

A Narrative Study; Speaking Exposure Undergone by Members of ESA (English Student Association) at University of Islam Malang

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Abstract

The aim of this study is to analyze and investigate how the speaking exposure undergone by members of ESA. Then, the result of study can give relevant information for improving English speaking skill. These are the reasons as stated above why the present study was designed. How the speaking exposure undergone by members of ESA was investigated through narrative study with semi-structured interview. Three selected members of ESA (respondents) were involved in this research. They all are from members of English Student Association at University of Islam Malang. This study employed qualitative data analyses. The qualitative data were gained from the transcribed interviews (spoken discourse). The findings of the study yielded that in terms of speaking exposure received by members of ESA, the respondents were found to be easy in gaining speaking exposure in most of the English programs in ESA. They are easy to obtain the speaking exposure because the respondents are very active in joining and participating English activities. Further, based on the data gathered from most of respondents' voice about speaking exposure, it is clear that speaking skill needs to have more chances to enhance the English speaking.

Keywords: narrative study, speaking exposure, English Student Association.

INTRODUCTION

The development of English language skills is an important part of Education, Business, Politic, social, technology Politic, social, technology in the worldwide. For sure, speaking as becoming one of the essential skills

should be mastered. So, it is needed by a lot of people to have communication with others. There are two kinds of communication. They are in the form of oral and written. Certainly, to create communication with most of the people in the world, people should master speaking skill. Inarguably, mastering English speaking skill is not an easy. People should have many requirements to capable in speaking skill such as arranging idea, pronunciation, and others.

Actually, speaking is very complex skill that learner does not only need to be fluently in speaking but also they know the context of the situation to inform their self in speaking. In addition, it is in line with Brown (1994) cited in Celce-Murcia (2001) "speaking is a complex process because of two factors. The first, fluent speech contains reduced forms, such contractions, vowel reduction; so that learners who are not exposed to or who do not get sufficient practice with reduce speech will retain their rather formal sounding full forms. The second, spoken English is almost accomplished via interaction with at least one other speaker. So that, in speaking, learner also need make their language understandable. However, it can create some problems in communication when the partner cannot receive the message of speaker".

Unfortunately, there are still many problems found by students in enhancing their speaking skill. The first problem is that most of English learners usually feel anxiety in practicing their speaking. Sometimes, they feel that they are lack of their grammar and vocabulary. It makes them afraid of making many mistakes in grammar and vocabulary usage even pronunciation. Due to the fact that English has different pronunciation from written text. The second problem is their limited chance in practice. Whereas, language is a thing that need practice in learning it. When they are less in practicing English, learner will feel difficult and tight in learning speaking English. They need a place, time and partner as their chance in practicing their English. These chances will help learner to eliminate their mother tongue, their confusing thing about what to say, and low or uneven participation.

Then, learner usually will be confused what topic to be talked in their practicing English. It causes learner decide themselves to be passive than they should practice their English. However, in speaking, they need some ideas asserted to create a communication. In another side, they

need a participant or partner in practicing their speaking. The function of participant in practicing English is becoming partner to speak English. During they have a partner in practicing English, learners will be able to enrich their speaking skill. Those kinds of chance are able to be found in right environment or situation that is known as English exposure.

Exposure is a situation where learners can explore their English ability and also they can receive the language input. Hiswick and Miller (1998) defined exposure is a formal learning and it characterizes "learning by doing" that cause the acquisition of fluency in the target language. Understanding the characteristic of exposure, learning by doing, it can support learners in enriching English especially speaking. Speaking exposure means a situation where learners can explore their English speaking and also they can receive the language input.

Further, exposure is situation where learners are able to receive mount of chances either expose or undergo the language. As Magno, Filho, Lajho, Regodon, and Bunagan (2009) stated that Exposure, as defined in this study, refers to how much the total amount of time that individual has contact with a language, may it be in verbal or written form, formal or informal ways of communications and in which the individual may have either an active or a passive role. In addition, (Magno, et al., 2009) stated that exposure to English then allows the English learner to enhance their ability to explore the English language and eventually becomes more proficient.

By speaking exposure, learners are able to improve many kinds of speaking skill aspects such as confidence, vocabulary usage, pronunciation, intonation and also their critical thinking in finding out ideas to speak. The reasons why speaking exposure can support their improvement of speaking is they will have more chance to practice their English. By those chance they have in speaking exposure, they make English as their daily talk. Krashen (1982) claimed that language acquisition can happen in formal and informal language learning settings only if language learners are directly involved in intensive exposure to a type of input which is comprehensible.

