcasts to improve students' listening and speaking skills were investigated. The podcast is one of the interactive media used to facilitate the development of listening and speaking skills in the classroom. This study examined prior research and developed podcast-based instructional materials. According to the study's findings, students and teachers are affected by the potential benefits of using technology. Students engaged in a self-motivated effort to improve their English skills through listening and speaking experiences with technology.

In the 21st century, technology plays an important role in developing teaching instruction and learning styles

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[15] Evelyn Asamoah and Vera Caine, 'International Journal of Africa Nursing Sciences A Narrative Inquiry into Women's Perception and Experience of Labour Pain : A Study in the Western Region of Ghana', 3 (2015), 86–93 <https://doi.org/10.1016/j.ijans.2015.10.001>.

to improve student's English skills, especially in listening and speaking. This study has determined that podcasts are useful for developing classroom activities, and students are highly motivated and interested in participating in classroom listening and speaking practices. Students can glean specific information from podcasts and then discuss alternative solutions to the problems faced by the podcast's speakers in small groups. It was demonstrated that podcasts offer a variety of engaging topics that allow students' contributions to be enriched. Using technology such as podcasts, teachers can develop their functional technology skills and design appropriate lessons. To become computer literate and utilize technology tools to improve academic performance, teachers must devote time and resources to ongoing professional development training and planning. It is anticipated that podcasts' role as a learning tool will assist teachers and students in achieving educational objectives.[16]

Sixth, in a study conducted by Huang, H.-W.: Effects of smartphone-based collaborative vlog projects on

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[16] Ramli, 'The Use of Podcast to Improve Students' Listening and Speaking Skillsfor EFL Learners', *Advances in Social Science, Education and Humanities Research*, 145.Iconelt 2017 (2018), 189–94.

EFL learners' speaking performance and learning engagement. This journal article This study investigated the impact of smartphone-based collaborative video projects on the speaking performance and learning engagement of Chinese English as a Foreign Language (EFL) students using blended learning. Through two smartphone-based video filming tasks, students were able to engage in language learning and real-world experiences at the same time.

The findings of this study indicate that after participating in 10-week smartphone-based collaborative vlog projects, EFL college students demonstrated a significant improvement in their English speaking proficiency, enjoyed a dynamic group collaboration environment, and developed 21st-century skills, such as digital media production and communication. Moreover, qualitative responses from the focus group interviews suggest that applying collaborative vlog projects in English learning could enhance learning engagement and stimulate higher-order thinking skills as outlined in the revised Bloom's taxonomy. Students could present their ideas and creativity in English in authentic contexts. In particular,

they viewed vlog-filming projects as a good learning activity for evaluating their learning process and products, which is uncommon in conventional EFL classrooms. They had more control over their mobile devices and benefited from using their smartphones to create meaningful learning tasks through group collaboration. The findings are consistent with social constructivism; knowledge construction is based on learners sharing their perspectives and actively engaging in learning. Finally, students could recognize the potential of smartphones as English-learning tools.

Although this study successfully implemented collaborative smartphone-based vlog projects in EFL classrooms, certain limitations should be considered. First, the sample size in this study was restricted to 65 Chinese sophomores; thus, the results may not be generalizable. Recruiting additional participants during a lengthy experimental period could increase the generalizability of the findings. Second, the study did not examine the affective factors and perceptions of technology acceptance in students' learning. Future research could investigate other variables, such as different academic majors and

individual affective factors, to understand the other variables influencing EFL learners' acceptance of technology-enhanced language learning and learning outcomes. The study did not focus on the writing proficiency of students. When students write vlog scripts, the two output skills, writing and speaking, can be evaluated through smartphone integration in learning. Students will learn how to generate and discuss ideas, as well as how to revise video scripts to improve their writing quality. Future research could combine four language skills with vlog projects in EFL classrooms to improve students' global language proficiency.

Due to the increasing pervasiveness of technology, the literature on filming digital videos and the results of this study indicate that smartphone-based video production can be an effective language-learning tool in mobile-assisted language-learning contexts. Students were more engaged in learning activities than in traditional classrooms because technology increases student engagement and makes learning objectives more attainable. The features of smartphone-based learning in education, including audio, video, and photographs, facilitate visual learning and

increase students' interest in learning. The content designed for smartphone-based learning is interactive and dynamic for students' learning processes and outcomes. Thanks to smartphone-based learning, students are exposed to cutting-edge teaching methods and feel empowered by their achievements in the classroom.[17]

Seventh, Alotumi and Mohialdeen on their study: EFL college junior and senior students' self-regulated motivation for improving English speaking: A survey study. In this study investigated junior and senior college students' self-regulated motivation to improve their English as a foreign language (SRMIS-EFL). It looked into the impact of academic level and gender on SRMIS-EFL performance. Three hundred juniors and seniors majoring in EFL from a Yemeni university's English Department participated. This study collected data via an online SRMIS-EFL self-report questionnaire. Descriptive and inferential statistical analyses revealed that senior students' overall SRMIS-ELF proficiency was high, while junior students were medium. It was discovered that students

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[17] Hui-wen Huang, 'Effects of Smartphone-Based Collaborative Vlog Projects on EFL Learners ' Speaking Performance and Learning Engagement', *Australasian Journal of Educational Technology*, 37.6 (2021), 18–40.

employed various motivational self-regulation strategies to improve their EFL speaking proficiency.

This study investigated the use of self-regulated motivation by junior and senior EFL college students in Yemen to enhance their EFL speaking. All students used a variety of self-regulatory motivational strategies to improve their EFL speaking, and their SRMIS-EFL levels ranged from medium to high. This demonstrates that motivational self-regulatory strategies are utilized differently throughout the population. Some students employ motivational strategies, whereas others utilize alternative ones. Junior and senior students appear to employ task value activation strategies more than any other subdomain of SRMIS-EFL strategies. As a result of the ongoing local conflict and the coronavirus pandemic, all students have difficulty regulating their learning environment. Unlike their senior counterparts, junior students struggle to control their emotions and the classroom environment. Enhancing student motivation for SRMIS-EFL is facilitated by the students' confidence in themselves and the role of the teachers. This study demonstrates the necessity of training teachers and students in motivational regulation techniques.

Training must consider gender- and emotion-based individual differences and teachers must employ various motivating and collaborative classroom tasks congruent with students' needs and goals.[18]

Last, a study by Alev Elci and Begum Cubukcougle Dvran, the purpose of this research is to understand the differences and similarities in faculty members' social media usage from various perspectives. In addition, it is anticipated that this paper will examine narrative research and its application to technology-enhanced learning. The results of this study will shed light on various kinds of social media use, its weaknesses, and strategies to strengthen its use as an educational tool in higher education, based on interviews with two faculty members. Those who are willing to go through the process of preparing and using social media learning spaces as educational environments may be aided or guided by the actual events that took place.

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[18] Mohialdeen Alotumi, 'EFL College Junior and Senior Students ' Self-Regulated Motivation for Improving English Speaking : A Survey Study', *Heliyon*, 7.March (2021), e06664 <https://doi.org/10.1016/j.heliyon.2021.e06664>.

Furthermore, the learning of life experiences by researchers encourages self-reflection, which should help participants in the study understand their problems in the use of social media for learning purposes, develop a refined strategy for future application, and even decide that they may want some help. Due to the fact that two researchers who are also participants are collaborating, their active, collaborative, and engaged participation in the research may assist them in creating new experiences. With a belief in narrative, we desired to share our personal experiences with the academic community. In light of this, we can engage and persuade readers to try out the innovative uses of social media in education. emphasizing that narrative applications extend "beyond lived experience and worlds "behind the author," with an emphasis on "human interaction in relationships."[19]

The similarities between this previous study and the present study are that both discusses students' experiences learning English and how they can improve their language

[19] Begum Cubukcouglu Devran Alev Elci, 'A Narrative Research Approach : The Experiences of Social Media Support in Higher Education A Narrative Research Approach : The Experiences', July 2017, 2014, 40 <https://doi.org/10.1007/978-3-319-07482-5>.

skills, particularly their speaking abilities. And also using technology in learning, especially social media, which influences the current era of globalization. The research methods from several previous studies use narrative inquiry, and some differences, namely, quantitative methods. The two studies took place in different country and with same participants. The present study is expected to be able to answer the suggestions from this previous study which suggested a wider scope to get a more in-depth experience related to the use of technology in improving speaking skills.

