

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

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### ABSTRACT

This aims of this study is 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. This research uses Qualitative approach and Narrative Inquiry as a research design to aiming the data. The research participant was a student at the University of Islam Malang. The instrument Semi-structured interviews were employed by researchers to collect oral story data and the participants' experiences speaking English were the main topic of discussion during the interview.

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.

**Keywords:** Learning English, Speaking, Narrative Inquiry

### INTRODUCTION

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 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).

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).

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.

## **METHOD**

This research uses Qualitative approach and Narrative Inquiry as a research design to aining the data. This study uses narrative inquiry as an 'interpretative device' to comprehend the experiences of the students.

The steps were described as follows:

### **Step 1: Identify a Phenomenon to Explore**

The objective of a study is established by identifying a problem or concern, which also enables the researcher to comprehend the social or personal experiences of a subject. By first conducting the preliminary study, the speaking phenomena was discovered. The study came to the conclusion that university students occasionally lack the confidence to talk after discussing and engaging in extensive personal contact.

Even while speaking is the primary talent and the most significant aspect of a language since it measures how well a person understands others, it is crucial for students to master because it helps them communicate more effectively. The fundamental issue is that pupils don't have enough exposure to and practice with English. Therefore, they were purposefully or intentionally selected as the participant to understand the phenomenon of speaking.

### **Step 2: Select Informant**

The criteria for selecting the participant were a) active in the classroom, b) able to communicate in English, c) have good English speaking skills, and c) willing to be a participant.

The researcher obtained one informant, IRM. IRM as an informant has a TOEFL score of 507. This means the informant is at level B1: Threshold/Intermediate (Independent User). IRM obtained an IELTS score of 7.5 which means the informant has an operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. She handles complex language well and understands detailed reasoning. Informants always have a GPA score above 3.0 and get a score above the average for speaking material. Maybe some think it's normal, many other people have extraordinary speaking achievements. However, the interesting thing about the informant is

that he came from a rural area, which did not have an English teacher during elementary school. The decision to major in English education is an interesting and extraordinary one.

### Step 3: Collect the Stories

In Narrative inquiry, researcher seeks to understand & represent experiences through the stories individuals live. Seek to explore the meaning of the individual's experience as tool through a story and Seeks to collect field texts that document the individual's story in her own words. Field texts also reveal details about the participant outside what they say verbally during conversations or interviews. Journal or diary entries, letters written by the individual, photos, memory boxes, and tales learned from friends or family members are a few examples.

### Step 4: Retell the individual's story

Following the collection of the stories, the researcher started the narrative analysis by meticulously transcribing the interview recordings and reading the transcription aloud several times. The researcher connected the location and time in a meaningful way when presenting the stories, narrating each event, story, and experience that the participants had related to me. In this process, the raw data is examined, key components are identified, these components are organized and sequenced, and finally, a story that recounts the individual's experiences is told. By placing the events in a logical order, restoring aids in the reader's comprehension of the narrative.

### Step 5: Collaborate with the participant/storyteller

The researcher collaborates with the storyteller to guarantee that the participant's experiences are appropriately described throughout the collection of narrative stories. This step happens when research is being conducted. The data source is to be verified. In the beginning, the researcher began to work closely with the individuals to gather tales. The participants had to be quite clear on the story they were to deliver. The researcher made sure that both happy and unhappy stories were welcomed as long as they were pertinent to the framing.

### Step 6: Report findings of the participant's experience

Thematic analysis was used to report the findings by the researcher. The key topics that emerged from the data analysis are represented by a number of subsections in the findings section.

### Step 7: Validate the report's accuracy

The researcher involved the participants in this process by returning both the transcriptions of the tales and the analysis to them in order to acquire their feedback and suggestions. This was done in order to verify the reliability and verification of the narrative interview data and to reduce interpretation in the final report. Negotiating boundaries, participant anonymity, and ethical dilemmas with participants is a process that falls within the relational duty of the narrative inquiry.

Is The qualitative research, human research instrument is used in this study; specifically, the researcher to get the data. The instruments used to collect data were interviews guide and narrative frame. Researchers gathered collected information from informant in-depth interviews with IRM Researchers used interviews for oral narrative data using semi-structured interviews.