Speaking exposure condition usually will be found in English institution, community, and organization as well. ESA (English Student Association) is one of organizations at English Department, Faculty of

Teacher Training and Education in UNISMA. In addition, Ubaidillah (2014) stated that ESA community founded in 2000 with the name of English Department Student Association (EDSA). Since a new reform of presidency in its internal structure, EDSA was then removed. ESA is becoming one of the organizations which provides speaking exposure for all the members such as English Learner Club, Friendship Journey, Social Work and Extra Teaching, National English Seminar, National English Festival, ESA Got Talent, English Debating Forum, and Daily Meeting as well.

Hopefully, the findings of this study are able to give benefits to English department which always supports ESA organization in enhancing students' ability especially in speaking. However, if English students are mostly active in this organization, they will better get human recourses of English language. In addition, it is beneficial for other organizations or institutions that are willing to improve its members on their English proficiency especially in speaking skill. Truly, It can be one of sources for them to develop human recourses especially in speaking skill. The last, it is beneficial for relevant information to the next researchers who want to develop their research on the same topic.

The Definition of Speaking

Speaking is interactive communication to exchange the information, message, give opinion and express the feelings, and ideas in spoken language as well. So, people use speaking for communicating each other and conveying message, and information as well. By speaking, we do not mean merely uttering words through mouth. It means conveying the message through the words of mouth Bashir, Azeem, and Dogar (2011). As Torky (2006) stated that it is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.

The Nature of Speaking

In this case, one of the main points of nature in speaking is that on how speakers do interaction for making meaning. So, they are able to understand the purpose of their interaction in speaking. Additionally,

Nunan (1999) noted that beside gaining linguistic competence, capable in communicative competence also includes a variety of sociolinguistic aspects and skills for having conversation that affects speakers know to whom they talk to. For sure, it relates to my study that conversational skills is very essential to facilitate the speakers in gaining speaking exposure, and it automatically supports them in enhancing speaking skill because they expose their ability in doing conversational skill.

According to Savignon (1991) as cited in Nunan (1999) stated that communicative competence not only about spoken language but also involves written. In addition, specific context also includes on it which means good communicator know how to make specific choices to the situation. All in all, individual knows called competence while individual does called performances.

The nature of English speaking at University is still low especially at the University of Islam Malang. It happens due to several factors. The first factor is that university students do not have place to discuss about current issues or practice their speaking skill among the same English students. They just directly goes home or dormitory after having class at campus. The second factor is that although they are students in University, they are still shy to practice their English speaking even practicing with their friends. The third factor is insufficient opportunities to explore their English speaking skill. Learners only have chances in classroom settings which are not enough for them.

Therefore, in this study, the researcher analyzed narratively based on stories told by participants from some English activities programs which was done by English learners who are joining English community named ESA during one year to investigate whether or not they have more experiences and opportunities to explore their English speaking skill than other English learners who do not join ESA.

The Definition of Speaking Exposure

Firstly, the researcher wanted to define the speaking exposure which reveals to a situation where the learners explore their speaking English ability in formal or informal environment, and the learners also can receive the language input. Discussing about language exposure, it is very

important since the English learners need to have much more opportunities to expose their skills in the process of learning to enhance their proficiency especially in speaking. As Bui and Intaraprasert (2013) defined the term 'exposure to oral communication in English' in this study is the learners' chances in using English for having communication verbally. Teachers, their friends, or other people are partners to have conversation. Speaking Exposure in English was divided into classroom and non-classroom settings.

In this study, I need to limit the definition of speaking exposure itself that reveals to the situation where the learners explore their speaking English ability only in all ESA's English activities and programs even formal and informal situation. The differences between speaking exposure and speaking ability is that the speaking ability is a medium to achieve the speaking exposure. It means that in the process of speaking ability, the learners also gets the speaking exposure because they practice their speaking skill.

The Function of Speaking Exposure

It is agreed by many scholars that speaking needs to be practiced to improve speaking skill especially in pronunciation, fluency, and also vocabulary mastery. Bashir, et al., (2011) stated that learning to speak also demands a lot of practice and attention. The more learners can practice their English speaking, the more they get better speaking skill. So, learners need to always practice it wherever they have opportunities in exposing the language.

