

## CHAPTER II REVIEW OF THE LITERATURE

### 2.1 Narrative Inquiry

In this section, the writer will define and explain theories related to narrative inquiry. A narrative is described as a collection of stories told in the first person about specific events by a narrator who witnessed the events firsthand.<sup>1</sup> This narrative is the same as the fairy tale that parents often read to their children before bed, but fairy tales are not researched. In this case, narrative inquiry is more complicated than fairy tales because it depends on how stories are formed and what we can learn from them.<sup>2</sup> Story-telling and science are combined in the narrative investigation, which uses stories as research data or as a method for data analysis and presenting findings. Narrative inquiry is a well-known word for story-based analysis.<sup>3</sup>

In the book *second language identity in narratives of study abroad*, Bruner distinguishes between two simple modes of thinking, each of which offers a specific way of organising experience: a good history and a reasonable argument.<sup>4</sup> Each method persuades in its unique way. Statements use procedures for creating formal and empirical evidence. In contrast, stories use the actual action or experience to reassure the reader or listener of their 'lifelikeness.'<sup>5</sup> Then Bruner names these two modes: pragmatic and narrative. The narrative is older and embedded in daily thought than practical.

Further, based on the Indonesian journal of applied linguistics, Connelly and Clandinin coined the term narrative inquiry in the educational study in 1990. They explain that

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<sup>1</sup> Sheila Trahar, 'Learning and Teaching Narrative Inquiry', *Studies in Narrative*, 2011, 185. Page 23

<sup>2</sup> Gary Barkhuizen, Phil Benson, and Alice Chik, *Narrative Inquiry in Language Teaching*, Routledge, 2014. Page 3

<sup>3</sup> Barkhuizen, Benson, and Chik. Page 3

<sup>4</sup> Phil Benson and others, *Second Language Identity in Narratives of Study Abroad*, *Second Language Identity in Narratives of Study Abroad*, 2013 <<https://doi.org/10.1057/9781137029423>>. Page 7

<sup>5</sup> Benson and others. Page 7

narrative inquiry is the study of how people perceive the universe.<sup>6</sup> Therefore, narrative inquiry is essential to our field of study because it allows us to understand better language teachers' and learners' inner mental environments and the essence of language teaching and learning as a social and educational practice.<sup>7</sup>

## 2.2 Emotional Geography

The term emotional geography is used in the social sciences and humanities to describe human emotions.<sup>8</sup> Human emotions are triggered by human interactions with other people and their environment, resulting in happiness, sorrow, hate, anger, and other emotions.<sup>9</sup> The 'emotional' move in various fields has sparked new ways of thinking about social life's effective content.<sup>10</sup> Further, Hargreaves explained the word "emotional geography" refers to the geographical and experiential pattern of approach and distance in human interactions and relationships that contribute to creating, configuring, and coloring our thoughts and emotions about us, our world, and each other.<sup>11</sup>

Based on the explanation above, we can conclude that emotional geography studies one's thoughts or feelings as one

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<sup>6</sup> Abrar. Page 590

<sup>7</sup> Barkhuizen, Benson, and Chik. Page 2

<sup>8</sup> Gatut Susanto and Endah Yulia Rahayu, 'The Emotional Geography of International Students in Online Bahasa Indonesia Learning during the COVID-19 Pandemic Geografi Emosi Mahasiswa Internasional Dalam Belajar Bahasa Indonesia Secara Daring Pada Masa COVID-19', *Journal of International Students*, 10.S3 (2020), 161–79 <<https://ojed.org/jis>>. Page 163

<sup>9</sup> J. M. Barbalet, 'William James' Theory of Emotions: Filling in the Picture', *Journal for the Theory of Social Behaviour*, 29.3 (1999), 251–66 <<https://doi.org/10.1111/1468-5914.00101>>.

<sup>10</sup> Nichola Wood and Susan J. Smith, 'Instrumental Routes to Emotional Geographies', *Social and Cultural Geography*, 5.4 (2004), 533–48 <<https://doi.org/10.1080/1464936042000317686>>. Page 534

<sup>11</sup> Andy Hargreaves, 'Educational Change Takes Ages: Life, Career and Generational Factors in Teachers' Emotional Responses to Educational Change', *Teaching and Teacher Education*, 21.8 (2005), 967–83 <<https://doi.org/10.1016/j.tate.2005.06.007>>. Page 968

interacts with other individuals in their surroundings. According to Hargreaves, there are five emotional geography components: physical (personal) geography, moral geography, social geography, professional geography, and political geography.<sup>12</sup> Physical geography is the study of a person's near and far relationships due to time and location. Moral geography refers to a person's closeness in interacting with others due to shared objectives and the social order of rules. Social and cultural geography is how differences in gender, race, ethnicity, language, and culture affect intimate relationships. This geography is connected to a person's encounters with socio-cultural norms in a culture. Professional geography is determined by the degree to which a person's interaction with others is dependent on their knowledge of professional standards and practice. Finally, political geography refers to interpersonal interaction with others, influenced by power and social position elements.<sup>13</sup>

### 2.3 Teaching and Learning English Strategies in Indonesia

English as a foreign language is one of the subjects that all students must understand, including those in higher education. Many universities in Indonesia are now teaching English as a foreign language, which is a good option since English is still needed in today's world.<sup>14</sup> Furthermore, the government's policy on higher education is reflected in several regulations in Indonesia. The Law of the Republic of Indonesia No. 12 of 2012 regulates higher education. The roles are mentioned in Article 4 of Chapter 1. Higher education aims to produce

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<sup>12</sup> Andy Hargreaves, 'Emotional Geographies of Teaching', *Teachers College Record*, 103.6 (2001), 1056–80 <<https://doi.org/10.1111/0161-4681.00142>>. Page 1061-1062

