

## CHAPTER I INTRODUCTION

### 1.1. Background Of Study

Today, there is no way for any nation to escape being influenced by globalisation. It means that, in the age of globalisation, building a network is essential. The network should be incorporated into every facet of life, including economics, culture, social issues, politics, and education.<sup>1</sup> Entering the age of globalisation, also known as the free market, necessitates each individual having a reliable resource, especially communications. In this situation, the English language plays an essential role in mastering communication technologies and personally communicating<sup>2</sup>. Many students are motivated to learn English as a foreign language to share with people from different nations and cope with globalisation (EFL). For example, many universities in Indonesia have English faculty as one of the majors. For most English learners, speaking tends to be the most challenging ability to master.<sup>3</sup>

Many factors affect the performance of students who cannot speak English fluently, such as lack of sufficient and acceptable vocabulary, shyness, nervousness, fearfulness of speaking, and lack of trust.<sup>4</sup> Students use learning strategies to improve their language. Learning strategies are specific actions, behaviors, steps, or techniques, such as seeking out conversation partners or encouraging oneself to tackle a problematic language task.<sup>5</sup> One of the factors influencing the

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<sup>1</sup> Teacher Training and others, *'The Importance Of English Language In Facing'*, 11.1 (2017), 85–93. Page 86

<sup>2</sup> Training and others. Page 87

<sup>3</sup> Shumei Zhang, *'The Role of Input, Interaction and Output in the Development of Oral Fluency'*, *English Language Teaching*, 2.4 (2009), 91–100 <<https://doi.org/10.5539/elt.v2n4p91>>. Page 91

<sup>4</sup> Atallah Al-Roud, *'Problems of English Speaking Skill That University Students Encounter from Their Perspectives'*, *British Journal of Education, Society & Behavioural Science*, 18.3 (2016), 1–9 <<https://doi.org/10.9734/bjesbs/2016/28404>>. Page 5

<sup>5</sup> Rebecca L. Oxford, *'Language Learning Strategies: An Update'*, *ERIC Digest*, 95.2 (1994), 10–13 <<http://www.cal.org/resources/Digest/oxford01.html>>. Page 3

choice of L2 learning strategies is motivation. As a critical aspect of the learning process, motivation is also considered a panacea for negative educational results and behaviors.<sup>6</sup> Motivation is widely recognised in the language learning domain as contributing to the learner's success or failure.<sup>7</sup> Despite the value of motivation in the sense of an educational program, it is worth noting that a lack of motivation in education can potentially affect a student's learning process.<sup>8</sup>

English is an international language spoken in a wide range of nations, including Indonesia. English is Indonesia's first foreign language, and it has played a significant part in the country's growth. It is utilised as a method of communication when Indonesians interact and collaborate with individuals from other nations.<sup>9</sup> Therefore, speaking is regarded as one of the essential abilities that students require to communicate in any foreign language. Because English is used worldwide for all forms of communication<sup>10</sup>, English speaking skills should be taught and developed to improve communication between native and non-native English speakers.

Speaking ability in a second or foreign language is a challenge for students. Because telling a foreign language such as English necessitates more than just understanding grammar

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<sup>6</sup> Ali Dincer and Savas Yesilyurt, 'Motivation to Speak English: A Self-Determination Theory Perspective.', *PASAA: Journal of Language Teaching and Learning in Thailand*, 53.June (2017), 1–25 <<https://doi.org/10.14456/pasaa.2017.1>>. Page 3

<sup>7</sup> Zoltán Dörnyei, 'Motivation in Second and Foreign Language Learning', *Language Teaching*, 31.3 (1998), 117–35 <<https://doi.org/10.1017/S026144480001315X>>. Page 117

<sup>8</sup> Mas Darul Ihsan, 'Students' Motivation in Speaking English', *Journal of English Educators Society*, 1.1 (2016), <<https://doi.org/10.21070/jees.v1i1.147>>.