Another benefit of speaking exposure is that learners would get better pronounce in speaking because they always communicate and have conversation with others. Automatically, they listen to other people who speak to them, and they get new knowledge even on how to pronounce correct words. So, it makes them to know how to better pronounce correctly.

It is suggested for learners to explore their ability in speaking because it would make them get better improvement in vocabulary mastery. However, when they are having conversation with others, one of them will exchange becoming speaker and listener. So, when they become

the listener, they may get some new vocabularies. To sum up, learners who frequently explore their speaking skill, they may obtain new vocabularies that improve vocabulary mastery.

Discussing about exposure especially in speaking, some researcher already conducted several researchers' about exposure. The result of a study conducted by Madinatul Munawaroh says that there is correlation between the frequency of English exposure and students' English achievement. Therefore, the research hypothesis stated that there is a correlation between the frequency of English exposure and the students' English achievement is accepted.

In the previous study stated above, there is correlation between the frequency of English exposure and the students' English achievement. It is clearly stated that exposure to English is very essential because it can improve students' achievement. Related to my study, the researcher also focuses on the exposure to speaking skill where students explore their English speaking ability when they have opportunities in exposing it in some English programs and activities in ESA's organization.

The study conducted by Bahrani and Sim (2012) states which explored which source of language input would have a greater impact. There are two kinds of sources in this study that exist. They are audiovisual mass media technologies for EFL context and social interaction exists for ESL context. The study investigated the effect of exposure on speaking proficiency.

From previous study stated above, it can be concluded that learners can improve their speaking proficiency to a significant extent through exposure to audiovisual mass media technologies in informal setting. Related to my study, the researcher also focuses on investigating speaking exposure in an English community at University of Islam Malang. The researcher needs to analyze their recognition in joining all English activities that they did during one year in ESA whether they explore or not their English speaking skill. So, the researcher reported the result by analyzing narratively based on the stories that told by the participants.

METHOD

This study employed qualitative method in which the design was narrative. Narrative method is designed to gather information and data by conducting interviews where the participants told stories from their experiences. According to Ary, Jacobs, Sorensen, and Razavieh (2010), in narrative inquiry "researchers examine the stories people tell about their lives and co-construct a narrative analysis of those stories". In collecting the data, the researcher used semi-structured interview.

Therefore, the stories told by the participants were then analyzed narratively. This design is considered by the researcher to collect permanent data concerning with the speaking exposure received by members of ESA at University of Islam Malang in sharpening English speaking skill that the researcher attempts to analyze in details to give some understanding on how the perception of speaking exposure, process of getting the speaking exposure, advantages of speaking exposure, and the result they got from speaking exposure.

To collect the data in this study, the data obtained from some selected members of ESA at University of Islam Malang. There are 3 selected members of ESA consist of 2-male and 1-female. In this study, they use pseudonym name because their names are not willing to be mentioned.

All respondents are members of ESA who are very active in organizing and participating to succeed all ESA's English events during one till two years. The researcher obtained the data from the members of ESA about their experience in gaining speaking exposure during joining and becoming ESA's members. In gaining the data, the researcher did the semi-structured interview to some selected members of ESA by asking them with several guided questions prepared. The participants were answered freely and enjoyable just like a discussion. In addition, while doing the semi-structured interview, the researcher also took the recording from it.

The data collection process done on April, 29th 2021 at University of Islam Malang and by phone recording. Four guided questions were distributed to the participants. The researcher conducted face to face semi-structured interview to selected members of ESA and by phone

recording. In the process of collecting the data, it was obtained by using the semi-structured interview. The researcher did the semi-structured interview with the participants in the different times and places. The researcher did the semi-structured interview because the researcher wanted the participants to answer the questions not only free answer but also relevant answer that in line with the data needed by the researcher.

After doing the semi-structured interview and recorded it, the researcher did transcription to the recording obtained. In doing the transcriptions, the researcher should be careful because the participants are quit fast in answering the questions. In this section, it is one of the extra time because the researcher needs to transcript all the recordings gained. For the next step, after doing the transcription, the researcher translated it into English. Then, the researcher analyzed the data taken from the participants based on the topic discussion started by arranging from the result of the interview and ended by translating into English in order to be a good form of paragraph. To summarize, the researcher knew about the perception of speaking exposure, process of getting the speaking exposure, advantages of speaking exposure they got, and the result they got from speaking exposure.