Narrative frame is a written story template consisting of incomplete sentences and blank spaces of varying lengths. Narrative frames would result in more genuine reflection and would reveal useful information about the relationship between the experiences of the participant Barkhuizen & Wette (2008). Writing frames provide a “skeleton to scaffold writing” Warwick & Maloch (2003). It is organized skeletally like a tale. The design's goal was to gather data on the participants' experiences and their narrative thoughts on those encounters. Since it offers insight into and a more complete account of the participants' experiences, as well as providing the participants with direction and support for both the structure and content of the narrative, the narrative frame can help the researcher capture the desired experience to be recorded. At the beginning and end of the real sentence-smarter frame, the researcher offers participants an empty narrative box with an appropriate prompt, allowing them to write freely and contribute any additional information they wish to. Barkhuizen et al., 2017. The narrative empty boxes came after the preceding narrative components.

Interview guide semi structured interviews are based on semi structured interview guide, which is a schematic presentation of questions or topics that need to be explored by the interviewer Jamshed (2014). Interview guides help to make the most use of interview time by helping to keep the interview on the intended course of action while also exploring numerous respondents more thoroughly and methodically. The interview guide's questions are broken down into a core question and other questions that are related to it, all of which get better as a result of the interview guide's pilot testing Creswell (2007). The researcher and the respondent might disagree over whether it is desirable to record the interviews in order to get the interview data captured more efficiently. The researcher may miss certain important details if they are recorded by hand during the interview.

By recounting the individual tales, identifying informational themes and categories, and providing chronological details about each person's past, present, and future experiences. Last but not least, the researcher employed a cross-case analysis technique to organize the stories' complexity into digestible themes and sub-themes, to identify similarities and contrasts among the stories, and to connect the findings to the literature of the related studies already in existence

The researcher performed an in-depth narrative interview with respondents to get first-person accounts of what it was like for them to study speaking techniques and strategies. Semi-structured interviews were employed by researchers to collect oral story data. Following transcription and translation into English, the interviews were coded and analyzed. With the aid of an interview guide, the researcher in this study performs a semi-structured interview. The researcher is not need to exactly adhere to the interview criteria, but they can be specific. The interview guide concentrates on the particular topics covered in class, although it has room for improvement. Although the interviewer wants to understand the participant's viewpoint, they must keep their emotions in check. in order to study the research issue and accomplish the research objectives. The participants' experiences speaking English were the main topic of discussion during the interview.

Since she was in kindergarten up to a university and was conducted in their mother tongue, to put it another way, the researcher let the participant tell her stories in either Indonesian or English. To gather information on students' speaking experiences, the researcher used an in-depth narrative interview.

## FINDINGS

### 1. Kindergarten

The following narration is about the experiences of the informants when she started to know English when in kindergarten. Since childhood, in kindergarten, the informant first heard English in the form of numbers or counting.

Since childhood, I have known English, but often when I was in kindergarten, I taught one two three, and even then, it was only one two three, after that, I felt that I had never taught in kindergarten again. The right time to introduce a foreign language is as early as possible. Children learn at an early age is not through the stages of memorizing or even learning sentence patterns but through periodic repetition of words or what we know as repetition. Familiarizing children to interact directly with certain languages makes children can learn a language, both their mother tongue and foreign language. The best age to start learning a language is 3 – 6 years old. At that age, the child has started to use a foreign language even in the form of broken words by imitating the adults around her. While in kindergarten, the informant first knew English, just numbers one, two and three. Even though kindergarten is a good time to learn a language. Tunas Rimba Situbondo Kindergarten, like other kindergartens in the area, rarely includes English as subject matter in kindergarten.

Furthermore, the informant asked about her opinions regarding English lessons in kindergarten. The informant expressed his opinion that children in kindergarten need to be introduced to English. But the introduction to English is delivered casually while playing. Kindergarten children have simply been introduced to numbers one to ten and the pronunciation of colors in English. According to the informant, this needs to be taught, so that after entering elementary school students already know and are not surprised when they receive English lessons. I think it is necessary to teach English because when they are in kindergarten, it is easy for children to absorb whatever is conveyed by the teacher. English lessons in kindergarten do not need to be serious. Students do not need to be taught seriously and not in the form of heavy material. They can learn English while playing ball, being introduced to various colors with English, and that's enough. At least kindergarten children can say colors in English and count the numbers one to ten in English. So when they enter elementary school they are not too surprised and confused. What language is this? So you already know and have provisions from kindergarten.