Lastly, based on the research that previous researchers have successfully conducted on narrative inquiry, particularly in the field of English, Researchers were motivated to investigate narrative inquiry in the field of technology-enhanced speaking ability, particularly among university students at UIN Walisongo. Researchers attempted to recreate the experience of a student who mastered speaking ability and the English language.

B. Literature Review

1. Speaking Skill

In these modern times, the world has become a global village in which individuals communicate in a common language, especially English. The English language has achieved the status of global language, as it is spoken all over the world. English is widely used in scientific research, education, commerce, the internet, travel and tourism, the media and newspapers, software, medical, engineering, information and technology, entertainment, and banking, among other fields.

Speaking is considered the most crucial of the four key language skills when learning a foreign or second language. Speaking is the ability upon which students will be evaluated most strongly in real-world situations. Regardless of its significance, the teaching of speaking skills has been undervalued, with the majority of EFL/ESL instructors continuing to teach speaking skills

through the memorization of dialogues or repetition of drills.[20]

a. Types of Speaking

According to Brown (2004: 141–142), there are five basic types of speaking: imitative, intensive, responsive, interactive, and extensive. Imitative speaking is the ability to imitate (parrot back) a word, a phrase, or possibly a sentence. Intensive speaking goes one step beyond imitation to include any speaking performance that is designed to practice some phonological and grammatical aspects of language. Responsive speaking is interaction at the somewhat limited level of a very short conversation, a standard greeting and small talk, a simple comment or request, and the like. Speaking that is interactive; complex interaction that may include multiple exchanges and/or multiple participants. Extensive

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[20] Rao Parupalli, 'The Importance of Speaking Skills in English Classrooms', July, 2019, 5.

speaking is oral production, which includes speeches, oral presentations, and story telling.[21]

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 vocabulary than the other skills. Moreover, Brown states that there are some basic froms of speaking, such as imitatuve, intensive, responsive,interactive, and extensive.[22]

Initative. Around one end of a variety of speaking performance types is the ability to simply repeat a word, phrase, or even a complete sentence. Despite the fact that this is a strictly phonetic level of oral production, a number of prosodic, lexical, and grammatical language properties may be included in the criterion performance. We are only interested in what is traditionally referred to as

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[21] Sri Minda Murni, 'Improving Students ' Speaking Skill in Expressing Offering', 1–10.
[22] Brown, *Language Assessment Principles and Classroom Practice*, *(San Francisco: San Francisco State University)*, 2004.

"pronunciation"; no inferences are drawn about the test-r even a complete sentence. Despite the fact that this is a strictly phonetic level of oral production, a number of prosodic, lexical, and grammatical language properties may be included in the criterion performance. We are only interested in what is traditionally referred to as "pronunciation"; no inferences are drawn about the test-taker's ability to comprehend or communicate meaning or to engage in interactive conversation. The only function of listening in this context is the temporary storage of a phonogram, just long enough for the speaker to remember the brief segment of language that must be imitated.

Intensive. The production of short stretches of oral language designed to demonstrate competence in a narrow range of grammatical, phrasal, lexical, or phonological relationships is a second type of speaking frequently employed in assessment contexts (such as prosodic elements such as intonation, stress, rhythm, and juncture). To respond, the speaker must be aware of semantic

properties, but interaction with an interlocutor or test administrator is at best minimal. Directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks, including simple sequences, and translation up to the simple sentence level are examples of intensive assessment tasks.

Responsive. Responsive assessment tasks include interaction and comprehension testing, but at the somewhat limited level of very short conversations, standard greetings and small talk, straightforward requests and comments, etc. This is a type of brief response to teacher- or student-initiated questions or comments, providing instructions and guidance. These responses are typically adequate and meaningful.

Interactive. The distinction between responsive and interactive speaking resides in the duration and complexity of the interaction, which may involve multiple exchanges and/or multiple participants. Interaction can take the form of either transactional language, which is used to exchange

specific information, or interpersonal exchanges, which aim to maintain social relationships. Oral production can become pragmatically complex in interpersonal interactions due to the need to use a casual register, colloquial language, ellipses, slang, humor, and other sociolinguistic conventions.

Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which oral interaction with listeners is either severely limited (perhaps to nonverbal responses) or eliminated. For extensive tasks, language style is typically more deliberate (planning is involved) and formal, but we cannot rule out certain informal monologues, such as speech delivered informally (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, or recounting the plot of a novel or movie).[23]

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need

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[23] Brown.

to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

b. **The Learning Style of EFL Students**

In the teaching and learning process, teachers must recognize that students are distinct individuals with distinct characteristics. Teachers can instruct students according to their characteristics. Students learning styles are one of the factors that contribute to their academic success. Learning style has been defined differently by ESL/EFL experts and researchers. The literature on learning styles, however, uses the terms "learning style," "cognitive style," "personality type," "sensory preference," and "modality" loosely and frequently interchangeably.[24]

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[24] Madeline E. Ehrman, Betty Lou Leaver, and Rebecca L. Oxford, 'A Brief Overview of Individual Differences in Second Language Learning', *System*, 31.3 (2003), 313–30 <https://doi.org/10.1016/S0346-251X(03)00045-9>.

Reid's Perceptual Learning Styles (1987) Her Perceptual Learning Style Preferences Questionnaire (PLSPQ) measures preferences by dividing language learners' styles into six cubes: visual, auditory, kinesthetic, tactile, group, and individual.[25]

1) Visual learners are most at ease with images, graphs, and photographs when studying and retaining information.

2) Auditory learners acquire knowledge most effectively by hearing the information and possibly listening to a lecture. Thus, the student must verbalize what they have learned, solve problems by discussing them, and engage in class discussions about the material.

3) Kinesthetic learners favor active participation experiences such as drama, role-playing, or movement. These students learn best through participation in hands-on classroom activities and direct experience. A combination of stimuli, such as

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[25] Reza Gholami, 'Language Learning Style Preferences : A Theoretical and Empirical Study', *World Science Publisher, United States*, July 2012, 2014 <https://www.researchgate.net/publication/229088682>.

an audio tape and an activity, aids in comprehending new material.

4) Tactile learners prefer hands-on activities, such as manipulating materials and taking notes. The best way for such students to learn new material is by conducting experiments in the laboratory. Writing notes or instructions can aid these students in remembering information, and physical participation in class plays a significant role in their retention.

5) Many students prefer studying in a group. Group study makes them feel at ease and is the most effective method for acquiring knowledge. Students value class interaction and group work and retain more information when collaborating with two or three classmates. The stimulation of group work will aid the student's comprehension of new information.

6) Individual students prefer studying alone and learn best on their own. These students learn new material most effectively when they read it

themselves. Progress and achievement are most evident when students study independently.[26]

c. The Role of Students in Learning Speaking

Based on Brown(2001), there are a number of roles that can be assigned to students as they develop their speaking skills in the classroom.:

1) Imitative

A very small portion of classroom speaking time may legitimately consist of "human tape recorder speech," in which students, for instance, practice an intonation contour or attempt to isolate a specific vowel sound. This type of imitation is not intended to facilitate meaningful interaction but rather to highlight a particular aspect of language form.

2) Intensive

It goes a step further than imitation by including any speaking performances that are intended to practice phonological or grammatical aspects of language.

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[26] Jumahir Jamulia, 'Identifying Students Learning Style Preferences at Iain Ternate', *International Journal of Education*, 10.2 (2018), 121–29.

3) Responsive

It consists of brief responses to questions or comments posed by the instructor or the student.

4) Transactional (dialogue)

Transactional is an extended form of responsive language used for the purpose of conveying or exchanging specific information.

