



**THE VARIANT OF LEARNING METHOD IN SPEAKING SKILLS
THROUGH PERSONAL EXPERIENCES: NARRATIVE INQUIRY**

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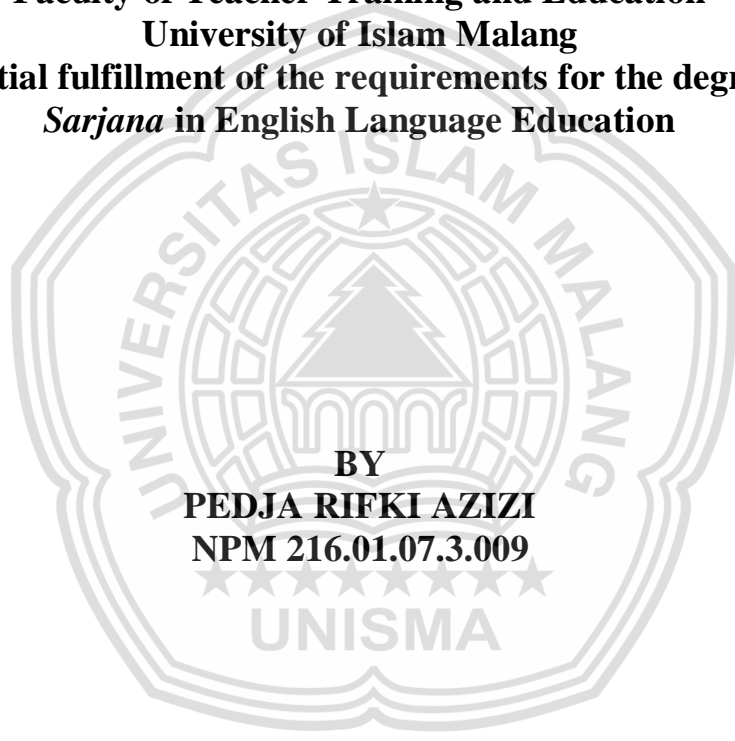
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ABSTRACT

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Key words: learning process, narrative inquiry, speaking.

A lot of aspects of social growth in the last few years. Significantly education changes a lot in teaching strategies, learning methods, and learning sources. Back then, people used books to find knowledge and information, but seeing from a contemporary perspective, getting news and information has become much easier and faster with the help of technology. They referred to the researcher who experienced both the traditional and modern eras. The researcher, who experienced both traditional and contemporary ways, decided to use his learning experiences as a topic study.

This study analyses the researcher's experiences learning English from junior to undergraduate. Using autobiography as a data source becomes much easier for the researcher to find significant moments and analyze the researcher's stories using Webster and Matorva's in-depth analysis styles. Also, the study based on descriptive qualitative with a narrative approach makes a lot of descriptions and explanations about the researcher's stories using a variant of the method.

The result of this study becomes four sub-point. The first point of interest researcher finds interest in English from social media. The second point is hobbies; from doing hobbies intentionally, the researcher gain vocabulary doing those hobbies. The third point is motivation; the researcher found the motivation to learn more English in the future after he got a compliment from his teacher in senior high school. The last point is self-reflection; the researcher observes or reflects on his activities to find a weakness in his abilities and a suitable strategy for his learning progress.

The analysis shows important moments in researcher learning progress from junior to university contribute a lot to constructing researcher speaking skills using the variant learning method. Second, the researcher used a variant learning method to improve his speaking skills, like using repeated reading to increase vocabulary and combining two strategies with the support of online friends to help the researcher improve his speaking abilities, including other skills. Last, readers get motivation and information about managing learning strategies more carefully after reading researcher stories.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Within the past, the aspect outgrowth in human society has been drastically changing in many directions. Technology, economy, politics, and culture have changed in the last few years. Coming with new ideas and innovations made many activities easier to be done. For instance, smartphones can become AI (Artificial Intelligence) assistance for humans to help them accomplish different assignments, from daily necessities to working stuff. Moreover, it affects the economic aspect that urges society to change because the significant rising population induces high sale value in items. Similar matter politics is also evolving in various ways, depending on a person who has a substantial impact on the public.

The premise of a significant shift in our society is because of the massive consumption of human needs. Follow by Wilk (2002) says these issues coming from considerable consumption becomes the main discussion in many developing countries. It is also an obstacle for some countries to maintain their program. Besides, those massive shift affects education, like what happened recently to our society felt the harmful impact of the pandemic. So, it forces us to operate an online class.

