



**EXPLORING STUDENT'S ENGLISH SPEAKING LEARNING
EXPERIENCES IN LEARNING ENGLISH FROM SCRATCH: A
NARRATIVE INQUIRY**

SKRIPSI

BY

UMMU CHARISKA REZA UFAIROH

218.01.07.3.171



UNIVERSITAS ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

2023

ABSTRACT

Ufairoh, Ummu Chariska Reza. 2023. *Exploring Students' English Speaking Learning Experiences in Learning English from Scratch: A Narrative Inquiry*. Skripsi, English Education Department Faculty of Teacher and Education University of Islam Malang, Advisor I: Drs. Yahya Alaydrus, M.Pd; Advisor II: Mochammad Imron Azami, M.Ed.

Keywords: Learning English, Speaking, Narrative Inquiry

Speaking is the main language and the students need to master it because it can make the students can communicate easily. Most students in the English department try to employ different strategies to learn speaking skills. This research is aimed at revealing how learner experience, and engage with speaking, which includes the ups and downs of experiences of speaking, and their aspirations for the future direction of speaking skills.

This research is using Qualitative approach and Narrative Inquiry as a research design to gain the data. The procedures represent clear and comprehensive stages in conducting a narrative inquiry, as follows: Identify a Phenomenon to Explore, Select an Informant, Collect the Stories, Retell the individual's story, collaborate with the storyteller, Report findings of the participant's experience, and validate the report's accuracy. Researchers used interviews for oral narrative data using semi-structured interviews with narrative frames and an Interview guide. The result shows that the aspects relevant when learners find the experience of learning English: are English videos, imitating, writing sentences down first then reading them over and over, the English week program, supportive family, forced, and the environment at the campus.

Several experiences have shaped the IRM concept of speaking English starting from kindergarten, elementary school, and high school, and an improvement in her speaking ability during her short English course in Pare. IRM's English speaking skills have improved since she took the English education program at the University, developed a learning strategy by repeating vocabulary spelling and practicing speaking himself to practice speaking skills. In addition, this study suggests: English should be introduced early, English lessons should be included in the curriculum in elementary schools, and informal education such as short courses turns out to have an important role in improving English skills. Based on this study, there are some suggestions: English should be introduced early, and children can be introduced from kindergarten; English lessons should be included in the curriculum in elementary schools; informal education, such as short courses turns out to have an important role in improving English skills; and there are several ways, might be used to improve speaking skills, namely: think in English, talk to yourself, on speaking ignore grammar, use apps, and find friends to practice with (friends who want to be invited to speak English, will help improve speaking skills)

CHAPTER 1

INTRODUCTION

This chapter contains the research background, research problems, research objectives, research significance, scope and limitation, and definition of key terms.

1.1 Background of the Study

First and second languages learned are based on the extraordinary capacity of humans of language learning, which has significant applications in social interaction and productive communication. The phonological structure of language signals, the grammatical rules that govern the combination of lexical and sublexical language units, the orthographic representations of these units, and arbitrary relationships between words are all levels of complex and multifaceted language systems at which learning can take place. It is believed that learning English as a second language should begin before a person reaches adolescence. When a learner reaches adolescence, there are likely to be some challenges that prevent them from fully mastering their vocabulary, particularly when it comes to learning how to pronounce foreign words. "There was a neurologically based "critical phase," which allowed for perfect mastery of language, but it is no longer conceivable because it will finish around the time of puberty," claims Lenneberg (1967). Additionally, there is a crucial time (referred to as the "critical period") when a person can easily and swiftly master a language. This time is when the person has not yet reached puberty. The "critical period" begins with puberty. The last salient aspect of

language learning, the ability to acquire new words, is the focus of this overview. Humans begin to incorporate new word forms and meanings into their evolving vocabulary early in life, refine their already well-formed mental vocabulary throughout their lives, and continue to, although cognition declines with age, Demonstrate significant word learning potential.

