

CHAPTER I

INTRODUCTION

This chapter presents some points related to the preparation of the study: background of the study, statement of the research questions, purpose of the study, scope of the study, and significance of the study.

1.1 Background of the Study

Humans live through experiencing several up-and-down stages of life incidents. They experience the life as they also learn and take advantages of it. The life experience becomes a great source in building the humans' characters and lives since it becomes the key of determining of the successfulness of the upcoming experiences in human life (Dewey, 1983, p. 25-26). From the experiences, humans grasp the knowledge from both concrete and abstract experience and also transform or process the experience through the reflective observation and active experimentation (Kolb, 1999, p. 2-3). These experiences thus are organized into *tales of important happenings* in form of story (Dyson & Genishi, 1994. p. 2) which is then becoming a great source of representing humans' experience through a narrative inquiry.

The inquiry of narrative is "the study of the way humans experience the world" (Clandinin & Connelly, 1990) represented through their stories (Webster & Mertova, 2007, p. 1). People often recall and tell their own experience in form of a story as they are believed to be "storytelling organism who, individually and

socially, lead storied lives” (Clandinin & Connelly, 1990, p. 2). Narrative inquiry uses both storytelling as a tool for data analysis and presentation of findings. It focuses on human experiences which build a fundamental structure and a holistic quality of human lives. It is to say that after people experience events, they recall and collect all the experiences in form of a story hence from the story they can make sense of what they have been through (Webster & Mertova, 2007, p. 1-2).

Narrative inquiry is increasingly used in studies of educational experience. It has a long intellectual history both in and out of education (Clandinin and Connelly, 1990, p. 2). Narrative inquiry is seen to play an important role in analysing and discovering the aspects of learning process. Inviting students to tell their experience is a way of students reflecting what they have been through in the learning process. Furthermore, this theory is built to construct and reconstruct of personal and social stories from learners, teachers, and researchers who are *storytellers* and have their own characteristics (Webster & Mertova, 2007, p. 71).

In language learning and teaching, narrative inquiry aims at discovering the diversity of language teaching and learning experiences through the words of teachers and learners themselves. It also explores the “meanings that individuals attach to teaching and learning languages and the consequences that teaching and learning have for their lives” (Barkhuizen, et al, 2014, p. 3). In narrative inquiry, all participants of the experience are believed to hold a big role as they give the voices within the relationship.

Narrative inquiry has been conducted to explore experiences gained by students from all aspects of focus interests. In the context of language learning and teaching process, several focus interests have been studied such as learning experience and students' perception of English language learning and of how they negotiate their own identity, students' adjustment to new sociocultural different from their origin country, the learning experience in ESL classroom and personal experience in learning and teaching language (Barkhuizen, et al, 2014., Li, 2004., Lu, 2005., Fang, 2006., Li, 2014., and Shields 2015).

All the studies mentioned were conducted to study learners' and teachers' experience in the context of the language class generally without specializing it into particular course of language learning. Therefore, this study will mainly focus in one particular course, it is public speaking class.

In tertiary level, public speaking is one of the compulsory skills that students are required to master as its essence for their academic achievement and also future career after graduating. Public speaking is the skill of the students conveying their meaning as it is believed to be "a primary vehicle of spreading message" to a larger scale of audience, so the message meaning can be widely conveyed (Jones cited in Lucas, 2009, p. 4). It is a vital means of communication as "a way of making ideas public – of sharing them with other people and of influencing other people" (Lucas, 2009, p. 4). More importantly, public speaking is more than just a regular conversation. It is different from conversation in regard to its amount of audience and setting, structure construction, language formality, and method of delivery (Lucas, 2009, p. 8).

To do public speaking, students are required to develop their ability of conducting a good speech with the integration of all four language skills. They are expected to use the language excellently not only in term of word and sentence structure, but also appropriate in the context given. Students are required to communicate the language effectively and appropriately as they know “when to speak, when not, and to what to talk about, with whom, when, where, and in what manner” (Hymes, 1971, p. 60). It is in order students to have communicative language competence. To master all the points of public speaking above, the students then will learn and practice public speaking skill in public speaking class which has several tasks given and classroom activities carried out.

In the public speaking class, students are given several tasks and experiencing classroom activities which are aimed to build their ability of making a speech and delivering it. The task is aimed at engaging learners with learning process in the target language while classroom activity is aimed at building the learners’ understanding of learning process by involving them with interaction to another participant of the class.

narrative inquiry can be a trustworthy source of discovering the aspects taking part in the public speaking class based on the students’ and teacher’s perspectives. The inquiry of students’ experiences during the public speaking class will build a fundamental guidance of reforming the quality of the class program. The narration told can be the blueprint for representing students’ challenges and needs in the learning process. The learning experiences in public speaking class include the classroom tasks and students’ activities. These learning

experiences are then tried to make a reflection on how students build and develop their selves' confidence in speaking. Besides the inquiry of students' narrative, lecturers' perspective also believed to be fundamental as the study will dig deeper understanding and larger framework of how the learning experiences happen.

1.2 Research Questions

The study was carried out based on the following main questions:

1. What are tasks given in the public speaking class?
2. What are the classroom activities carried out in the public speaking class?
3. What are the students' perceptions towards the tasks and the classroom activities in the public speaking class?
4. What are the lecture's perceptions towards the tasks and the classroom activities in the public speaking class?

1.3 Purpose of the Study

This study was conducted to discover what are the tasks and the classroom activities in Public Speaking class of English Department of UNJ.

1.4 Scope of the Study

This study focused on discovering the students' experiences in Public Speaking class of English Department UNJ particularly in relation of the tasks and the classroom activities by inquiring experiences gained by students, students' perceptions toward the activities, and also confirmation from the lecturer. The

participants mentioned above are ELESF students of State University of Jakarta year 2012-2015 in public speaking classes, and the related course lecturer.

1.5 Significance of the Study

The result of this study might provide better insights to the writer, the students, and the lecturer. The writer as the conductor of this study would gain the benefit from it as she would learn, get wider knowledge and understanding about learners' experiences in the public speaking class and so its result in developing students' public speaking ability. This was so for the students. As students narrated what they had experienced, they would recall, reflect, and interpret all the processes so they could make sense of it. And for the lecturer, this study's finding would become a reflection for lecturer that showed to what extent had the learning process reached and benefited the students, and this could be a kind of evaluation.