From traditional methods using books switch to modern ways with technology. Especially for someone who lives in Indonesia knows better about the implication of technology in education were minim than in any developed country for the past few years. Yet, how can technology be necessary for education's sake? From Budiman (2017) says society should utilize technology to find new ideas, creativity, and critical thinking. Not only used as a tool to finish their daily routine but it is also supposed to create human resources with quality. Also, according to Jamun (2018)

technology can deliver a bunch of information for teachers with various kinds of references for the teaching session. Similar cases for the students who can find new learning resources besides their teacher. However, both should not rely too much on technology because it could blunt individual skills. It is more convenient to utilize technology as an intermediary to sharpen each ability and capacity in enhancements rather than using it as a tool.

Those arguments grant the researcher an understanding of the technology role is needed in creating a new concept. We can assume that technology has become an essential part of education aspect. However, society should respond to this situation by exploiting technology as media to improve their abilities. Referring back to the researcher's past, recognizing the education progression from the early 2000s using books, magazines, and newspapers is the only information source. How important books are to gain information resources, especially for journal purposes? One of study tells the reader to focus on getting information and data and pay attention to small detail in the books. Somehow, writers will mention the difficulty of writing books and how long the process is to finish some books or journals. People must appreciate how hard researchers in the past wrote their books (Toledo, 2020). Moreover, nowadays Internet provides information or resources in quick, simple, and straightforward ways. Suddenly, readers feel like some people are abandoning them because they are too old-fashioned.

Some recent study case discusses the researcher's experience using a variant of the traditional or modern method. The first study of the experiences of English teachers used social media as teaching media during covid by Suryana et al. (2021). It was about teachers' perception of using online media for training purposes. Somehow the study result shows that the online method is very convenient because the free and flexible online media brings the potential to help the language teachers deliver the material and keep in touch with the students at a distance and is

the most effective learning medium at that condition. Next one by Wisnumurti et al. (2021), the study was about teachers' experience using storytelling as a teaching strategy. Unexpectedly, the result does not have a good impact on the students. From the students' perspective, this method was too plain, losing their interest in the half treatment. So, researchers suggest that teachers find suitable teaching methods or strategies to help the students.

After reviewing some studies from teachers or students, we conclude that experiences involved a lot in people learning progress. However, narratives or stories are essential for human learning progress. According to Abrar (2019), narrative inquiry, as its name suggests, can generally be defined as a qualitative approach that captures the personal and human dimensions of lived experiences and presents them narratively. These ideas imply that the narrative inquiry approach attempts to understand how people think and experience events and what they value. For that reason, I applied narrative inquiry in this study to make sense of understanding my participants' experiences. This statement inflicts a critical question. Is there any relation between experiences and speaking progress? Based on Chaney and Burk (1998, as cited in Abrar, 2019), speaking is "the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts" (p.13). Speaking is a complex process of communication by which people exchange information, feelings, and meanings through verbal and non-verbal messages. In line with this concept, speaking a foreign language can be assumed to be the communicative process of constructing meanings using others' native language.

Moreover, the answer to the previous question is "yes," that story and speaking progress are related. Because there is always interaction when you speak with someone, even though the topic of conversation is about daily life, the speaking will always be in progress as long as you practice consistently.

Another research with the narrative inquiry that affects speaking skills by (Razaq et al., 2022) is about improved speaking skills in the second year of Boarding School Putra II Sengkang's academic through personal experiences. After the students get treatment by researchers in post-test, their performance significantly increases. Students develop their speaking using researchers' strategies because they build students' confidence whenever they make little progress. However, this also amplifies that some factors can hinder students speaking progress. According to Fitria (2021: 47-48), first, the students are comfortable with their native language, so it is hard for them to adapt to foreign languages. Second, some students only started learning English in middle school, yet they had to study from the primary. Last, the environment does not support their passion like minim of information sources and slow internet.

Although, the previous opinion and thoughts give the researcher an idea for his study case, which discusses the different methods of learning the English language explicitly speaking skills. According to Awla (2014), the importance of learning styles as a role for learners is finding a method that matches perfectly with individual abilities. It leads students learning processes to turn much more accessible. Also, something similar happens to researchers regarding using various techniques to develop speaking skills. Using the variant method turns out to be successful, but it needs a long process in researcher cases. So, researcher decides to investigate his learning journey using different modern and traditional methods. The researcher's experiences from junior high school to college will be excellent data for deep analysis. Narrative research would become the best option for describing the researcher's whole experiences in developing speaking skills. Gredley (2013) agrees about implementing experiences for research purposes because every individual has a different background and personality and believes in producing different outcomes.