5) Interpersonal (dialogue)

It served more for the maintenance of social relationships than for the dissemination of facts and information. These conversations can include some or all of the following elements: an informal register, colloquial language, emotionally charged language, slang, collipsis, sarcasm, and a hidden "agenda."

6) Extensive (monolog)

Students at the intermediate and advanced levels are required to deliver lengthy monologues in the form of oral reports or speeches. In this instance, the register is more formal and deliberate. It may be planned or unplanned..[27]

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[27] Dauglas Brown H, *'Teaching by Principles An Interactive Approach to Language Pedagogy'*, 2001, pp. 271–74.

d. Improving English Speaking Skill

Here, we'll offer a few specific recommendations you may make on your own (for little to no money) to enhance your spoken English in particular.

1) Listen to the radio.You could get up five minutes earlier and listen to the news in English.

2) Consider watching the news in English rather than Chinese. If you are watching a film with subtitles, try taping a piece of paper over them.

3) Invite your teacher of English to lunch. Find a friend who wants to improve his or her English as well, and have lunch or dinner with him or her while speaking English naturally.

4) Borrow English-language books, records, cassette tapes, and other materials from your local library. Look for books that contain a great deal of dialogue. When viewing English-language films, try not to read the Chinese subtitles and instead read the dialogue.

5) Keep an eye out for notices of English activities and participate whenever possible. Seek out

English-language lectures on topics that interest you. Attempt to take notes for your own use only.

6) Learn the lyrics to a popular tune. Find audiobooks at your local library. If you have a walkman, you can listen while you're relaxing at home or commuting.

7) Watch for English-language plays and dramatic performances on campus, or purchase student tickets for public performances.

8) Send recorded messages to a classmate. Record a few minutes, then have your classmate respond on the same tape at a later time.

9) Select a celebrity whose accent you admire. If you can obtain recordings of his or her voice, mimic his or her speech.

10) When you are alone, practice situations, perhaps in front of a mirror. Imagine yourself making an introduction, disagreeing with someone's ideas, being interviewed, or requesting information. If you can find help, assign roles and conduct role-playing exercises.

11) Befriend the international students on campus. They are in this location because they desire intercultural communication. Interact with them.

12) Participate in an English play, beginning with a small role if you are shy.

13) Find two friends and agree to speak English at a predetermined time after class.

14) Rehearse reading aloud. Get someone to evaluate your pronunciation and intonation, or record your own voice and analyze it. Set improvement targets for specific areas, such as the distinctions between words containing "l" and "n" or "w" and "v." Keep track of words that you frequently mispronounce and practice them.

15) If you have the opportunity to travel, make use of the English-speaking airline and immigration personnel, hotel and restaurant staff, fellow travelers, and passengers. Visit a former English instructor from either secondary school or college.

Teachers enjoy hearing about their students' progress.[28]

2. Narrative Inquiry

This research explores individual lives by extracting personal experiential information and how those experiences are formed and interpreted according to context. Narrative research design was chosen to provide insights for understanding the world around us. Narrative research is about learning about an individual's experiences over time and discovering the choices and events that occur over the course of life, rather than mere facts and truths.

In narrative research, researchers play specific roles as both collaborators and participants . From initiating an investigation to presenting the data in the form of an academic paper, the narrative researcher is an extension of the thinking and representatives of the research subject. Because of that role, narrative researchers must always be vigilant when it comes to interpreting and conveying the ideas of their

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[28] Zhanli Yang, 'Strategies of Improving Spoken English for Learners', Icelaic, 2014, 334–37.

participants. Narrative elitism is increasingly used as a research strategy for understanding human experience.

This ubiquity is famously described by Barthes:

There are countless narratives in the world. Narrative is first and foremost a prodigious variety of genres, themselves distributed across various substances, as if any substance were suitable for receiving a man's tales. Narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting (consider Carpaccio's Saint Ursula), stained glass windows, film, comics, news items, and conversation. Moreover, under this nearly infinite diversity of forms, narrative is present in every age, every place, and every society; it begins with the history of humanity itself, and there has never been nor will there ever be a people without narrative. All classes and human groups have their own narratives, which are frequently enjoyed by men from diverse and even opposing cultural backgrounds. Unconcerned with the distinction between good and poor literature,

narrative is international, transhistorical, and transcultural: it simply exists, as does life.[29]

a. The Narrative Research Process

As will be demonstrated in the following section, one of the primary characteristics of narrative research is the collaboration between the researcher and the subjects. Within this methodology, the research subject is viewed as a collaborator rather than an informant whose dialogue is directed by the researcher's agenda. In this collaborative dialogical relationship between the researcher and the research subjects, a variety of data collection methods may be employed. Field notes, journal entries, interview transcripts, one's own and others' observations, storytelling, letter writing, autobiographical writing, documents such as school and class plans, newsletters, and other texts such as rules and principles, and photographs can all serve as data sources.

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[29] New Literary History, On Narrative, and Narratives Winter, 'An Introduction to the Structural Analysis of Narrative Roland Barthes ; *Lionel Duisit'*, 6.2 (2006), 237–72.

Several researchers have been interested in the collaborative, dialogical nature of the researcher's relationship with research subjects. The necessity of time and space to create a caring environment in which both the researcher and the research subjects can feel at ease seems crucial to this discussion.

It has also been suggested that a nonjudgmental attitude and a sense of equality between participants are particularly important in narrative inquiry, as teachers have traditionally felt that they lack a voice in the field of educational research and may find it challenging to feel empowered to share their stories. Ideally, the narrator and researcher will arrive at a shared intersubjective understanding of the narratives that emerge during the research process.[30]

However, a dilemma may arise if the researcher and the research subjects interpret particular events differently or if the research subjects question the researcher's interpretive authority. Inextricably linked to this conundrum is the question of whether research subjects always have a more accurate understanding of

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[30] Torill Moen, 'Reflections on the Narrative Research Approach', 2006, 56–69 <https://doi.org/10.1177/160940690600500405>.

their actions than an outside observer. The accounts of those whose customs or actions are being explained must always be accepted as the "correct" account of the phenomenon in question. It is difficult to determine whether a particular story reflects the case's facts or has been shaped by the storyteller.

This dilemma could and should be resolved, in my opinion, by including both the researcher's and the research subject's perspectives in the research report. Perhaps, in this manner, the multivoicedness of the narrative would become more apparent than if the researcher and the research subject had a shared understanding of the narratives that occur during the research process. Creating a narrative entails a procedure whereby a collaboratively developed, accurate story between a researcher and a research subject is committed to writing.

Initially, in the process of dialogic collaboration between the researcher and the research subject, one or more narratives are recorded and fixed into a text. This indicates that the narrative in question is no longer associated with a specific time period. Second, by

fixing the narrative into a text, it becomes "autonomized": detached from the moment it occurred and endowed with its own consequences. Thirdly, the narrative can acquire significance that transcends the initial situation and becomes applicable in other contexts.

The story has been freed from its origin and can now enter new interpretive frames, where it may take on meanings that were not intended by those involved in the original event. The narrative that is fixed in a text is therefore regarded as an "open work" whose meaning is addressed to those who read or hear about it. When narrative is regarded as an open text, a variety of interpretations are possible.[31]

The process of creating a narrative consists primarily of organizing human experiences into meaningful episodes. The "raw materials" for the narratives are inaccessible to direct observation and include intermental life experiences and intramental images. However, the individual stories that emerge in texts during the creation of narratives are open to direct

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[31] Torill Moen, 'Reflections on the Narrative Research Approach', November 2008, 2015 <https://doi.org/10.1177/160940690600500405>.

observation and interpretation. Every narrative thus functions on two levels. The first level consists of the narrative, which has been meticulously selected from a complex situation and fixed. By selecting one episode from a complex social situation, the event has already been interpreted and imbued with meaning: meaning assigned to it by the narrative under construction, which is the second level of interpretation.[32]

3. Learning Experience

In this study, according to the results of interviews with participants, participants in their learning experience to improve their speaking skills use many methods and technology. Technology has many types, and Social Media will be discussed and used here.