### 2. Elementary School

The following narrative is about the experiences of the informants when she was in elementary school. The informant took her primary education at SDN 1 Banyuglugur Situbondo. While in elementary school, he got English lessons when he was in third grade. In 1st grade and 2nd grade, he had no English lessons. The English teacher at SDN 1 Banyuglugur is not a graduate majoring in English, but a sports education graduate. Then when I was in elementary school, I only got basic lessons like that, I think only at third grade. So at my elementary school, there were no English lessons, so only at third grade I got English lessons, and even then my teacher was not an English teacher. He is a sports teacher. Just that.

Learn foreign languages at an early age will have a very positive impact on children's education when they begin to enter formal education in elementary, junior high and high school. The child already has the basics and is used to it, then learning English in formal education can be easier and smoother. But English subjects in Indonesia are only taught at the

junior high school level according to the 2013 curriculum. Now there is the Merdeka Curriculum in 2022 which gives freedom to elementary school education to include English as an elective subject. Of course, when the informant studied at Elementary School, there was still no Independent Curriculum.

When the informant was asked about his views regarding English lessons in elementary school, the informant said that English lessons were only complementary. The primary school where the informant studied did not include English as a compulsory lesson. When I was in elementary school, English was just a compliment. So, in my elementary school, English is like a lesson between being and not being. This is due to two factors. The first factor, the teacher or instructor is not from the English department. The second factor is that English is not a compulsory subject that must be taught. So, if the teacher has the time and can teach the students will get English lessons. But when I was in fourth to sixth grade there were no English lessons at all. So, when I was in elementary school, I still had very few English lessons.

I think it's important to teach English in elementary school. After being introduced to counting and colors in English while in kindergarten, children should develop English skills in elementary school. Elementary school-age children should be more accustomed to and familiar with English. There are many vocabularies that you might not find in daily life, but when you watch YouTube, you can find English vocabulary on YouTube.

### 3. Junior High School

The following narrative is about the experiences of the informants when she was in junior high school. The informant took her primary education at SMP Insan Terpadu Situbondo. The school informant was in a private junior high school, so according to her English lessons were given intensely and were paid great attention to by the school

So, I started to feel that I was learning English since I was in middle school. So when I was in junior high school, several times in junior high school I implemented a one-door system to speak English, even though at that time I felt that my English was not enough, but because at that time there were regulations that spoke Indonesian, it was fine, so inevitably I had to learn to speak English and speak English for the first time in junior high. -English videos I usually imitate people speaking English than before I speak English, I usually write it down first then I read it over and over again that's what makes me feel able to speak English more fluently than when I was little. Well, because earlier I was so nervous, right, so I just learned it when I was in junior high school.

At my junior high school, there was a program for one full week to learn English, and all students had to speak English. So, I am forced to use English for communication, according to my ability. If I want to communicate, but I don't know English, then I will use sign language or body language. When I was in high school, there was an English program, but there was no improvement in my English ability. Furthermore, the informant asked about her opinions regarding English lessons in junior high school. It is very necessary to learn English in junior high school because language learning must be taught regularly and developed. Learning a language will be in vain if after learning it is forgotten. We must remember that English is an international language, so it is very important to learn it.

#### 4. Senior High School

The following narrative is about the experiences of the informants when she was in senior high school. The informant took her primary education at MA Nurul Jadid Probolinggo.

I still remember that when I was in middle school, my friends were already fluent in English, while I found out that English was in junior high school. It was cold, I felt scared because I still didn't know what English was at all, and I still remember the first time my teacher explained about tenses, my other friends already understood me, but they still didn't know what that meant, so I feel sad and feel what do you feel afraid like that with English lessons. But because when I was in junior high school, I knew that there were English lessons at the National Examination, whether I wanted it or not, I had to study, which forced me to be able to learn English. That's it

I think it is very important to learn English in high school. Learning a foreign language is not just knowing vocabulary. Language is a means of communication with foreigners, we convey messages (and foreigners understand). It's normal. Everything needs a long process; we can't learn now and then do it right away. We need to study English in junior high and high school, because when we are in college we will be dealing with international textbooks and journals, usually using English. Instead of understanding journals, just reading English journals has many students having difficulties. If in middle school and high school, students have known and studied intensely, it will be easier for them when they are in college. Students need to practice reading skills, listening skills, and speaking skills. These skills must be trained in children from kindergarten to high school continuously.