1.2 Research Questions

The ideas of this background study references as research questions will be executed as follows;

- a) What events or moments will affect the researcher's interest in learning English, especially speaking?
- b) How do those moments develop researcher's comprehension in speaking skills with some variant learning methods?
- c) What can readers obtain from researcher's experiences of learning English using variant learning methods?

1.3 Objectives of the Study

The previous research questions are converted to become research objectives and are executed as follows;

- a) This research objective elaborates on those events or moments that affect the researcher's interest in learning English, especially speaking.
- b) This research objective elaborates how those moments develop the researcher's comprehension of his speaking skills with some variant learning methods.
- c) This research objective elaborates on what readers can gain from researcher's experiences learning English with some variant learning methods.

1.4 Significance of the Study

This research aims to describe the researcher's complicated experiences in learning English, specifically speaking using some variants or different methods in narrative style and hoping readers can get some new ideas and inspirations when learning English. Perhaps the next researchers want to continue this study as a recent study with different research designs or pictures in the future.

1.5 The Definition of key terms

This section intends to remind the readers of misconceptions, so the keywords of this study are as follows;

- a) Narrative research is the perfect research design for exploring someone's experiences and the importance of understanding human complexity actions.
- b) Qualitative research that is relevant to the researcher's experiences in improving his speaking skills.
- c) The role of the Internet in learning contributes a lot to the researcher's experiences.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The primary purpose of this study is to elaborate on and analyze researcher experiences using variant learning methods from middle school to college to improve speaking skills. Nevertheless, looking at researcher's experiences, there are significant findings on how self-reflection affects the researcher's mindset to find suitable strategies for the researcher's interest. Moreover, the conclusion of this study is based on the answer to the research questions.

The answer to the first research question shows important moments in the researcher's learning progress that help him improve his speaking skills. Starting with junior high school, the researcher gets introduced to social media and Facebook, and it helps the researcher build interest in learning English. Coming to senior high school, the researcher received big motivation from his teacher by complimented his work. It becomes the motivation for the researcher to get severe in learning English. The last events in university are the turning point for the researcher to get deep in learning English and researcher self-reflection on his deficiency and weakness with various learning methods and support from his online friends.

The researcher used a variant of the learning method to improve his speaking skills to answer the second research question. In junior high school, the researcher used repeated reading to memorize some words or vocabulary to continue the conversation between the researcher and his online friends on Facebook. Combining recurring activities and blended learning expands researcher skills with simple and easy movements like watching YouTube and singing. Receiving support from Discord friends, the researcher can improve his speaking skills by discussing exciting topics and news on discord servers.

To answer the last research question, readers can absorb some points or information from the researcher's journey in improving his speaking skills. Especially for this generations who are already familiar with using technology and the internet with variants of learning methods, other researchers or teachers can implement some of them in their lesson activity. By reading researcher's experiences, the readers could get motivation by using creativity to discover their way of learning or improving English skills.

5.2 Suggestion

For future researchers who want to use this topic, it could be better to take quantitative research design and test other variant methods that the researcher implements in his learning progress or combine them with different topics or subjects. Hopefully, it generates a positive impact on learners' skills or abilities.

Also, other researchers can still take this topic with the same research design because one of the opinions stated by Gredley (2013) is that Narrative research's main objective is to focus on individual experiences. It will be an exciting research topic since everyone shows different

outcomes depending on their interest, basic knowledge, and background study. Finally, the pedagogical implication value for students is instantly about a strategy for learning English. Using a method that matches their tastes or hobbies could be better. For example, by watching western movies without subtitles, there is a chance to improve their listening skills. Any activity can be a learning method. The point is that the students could manage their hobbies and turn them into productive actions that are useful for improving their English skills. The pedagogical implication for teachers is that they supposedly notice the idea of students with different abilities based on their learning background. Teachers could support and advise their students regarding students' weaknesses and deficiencies or giving tips do a strategy more efficient by having a perspective on students' learning backgrounds. Another possibility is that the teachers can create a specific method for each student depending on their students' interests and capabilities.



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