<sup>9</sup> Eulis Rahmawati, 'Getting EFL Learners to Speak: Obstacles and Solutions', *Loquen: English Studies Journal*, 10.01 (2016), 21 <<https://doi.org/10.32678/loquen.v10i01.27>>. Page 21

<sup>10</sup> Kamonpan Boonkit, 'Enhancing the Development of Speaking Skills for Non-Native Speakers of English', *Procedia - Social and Behavioral Sciences*, 2.2 (2010), 1305–9 <<https://doi.org/10.1016/j.sbspro.2010.03.191>>. Page 1305

and using English in a real-life situation.<sup>11</sup> Learning a foreign language can be difficult for non-native speakers due to its difficulty and various factors. It involves a lack of language proficiency, problem listening, cultural gaps, lack of awareness, speaking state, and affective factors.<sup>12</sup> Some qualitative studies concentrate on the problems that learners face while speaking a foreign language. The researcher found some research has been discussed this topic. The first studies, Fatma Tokoz-Goktepe explores Turkish learners to examine the students' speaking difficulties and the causes of these difficulties from the viewpoints of both teachers and students. In this study the teachers also being participated, and they believed that the biggest problem of students was lack of motivation. The result found that students had the most speaking problem due to personal factors, such as a lack of language and content awareness, inadequate interaction with English outside of the classroom, and misdirected classroom methods and resources.<sup>13</sup> There are two ways overcome for the students' speaking difficulty in this study. First, the teachers should be aware and build a supportive environment by making allowance for the factor stated in the research finding to push students to participate in the classroom activities. The second, before starting the class, teacher could teach necessary vocabulary because it may help students to create some talk in English.

In 2016, Atalla explored the students' problems in Jordan's southern region universities' English-speaking

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<sup>11</sup> R Agus Budiharto and Laili Amalia, 'Motivation Behind Indonesian Undergraduates Learning English As a Target Language', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 7.1 (2019) <<https://doi.org/10.24256/ideas.v7i1.714>>.

<sup>12</sup> Mukhlash Abrar, 'Re-Telling: A Narrative Inquiry of Indonesian Graduate Students' Speaking Experiences in a United Kingdom University', *Indonesian Journal of Applied Linguistics*, 8.3 (2019), 588–96 <<https://doi.org/10.17509/ijal.v8i3.15257>>. Page 589

<sup>13</sup> Fatma Tokoz-Goktepe, 'Speaking Problems of 9 Th Grade High School Turkish Learners of L2 English and Possible Reasons for Those Problems: Exploring the Teachers and Students' Perspectives', *Procedia - Social and Behavioral Sciences*, 116 (2014), 1875–79 <<https://doi.org/10.1016/j.sbspro.2014.01.487>>.

capacity. The findings revealed that students at the three universities had a variety of issues with their English language speaking skills, especially those relating to the social, psychological, and teacher domains, in addition to the linguistic field.<sup>14</sup> It was also discovered that the student, teacher and instructor, parents, and community are all accountable for the students' lack of English speaking ability, and that they must work together to tackle the challenges that they face. Female students, on the other hand, should be given special attention since they confront several hurdles in acquiring speaking skills, and they should be encouraged and motivated to engage in studying English. These research offered helpful information on speaking foreign language problems, but they were restricted quickly. However, this research is aim to learn how to speak English more effective way by using some of strategies. In this research, students' experience in learning speaking English will be collected either in class or outside of a formal English education system. I hope this study will shed some light on EFL learners' speaking experiences over time and fill a gap in the research by using a narrative inquiry. As being a qualitative research, narrative also has its validity and reliability but it different with the realibility and validity of quantitative research. In quantitative research , the validity refers to the measuring the instrument or tests to build certainty and for those reliability refers the stability and consistency of measuring the instrument. Then the validity of narrative is the strength of analysis the data, while the reliability of narrative refers to the trustworthiness of the transcript. Moreover, as narrative describe complexity of the human lived experiences, so the data of narrative research can be biographical writing.

Jerome Bruner's declaration in 1986 told that narrative is a way of knowing. While the researcher uses the narrative inquiry is to complement traditional scientific knowledge.<sup>15</sup> We all have a fundamental need for a story, which allows us to organise our experiences into narratives about significant

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<sup>14</sup> Al-Roud. Page 5

<sup>15</sup> Marilyn Cochran-smith and others, *Narrative Inquiry in Practice: Advancing the Knoweldge of Teaching*, 2002. Page 3

events. Furthermore, according to Carr in the book *Using Narrative Inquiry as a Research Method*, narrative refers to a longer-term or larger-scale series of acts, experiences, and human events rather than short-term or elementary experiences and actions.<sup>16</sup> These concepts mean that narrative inquiry aims to learn how people think and interpret events and values. Hence, I use narrative investigations in this study to make sense of learning speaking skills strategies from the personal experience of an Indonesian Pre-service English language teacher.