Certainly, the use of social media by faculty, students, and administrative staff in higher education is here to stay. The use of social media has many advantages for instructional and administrative use among faculty and students, including instant messaging and communication, student recruitment,

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[32] Moen, 'Reflections on the Narrative Research Approach.'

online discussions, inter- and intrapersonal interaction, available current events, promotion of a sense of community and belonging, sports, entertainment, job searching, and the sense of one world—the ability to connect with and interact with many people from around the world.[33] Social media and mobile devices allow the students to create, edit and share the course contents in textual, video or audio forms. These technological innovations give birth to a new kind of learning cultures, learning based on the principles of collective exploration and interaction.[34]

According to Ansari and Khan, social media is full of interactions, and interactions are critical for language learning. They emphasized social media in the context of language acquisition because it is the most recent electronic gadget for learning a second language. Social media plays a crucial role in supporting language

[33] Alex Kumi-yebaoh, 'Social Media and Use of Technology in Higher Education', *Educational Technologies and Instructional Design*, January 2014, 2017 <https://doi.org/10.4018/978-1-4666-6046-5.ch017>.
[34] Neil Selwyn and Neil Selwyn, 'Making Sense of Young People, Education and Digital Technology : The Role of Sociological Theory', *Oxford Review of Education*, 38(1), 2012, 81–96 <https://doi.org/10.1080/03054985.2011.577949>.

acquisition by offering a large array of authentic resources.[35]

A University of Central Florida researcher reported that electronic devices and social media provide students with an opportunity for collaborative learning and permit them to share resource materials with colleagues. The use of social media and mobile devices presents both advantages and challenges, with the majority of its advantages about accessing course materials, video clips, and the transfer of instructional notes, etc. Students believe that social media and mobile devices are the most cost-effective and convenient means of acquiring pertinent information. According to research conducted in western nations, using online social media for collaborative learning significantly impacts academic performance and student satisfaction.[36]

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[35] Jamal Abdul, Nasir Ansari, and Nawab Ali Khan, 'Exploring the Role of Social Media in Collaborative Learning the New Domain of Learning', *Smart Learning Environments*, 79(1) (2020), 1–16.
[36] Abdul, Ansari, and Khan.

a. Impact of Social Media on Education

Social media is crucial in enhancing English language learners' linguistic proficiency. It enhanced learners' vocabulary and reading, writing, listening, and speaking abilities. It was also discovered that excessive use of abbreviations, slang, and incorrect sentences on social media harms students' academic writing. However, the overall perception of English language learners indicated that social media positively impacts their learning ability. In addition, while social media practice is essential for learning English, informal English may pose a future threat to Standard English.[37]

Social networking technologies also enable individuals to share thoughts. It enables a man on one side of the globe to communicate and exchange ideas with a man on the other side. Through Facebook, Orkut, Instagram, and other social networking sites,

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[37] Rana Muhammad and Basharat Saeed, 'The Impact of the English Language Used in Social Media on English Language Learners at the Undergraduate Level in Sargodha', *Middle Eastern Journal of Research in Education and Social Sciences (MEJRESS)*, 2.2 (2021), 136–61.

students can easily communicate and share information using social media.[38]

1) Positive Effect of Social Media on Education

   a) Making friends and interacting with others is an integral part of growing up. Why is this significant? Because it allows for the exchange of ideas and the acquisition of new knowledge. This will inevitably lead to an increase in their self-esteem.

   b) It provides a straightforward and efficient method for students to share their knowledge. Students can easily access the information, study it, and (if necessary) transform and share it. Consequently, the flow of knowledge becomes seamless.

   c) Self-updating: You will have the ability to learn new information as it occurs. This causes them to update their information base. Acquiring knowledge from various sources: Students can choose the group, movement, or individual they

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[38] W Akram and R Kumar, 'A Study on Positive and Negative Effects of Social Media on Society', *International Journal of Computer Sciences and Engineering*, March, 2018 <https://doi.org/10.26438/ijcse/v5i10.351354>.

wish to follow for daily updates due to the design of long-distance interpersonal communication innovations. There are numerous learning options.

d) Being Well Prepared: The purpose of social networking technologies is to showcase global trends. By observing the changes being updated, shared, or discussed on social networking sites, students can formulate a plan for what might be expected of them.

e) Sharing what they feel or think: Students rarely have the opportunity to express their emotions. Through social networking technologies, they have the opportunity to express their opinions. If students were permitted to express their thoughts and emotions, it would be easier to determine what is good and bad.

    i. Social media allows students to communicate effectively with one another regarding class excursions, group projects, and homework assistance.

ii. Many students who do not consistently take an interest in class may feel that they can effectively express their thoughts through web-based networking media.

iii. Teachers can post useful information about class activities, school events, and homework assignments on social networking websites.

iv. Online social networking advertising has been expanding as a career option. Web-based social networking advertising prepares young specialists to become exceptionally successful marketers.

v. The availability of web-based social networking enables instructors to demonstrate excellent computer citizenship and the productive use of the Internet.

2) Negative effect of Social Media on Education

    a) Reduced academic and research skills

        Students rely increasingly on information readily accessible via social networking sites and the Internet. This diminishes their capacity for learning and research.

    b) Decrease in actual human contact

        The more time students spend on these online networking sites, the less time they spend interacting with others face-to-face. This diminishes their interpersonal skills. They will need to communicate and interact effectively with others face-to-face. Because of this, businesses are becoming increasingly dissatisfied with the interpersonal skills of recent graduates. For true success, effective relational skills are required.

    c) Age reduces language command and creative writing ability.

        Students typically use slang or abbreviated words in long-distance interpersonal communication settings. They begin based on

the computer's language structure and spelling check highlights. This diminishes their command of the language and their creative writing skills.

d) Timewasting

While searching and concentrating on the Internet, students are often distracted by social networking sites and forget why they are using the Internet. Occasionally, students need more time to submit their assignments within the allotted time frame because their time is wasted.

e) Low marks

Students receive low grades because they lack the desired knowledge and writing skills.

f) Demotivation among students

Student motivation decreases due to the use of these long-distance interpersonal communication sites. They rely on the virtual environment instead of gaining knowledge from the present reality.

g) Effect on health

The unnecessary use of these sites has both mental and physical health consequences. Students do not take their meals and rest at the appropriate times. The daily use of these sites has numerous negative effects on students' physical and mental health, causing them to become apathetic and unmotivated to interact with the general public. Parents should monitor and adjust their behavior when their children use the Internet. They should be suspicious of whether or not they are using it for the appropriate duration. The companions and educators should also assist students by informing them of the negative effects and explaining what they are losing by adhering to these long-distance social networking sites.[39]

b. Technological Benefits for Human

Advantages of Technology for Humans Fundamentally, the benefits of technology consist of

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[39] Akram and Kumar.

facilitating and accelerating a variety of human activities in a variety of fields of life. Referring to the comprehension of technology, the following are some of the advantages of technology:

1) Information and Communication Sector

The most tangible advantage of technology in the fields of information technology and communication is a process that is simple, quick, and inexpensive.

2) Economics and Business

There are numerous advantages to technology in modern economics. For instance, the existence of an ATM and internet banking facilitates the payment transaction process.

3) Education

Additionally, technology offers numerous advantages and conveniences in the field of education. The existence of an e-learning system is one of these factors. With this modern learning system, it is possible to access online learning materials by opening a website or application. In this digital era, technology plays an important role in all major industries, including

education and teaching. It has significantly altered the way we teach and learn.

4) Transportation Sector

Transportation, for both goods and people, has benefited from numerous technological advancements and conveniences. The existence of various modes of transportation, such as automobiles, motorcycles, airplanes, and ships, facilitates and expedites human travel.

5) Medical Field

In the medical field, where the discovery of various methods, some medicines, equipment, and the most advanced machinery can aid doctors and nurses in their work, the advantages of technology are also felt strongly.[40]

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[40] Yahfenel Evi Fussalam and Ridho Kurniawan, 'Technology in Teaching Speaking Skill : A Review of Current Literature', *Journal of Language Education Development*, 2.1 (2019), 242–51.