When learning English, we should know and understand some of the important things about the language. We communicate using 4 skills, namely: listening, speaking, reading, and writing. This research focuses on speaking to learn and practice mastering speaking skill. Through Speaking, a speaker (speaker) communicates to convey the intent and purpose. The overwhelming majority of English department students attempt to use various speaking-skill-learning methodologies. Thus, in order to increase students' motivation and enable them to study English independently, learning strategies are required (Jones, 1998). Additionally, college students occasionally lack the confidence to talk. When compared to other skills include writing, reading, and listening, speaking is the most important one. Speaking is the primary language since it reveals how well a person understands language (Shteiwi & Hamuda, 2016). Additionally, speaking is a skill that students should develop because it will help them communicate more effectively (Nazara, 2011). Even if they are from the English department, they may use English in or outside of the classroom. The pupils' exposure to and use of English should be prioritized as the major factor.

Narrative inquiry's ability to draw on development and change through time is one of its key advantages for studying second language acquisition. Both inside and outside of education, narrative inquiry has a rich intellectual tradition. As a result, the study of narrative is how people perceive their surroundings. This broad idea is more specifically expressed as the idea that education and educational research are the creation and reconstruction of societal and personal narratives, with students, instructors, and researchers serving as both storytellers and characters in their own and other people's narratives. Learning a second language takes time, frequently a lot of time, and the experiences of doing so are inextricably linked to the wider experiences of people's lives. As a result, sequential and historical time are highlighted in narrative inquiry. Sequential thinking is narrative thinking (Bruner, 1986). Phases and pivotal moments throughout "language learning careers" were among the temporal characteristics I looked at in Benson (2011) as they related to the sequencing of language learning narratives. However, language learning careers develop through time and across space. The crucial moments that mark the change from one stage to the next in a language learning career frequently include shifting from one geographical context to another (Kashiwa & Benson, 2018). The researcher enters the world of the learner through narrative inquiry. But a propensity to view space as the "backdrop" against which stories are also told frequently hinders narrative investigation in this regard the significant action of a narrative takes place over time (Baynham, 2003, 2015).

The first steps of learning English as a foreign language are covered in the following sections. Every kid experiences several fundamental developmental stages when learning a foreign language, which are similar to Piaget's stages of cognitive growth. For some learners, levels last longer, and some learners experience features from multiple levels simultaneously. When it comes to learning foreign languages, there is still a lot we don't know. There are many similarities between learning a native language and learning a foreign language, although there are differences in age and timing. According to Scott and Ytreberg (1990: 3-5), a lot appears to depend on the mother tongues of the students as well as on unique and emotional aspects of the child's upbringing. Another aspect of young learners that Paradis et al. (2009) emphasize as being significant and potentially helpful for teaching English through storytelling. They contend that young language learners may comprehend English much earlier than they can effectively apply it.

From the previous research above in this study, the researcher wants to explore the stories of learning experiences and see through their experiences the stories about the types of learning experiences that have the most influence on improving their language skills about the types of learning experiences that most explore learning skills through experiential narrative inquiry and understanding while learning English.

1.2 Research Problems

Based on the background of the problem above, the writer formulates the problem as follows:

1. What aspects are relevant when learners find the experience of learning English Speaking from scratch?
2. How is the story of speaking learning student experience from English scratch?

1.3 Objectives of Study

Based on the problem formulation above, the writer aims to

1. To figure out the aspects relevant when learners find the experience of learning English from scratch
2. To figure out story of speaking learning student experience from scratch.

1.4 Significance of the Study

The results of this study reveal the achievements that many experience in learning English. This is expected to provide information to the speakers, so that they are always enthusiastic in learning English. It is also highly helpful for students, who have been advised that studying English is crucial to their academic success. Additionally, students have the option of developing their language skills through private study at a variety of schools.