#### 5. English Course (Happy English Course and Basic English Course)

Well, if from environment my family is not someone who usually speaks English, my family is mediocre. But in my family, if I have desire to learn English I am supported, so after I graduated from high school, I was allowed to study English in Pare, meaning that my family is supportive. Then when I was in Pare, because everyone was studying English there on average, so my friends supported me too. If I asked, yes, we discussed English with each other, and then what, that time in Pare, right? because we were learning English together, sharing discussions with my teachers, my tutor at Pare was the same way, if a student came, they immediately answered, that's it.

#### 6. University

The following narrative is about the experiences of the informants when she was in university. The informant majored in English education at the Islamic University of Malang. He met friends from the same major who mostly had better speak skills than him. Therefore, the informant tried to study hard. Especially if you are going to advance speaking (presentation). She made sure every word was pronounced correctly, practicing the spelling over and over.

Then my environment at campus is because my major is English, my friends also support me because I see that some of my friends are taking English because they are used to watching English films and listening to English songs. My English-speaking ability increased when I was in college because I majored in English education. I have lots of friends with good and fluent English-speaking skills. This forced me to be determined to be able to do it! To make it more fluent, if there is a presentation assignment, before appearing in class for a presentation, I record and write it down first then I practice speaking many times until I am fluent.

Sometimes I watch English cartoons, then I imitated what they were talking about. I looked at the subtitles to let me understand what English was like. Sometimes if I want, if I'm not lazy, there's English writing, I read it out loud, that's what I think.

The following is a brief story of the informant regarding his journey of learning English speaking from start to finish.

Well, I started practicing speaking English in middle school. At my junior high school, there was a program for one full week to learn English, and all students had to speak English. So I am forced to use English for communication, according to my ability. If I want to communicate, but I don't know English, then I will use sign language or body language. When I was in high school, there was an English program, but there was no improvement in my English ability. Then I took an English course in Pare, but I took the Grammar program. So, my speaking ability while in Pare did not change significantly. At that time there was a final exam program. In the final exam, students who take the speaking program must go to Borobudur temple. We went to Borobudur, and during the trip from Pare to Borobudur and back to Pare we weren't allowed to speak Indonesian at all. Even if I speak one word of Indonesian, I will fail the exam. I guard my mouth not speak Indonesian. So, when I was at Borobudur I had to invite foreign tourists to speak English, so at that time I took pictures of tourism in East Java, there was Mount Bromo and then there was Ijen, the main tourist attractions in East Java, I brought the pictures and then I invited the tourists for what? to talk about tourism. So that's what forced me a few days before the exam to talk to myself. I noted various things related to tourism. In addition, when I was in Pare, I lived in a boarding house, not in a camp. While living in the boarding house, I speak Indonesian and Javanese. No one spoke English at all. My English-speaking ability increased when I was in college because I majored in English education. I have lots of friends with good and fluent English-speaking skills. This forced me to be determined to be able to do it!

## 7. Informants' Expectations of Indonesian Education

This section conveys the expectations of the informants regarding English in the world of Indonesian education.

My hope is for English in the world of Indonesian education. First, hopefully in the future, English lessons in Indonesian education will become more widespread. Based on my personal experience, English lessons in elementary schools, especially in public elementary schools in the sub urban area, are very inattentive. In contrast to private primary schools, which are expensive, English is usually included in the local curriculum as a mandatory. Second, I hope that English lessons at school are not only delivered through text. Students should not focus on studying grammar and reading. It would be better if students learn through videos or through songs that are more fun and more suitable for their age and psychology.

## DISCUSSION

IRM comes from a family that does not speak English as a daily language. The IRM family communicates in Javanese and Indonesian. So at the age of five IRM did not know English at all. We usually know the golden age as a critical period or the golden age of a child which lasts between the ages of 0 to. 6 years. In this phase, it can be seen that the child's growth and development are quite rapid. In this phase, parents need to give full attention to children in every way.