CHAPTER III
RESEARCH METHOD

This chapter consits of research design, research setting, participants, data source, methods of data collection, instruments, and methods of data analysis.

A. Research Design

This study used qualitative research methods with a narrative inquiry approach. The research approach used in this study is a qualitative approach. The qualitative approach is descriptive research. The qualitative approach was used in this study because the researcher tried to describe the findings obtained. According to Cresswell in his book; *Educational Research*, qualitative research is a type of research that relies heavily on information from the object/participant on; broad scope, general questions, collecting data mostly consisting of words/texts from participants, explaining and analyzing data obtained from research results.[41]

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[41] John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, FOURTH EDI (University of Nebraska–Lincoln, 2008).

The research method used in this study is a narrative inquiry study. Narrative inquiry is a research method used to learn from the experiences of individuals and social groups involved and relive those experiences through a series of words. Narrative inquiry, according to Polkinghorne, narrative inquiry is not new to qualitative researchers and it is defined as a subset of qualitative research designs in which stories are used to describe human actions.[42] According to Creswell, narrative research studies the life experiences of individuals over time.[43] Narrative research is a type of research that consists of obtaining and then reflecting on people's lived experiences.[44]

Based on Connelly and Clandinin in narrative research, stories of experience are shaped through discussion with the research subject in a dialouge. A number of data collection mehods can be used, as the researcher and research subjects work together in this

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[42] Donald E Polkinghorne, 'International Journal of Qualitative Studies in Education Narrative Configuration in Qualitative Analysis', February 2013, 2006, 37–41.

[43] Creswell.

[44] Ruthellen Josselson, *The Ethical Attitude in Narrative Research*, 2018 <https://doi.org/10.4135/9781452226552.n21>.

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: newslatters and other texts such as rules and principles: and pictures.[45]

As a result, this research methodology suggests that knowledge can be thought of as an experience. Through the development of personal interactions with a scenario that continuously occurs, an experience is obtained. Therefore, the experience of individuals and those involved in their environmental situations serves as the basis for knowledge.

Basically, knowledge is a crucial component for a teacher to comprehend what he has learned from his experiences. Connelly and Clandinin stated this after pausing to think and then sharing their experience. Concurrently, it will cause one to conceive of ideas for regeneration. His personality was refreshed, as were his

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[45] F Michael Connelly, D Jean Clandinin, and D Jean Clandinin, 'Stories of Experience and Narrative Inquiry', *Educational Researcher*, 1990, 2–14 <https://doi.org/10.3102/0013189X019005002>.

practical teaching abilities. Naturally, this goes along with how to understand studies in an effort to develop educators' critical thinking.[46]

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. The researcher 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.

B. Research Setting

This research was conducted at UIN Walisongo Semarang, which is located at Prof. Dr. Hamka Street, Tambakaji, Ngaliyan, Semarang, Central Java on October. Because participant no longer have courses and also different majors, the research was carried out remotely through online media by used Whatsapp.

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[46] D Jean Clandinin and F Michael Connelly, 'Narrative Inquiry Experience and Story in Qualitative Research', 2008.

C. Participant

The participant of this research is EFL students's especially the student from non English Department of Universitas Islam Negeri Walisongo Semarang. Her name is Khoirunnisa one of student from Islamic Education Department academic year 2021/2022. The student basically lived far from the university, when offline learning class she lived in boarding, in the her boarding there is program. There is a language program; that is, everyone who is in the boarding is required to use English or Arabic in conversation while in the boarding environment, and those who violate will be punished. Therefore, participant are already familiar with English. Then during the interview, the participant used Javanese, Indonesian, and English a lot. This means that the participant are familiar with many languages, especially English.

D. Data Source

The type of data in this research was the learning experience of non English Department in improving speaking skills. The primary data would be collected by

doing interview with the 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.

E. Methods of Data Collection

The data would be collected from one 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 speaking skill.

b. Interview

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.

The tool used in this study was an interview. Survey data was collected through virtual interviews using WhatsApp applications. On the

October the researcher and participant did the interview through WhatsApp used voice her nsessages. The purpose of the interview is to solicit information and enrich narrative data. The questions asked of the participants experience in learning English and how the participant technique used in improve her speaking skills.

Researcher used interview for oral narrative data using semi-structured interview. the semi-structured interview is an interview guide as a resource to direct the interviews, but at the same time, the questions are usually open-ended to allow participants to elaborate and researchers to pursue developing themes.[47]

Then the result of the interview was transcribed and translated into English. Transcription is essential for dealing with findings in the interview.

c. Conversation

The researcher encouraged the participant to communicate with the researcher regularly via

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[47] Phil Benson and Alice Chik Gary Barkhuizen, 'Narrative Inquiry in Language Teaching and Research', 2014.

Whatsapp or telephone to update the participant's experience.

F. 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 as the instrument.

An interview is a research tool for collecting data using multisensory methods such as verbal, nonverbal, oral, and listening. Participants were given a space to react and express what they felt. Because interviews are flexible, they also give researchers an opportunity to gather more information. The research results obtained will help develop research questions.

Here were the techniques to obtain the data and the instrument used for teach 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.[48]

A researcher can receive information tought by him/her asking people concerned through interview. It is a direct method of receiving information. Interview can be generally held asking questions in face-to-face contact to the person or persons and sometimes through telephone conversation. This method is common in the research of legal and social science. In this method, the researcher has to use less skill and knowledge to receive information s/he had tought. Interview is known as an art of receiving pertinent information. Interview can be taken as a systematic method by which a person enters more or less imaginatively into the life of a stranger.[49]

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 non

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[48] M. Burhan Bungin, 'Quantitative and Qualitative Research Methods for the Fields of Sociology, Public Policy, Communication, Management, and Marketing', 132.
[49] Syed Muhammad and Sajjad Kabir, 'Methods of Data Collection', July 2016, 2018.

Englsih Deparment in studying English and technique the participant used in improving her speaking skills.

This would be conducted by the researcher by asking the participant to retelling her experience about learning speaking skill. The questions were in Indonesian and English. 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 Participant Adapted from "Basic Phases of the Narrative Interview" (Jovchelovitch and Bauer, 2007)

NO	Phases	Parallel Elements of Plot	Narrative Elicitation Guideliness	Narrative Elicitation Prompts
1.	Preparation	Exposition	Explore and elicit background details	Thank you for taking the time for me to do this interview. I am

| | | | | particularly interested in hearing your story about your experience in improving English speaking skills.

First, could you tell me how did you become interested in learning English? |
|---|---|---|---|---|
| 2. | Initiatio n | Inciting Incident | Explain the narrative procedure

Identify the experiential story event | When you began to enjoy learning English, what did you do to improve your abilities, especially your speaking? |
| 3. | Main Narrati on | Rising Action | Give initiating prompt; make no interruption s; give non- | Please tell me about that experience |

			verbal, paralinguistic affirmations	
4.	Questio ning	Climax / Falling Action	Ask questions that explore challenge(s) and high point(s) of the experience(s)	Could you tell me, please, about any challenges that you experienced? Was this a memorable experience for you?
5.	Conclu ding Talk	Resoluti on/ Denoue ment	Ask questions that engender reflective and summative responses	As you reflect, how did you feel about that/those experience(s)? How were you impacted by that/those experiences?

G. Methods of Data Analysis

After conducting an interview, the next step is to skip the interview results in narrative form for further analysis.

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 some previous researches as supporting data. So it would be easily understood by the researcher and the others.

The narratives of each participant - including their past experiences in learning languages, and speaking experiences both in classroom and university-surrounding settings - were separately presented

Data analysis was performed using a theoretical framework from the Jovchelovitch and Bauer (2007). This theori consists five phases are : Preparation, Initiation, Main Narration, Questioning, and Concluding Talk.

The first step is to listen to recorded conversations between participant and researchers via the WhatsApp application. Then, enter the interview results in the form of transcripts for easier analysis. The next step is

to select the conversational data to interpret. This is a written form. During this phase, researchers did their best to ensure that the words they chose conveyed her learning experiences in order to interpret the message that the participants wanted to convey.