In this case, the data of this study analyzed through narrative discussion. The semi-structured interview was recorded by a smartphone to gain the qualitative data and the transcribed for further analysis and interpretation. From the transcription done by the researcher, all the findings of data was analyzed by reading carefully and looking for something unique related to the topic. Then, the researcher tried to interpret some relevant data to answer the research problems stated in the previous chapter. The researcher arranged paragraph of each research problem based on the data that gained from the semi-structured interview.

FINDINGS AND DISCUSSIONS

To discover the research, the findings of this study are analyzed in four emerging themes as follow; speaking exposure received by members of ESA, the involvement of ESA's members in speaking exposure,

advantages of speaking exposure, and the impacts of speaking exposure undergone by members of ESA to their English language activities in the classroom.

I would begin analyzing *HR*'s narrative that seems to be easy for him to get speaking exposure in ESA because he was very active in joining some ESA's English activities such as English discussion, delivering welcoming speeches, and also NEF (National English Festival) that give him many opportunities to explore his English speaking ability.

(HR, interview, April 29, 2021, researcher's translation). Well, the first speaking exposure that I got in ESA is one of ESA's activities that is delivering welcoming speech to all ESA English activities where I am able to expose my speaking exposure due to becoming president of ESA. For sure, I gain speaking exposure a lot from these activities. In addition, I also learn and obtain the speaking exposure from head of English department when delivering speech as well so that I could know how to deliver speech in good way. Not only that, I also like one of the ESA's programs that is National English Festival where I can control and receive speaking exposure from the participants as well. Further, another activity that makes me receiving speaking exposure is that EGT (Esa Got Talent) where it is a must for members to speak English. So, it is obvious that I can gain speaking exposure on those activities.

In another interview with *WU*, he is also easy to gain speaking exposure similar to *HR* because he was quite active in participating and involving in ESA's programs especially in ESA discussion and study club for newbies as well.

(WU, Interview, April 29, 2021, researcher's translation). Eee ... in formal setting, I got experience when I was instructor of study club for newbies. For sure, I use English speaking in that study club activities. In the passive situation or not really being active, sometimes, we only had usual discussion to improve our speaking ability such as ESA discussion where we discuss in informal situation sharing about small seminar all about English. Those all experiences of speaking exposure that I got in ESA.

To sum up, it can be concluded from the discussion above that this section has given information that most of respondents undergone

speaking exposure actively rather than passively. It means that they involved and explored the English speaking skill rather than they just listened to other people' speaking.

This part deals with the contribution on how important English speaking exposure in sharpening speaking ability and how learners are able to obtain it from a variety of English speaking activities. When learners explored their English speaking, they would also get speaking exposure from it. So, it is obvious that learners need to expose their English speaking. The ideas above were supported by *HR* in the interview:

(HR, interview, April 29, 2021, researcher's translation). "For Sure, I should organize many things. One of my best experience is that when I have rules to all members ESA to use English in having communicaton. By obey the rules so that I also speak English and I receive English exposure. In addition, I also join some agendas. I mean that I organize some agendas from the first agendas like Grand Opening of study club, and the second is National English Seminar and then National English Festival.

Based on the analysis of data obtained from the interview, all of the respondents voiced that they could really active in involving to the speaking exposure because of a variety of opportunities during becoming ESA members either formal or informal English activities such as ELC's activities, weekly meeting and all English programs done by ESA members.

It is very helpful for English learners if they try to always explore their English speaking in formal or informal situation in daily activities. Learners who always explore their English speaking skill, they would better get improvement in pronunciation, fluency, and social interaction. It is supported by one of the interviewees, *KA*:

(KA, Interview, April 29, 2021, researcher's translation). "Ee for me myself, of course, it enhances our ability instead of pronunciation and fluency. Then, we can better get in having social interaction with other friends.

In another conversation with *HR*, he obtained a variety of benefits from speaking exposure such as high self-confidence, pronunciation, and of course fluency in speaking skill.

(HR, interview, April 29, 2021, researcher's translation).

Truly, having chances to expose my speaking skill is one of the advantages from speaking exposure to improve my confidence. Then, I can speak better so that way, from ESA itself, we learn many things we can explore with speaking ability, we can explore many things of course all about speaking. Additionally, I obtain many vocabularies by exploring my speaking skill. Enhancing my pronunciation is also one of the benefits that I gain after receiving speaking exposure. For me, it also affects to my writing skill because I am able to gain many vocabularies from speaking exposure.

