

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses the theoretical review underlying this study. This theoretical review is synthesized to outline the theoretical framework that is used by the writer to conduct the whole study.

#### **2.1 The Nature of Narrative Inquiry**

Narrative inquiry is “the study of the ways humans experience the world represented in their stories” (Clandinin & Connelly, 1990, p. 2., Webster & Mertova, 2007, p. 1). It emphasizes the point of the story to be the reflection the experience gained by the humans. Therefore, humans can make sense of it.

This study was first used by Connelly and Clandinin (1990) to describe an already developing approach to teacher education that focused on personal storytelling (Webster & Mertova, 2007, p. 7). This study emerged due to the view on the high frequency of humans wrap their experience in a form of story since humans are perceived as “storytelling organism who, individually and socially, lead storied lives” (Clandinin & Connelly, 1990, p. 2). It is used to represent how life is going, collect it, and then tell its story to make a narrative of the experience hence it can make the characterization of all phenomena within human experiences.

Narrative inquiry focuses on human experiences which then becomes a great source of building the humans’ characters and lives. This notion of experience was derived from Dewey’s point which contended experience as a

vital implication for future experience and also an impact from the previous event (Dewey, 1938, p. 25-26., Clandinin and Connelly, 2000, p. 50). The notion of experience in education was fundamentally developed by Dewey (1938). He presented two aspects of experience believed to considerably contribute a big impact on learners, they are continuity and interaction. In term of continuity, experience perceived to “modify the one who acts and undergoes it, while this modification affects the quality of subsequent experiences” (Dewey, 1938, p. 26). This point contended that any experience gained by learners is fundamental to the existence of further experience, its quality and effect.

In term of interaction, this notion was brought for the belief that “experience does not go on simply inside a person” and “there are sources outside an individual which give rise to experience when their educational import is recognized” (Dewey, 1938, p. 39-40). Interaction used to express that learner’s experience is built upon the notion of interaction with the surroundings which must to be given an account for every educator in designing a learning program, and called as *situation*.

This notion of experience theory is extended into three parts; situation, continuity, and interaction which hence are collaborated into three dimensional narrative inquiry spaces (Clandinin and Connelly, 2000, p. 50).

Three dimensional narrative inquiry spaces describe the continuity of experience as temporary as it happens in past, present and future. Also it views the interaction in experience including personal and social aspect as to make it balance and appropriate to the inquiry. Finally, it draws the situation as the notion

of place where the experience occurs in specific places or sequences of places (Clandinin and Connelly, 2000, p. 50).

From the experiences, humans are perceived to grasp the knowledge from experiences either concrete or abstract. Then they can transform or process the experiences through the action of reflective observation and active experimentation (Kolb, 1999, p. 2-3). All the experiences are then organized into *tales of important happenings* in form of story (Dyson & Genishi, 1994, p. 2).

The study of narrative has been interested in discovering the value of a story can make. Stories are a discourse form found to be everywhere, especially in language and literacy education, particularly in light of the increasing sociocultural diversity in classrooms (Dyson & Genishi, 1994, p. 2). The story itself is believed as “inseparable from a life as it is not how it was but how it is interpreted and reinterpreted, told and retold” (Bruner, 1994, p. 36). From stories, people can make sense of what they have been through. Furthermore, they do not exist in a vacuum but are shaped by lifelong personal and community narratives as it is not a mere record of what happened due to the claim that narrative inquiry is not talking about the chronology of events but rather as a plot which later effects the future (Bruner, 1994, p. 36., Clandinin and Connelly, 1986).

Clandinin and Connell (1986) constructed narrative method on the premise of *narrative unity* by Macintyre (1981). This premise defined as “a continuum within a person's experience which renders life experiences meaningful through the unity they achieve for the person” (Clandinin and Connelly, 1986, p. 3). This

premise explains that all experiences of one might have gained, cannot be seen as separated parts since it is all connected as the idea of 'unity' here means 'the union in a particular person in a particular place and time of all that the person has been and undergone in the past which helped to shape the person' (Macintyre cited in Clandinin and Connelly, 1986, p. 3-4).

