SPEAKING ANXIETY EXPERINCE OF INDONESIAN ENGLISH FOREIGN LANGUAGE LEARNER AT ENGLISH EDUCATION DEPARTMENT UIN RADEN INTAN LAMPUNG: A NARRATIVE INQUIRY

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By:

KHOIRIYAH

NPM. 1911040116

Study Program   : English Education

Advisor   : Meisuri, M.Pd

Co- Advisor   : Dr.Nur Syamsiyah, M.Pd

TARBIYAH AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG

1445 H /2024 M

SPEAKING ANXIETY EXPERINCE OF INDONESIAN ENGLISH FOREIGN LANGUAGE LEARNER AT ENGLISH EDUCATION DEPARTMENT UIN RADEN INTAN LAMPUNG: A
NARRATIVE INQUIRY

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By:

KHOIRIYAH

NPM. 1911040116

Study Program   **: English Education**

Advisor   **: Meisuri, M.Pd**

Co- Advisor   **: Dr Nur Syamsiyah, M.Pd**

TARBIYAH AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI RADEN INTAN

LAMPUNG

2024

1445 H /2024 M

ABSTRACT

Many language learners find it challenging to deal with oral performance. Many students are scared and worried too much when they have to speak in front of the class. Speaking could be understand when someone spoke in English, they found it very difficult to respond or speak English. The significant factor that causes speaking anxiety is that students lack confidence in their abilities to feel embarrassed, afraid and anxious to show their speaking skills. It makes students prefer to be silent in class. Therefore the objective of the research is to know the types of anxiety cause by students and to know what can the other learn from students experience in overcoming speaking anxiety.

This is qualitative research that focused on narative inquiry approach. Narrative inquiry is an approach that emphasize the use of stories as data . The sample of the research is a girl with the initials DK who is currently in the 6th semester of English Education at UIN Raden Intan Lampung. The data collection process in this research used interviews then observation and documentation. The data analysis after constructing the student's life story, the researcher begins to analyze the transcript using theory from Clandinin and caine a there-dimensional space of narrative inquiry: the dimension of the time, person-social, and place. The findings of this research were explained using past, present, and future dimension of story

The results of this research there are two significant points can be attracted as a conclusion. There were three kinds of anxiety experienced by the student in learning speaking namely trait anxiety, situational-specific anxiety, and state anxiety. Then the reseracher also found that past trauma can also be a trigger for speaking anxiety. The informant's persistence in trying to control the anxiety he experienced and trying to remain an active student in the classroom and campus environment.

Keywords: EFL students, Narrative Inquiry, Speaking Anxiety, Speaking Anxiety Experince

FREE-PLAGIARISM LETTER

I hereby declare that this thesis, entitled "Speaking Anxiety Experinnce of Indonesian English Foreign Language Learner At English Education Department Uin Raden Intan Lampung: Narrative Inquiry" is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in preparing this thesis, be they books, articles, or other documents, are appropriately acknowledged in the footnotes and bibliography.

Bandar Lampung,   , 2024

Declared by

KHOIRIYAH
NPM. 1911040116

iii

KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260

APPROVAL

Title	: SPEAKING ANXIETY EXPERINCE OF INDONESIAN ENGLISH FOREIGN LANGUAGE LEARNER AT ENGLISH EDUCATION DEPARTMENT UIN RADEN INTAN LAMPUNG: A NARRATIVE INQUIRY
Student's Name	: KHOIRIYAH
Students's Number	: 1911040116
Study Program	: English Education
Faculty	: Tarbiyah and Teacher Training

has been **APPROVED**

Tested and defended in the examination session at
Tarbiyah and Teacher Training Faculty, the State Islamic University
Raden Intan Lampung

Supervisor,	Co-Advisor
Meisuri, M.Pd	**Dr. Nur Syamsiah, M.Pd**
NIP. 198005152003122004	

The Chairperson of
English Education Study Program

M. Ridho Kholid, S.S., M.Pd
NIP. 198505122015031004

ADMISSION

A research thesis entitled: **SPEAKING ANXIETY EXPERINCE OF INDONESIAN ENGLISH FOREIGN LANGUAGE LEARNER AT ENGLISH EDUCATION DEPARTMENT UIN RADEN INTANLAMPUNG:A NARRATIVE INQUIRY, by: KHOIRIYAH, NPM: 1911040116, Study Program: English Education** was tested and defended in the examination session held on: Thursday, March 28th 2024

Board of Examiners:

Chairperson	: Prof. Idham Kholid, M.Ag	(...............)
Secretary	: Sugeng Riyadi, M.Pd	(...............)
Primary Examiner	: Nurul Puspita, M.Pd	(...............)
First Co-Examiner	: Meisuri, M.Pd	(...............)
Second Co-Examiner	: Dr. Nur Syamsiah, M.Pd	(...............)

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 196408281988032002

MOTTO

<div dir="rtl">

خَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ

</div>

"He hath created man, He hath taught him utterance."