To conclude, from the data discussion above, it can be concluded that learners who had sufficient opportunities in exploring English speaking ability, they would better enhance in a variety of elements such as pronunciation, fluency, and high self-confidence as well. Hence, it is obvious that the English learners need to expose their English speaking skill.

Speaking exposure mostly received in informal situation or outside the classroom. Due to receiving some language inputs outside the class, the learners would better get improvement in their ability especially in speaking. In addition, the English learners would gain several positive impacts to their activities in academic field such as better gain pronunciation, vocabulary mastery, and high self-confidence as well. As said by one of the interviewees, HR:

(HR, interview, April 29, 2021, researcher's translation). Of course, I become more comprehend in catching lecturers' explanation in the class. Indeed, by implementing speaking exposure, I obtain many vocabularies so that it has good impact to my writing subject, because writing needs enough vocabularies in arranging the sentences. Then, my pronunciation is better than before.

In the other interview with *WU*, he voiced that he obtained many positive impacts of the speaking exposure such as his speaking skill in academic field is getting better, he knew how to explore ideas and opinion when he have discussions with other friends. As said by *WU*:

(WU, Interview, April 29, 2021, researcher's translation).

The main positive impact that I got from the speaking exposure is that my speaking skill is improved. Then, it also enhanced to my academic field. In another hand, I am easier in comprehending the materials from lecturer as well.

To summarize, gaining several speaking exposure outside the classroom settings obtained a variety of positive impacts to the learners' English proficiency such as pronunciation, vocabulary mastery, and high self-confidence as well. Therefore, learners suggest to always explore and practice their English proficiency level.

Based on the data obtained from the interview, the result study of the speaking exposure received by members of ESA is that this view held for sharpening English speaking skill that require to explore, to practice, and to gain language inputs by involving several English activities. Bashir, et al., (2011) stated that learning to speak also demands a lot of practice and attention. In the data obtained from the interview, some English learners are very active in involving some English programs. So, they are important language inputs from those speaking exposure. Hence, learner would better get improvement such pronunciation, fluency, high self-confidence, even vocabulary mastery.

From the data gained in the interview, the finding study of advantages of speaking exposure is that when people learn a new language, they need to engage and explore all their ability that they get in order to improve their skill in learning the language. By exploring and engaging to some English activities, the English learners would better get understanding of the language. In addition, from the interview conducted, the English learners got several things that related to their skill especially speaking skill in the form of better get improvement in pronunciation, fluency, and vocabulary mastery.

In this study, the finding of the impacts of speaking exposure undergone by members of ESA to their English language activities in the classroom is that speaking exposure mostly occur in the informal situation or outside the classroom. In the classrooms, learners did not get sufficient chances to explore their English ability especially in speaking because

they have limited time. English learners who are active in the joining an English organization such as ESA, they would have more opportunities in exploring their English ability because they face several English activities in ESA. From the interviews, learners who were very active in joining an English organization such as ESA, they informed that they got several things that related to their academic field in the classrooms such as better get fluency in speaking, improvement in vocabulary mastery, and high self-confidence in speaking skill.

Respondents have more confidence than other classmates when they have discussion in the class. Then, they are brief in giving opinion and arguments. So, it was obvious that English learners should explore their English ability by joining and involving several English speaking activities.

CONCLUSIONS

This research was conducted under four main research question asking how speaking exposure undergone the members of ESA. When asked about speaking exposure received by members of ESA, most of the respondents viewed English speaking exposure is quite important because they were able to explore their English speaking ability in a wide opportunities and interaction. In term of the involvement of ESA's members in speaking exposure, the respondents informed that after involving in several English activities in ESA, they got useful things from the speaking exposure such as having good interaction among people and getting high self-confidence.

The advantages of speaking exposure, they bear in mind that they got a lots of advantages from speaking exposure such as better get improvement in pronunciation, fluency, and vocabulary mastery as well. Lastly, in the impacts of speaking exposure undergone by members of ESA to their English language activities in the classroom, they argued that it is very useful for English language learners to enhance their ability especially in speaking skill because they always explore and practice the language. So, learners gained several positive impacts to their academic field after getting the speaking exposure.

In general, this study concluded that the respondents view English speaking exposure as the best way in sharpening English skills especially in

speaking. They believed that it can enhance learners' ability in learning a language. At the end, when this tenet is continuously held, the English learners would probably find their own true strengths and goals of why they have to explore and practice their English ability. Therefore, the research of the present study, aside from its dearth of comprehensive meanings and facts, have attempted to serve a clear answer to the main research problems outlined in this paper.

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