1.5 Scope and Delimitation Study

This study focuses on knowing whether the personal experience of speaking English from the beginning of the English Department students at the Islamic University of Malang Researchers limit the scope of their research by using direct interviews and recording media.

1.6 The Definition of Key Term

In order to avoid any confusion about the definition of the key term in this study, the researcher attempts to clarify them in sub-chapters Language Learning, Learning Speaking, And narrative Inquiry.

1.6.1 Language Learning

Learning languages can find out how to learn to speak English, by learning pronunciation, memorizing vocabulary, imitating people's speaking styles and also by listening to someone speak through the media or directly learning English student in their own experience from scratch.

1.6.2 Learning Speaking

Foreign language learning can find out students starting to learn speaking from scratch to become fluent in learning and the school environment or college.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

At the end of this research report presented conclusions and suggestions. This research report is intended for readers who are specifically interested in learning speaking skill strategies. This section also provides recommendations for further research based on IRM's experience which has been described in the previous narrative inquiry

5.1 Conclusions

This study aims to explain how IRM acquired the ability to learn English, especially speaking, during formal and informal education. This study also presents IRM's opinion about the informant's efforts to improve IRM's English-speaking ability. The research conclusions are presented as follows:

This study to explain IRM acquired the ability to learn English, especially speaking, during formal and informal education. This study also presents IRM's opinion about the informant's efforts to improve IRM's English-speaking ability. The research conclusions are presented as follows:

1. The aspects that are relevant when learners find English learning experiences, especially speaking English videos (English cartoons); imitate people speak English; Mimicking people speaking English; Forced the trip to Borobudur was 'forced' to speak English, so the informants were forced, and it turned out to have a very big impact on their ability and confidence to speak English; and the environment on campus

2. Informants' stories about their experiences in learning to speak The results of the study show that several experiences have shaped IRM's concept of speaking English, especially when she graduated from high school and took a short course in Pare to enter university. The graduation program is designed in such a way that IRM develops strategies for memorizing English vocabulary and courage. IRM's English-speaking ability has improved since she joined the English education program at the University. Informants developed learning strategies by repeating vocabulary spellings and practicing speaking on their own to practice speaking skills.

5.2 Suggestions

Based on the narratives and discussions of this study, I would like to suggest for some points. First, English should be introduced early, and children can be introduced from kindergarten. Second, English lessons should be included in the curriculum in elementary schools, and schools should have special teachers who have graduated from English education. Third, informal education, such as short courses turns out to have an important role in improving English skills so that it can be an alternative for those of you who want to learn English informally.

The advice given to IRM, in several ways, might be used to improve speaking skills. Namely: think in English, talk to yourself, on speaking ignore grammar, use apps, and find friends to practice with (friends who want to be invited to speak English, will help improve speaking skills)

REFERENCES

- Alfarisy, F. (2021). Kebijakan Pembelajaran Bahasa Inggris Di Indonesia. *Jurnal Ilmial Profesi Pendidikan*, 6(3), 303–313.
- Aulawi, H. (2017). Peningkatan Motivasi Belajar Dipengaruhi Oleh Lingkungan Kampus Menurut Kamus Besar Bahasa Indonesia kampus adalah daerah lingkungan. *Jurnal Administrasi Kantor*, 5(1), 115–122.
- Aziz, M. A., Tarmedi, E., & Untung, S. H. (2016). Hubungan Antara Kelompok Teman Sebaya Dengan Prestasi Belajar Siswa Smkn. *Journal of Mechanical Engineering Education*, 2(2), 233. <https://doi.org/10.17509/jmee.v2i2.1484>
- Barkhuizen, G., & Wette, R. (2008). Narrative frames for investigating the experiences of language teachers. *System*, 36(3), 372–387. <https://doi.org/10.1016/j.system.2008.02.002>
- Biologi, J. P., Solihat, R., & Penelitian, M. (n.d.). *Narrative Research Designs; Mixed Methods Designs; Action Research Designs*. http://file.upi.edu/Direktori/FPMIPA/JUR._PEND._BIOLOGI/197902132001122-RINI_SOLIHAT/Jan-2013/Narrative_Research_Designs%3B_Mixed_Methods_Designs%3B_Action_Research_Designs_Rini_Solihat_9.pdf
- Bloor, M., & Wood, F. (2016). Purposive Sampling. *Keywords in Qualitative Methods*, 1, 96–109. <https://doi.org/10.4135/9781849209403.n73>
- Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. New York. Pearson Longman Education.
- Chen, M-L. (2014).
- Dan, P., Bimbingan, U., Dalam, K., & Pendidikan, P. (2018). *Jurnal Warta Edisi : 58 Oktober 2018 | ISSN : 1829-7463 Universitas Dharmawangsa Jurnal Warta Edisi : 58 Oktober 2018 | ISSN : 1829-7463 Universitas*