Whereas learning a foreign language is best started at an early age. The fundamental tools a child has at his disposal for the process of language acquisition have a significant role in his ability to adapt to his environment and take advantage of his learning possibilities. Children must be able to see, hear, feel, move, understand, create associations, coordinate their activities, and adapt to the people and things around them, so the child can develop their language skills normally (Wells, 1958). If we want to shape our child's intelligence in language, we can do this by providing the best learning facilities for children at this golden age moment. During this critical period, children can absorb information more easily. If the child is already familiar with English during the golden age, it means that the process of building a good initial foundation will be easier. After that, in the future, children will be more confident and use English as a soft skill to help achieve a future full of achievements.

When the informant entered kindergarten, he knew English for the first time. But he only knows how to count one, two, and three. There is no other English introduced to kindergarten students at IRM schools. Even though language education in early childhood plays an important role in their development and growth (Nasution, 2018). They can speak, tell stories, even sing by language. Learn english in early childhood is easier than giving education related to logic. English is also included in language education that must be given in early childhood. Nasution, ( 2018) states that even though it is only an introduction, English is very important for them because it will help them learn English before they attend elementary school.

Early childhood language education is crucial to the growth and development of young children. They can converse, tell stories, and even sing using language. because teaching young children language is simpler than teaching them logic. As a result, English language instruction is now a required component of early childhood language instruction. English today cannot be undervalued. Due to the significance of English, this is significant. Many parents wish to start teaching their kids English at a young age. Teaching young children is difficult, not just for English but for other subjects as well. Naturally, teaching English to young children differs greatly from teaching it to teenagers or adults. Teaching English to young children is merely the beginning. Early childhood education can only focus on the fundamentals, which are taught through play—but not simply play. Here, playing is guided play. They are able to learn a lot of things in this method. We need to know that when a child is playing, the state of the child's brain is calm because he feels happy and cheerful. With conditions like this, the knowledge we teach can enter and be embedded properly and easily in their brains (Nasution, 2016). Understanding English can make children understand other foreign languages more quickly. If kindergarten-aged children already know English, they will be curious about other foreign languages, so they can learn and master it in a shorter period! You could say mastering English is an important first step to learning another foreign language.

During elementary school at SDN 1 Banyuglugur, IRM received English lessons only in grade 3. It's as if the country's foundation and being in the countryside doesn't include English as a compulsory subject, and doesn't have teachers who are graduates of English education. The condition of this school is by what was stated by Harlina & Yusuf, (2020) that English is difficult for students, especially when learning English is associated with the context of a rural school. This is very closely related to inadequate resources and a learning environment. Rural schools do not have as many opportunities to learn English as urban schools. Access to information about English is very limited. English lessons have their challenges in rural schools. Rural schools are synonymous with inadequate facilities in various aspects. The existence of books as learning resources is often insufficient, there is no

separate English teacher, inadequate classrooms, and unavailability of internet services to access learning resources. So students in their daily lives do not know English well, which then results in their lack of interest in learning English. Along with the development of English in elementary schools, learning English encounters various obstacles, so the results obtained are not satisfactory. This indicates that there is a problem that makes English develop less than optimally. One of the problems is that the implementation of English invites controversy among elementary school teachers.

English needs to be included in the elementary school curriculum because, in this era of globalization, all systems use English. Research conducted by Maili (2018) shows that English teachers in elementary schools state their reasons for the need for English because students live in today's era of globalization where all systems use automatic English with basic knowledge of English taught at school. very helpful for students to access technology. As an example when studying computers, students will find a lot of English vocabulary, knowledge, and internet information using English.

It should be noted that if elementary school students fall behind in their English classes, it will cause issues for them, including decreased self-confidence and exclusion from their peer group. English is a language that students who move on to high school quickly accept. Direct interviews were done by Maili (2018) with English teachers in elementary schools. According to the teachers, English instruction is necessary in order to make it simpler for kids to transfer to secondary school and prevent them from being taken aback by English classes. During junior high school, IRM attended Insan Terpadu Junior High School. At this school, for the first time, IRM learned English, including learning grammar. This is because English included in the curriculum in junior high school. Indonesia as a world citizen must be able to communicate in foreign languages, especially English. This aspect is one of the big considerations why English and other foreign languages need to be taught in junior high schools (Alfarisy, 2021). However, IRM was afraid of English lessons, because she learned many new things, while her other friends already understood. The thing that made IRM excited about learning was that she realized that English was one of the subjects included in the national exam. In this case, IRM shows that he has the motivation and awareness to learn English. Motivation and awareness play an important role in learning. Students who have the motivation to learn, to have the desire to succeed in learning, have encouragement and need to learn, have aspirations, feel happy learning, and are interested in learning (Widodo, 2020).