## 1.2. Research Focus And Scope

The primary purpose of this research is to conduct a short narrative inquiry in which I gathered narrative data from a limited number of Indonesian pre-service English teachers' experiences speaking English since they were in junior high school up to the university level. A narrative inquiry technique seems to be the most excellent match for this study since it emphasises human experience, which lines with its goal.

## 1.3. Research Questions

The research problems can be framed as follows, following with the study's context in the prior discussion:

1. What have experiences of learning speaking English been necessary to students?
2. How those experiences construct the understanding in learning English speaking skills toward to the nature of speaking?

## 1.4. Research Objectives

The following aims, which are based on the problem described before, are the goals of this study:

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<sup>16</sup> Leonard Webster and Patricie Mertova, *Using Narrative Inquiry as a Research Method: An Introduction to Using Critical Event Narrative Analysis in Research on Learning and Teaching*, *Using Narrative Inquiry as a Research Method: An Introduction to Using Critical Event Narrative Analysis in Research on Learning and Teaching*, 2007 <<https://doi.org/10.4324/9780203946268>>. Page 2



1. The goal of the study is to describe what experiences students have had while learning speaking English.
2. The goal of study is to describe how those experiences can construct the understanding in learning speaking skills toward the nature of speaking.

### 1.5. Research Significances

The following are some of the planned outcomes of this research:

1. Theoretical Benefits:

The research contributes new thoughts to the department of English Education's discovering new knowledge by providing the experience of learning speaking skills strategies in the narrative inquiry field.

2. The Pragmatic Benefits:

This study aims to describe the learning strategies used by certain Indonesian pre-service English teachers while studying English especially speaking. The study's findings are means to assist the reader in providing learning strategies for public speaking. The readers and researchers who read the study's findings are encouraged to use learning techniques to accomplish their learning targets.

### 1.6. Definition Of Key Term

To avoid misunderstanding among the readers, the terms applied in this study are defined as follow:

1. **Language Learning L2 strategy**

Learning strategies for a foreign or second language (LS) are specific activities, behaviors, processes, or approaches that students employ intentionally to increase their development in understanding, internalising, and using the L2.<sup>17</sup> As the title suggests, narrative inquiry is a qualitative research methodology that captures the

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<sup>17</sup> Rebecca L Oxford, 'Language Learning Styles and Strategies', *Teaching English as a Second or Foreign Language*, 41 (2001), 359–66. Page 360

personal and human aspects of lived experiences and presents them in a narrative format.<sup>18</sup>

**2. Narrative inquiry**

Narrative research covers an extensive range of research approaches in terms of data collection and data analysis, and it depends on the researcher’s perspective. Essentially what narrative research is doing is trying to understand the experience of the research participants.

**3. Pre-service English teacher**

Pre-service teachers are university undergraduate students who have completed all required coursework with education and have been assigned to a school as a teacher in senior high school or junior high school for a while.

**1.7. Organisation Of Thesis**

This study is divided into five chapters, including:

**1. Chapter 1 (Introduction)**

It includes the research background, research focuses and scopes, research questions, objectives, implications, important term definitions, and thesis organisation.

**2. Chapter II (Review of the Related Literature)**

A theoretical description, a theoretical framework, and a review of previous studies are all included in this chapter.

**3. Chapter III ( Research Methodology)**

The research method, research setting, research subjects, research participants, instruments and data collection technique, data analysis technique, and ethical research considerations are all defined in this chapter.

**4. Chapter IV (Research Findings and Discussion)**

It includes research findings and discussion.

**5. Chapter V ( Conclusion and Recommendations)**

It includes conclusions and recommendations or suggestions.

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<sup>18</sup> Mukhlash Abrar, ‘Re-Telling: A Narrative Inquiry of Indonesian Graduate Students’ Speaking Experiences in a United Kingdom University’, *Indonesian Journal of Applied Linguistics*, 8.3 (2019), 588–96 <<https://doi.org/10.17509/ijal.v8i3.15257>>.