Narrative inquiry views all participants of the experience holding a big role as they give the voices within the relationship. Narrative inquiry views the voice of participant as "meaning that resides in the individual and enables that individual to participate in a community" (Britzman in Clandinin & Connelly, 1990, p. 4). Voice considers all relationships of the individuals contributing to the meaning of their experience and others as it is believed as a social process. More importantly, the participants are seen as "the characters in their narratives; they are part of the events and experiences about which they write" (Knight, 2009, p. 49). Further, as narrators they give their thoughts, perspectives on, and attitudes toward those experiences and those who are involved in the experiences.

Narrative inquiry emerged under the covered area of postmodern era which relates to the human-centred holistic perspective, maintaining that there are subjective, multiple truths (Webster & Mertova, 2007, p. 4-6). As for this issue, Gough (1997) stated narrative inquiry as being emancipatory. He argues that the ways we give meaning to ourselves and others and the world at large sometimes happen through stories, of which we are largely unaware read, hear, live and tell may help us to understand how we can use them more responsibly and creatively and free ourselves from their constraints. Gough views the postmodern tool of

narrative as “being more sensitive to the subtle textures of thought and feeling, which are not readily accessible in more standard forms of research” (Gough cited in Webster & Mertova, 2007, p. 7).

From discussions above, it can be concluded that narrative inquiry is the study which concerns on exploring the participant’s experience in form of a story telling. This study views each participant has vital voice in the narrative told as this study is also part of post method era with its focus on subjective, multiple truths. In addition, this action does not merely focus on what is happening in the story, but more about what is inside the story, what points and lessons can be taken into account for language learning advantage.

### **2.1.1 Narrative Inquiry in Language Teaching and Learning**

Narrative inquiry is increasingly used in studies of educational experience. It has played 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. In education, attention to narrative, long focused on its ancient role as a likely medium for carrying a message, something to be conveyed and learned, now shifted to it as a means to capture the *situatedness*, the contexts, and the complexities of human action in teaching and learning. More importantly, narrative inquiry desires to discover the centred nature of learning and the associated issues of complexity as a whole part and put a greatest importance of traditional discipline (Webster & Mertova, 2007, p. 3).

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, 2004, p. 3).

Narrative studies about personal practical knowledge about what has happened in the classroom. It aims at discovering what happens in the classroom which including all matter goings-on in classroom. This study is important to do as classroom-life narratives give important points in relation with the change of knowledge conception and of research needs in the era of postmodern globalisation (Nelson, 2011, p. 465).

The inquiry of teacher’s experience during the learning and teaching process is worth capturing and describing the all sides the teacher has experienced to make meaning and significance of it (Johnson & Golombek, 2002, p. 3). This narrative inquiry should be used by teacher as a mind-set, “a set of attitudes” to seek alternatives, recognize consequences and become their continual self-examination).

However, the research on narrative inquiry is found mostly playing in the aspects of teacher segment. The study of learner’s experience in term of language learning is kind of rare to be found in comparison to the study of teacher’s development through narrative inquiry.

### **2.1.2 The Potential Benefit emerges from the process of narrative inquiry**

Narrative inquiry presents experiences holistically with all its complexity and richness. It inquires the knowledge in form of a continuous story which talks about past, present, and future (Clandinin and Connelly, 1986, 1987, and 2000). This knowledge is concerning on a ‘practical event rather than a working theory’, hence it recognises what one understands from people and events changing (Clandinin and Connelly, 1986, p. 4., Webster & Mertova, 2007, p. 2).