The next step is to identify patterns that recur in the data. The identification of this pattern stems from the process of assigning codes to specific words/phrases that form categories related to the theori. By providing this code, you can easily find processes and result from the learning experience of the participant. The final step is to double check the data to ensure that the interpretation is correct.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter covers research finding and discussion, including the result of interview by the research with the participant toward learning experience of non English major student studying technology enhanced speaking skill.

A. Findings

In the findings will discuss about the EFL Student learning experince to improve speaking skill and participant speaking technique used to improve speaking skill.

1. The EFL Learner Experience in Improving Speaking Skill

The data of this research were obtained from interviews related to the learning experience of non-English department students studying socially enhanced speaking skills. The participant has liked English subject since Elementary school. The participant liked sing-song and watching movies or series that used the English language. She joined with English Organization, looked for difficult words in some applications, and then the participant also like used some modern applications to improve her

knowledge of English, such as can know some new vocabulary, know grammar and know the good pronunciation, all of that are meaningful for the participant to enhanced speaking skill. Besides using some applications, the participant also practices speaking skills every moment.

a. Studying English through Music in YouTube Music.

    While in elementary school, the participant liked Twinkle, Twinkle Little Star. The participant sings a simple song, such as "Twinkle, twinkle, little star," and so on. Then, after the participant grows up, she knows more about songs than just Twinkle, Twinkle, and Little Star. The participant wants to know about romance and love songs, and her first love song is You're Still the One by Shania Twain. All of the songs made the participant try to learn how to pronounce every song, which made her comfortable and enjoyable. The participant memorized every lyric from the songs and tried to understand every vocabulary; she was always looking for the meaning of the difficult vocabulary she found in the lyrics.

"...Okay, for the first time, I'm learned English through song. When I was in elementary school, I was so excited and liked to sing the "Twinkle-Twinkle Little Star" song and many other simple songs. After that, I grew up and knew many love songs, including "You're Still the One" by Shani Twain. Through the songs, I practiced speaking and pronouncing English every day." (Participant1)

The participant translates the difficult vocabulary into Indonesian to make it easier to understand. Then the participant will write the vocabulary in a special vocabulary book, so if the participant wants to see the meaning of a word, she can open the vocabulary book to search and remember again. The participant claims that learning to talk with music is highly enjoyable and simple for beginners since they enjoy learning to speak more while listening to music. Music also has a calming effect on students who are studying, making them more open to learning.

b. Studying English through Movie in YouTube.

As the participant gets older and continues her education to a higher level, apart from liking the

participant's songs, she also likes to watch movies or series that use English. Participants use subtitles when watching English films or series because not all vocabulary is easily understood. However, she is not bored because watching movies or serials increases participants' knowledge, such as expanding their English vocabulary, knowing how to pronounce words, and recognizing the actors' expressions when they are in dialogue with one another. In addition to learning to speak, a participant can learn to read and understand the grammar of each sentence or word spoken by employing participant subtitles, which are displayed on the screen as a subtitle.

> *"...I started to enjoy English music, which led me to want to watch English-language movies and series. I still use subtitles when I watch it, but I still enjoy it. Even if there are subtitles, there are some words that I can learn both the pronunciation and the grammar for even though I already know what they mean. I really like it." (Participant1)*

The participant claimed that learning to use a movie or series is similar to learning music. Both are simple to learn and have lots of entertainment, so the participant feels more

at ease and appreciates the entertainment while studying them without having to put herself under additional study stress. The participant claims that since media learning combines education and fun, it will be simpler for her to learn. The participant acknowledged that she had been listening to western music daily and occasionally to television series or shows.

2. The use EFL English Speaking Technique to Improve Speaking Skills

There are numerous ways for the participant to learn English; she had no idea until she understood it as she does now. The participant enjoys her process and is proud of herself. Because we can always learn, it must be developed using the skills we already possess. Here, the researcher explains the various efforts made by participants to improve their speaking abilities. Students can practice speaking in a variety of ways to improve their abilities.

First, starting with liking the song, then moving on to the film. The participant was becoming increasingly interested in English; she wanted to learn more deeply so that her skills would improve. Therefore, participants take

advantage of social media applications, such as YouTube, Instagram, TikTok, and Spotify, which are related and discuss English. Thus, the participant will feel more familiar with the English language, making it easier to learn. Because if we study something that makes us interested and comfortable, we will accept it more quickly. As a result, if you want to learn it faster and easier, you must first love and like it.

> *"As you know for the first time, I'm learning English through song. When I was in elementary school, I was so excited and liked to sing the "Twinkle-Twinkle Little Star" song and many other simple songs. Beside songs I like movies and series used English too, I still use subtitles when I watch it, but I enjoy with it. Then I following many account in Instagram, TikTok, YouToube which discusses anything related to the English language, and also I used Spotify for sing songs. All of these things really helped me learn English very well".* *(Participant1)*

Second, participant start to join or participate in campus organizations, specifically at the faculty level; she joins groups that can help her advance her proficiency in English-related areas, particularly speaking abilities, which

is the major goal. Even if this only lasted a short while, the participant felt it was not in vain. The participant continued to learn essential information from the club, and she enjoyed the opportunity to share her expertise with her colleagues. The participant took a TOEFL preparation course at PPB UIN Walisongo to join a club to improve their English.

> *"Yeah, I joined the English Course on PPB UIN Walisongo for prepared the TOEFL test. It helped me very well in my test. Beside joined English Course on PPB, I also joined English Organization in campus, more specific at the Faculty level. Unfortunately, I only attended a few times, so this didn't last long. However, it was a lot of fun and improved my English knowledge".*
> *(Participant1)*

B. Discussion

In the discussion will discuss about student experience in studying English skills and about how the student technique to improving her speaking skills.

1. Student Experience in Studying English Skill

As we know from participant exposure, the learning process for improving English skills comes from school

and technology, especially social media. Even though the participant did not explain how she learned during her school days, she admitted that she learned a lot at school because she did not take courses in English and only relied on her school. Indeed, when a participant on campus joined a course, it lasted only a short time compared to the time spent at school, which was longer than when the participant joined the course on campus.

During junior high school, the participant studied English with a teacher for approximately 2 hours a week. The English learning hours were longer in high school than in junior high school. Participants always get good writing, reading, listening, and speaking assignments at school to improve their abilities and add insight. The more often they get assignments and the participants enjoy doing them, the more they like and understand them, so if you already understand them, it's easier to develop them. That is why we must like and love a lesson if we want to understand it easily.

The critical central factor determining the context variable of growing speaking skills is students' variables. The outcome of developing speaking skills is also

influenced by student factors (product variables). Except for textbooks, teachers supplemented lessons with various materials, including audio-visual, teacher-made or ready-made teaching aids (pictures, models, diagrams, charts, and maps). Based on a student's needs and circumstances, teachers and institutions organize several variables for developing speaking skills, such as seating arrangements, resources, and instructional facilitie.[50]

Then, the participant gets her learning from the surrounding environment. Examples include watching movies or television series, singing English songs, and joining English-speaking organizations, even if only for a short time. In addition, when the participant was in college, she had lived at Mahad Jamiah Walisongo and was on board; there was a rule that every child living at Mahad had to use Arabic or English (a bilingual language) every day when communicating with one another. Under these conditions, even though the participant is no longer actively participating in the organization, she can still improve her English skills, especially her speaking skills. These regulations and challenges certainly trigger the participants'

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[50] Citra Priski Abadi, 'Developing Speaking Skill in EFL English Course', *Journal on English as a Foreign Language*, 5.22 (2015), 133–40.

enthusiasm to improve their English and further their abilities in English.

It can be concluded that it is easier for participants to learn by using media as a learning tool. In addition, the material to be studied is also an option for ensuring continuity in learning. We will read more books, magazines, or other materials if you enjoy reading. If you like writing, practice more to become more proficient. If you like listening, listen to songs and podcasts, or watch more. And, if you enjoy speaking, speak more in everyday situations. If we want to achieve our goals, we must diligently study, practice, and practice some more; we must not be afraid to fail because failure serves as a whip to motivate us to learn more.