Motivation, until now believed to be an element of learning that determines the success of student learning. Several research results on motivation in learning a foreign language show that the motivation of students in learning a foreign language is the main driver that leads to success in learning a foreign language. Motivation in learning a foreign language varies. An individual can learn a foreign language because he has an interest in that language, for example, he wants to work in a foreign-speaking country so having expertise in the language of that country is necessary (Santosa, 2018). In addition, someone can learn a foreign language because they want to learn the culture of other nations

While studying in high school, the informant did not experience a significant increase in his English speaking skills. IRM felt that her abilities were lower compared to her other friends. She felt worried and anxious, and even his hands felt cold when the teacher explained the tense material. The informant did not experience an increase in speaking English, perhaps due to anxiety and fear. This is as stated by Rudiansyah et al., (2016) that anxiety in low intensity can be considered to have a positive value as motivation, but if the intensity is very

strong and negative, it will cause harm and can interfere with the physical and psychological state of the individual concerned.

The informant really dared to speak when he took an English exam at Kampung Inggris, Pare. The informant took a grammar program in a short course in Pare, but at the exam, she and her friends went to Borobudur. During the departure trip, while at Borobudur, and on the return trip, all participants must use English in full. Conversation with foreign tourists. Someone who uses a language other than English, will automatically fail the exam. So IRM tried hard not to fail the exam by taking notes, and memorizing and pronouncing various vocabulary related to travel as test preparation for Borobudur. Direct practice with foreign tourists who are native speakers was able to increase the motivation of the informants. It is commonly used by foreign language training institutions. The use of practical methods in the course and training institutions can be applied when applying learning material that has been studied and carried out correctly in front of the instructor as a sign of achieving the learning objectives (Fitriani et al., 2019). Native Speaker is considered a model because it has perfect pronunciation, regular language structure, and vocabulary. So Native Speaker have in communicate using English rather than Non-Native Speaker and are always seen as the embodiment of standard English in the world (Dan et al., 2018).

The informant (IRM) majored in English education at the Islamic University. While studying at university, his speaking ability increased. In the social environment, friends from the same department have good speaking skills, which spurred IRM's enthusiasm to improve his speaking skills. This is in accordance with Aulawi's (2017) statement that in the learning process, supporting environmental conditions is needed so that the knowledge transfer process can take place well. An unhealthy environment will make students feel stressed and ultimately reduce student learning motivation which ultimately affects their learning achievement. This environment includes association. Aulawi's (2017) research proves that there is an influence between peer association and learning motivation on learning outcomes at the tertiary level as measured by the achievement index, which means that if the relationship between students on campus is well established, this condition can lead to high student learning motivation on campus.

The informant also stated that the informant took part in an English debate competition several times when he was still in high school, and a speech competition at school and had won an English debate competition when he was at an English language course in Pare, and was often appointed to be a resource person at various English language events so that the informant could hone his English speaking skills and when he was in college the informant admitted that he really learned and honed his skills while studying at the university. informants also always get good and satisfying learning outcomes at the university, and always get praise from lecturers and friends

Learning assistance from peers can remove awkwardness, language peers are easier to understand, besides that with peers there is no feeling of reluctance, humility, and embarrassment to ask or ask for help. In the campus environment, positive fellow-student associations can create pleasant situations related to learning activities. Associating with friends on campus can broaden their views and insights so that they can be accepted by the environment in which they are. Interaction with peers to increase learning progress for high achievement, the role of peers in cultivating learning discipline to be able to solve problems, the actions of its members to generate mutual learning motivation, changes in behaviour as a result of learning to encourage progress that is innovative and productive so that they are able

to adapt to the environment, and peers can change the environment according to the needs and demands of learning (Aziz et al., 2016).

## 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.

## 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).

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**Approved**

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