The process of narrative inquiry occurs as a “spiralling activity that is moving, progressing, and expanding’ (Culver, 2012, p. 19). The narration told by students can be a compilation of the thoughts, perspectives on, and attitudes which students have for the experiences and those who are involved in the experiences. And also it can be students’ reflection as “they can examine their perspectives and attitudes in order to make sense” of what they have experienced in the learning process (Knight, 2009, p. 49).

From the stories also could determine the effectiveness of the teaching and instructional strategies which the students have experienced in the class (Dunlap and Lowenthal, 2010 p. 6). So the students could also contribute their thought of how to make the class better. Besides for the students, the lecturer who narrates their own story could make use of it as the lecturer’s reflection and professional development.

The story inquired from the lecturer's experience of teaching could become "a means through which teachers actualize their ways of knowing and growing that nourish and sustain their professional development throughout their careers" (Johnson & Golombek, 2002, p. 6). In this sense, the teacher retrieves their own experience to discover their own perspectives "as they uncover who they are, where they have come from, what they know and believe, and why they teach as they do" (Johnson & Golombek, 2002, p. 5). Furthermore, this inquiry of narrative notes the "critical aspects that require improvement or change better" to know better for further examination and evaluation as not only surveying through incorporating multiple choice questions to analyse degrees of programme participant satisfaction (Webster & Mertova, 2007, p. 38).

From the stories collected in the process of narrative inquiry, the meaning of what happens in the learning process is emerged in form of a theme or plot of the story being told (Webster & Mertova, 2007, p. 31). The theme or plot is categorized to uncover the holistic views of the storyteller toward the topic being discussed. The stories compiled can be a way of reflecting the learning process which then used as a form of evaluation to provide holistic assessment of a programme (Webster & Mertova, 2007, p. 10).

### **2.1.3 Framework of Narrative Inquiry**

Narratives are useful in research due to its interpretation of the storytelling which covers the whole experience rather than just reproduces it. The *truths* of narrative accounts are not in their faithful representations of a past world, but in



the shifting connections they forge among past, present, and future (Webster & Mertova, 2007, p. 26). Nonetheless, there are several points to be noted when conducting narrative inquiry; it should focus on analysing the depth of the story inside rather than just giving too much detail, it must discover insight and not only discover about what happened, but more about what it all might mean (Nelson, 2011, p. 465).

Clandinin and Connelly (2000) perceive *emplotment, character, scene, place, time, and point of view* as the central components of narrative. They point out major issues around which these approaches distinguish temporality and context; people, action, and certainty. In their study, they differ between the narrative inquiry and the grand narrative which refers to the traditional, empirical approaches, which dominated research for many decades (Webster & Mertova, 2007, p. 32).

Narrative inquiry views *temporality* as an essential aspect of the study whereas the grand narrative perceives their study as *timeless*, still being the same as “they are at the time when they are studied” (Webster & Mertova, 2007, p. 32). Narrative inquiry presents *context* in its study which includes notions such as temporal context, spatial context and context of other people whereas the grand narrative’ presents *context*, in a context-free way.

Webster & Mertova (2007) drew a framework of narrative inquiry to explore the narrative of participant. This framework is built upon the consideration of the work in Clandinin and Connelly (2000). It consists of four

main aspects; research *processes*, *negotiations* that happen, *risk* that might emerge, and *preparation and auditing of result*. (Webster & Mertove, 2007, p. 103-109).

In conducting narrative inquiry study, the process includes tools, criteria, and structure. The tools are the numbers of possible data-gathering instrument. These tools include observation, survey (limited), documentation (including letters, curricula and policies), interviews and transcripts. The *criteria* of narrative research include *verisimilitude*, *apparency* and *transferability* of the research. Much of this has to do with establishing the *authenticity* and *truthfulness* of the research. All the criteria are required to provide availability for the study result and collected stories to be accessed by any reader. And the last structure is formed from the combination of context and setting in which the research took place.