. The most important aspect for students is selecting material. The song is quite valuable among the elements utilized in the teaching-learning process. Songs can be used as an effective teaching tool and play an essential part in children's psychological and emotional development. Songs soothe and delight students in the classroom, making them more open to learning. Second, singing in class is a fun way for students to learn English. One of the media that

should be employed is the song. The facilitator can explain grammar using song lyrics to make it easier to understand the English article. Finally, motivation is an essential aspect of learning, and unique teaching ideas are one approach to fostering learning motivation.[51]

Melody and lyrics are essential parts of music that improve speaking abilities. It is possible to learn how to keep rhythm and sound patterns. Music has a significant impact on language and literacy development. The usage of tunes speeds up the learning process by relieving stress. The apparent level of receptivity determines affectivity. It depicts the emotional response of the students to the verbal input. A song is expressive, conveys love and emotion, tells a memorable story, brings a dream to fruition, and evokes memories. A song has a variety of themes and phrases that can be heard in the learner's heart.[52]

Then, in addition to media and participant materials, the participant also takes advantage of social media advances to learn English. Trying to join courses and organizations related to English, then trying to use English

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[51] Titis Wisnu Wijaya, 'The Effectiveness of Songs for Teaching Speaking', *Journal of Foreign Language Teaching and Learning*, 3.2 (2018), 83.
[52] Wijaya.

in everyday conversation with one's friends. Thus, the participant are motivated and enthusiastic about developing her abilities and trying to become more stable.

2. Student Technique used to Improving English Speaking Skills.

    First, the participant learns to speak at the appropriate level in elementary school through songs and her hobbies. The participant was excited and liked singing the "Twinkle, Twinkle, Little Star" song and many other simple songs. Songs whose lyrics are easy to read and memorize. Because it's still in the early stages, the participants learn from these songs; even though sometimes there are words, they don't understand, most of the songs that are listened to have more words that are understood.

    Second, the participant learns to like English songs at a higher level than in elementary school, one of which is about love. The first song she liked was "You're Still the One" by Shania Twain; from that song, the participant liked more English songs. Then, when the participant entered high school, she began to like films and series related to English—from films that are in the children's genre to

romance, participants like them. The most important thing is that the storyline is not boring to watch. The participant uses subtitles when watching it, but even so, it doesn't prevent the participant from continuing to watch; instead, it makes her excited because learning is interspersed with refreshing. The participant can listen clearly and adjust dialogue with subtitles, thereby increasing their vocabulary, sharpening their sensitivity when listening, and training their tongue to speak English,

Third, the participant continued studying at the university. The participant attended a TOEFL preparation course at PPB UIN Walisongo to help her prepare for the test. Then, apart from the program, the participant also tried to join an English-language organization at the faculty level. But it didn't last long, only a few moments, and even so, there was still knowledge to be gained from joining the organization. Gain experience, make friends, and mentally train to meet many people.

Fourth, the participant learns to practice her skills, especially speaking. While in semester 1, the participant lived at Mahad Jamiah Walisongo. There are regulations in the Mahad that require every student who lives there to use

English or Arabic in conversation with one another (bilingual language); if you violate them, you will face a penalty. There are many positive aspects to these regulations, which everyone must follow. One of them is increasing speaking and public speaking skills, increasing vocabulary, and being able to correct pronunciation and grammar with other friends.

The participant can also improve their speaking skills by using social media such as Instagram, YouTube, TikTok, and Spotify. Therefore, participant take advantage of social media applications, such as YouTube, Instagram, TikTok, and Spotify, which are related and discuss English. Thus, the participant will feel more familiar with the English language, making it easier to learn. The answer is yes. All of these things helped her learn English very well.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestion for the following finding of the study.

A. Conclusion

This paper shows that EFL students use some ways to improve their English speaking skills and get positive results. Students in the non-English department find it more enjoyable to improve their speaking skills through social media. The conclusion was drawn based on the data analyzed in the previous chapter. From the data, the learning experience of a non-English department student studying social media-enhanced speaking skills could be summarized in sentences.

First, the experience from participant to improving her English speaking skills. The participant learns to know some songs and movie that used English, and then the participant try to joined course when she at the university, beside course the participant also tried to join an English-language organization. And then the

participant pratice her skills especially speaking through lived at Mahad Jamiah Walisongo.

The technique of the participant to improve her speaking skills by using social media such as Instagram, YouTube, TikTok, and Spotify. Therefore, participant take advantage of social media applications, such as YouTube, Instagram, TikTok, and Spotify, which are related and discuss English. Thus, the participant will feel more familiar with the English language, making it easier to learn. The answer is yes. All of these things helped her learn English very well.

B. Suggestion

Although this research was conducted in a short and limited time with a small number of participant. The researcher made an effort to offer helpful details about a college student who didn't English department student but was studying speaking skills that are enhanced by social media. The researcher hopes that this research can provide valuable information about a college student who did not English deparment student but was studying speaking skills that are enhanced by

social media. Here are some suggestions that the researcher can over:

1. For the Researcher

Many challenges are encountered in the research setting because this is the researcher's first time conducting research. Because the distance between the researchers and the participants is far from home, there are limited vehicles to meet face-to-face, because not all students were willing to be interviewed by phone, the interview was held online over WhatsApp, which created several issues. Interviews frequently involve unclear information, misunderstandings, poor signals, and restrictions on freedom. So that the researcher can provide a different topic and higher quality of research in the future, it is hoped that this study will inspire the following researcher to conduct a research with a greater range of research time.

2. For the Participant

This study informs participants on the technology-enhanced speaking skill learning experiences of students who aren't English majors. In aim for the

research findings to be beneficial for more than just one school, the researcher also asks the participant to share the knowledge with other students from different schools or universities.

3. For the Researcher

According to the researcher, certain schools and universities may consider applying the research's findings because of its advantages.

4. For the Next Researcher

The researcher hopes that this research can be used as a good reference for future researchers who want to do the same topic. The researcher suggests to the next researcher to prepare everything possibilities and problem-solving before researching so that this research can be carried out as expected. Lastly, the researcher suggests to future researchers to prepare all possibilities and problem solving before doing research, so that research can be done as they expected, also the next researcher can add elaboration about how to improve english speaking skills.

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APPENDICES

Appendix 1

Guidelines of the Research-Interview

Date	
Time	
Activity	
Interviewee	
Location	

Adapted from "Basic Phases of the Narrative Interview"

(Jovchelovitch and Bauer, 2007)

NO	Phases	Parallel Elements of Plot	Narrative Elicitation Guideliness	Narrative Elicitation Prompts
1.	Preparation	Exposition	Explore and elicit background details	Thank you for taking the time for me to do this interview. I am particularly interested in hearing your story about your experience in improving

				English speaking skills. First, could you tell me how did you become interested in learning English?
2.	Initiation	Inciting Incident	Explain the narrative procedure Identify the experiential story event	When you began to enjoy learning English, what did you do to improve your abilities, especially your speaking?
3.	Main Narration	Rising Action	Give initiating prompt; make no interruptions; give non-verbal, paralinguistic affirmations	Please tell me about that experience
4.	Questioning	Climax / Falling Action	Ask questions that explore challenge(s)	Could you tell me, please, about any challenges that

			and high point(s) of the experience(s)	you experienced? Was this a memorable experience for you?
5.	Concluding Talk	Resolution/ Denouement	Ask questions that engender reflective and summative responses	As you reflect, how did you feel about that/those experience(s)? How were you impacted by that/those experiences?

Appendix 2

Transcript of Interview

Date   : October, 2022

Time   : 16:00-18:00

Activity : Interview with the participant (Non English
Department Student
)

Interviewee : One of non English Department Student

Location : Remotely by Whatsapp

Role	Interview
Ike	Assalamu'alaikum warahmatullahi wabarakatuh. Good afternoon I am Ike Astriani, the student who conducted this research. Thank you for taking the time for me to do this interview. How do you feel today?
KN	Wa'alaikumsalam warahmatullahi wabarakatuh. Good afternoon too. Alhamdulillah, Today I feel good.
Ike	Alhamdulillah. Are you ready to be interviewed?