<sup>13</sup> Hargreaves, 'Emotional Geographies of Teaching'. Page 1062-1072

<sup>14</sup> M. Marcellino, 'English Language Teaching in Indonesia: A Continuous Challenge in Education and Cultural Diversity', *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 19.1 (2015), 57 <<https://doi.org/10.15639/teflinjournal.v19i1/57-69>>. Longitudinal Study Cha, 'TEACHING ENGLISH AT HIGHER EDUCATION IN INDONESIA: SEARCHING FOR USEFULNESS', 2013, 235–40.

innovative, attentive, imaginative, skilled, competitive, and cooperative graduates.<sup>15</sup> Then, the aims of higher education are mentioned in Article 5 of that chapter. One of the objectives is to produce graduates who are experts in science and technology to meet the nation's needs and improve the country's competitiveness. The government clearly stated the importance of increasing national competitiveness in those two posts.<sup>16</sup>

Based on the policy implemented by the Indonesian government, we can conclude that students in higher education must possess competencies that allow them to contribute to national competitiveness. One of the skills that we need is to master a foreign language without forgetting our nation's culture. Nowadays, the demand for English proficiency increases faster than ever, such as in Japan,<sup>17</sup> Malaysia,<sup>18</sup> and other countries. In addition, communication skills, especially in both written and spoken English, have become insatiable demands since Industry 4.0.<sup>19</sup> So, learning English is crucial to understand.

For several years, many researchers have widely discussed and defined the word "learning L2 strategies". Learning strategies are described as "specific acts, activities, moves, or techniques used by students to improve their learning, such as searching out communication partners or giving oneself the motivation to tackle a challenging language task."<sup>20</sup>

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<sup>15</sup> <https://jdih.kemenkeu.go.id/fulltext/2012/12TAHUN2012UU.htm>

<sup>16</sup> <https://jdih.kemenkeu.go.id/fulltext/2012/12TAHUN2012UU.htm>

<sup>17</sup> Rie Adachi, 'Motivation and Communicative Attitudes among Japanese EFL Pupils', *Indonesian Journal of Applied Linguistics*, 5.1 (2015), 1–9 <<https://doi.org/10.17509/ijal.v5i1.824>>.

<sup>18</sup> Su Hie Ting and others, 'Employers' Views on the Importance of English Proficiency and Communication Skill for Employability in Malaysia', *Indonesian Journal of Applied Linguistics*, 7.2 (2017), 315–27 <<https://doi.org/10.17509/ijal.v7i2.8132>>.

<sup>19</sup> Rolisda Yosintha, 'Indonesian Students' Attitudes towards EFL Learning in Response to Industry 5.0', *Metathesis: Journal of English Language, Literature, and Teaching*, 4.2 (2020), 163 <<https://doi.org/10.31002/metathesis.v4i2.2360>>. Page 163

<sup>20</sup> Rebecca L Oxford, 'Language Learning Styles and Strategies', *Teaching English as a Second or Foreign Language*, 41 (2001), 359–66. Page 274

Furthermore, O'Malley and Chamot delineate learning strategies as a set of activities used by people to assist students in learning or remembering new knowledge.<sup>21</sup> According to Oxford, motivation, gender, cultural background, attitudes and beliefs, type of task, age and L2 stage, and learning style influence the choice of L2 learning strategies.<sup>22</sup>

## 2.4 Related Studies

Several articles connect with a subject close to the current research, in conjunction with learning L2 strategies used in the classroom. First, Azrien and others researched the relationship between learning strategies and motivation in Arabic courses. The data was gathered through a questionnaire, and the participants were students studying Arabic at two public universities in Peninsular Malaysia. Then, the result of this study found the measure's predictive validity came from positive correlations between motivation and learning strategies subscales (metacognitive self-regulation and organisation). Organisation and peer learning strategy have a strong association with Metacognitive self-regulation strategy. The peer learning approach was also strongly associated with the organisational system.<sup>23</sup>

Further, Wen-Jye Shyr and others explain in the title 'the relationship between language learning strategies and achievement goal orientation from Taiwanese engineering students in EFL learning.' This research included fifty students from a college of technology at a university in central Taiwan. According to this study, many participants have spent more than six years studying English as a foreign language. Students chose support tactics over the other six language learning strategies, such as asking for assistance from others while learning English. When faced with foreign English phrases,

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<sup>21</sup> Annah Chamot and Michael O' Malley, 'Language\_learning\_strategies\_and\_second.Pdf', 1990.

<sup>22</sup> Rebecca L. Oxford. Page 3

<sup>23</sup> Mohamad Azrien and others, 'Relationship between Learning Strategies and Motivation by Using Structural Equation Modeling Approach', *Malaysian Online Journal of Educational Sciences*, 1.3 (2013), 33–40.

students often used a compensatory method. The least used interventions are cognitive and affective. Students used the mastery and performance approaches more often than mastery-avoidance and performance-avoidance in terms of success target orientations.

Muklas conducted the last study; he analyses the narrative of Indonesian graduate students' speaking experience in United Kingdom University.<sup>24</sup> This study aims to investigate and make sense of the stories of Indonesian graduate students who spoke in academic settings while studying at a UK university. These studies seek to understand better their speaking difficulties and methods for overcoming them in both the classroom and the university environment. The first and second studies, both about learning strategies in language learning, have served as a bridge for me to understand more about learning strategies. The first and the second study are relevant to this study regarding the importance of using learning strategies. Then, the third study by Mukhlis is closest relevant to this study concerning the use of narrative inquiry to speaking English. However, the third study focuses on the speaking experience of Indonesian students in England. Hence, in this study, I explain the experience in learning speaking skills strategies of pre-service English language teachers in Indonesia.

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<sup>24</sup> Abrar. Page 592