Negotiation focuses on the relationship within the research context. There two kinds of negotiation; caring relationship and empowering relationship. *Caring relationships* in the research context includes aspects of collegiality, community and collaboration or are valued by those participating in the research. *Empowering relationships* are those that involve a chain of authority and needing the confirmation to it.

Risk concerns with the constraints and potential abuses that might happen within the research. It includes intersubjectivity, smoothing, and external constraints. Intersubjectivity is the tendency of falling into a commitment to the whole narrative plot, and the researcher's role in it. It also concerns on the losing

sight of the various fine lines due to the absence of critical event focus. The Smoothing is “the tendency to invoke a positive result regardless of the indications of the data”. External constraints including those imposed by the constraints of the culture or the operational context of the study, sensitivities to times that discussions can be arranged with research participants, and the ‘state of mind’ of participants (particularly following an especially demanding event).



*Figure 2.1 Framework for narrative inquiry research methodology*

## **2.2 Public Speaking Class**

Public speaking is a vital means of communication as it is “a way of making ideas public or sharing them with other people and of influencing other people” (Lucas, 2009, p. 4). 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). Therefore public speaking is assumed to be one important skill in communication to publicly share one’s idea in a systemic process.

Public speaking is more than just a regular conversation. It is different from conversation as it is part of talk as performance which involves the aspect of audience and setting, structure construction, language formality, and method of delivery (Richard, 2008, p. 35, Lucas, 2009, p. 8). Public speaking assimilates all the aspects into planning a good speech delivery and it is one of the academic identities.

In the tertiary level, public speaking becomes a compulsory skill that every student should master as its essence for their future career issue. There are several points which make public speaking different; it is more highly structured and requires more formal language and a different method of delivery (Lucas, 2009, p. 8-9). It has become integral part of academician’s task; a teacher’s speech in the class, an undergraduate speech for pursuing career, and even students’

presentation in the class. For doing so, students need not only to develop his ability to speak, but more to communicate effectively as known in the context of communicative language teaching

Communicative language teaching aims to “developing students’ communicative competence by engaging them in meaningful interaction” (Iftakhar, 2013 p. 183). In the sense of being communicative, the language use should not only be excellent in term of word and sentence structure, but it should be appropriate. 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, in what manner” (Hymes, 1971, p. 60). To acquire this competence, students need to undergo such systemic process.

In public speaking class, students are guided to learn and develop their ability of conducting a good speech with the integration of all four language skills. Students are required to encounter complex process than merely ‘talking’ to friends, strangers, or colleagues (Hsieh, 2006, p. 218). It is all about a speech built on the characterization of the speaker, the goal and the audience (Verderber cited in Hsieh, 2006, p. 218).

In public speaking class, students learn how to create a good speech from conceptualizing an idea, planning a draft, up to presenting the speech. They are precisely demanded to make a speech effectively and efficiently. In this process, students are guided to build a speech upon their interest topic, outline its goal of the message delivery, and discuss all issues related to it. All this process requires

students to experience many activities as public speaking is a ‘learnable skill’ (Lucas, 2009). More importantly, public speaking class aims at developing student’s positive attitude toward the subject and confidence in their abilities to succeed as speakers (Lucas, 2009, p. 12).

Public speaking cannot be separated from the state of being confident. Public speaking requires students to be confident since they have to deliver some speeches to the audience. But also the public speaking in which students engage could be an ideal environment for gaining experience and building confidence (Gregory, 2010, p. 6). The public speaking class is set to be a space for students to practice and develop their skills along with the improvement of their self-confidence (Gregory, 2010, p. 6). It has students experience to speak in a public audience so they can learn the way to stand up and give a talk to a group of people (Gregory, 2010, p. 5). More importantly, it equips students the skills and techniques for speaking in the real world.

### **2.2.1 Tasks in Public Speaking**

Task plays important role in developing students’ performance and achievement. It aims at stressing communication via interaction in the target language during by introducing authentic texts. Furthermore, it improves the learner’s own personal experiences as ‘important contributing elements’ to classroom learning (Nunan, 2004, p. 1).