KN	InsyaAllah, I am ready
Ike	First, can you introduce yourself first? Please.
KN	Of course. My name is KN. I am a student majoring in FITK UIN Walisongo Semarang, but not in English Education. And now I'm an alumni.
Ike	Alright, thank you. I'll start by going over the details of this interview. This interview is one of those informal ones, the kind you would have with friends or in regular conversation. Relax, there's no need to be tense. The interview would then be conducted in a relaxed manner to help everyone feel at ease. If there are any unclear questions, the informants may ask for clarification. Let's begin with the first question,. Could you tell me how did you become interested in learning English?
KN	The first time I became interested in learning English was in elementary school. starting from liking a children's song called "Twinkle, Twinkle, Little Star." This song is my first

English song, and because of that song, I started to be curious about other English songs and also started to be curious about English lessons because I was still in elementary school, so I looked for songs whose lyrics were easy to pronounce. After the nursery rhymes, I tried other genres of English songs. "You're Still the One" by Shania Twain is the first romance song I know of. After the song "You're Still the One," I started to know a lot of other English songs, not just the romance genre. Apart from songs, the things that make me interested in learning English are films and series. I like movies or series that use English in conversation, even though when I watch them, I use translation. That doesn't diminish my enjoyment of the film. With the translation, I also learn at the same time to read every translation of the dialogue and then adapt it to the movement of the lips spoken by the actors or film characters. From the film, I learned to listen to the pronunciation of the

	players, and sometimes I also demonstrated what the film characters said. So the first thing that got me interested in learning English was because of songs and films.
Ike	When you began to enjoy learning English, what did you do to improve your abilities, especially your speaking?
KN	I started to enjoy it when I was in middle school because when I was in middle school, English lessons became more interesting to me. And to improve my knowledge, I study hard and take English seriously. Besides being serious while studying, I have attended English courses and joined language organizations. By taking courses and organizing myself, my knowledge of English is growing and well-honed. Besides learning and organization, technology has also helped improve my English skills. Through digital social media technology, namely Instagram, TikTok, and YouTube. I follow accounts that discuss English, be it

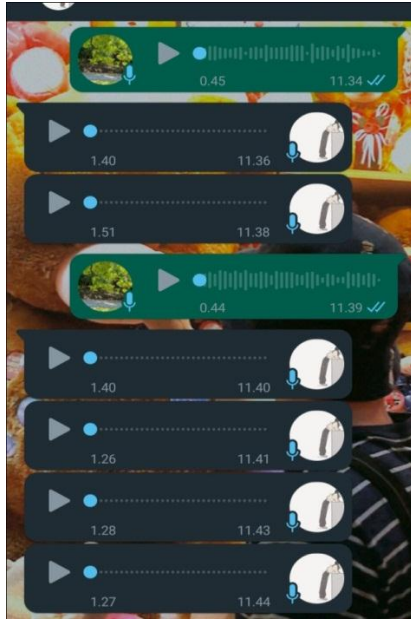|	
	reading, listening, practising speaking, or discussing grammar, tenses, and pronunciation. The development of increasingly advanced and rapid technology has helped me learn English properly and correctly. I feel happy about this; social media applications, apart from being a place for refreshing, can also be used as a forum, then a means for me to explore and learn about something that I don't know at all and become aware of; yes, one example is in the process of learning English.
Ike	Please tell me about that experience.
KN	During my first semester in college, I took an English course at PPB UIN Walisongo. In that course, I learned many things I had not learned before. And also, I took the course to prepare for the TOEFL test as one of the requirements for taking a diploma later. The course helped me a lot and made my English skills even better. Apart from attending courses held by PPB UIN Walisongo, I also took part in one of

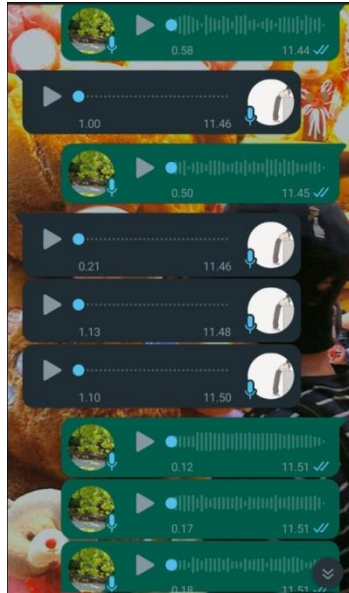|	the Language UKM at the Faculty. Besides learning and discussing English, this organization also teaches Arabic. However, I only briefly joined the organization. Even though it didn't last long, it was very useful for me in learning English. This is an interesting experience for me.
Ike	Could you tell me, please, about any challenges that you experienced? Was this a memorable experience for you?
KN	The challenge I got when learning English was that I still needed to gain the vocabulary I had memorized. Then, I felt insecure when I tried to speak English, afraid that my grammar or pronunciation was incorrect. However, I am slowly starting to convince myself to dare to try because if I don't try to get out of my comfort zone, and I will not develop. The most memorable experience was when I stayed at Mahad Jamiah Walisongo. In the Mahad, some regulations require all students and those living in the Mahad to speak English

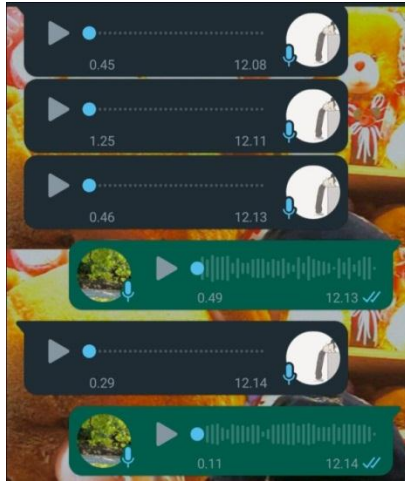|	
	or Arabic when speaking and communicating with friends or administrators. Those who break the rules will be punished. Many positive sides can be taken from the rules. They make me more challenged to improve my skills in both languages, making me study a lot and actively so that I am fluent when using English or Arabic, and they make me diligent in memorizing new vocabulary to help me communicate with other friends. Yes, even though it's not smooth, and sometimes I forget, I dare to show my abilities in this field. This became a memorable memory for my process of learning English.
Ike	As you reflect, how did you feel about that/those experience(s)?
KN	Of course, I feel very happy. Because this experience made me feel even better. I am ready to face the challenges ahead. The knowledge that I have is growing. Of course, this can be a provision for my life in the future.

Ike	How were you impacted by that/those experiences?
KN	The influence of that experience was very influential in my life. With me taking courses, joining organizations, and utilizing digital technology, it certainly has an impact and influence. With this, my English skills can certainly develop as well as they do now. Because of this, I have also become someone who dares to explore something new, which will be useful for me.
Ike	Yeah okay, that is the last question in this interview and you have answered all the question clearly. Thank you very much for your participation.
KN	My pleasure.
Ike	Alright. May you have a wonderful day bestie
KN	"You too bestie."

Appendix 3:

Documentation of the Interview

CURRICULUM VITAE

A. Personal Data

Name	: Ike Astriani
Place of Birth	: Mulia Bakti
Date of Birth	: 26th April 2000
Address	: Jorong Cahaya Koto, Nag. Kurnia Selatan, Kec. Sungai Rumbai, Kab. Dharmasraya, Prov. Sumatera Barat
Phone Number	: 0822-6892-6425
Email	: ikeeastriani26@gmail.com

B. Education Background

1. TK Islam Bakti 56, Dharmasraya
2. SDN 03 Sungai Rumbai, Dharmasraya
3. SMPN 2 Sungai Rumbai, Dharmasraya
4. SMAN Unggul Dharmasraya, Dharmasraya
5. Universitas Islam Negeri Walisongo Semarang

Semarang, 28 December 2022

The Researcher

Ike Astriani
NIM. 1803046026