- Dharmawangsa.*
- Fitriani, R. D., Hendrawijaya, A. T., & Ariefianto, L. (2019). Peran Metode Praktek Dalam Penguasaan Keterampilan Berbahasa Inggris Peserta Pelatihan Di Lkp Andi'S English Course Buduan Kabupaten Situbondo. *Learning Community: Jurnal Pendidikan Luar Sekolah*, 3(1), 49. <https://doi.org/10.19184/jlc.v3i1.13573>
- Harlina, H., & Yusuf, F. N. (2020). Tantangan Belajar Bahasa Inggris di Sekolah Pedesaan. *Jurnal Penelitian Pendidikan*, 20(3), 325–334. <https://doi.org/10.17509/jpp.v20i3.28191>
- Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of Basic and Clinical Pharmacy*, 5(4), 87. <https://doi.org/10.4103/0976-0105.141942>
- Language, C., Enrichment, L., & Instruction, R. (n.d.). *Influences ; Family Environment ; * Language child needs for language learning , how the child uses his equipment Influences " by Dorothea McCarthy , examines individual differences in language at school entrance , babbling in infancy , mother-child Influ.*
- Maili, S. N. (2018). Bahasa Inggris Pada Sekolah Dasar. *Jurnal Pendidikan Unsika*, 6(1), 23–28.
- Nasution, S. (2016). Pentingnya Pendidikan Bahasa Inggris Pada Anak Usia Dini. *Warta*, 50(1), 15–19.
- Pratchett, L. (1999). New technologies and the modernization of local government: An analysis of biases and constraints. In *Public Administration* (Vol. 77, Issue 4, pp. 731–751). <https://doi.org/10.1111/1467-9299.00177>
- Santosa, R. B. (2018). Motivasi Dalam Pembelajaran Bahasa Inggris: Studi Kasus Pada Mahasiswa Jurusan Pendidikan Bahasa Inggris IAIN Surakarta. *Jurnal Ilmiah Didaktika*, 18(1), 87. <https://doi.org/10.22373/jid.v18i1.3089>
- Sudarwati, E., Widiati, U., Ubaidillah, M. F., Prasetyoningsih, L. S., & Sulistiyo, U. (2022). A Narrative Inquiry into Identity Construction and Classroom Participation of an EFL Student with a Physical Disability: Evidence from Indonesia. *TheQualitative,Report*, 27(6),1534-

1556. <https://doi.org/10.46743/2160-3715/2022.5174>

Warwick, P., & Maloch, B. (2003). Scaffolding speech and writing in the primary classroom: a consideration of work with literature and science pupil groups in the USA and UK. *Reading*, 37(2), 54–63. <https://doi.org/10.1111/1467-9345.3702003>

Widodo, U. (2020). Faktor-Faktor Motivasi Dalam Pembelajaran Bahasa Inggris. *Jurnal Pendidikan, Sains Sosial, Dan Agama*, 5(2), 48–64. <https://doi.org/10.53565/pssa.v5i2.110>