Task defined as its narrow definition as “activity that call for primarily meaning-focused language use” (Ellis, 2003, p. 3). It differs from exercise n

term of the purpose of both task and exercise focusing, and each view on participant role. Task focuses on the meaning and views the learners as the language user as they would be the language user later in the real world while exercise focuses on form and views the learners as only learners (Ellis, 2003, p. 3).

Task is divided into real-world or target tasks, and pedagogical tasks (Nunan, 2004, p. 1). Target tasks defined as the target in which language will be used in real world beyond the classroom while pedagogical tasks are “those that occur in the classroom”. Both definitions imply the difference of each task depending on its concept and goal which shape the situation and the content of the task. And in this study, the focus will be more on the later one.

A task is generally supplemented with its objective as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said “to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake” (Richards, *et al* cited in Nunan, 2004, p. 2). With task, students will get more opportunity to practice, hence they have more opportunity to increase their knowledge and competence (Songsiri, 2007, p. 102).

Tasks in public speaking include any task where the participant addresses an audience orally. It involves students’ presentation either individual or



group work (Shea, 2009, p. 18). The overall task is commonly in form of speech delivery. This task considers the use of authentic language and direct communication toward an audience. Furthermore, the task of public speaking seem to integrate all four language skills; listening, speaking, reading, and writing and student' critical thinking skill (Shea, 2009, p. 18).

The task requires students to 'utilize and strengthen' students' skills both oral and written (Shea, 2009, p. 18-19). For oral, both listening and speaking skill are developed during the task process (Shea, 2009, p. 18). In term of listening, students are trained to be a careful listener as they will listen to their other classmate's presentation. This happens especially during the presentation if participants are required to take notes and respond to their classmates' speeches in forming a discussion on the presentation or in case of peer evaluation. In term of speaking, it is vital in delivering a clear, coherent speech. As the theme of the task is mainly about speaking, it is certain that this task will promote and develop students' speaking ability as long as the program aims at developing communicative competence. Communicative competence is the ability of the speaker to use not only grammatically correct but also appropriate as he knows the context of his speech (Hymes, 1971, p. 60., Savignon, 1979, p. 4).

In written, both reading and writing skill are developed (Shea, 2009, p. 18-19). Students will develop strong reading and writing skills during task preparation. Students must skim and scan a wide variety of sources and read key materials in depth as they search for information to use in presentations

or debates. Writing practice is highlighted as learners take notes and complete argumentative essays in preparation for oral presentations.

Public speaking has students think critical and logic, distinguish between facts from opinions, judge the credibility of statements, and assess the soundness of evidence. It trains students to make a speech coherent and cohesive and also think clearly and accurately as they organize ideas into a good arrangement (Lucas, 2009, p. 17). This kind of practice will then shape students' ways of thinking and organizing ideas.

In defining the task in public speaking, firstly it is important to know what factors might affect in distinguishing the tasks. There are two ways of distinguishing the tasks; distinguishing the tasks from its purpose of speech delivery and the methods of speech delivery.

The tasks of speech delivery in public speaking are divided based on its purposes into three; (1) speaking to inform (2) speaking to persuade, and (3) speaking to entertain. These purposes shape the way students organize their speech in term of language, content, and procedure. However, the later one is seemingly uncommon to perform in academic area, so this study will only discuss the other two purposes.

Speaking to inform has students become the main speaker. This kind of purpose involves speaking to describe an object, show a process, report on event, and explain a concept. Its aim is to deliver knowledge and understanding. This kind of speech is required to be accurate, clear,

meaningful, and interesting (Lucas, 2009, p. 300). Students are cautioned to not be too technical and avoid abstractions.

Speaking to persuade has students play a role as an advocate. Students are required to make others agree with their idea, and perhaps to follow the idea. This kind of purpose involves speaking to support an idea, to refuse an opponent, to sell a program, or to inspire a certain action (Lucas, 2009, p. 324). This kind of speaking is more than just informing an idea but demanded to affect the audience's attitudes, beliefs, and actions. Besides purposes, one aspect that is important to know for public speaking practice is the method of speech delivery.

There are some methods of speech delivery: (a) extemporaneous speaking, (b) impromptu speaking, (c) manuscript reading, and (d) reciting for memory. In public speaking class, students are trained to speak with concerns on the content, purpose, and audience in the process of speech preparation. So, with the knowledge of method of speech delivery, students will practice on giving speech related to its preparation aspect.

Extemporaneous is the speaking type which "combines the careful preparation and structure of a manuscript presentation with the spontaneity and enthusiasm of an unrehearsed talk (Lucas, 2009, p. 67). This kind of speech gives students space to arrange their speech plan carefully as they can make the full draft, rehearse the speech, and prepare some notes of important points while presenting the speech.

Impromptu speaking is the presentation of a short message without giving students adequate amount of time for preparation (Lucas, 2009, p. 246). This kind of speaking requires students to speak what they understand about certain topic with only relying on students' own knowledge. This kind of activity will shape students with the ability of speaking spontaneous and responsive. It is commonly given as a task after students have experienced sufficient speech practices.

Manuscript reading is the word-for-word reading of a written prepared speech (Lucas, 2009., p. 245). In a manuscript speech, the speaker needs to deliver speech accurately, manage his pauses, reading speed, and the reading flow. It must be well-controlled and natural.

The tasks used in public speaking give students much exposure to the target language as it includes variety of situation frequent speaking tasks. It then will help students to improvement their fluency and prepare all possibilities for speaking. This all happens as the increasing amount of vocabulary as students perform in varied topics.

The tasks given in public speaking class which include varieties of speeches and methods are believed to train students to become an expert in delivering their public speaking. It is due to the practice, the preparation, and the rehearsal that students have experienced. This then set students ready with all conditions they might encounter related to speaking in public.

This kind of act is eventually leading students to improve their self-confidence as they have the sufficient knowledge of speech delivery and have practiced it as well. It is important for students having sufficient knowledge and competence, otherwise they will lack their confidence (Songsiri, 2007, p. 95). Further it became an effective strategy to minimize anxiety, and thus maximize speaking confidence as students are directed to freely select their own ideas so feel comfortable and motivated to speak, and definitely maximized speaking confidence (Boonkit, 2010, p. 1308).

### **2.2.2 Classroom Activities in Public Speaking**

Activities in the classroom involve all interactions between teacher-students and student-student. It is organized into *whole-class lessons*, *group work* or *individual work* (Granström cited in Frykedal & Chiriac, 2012). The classroom activities should be organized basis on instructional materials which are “process oriented, problem based, contextual, interdisciplinary, and metacognitive in nature” (Brown,1998, p. 49). It is part of the constructivist practice of teaching and learning which aims at putting students in experiential learning, training them to solve problem, and positioning them into student- direct learning.

In public speaking class, a teacher gives guidance to what students are going to learn and fellow students become a good partner “who will provide valuable feedback to help student’s speaking skills” (Lucas, 2009). It is the teacher’s role of conducting the class along with their role of facilitating the

learners' learning process. There are several types of classroom activities carried out in public speaking class such as whole class, group work and individual work.

Whole classroom activity in public speaking class involves the engagement of all participants in the class from both teacher and students while the teacher leads the whole class through a learning task (Richards and Lockhart cited in Iftakhar, 2013 p. 188). This activity has the teacher provide examples or models of speeches, oral presentations, stories etc through video or audio recordings or written examples (Richard, 2008, p. 35). These activities are given for students understand how such texts work and what their linguistic and other organizational features as they analyse or deconstruct the lessons given.

Group work involves the teacher to divide the class into small group to work together. It aims to widen students' understanding and knowledge by means of inquiring, sharing ideas, and clarifying differences by interacting with other students (Frykedal & Chiriac, 2012, p. 2). Furthermore, group work is seen to be important source of developing 'the individual capability of living and working within the society' as it is part of the goals of education (Hock, 1961, p. 422).

All the activities have students carry out the duty to solve problems of the real world which has any number of possible solutions that are dependent upon available information and the individuals involved. These activities

involve students in the actual experiences of solving a problem that has real-world significance beyond school (Brown, 1998, p. 79). They train learners to have confidence and courage. Learners are asked to practice in expressing much about themselves as students are given the active role as in group work and pair work (Byrne and Ur cited in Iftakhar, 2013).

All the activities mentioned perceived to provide spaces for learners to develop students' speaking abilities. Everything occurs in the classroom build students' performance and achievement during the learning process. The feedback and comments from teacher and other students contribute in raising students' awareness of the learning process which eventually led to English speaking improvement (Boonkit, 2010 p. 1308).

### **2.3 Previous Related Studies**

In this part of the study, some previous studies to this study will be reviewed. These studies were carried out to inquire the participants' experiences during the language learning and teaching process.

Li (2014) in his study of post-secondary students aimed at exploring students' perception of learning English language and of how they negotiate their own identity by examining how the interactions within the English classroom have shaped and informed the participants' English learning experiences and English learner identities. He believed that each student has a different English learning experience and each has a very different story to tell. The researcher used

the data from relevant English language curriculum, pre-interview questionnaires, interviews with student participants, and post-interview classroom observations.

The result of the interviews became the primary data which was in form of narratives that include varied stories told by the students and how they made meaning of their English learning. The data were later analysed via thematic analysis. The study found that students constantly built their identities as situated and multiple within their immediate and imagined learning communities. Their investment in English learning was connected to their prior learning experiences, multiple identities, and hopes and desires for future. It also discovered that students' English learning experiences and their construction of identities was due to perceptions of their own English performance, subject discipline, and their attitudes towards English learning.

Shields (2016) in his study explored how Latino American immigrants learning English in an ESL classroom adapted to the dominant culture as they are minority, what lived experiences are motivating them to study English in an AESL classroom, how they manage their time in the ESL classroom with their path towards assimilation within the dominant culture. His study aimed at understanding how or if Latino American immigrants learning English in an ESL classroom move through the stages of identity, motivation, and connection during their process of assimilation into a dominant culture. It employed interviews to collect the participants' stories through a narrative design. The study found nine main themes emerged : (a) confidence, (b) isolation, (c) ostracism, (d) determination, (e) opportunities, (f) L1 obstacles, (g) communication, (h)



sheltering, and (i) trust building. These themes were analyzed and examined and the results to be the arguments of the findings.

Yi Li (2004) studied the experiences of students studying overseas as they might have found certain transition. He employed conversation as the way of data collection with open-ended general questions. These general questions were used as to create a general heading of the conversation which then the conversation was allowed to flow as to where it should go. The study also used email messages between the researcher and the participants and the researcher's own journal entries. The study discovered 3 major themes emerged; lack of academic language skills as they were were far more demanding, so students lack of lesson comprehension and found difficulties in coping with classroom interaction hence they tended to be passive in the classroom discussion, heavy course load and time management.

Fang Fang (2006) in her narrative inquiry research studied her own narrative of a personal experience in learning languages and thereafter her professional journey as a university teacher of English as foreign language. The research used autobiographical narrative to investigate the values and beliefs that have shaped the researchers professional life as a language learner as to identify valuable strengths from the lived experience. This is in order to grasp better view of personal self, students and professional landscape. This study resulted in emerging the reflection on language experience from the perspective of a teacher and a teacher learner as to analyse the view of language learning, and how should teaching English become in the future.

Lu (2005) in his study investigated the experiences of non-native English speaker ESL teachers including the researcher himself. It began with the researcher's reflection upon experiences of English learning and teaching, and his identities as an NNES graduate student and an EFL and ESL teacher which then analysed the experiences of three NNES ESL teachers who come from different countries, attended different schools and teach in different public schools.

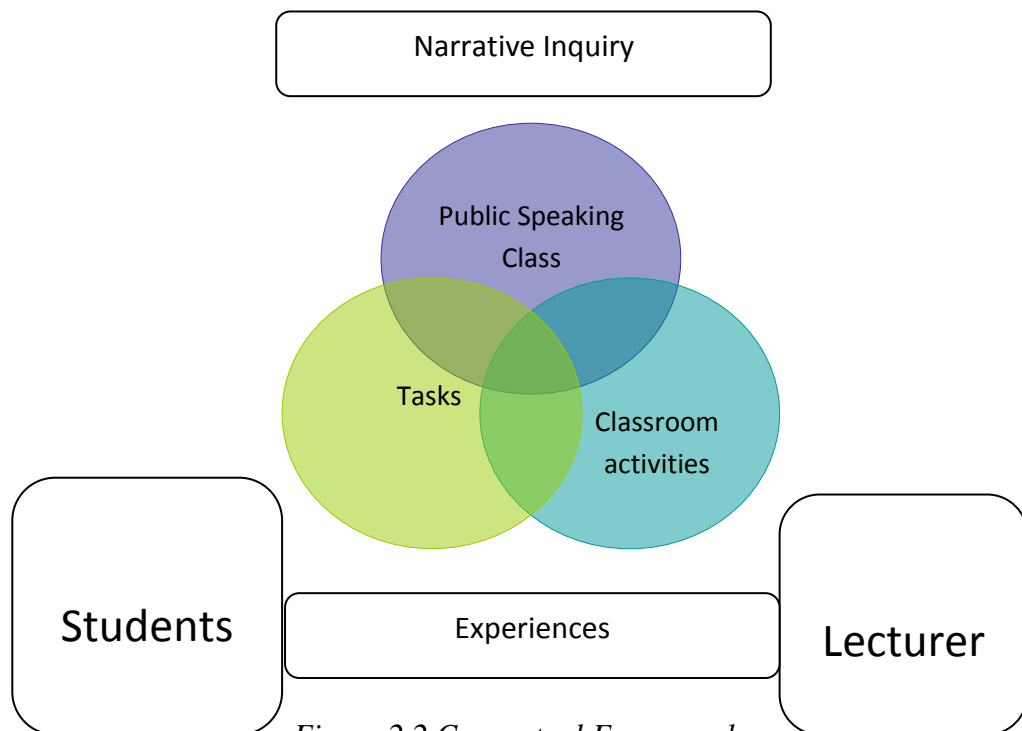
The study aimed at finding what influence NNES ESL teachers' cultural and linguistic learning experiences had on their identities, how NNES ESL teachers' relationship influenced with others the way they see themselves as ESL teachers, how NNES ESL teachers' cultural, linguistic and professional identities negotiated and transformed over time within the context of the teaching community. The researcher found that the journey of making the transition from an English language learner to an NNES ESL professional is a "bumpy road". It showed him an evidence of professional developmental growth, and gave him a constructing knowledge of language teaching.

## **2.4 Conceptual Framework**

This study was based on four main theoretical areas: narrative inquiry, public speaking, the task and the classroom activity in public speaking class. This study was aimed to discover about experiences in public speaking class. It will inquire about the students' and lecturer's stories of what they have been

experienced in the public class categorized into the task and the classroom activity.

The narration told by students representing students' experiences in the learning process relating to their lesson, difficulty and strategy. In addition, it discovers what lacks in the learning process from the aspect of teachers, students, and the learning itself. It provides a holistic picture of the issues of the study concern. The analysis of this study is based on the following points:



*Figure 2.2 Conceptual Framework*