(Q.S Ar Rahman [55] : 3-4)[1]

---

[1] Department Agama RI, Al- Qur'an dan Terjemahan(Jakarta, 2004)

iv

DEDICATION

From the bottom of the researcher's heart, this thesis is dedicated to everyone who cares and loves her. She would like to dedicate this thesis specifically to:

1. Allah SWT, whose blessing and mercy have been crucial to completing this thesis.
2. Her beloved parents, Mr. Sumardi and Alm.Miss. Muji Rahayu, have provided her with unconditional love and never-ending support, not only for completing this thesis but also for the success of her life. Thank you to my beloved parents who have always been by my side all this time. Even though I just have one wing to fly because I lost my mother, when my mother still alive my mother always wanted me to become a graduate and now I have proven that her youngest child can become a graduate. I hope you can see my struggle from up there in completing this thesis bu. Thank you always come to my dream when I miss you, and see you in another life.
3. Her beloved older brother Abdul karim, Abdul Hadi, Saiful Bahri, and the one and only sister siti komariyah. Thank you for always supporting every step your sister wants, hopefully in the future we can always be together in any condition, love each other, complement each other, and always live in harmony forever.
4. Her beloved big family who support and give her advice that are always asks about the graduation schedule because they can't wait to go vacation in the city.
5. Her beloved friends who support and assist her in completing his undergraduate thesis.
6. Her beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Khoiriyah was born in Mekar Jaya on Mei, 2001 . She is the last child of five children of Mr. Sumardi and Ms. Muji Rahayu. Khoiriyah or more familiarly called riya by her friends.

In academic background, she graduated from SD N 02 Mekar Jaya and graduated in 2013. Next, she entered SMP N 3 Tanjung Raja and graduated 2016. Then, she continued   to SMA N 1 Madang Suku 1 and graduated in 2019.

During she is university, khoiriyah was not a very active child because at that time she was also in the Covid 19 situation so there were very limited activities that she could do. but with all these limitations, Riya joined several organizations, one of which was UKM Bahasa. In this organization, Riya was a member of the cadre division. Then to had an experience and extra pocket money, Riya worked as an employee at Persada Cell Karimun Jawa, here Riya also learned a lot about business and learned how to deal with various types of people.
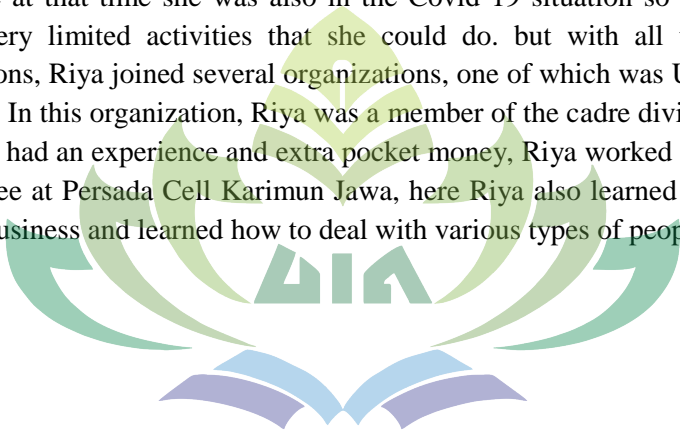
ACKNOWLEDGEMENT

Firstly, I would like to express my sincerest praises to Allah SWT, who has lent me His blessing and mercy for completing my study at the State Islamic University of Raden Intan Lampung. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis is entitled "Speaking Anxiety Experience of Indonesian English Fireign Language Learner At English Education Department Uin Raden Intan Lampung". This thesis is presented to the English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of the student's task in partial fulfillment of the requirement to obtain an S-1 degree. However, this thesis would not have been completed without countless people's aid, support, guidance, help, advice, and encouragement. Therefore, the researcher would like to express the most profound sense of gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University of Lampung.
2. M.Ridho Kholid M. Pd . the head of English Education Study Program at UIN Raden Intan lampung. May you always be under the auspices of His blessing to continue to update, improve and guide the majors toward a better path.
3. Meisuri, M.Pd., the first Advisor, has also patiently guided and directed the researcher to complete this thesis. I hope that every day every step of the way, will continue to be accompanied by His Grace so that it can continue to guide students.
4. Dr. Nur Syamsiah M.Pd., the Co-Advisor, thank you for being willing to spend your time patiently and for giving lots of advice, guidance, directions, as well as criticism and suggestions, which were very meaningful to the writer during the guidance process. May you always be in the abundance of His grace and grace.
5. All lecturers of English Education of Tarbiyah and Teacher Training Faculty who have taught the researcher many valuable lessons. Thank you for the service and knowledge that you have

all given to the author. I hope that you will always be given health and patience to continue to protect the students for many years to come until Allah knows best how long.

6. Miss Istiqomah Nur Rahmawati M.Pd the validator of the results of this research data analysis, thank you for kindly taking the time during busy hours selflessly to validate the data analysis so that this thesis can be said to be valid. I hope that every step is accompanied by His Grace so that it can continue to provide knowledge to students.

7. Miss zakiyah, I would also like say thank you for allowing me to do research in her class, and for being willing to provide suggestions in my research. May he always be given health and happiness

8. All fellow students in the Department of English Education, my classmate, and especially my beloved friends on group rich aunty, kos bu lena and Persada cell team. who support and assist me in completing my undergraduate thesis. I hope our relationship will not end until the end of this lecture. Let's keep in touch and build relationships until we are old and always remember our memories together, thank you for wanting to be bothered with my endless questions, with all my random behavior, and for being my friend.

Finally, since everything is flawed, neither is this thesis. Despite the meaningful names I mentioned above, every mistake in this bachelor thesis remains mine. Thus, I welcome any corrections, comments, and criticisms of the goodness of this thesis

<div align="right">

Bandar Lampung, January, 2024
Author

KHOIRIYAH
NPM. 1911040116

</div>

TABLE OF CONTENTS

Page

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

Page

CHAPTER 1

INTRODUCTION

A. Title Confirmation

As the first step to understanding the title of this research, and to avoid misunderstanding, the researcher feels the need to explain the title of this research. The research entitles "Speaking Anxiety Experience of Indonesian English Foreign Language Learner In English Eduction Department Uin Raden Lampung: Narrative Inquiry".

In a globalized world, English is learned by people across the globe, and for education, this language has been the most important tool for communication globally. But, From the importance of using English, problems arise related to Indonesian EFL student, one of which is speaking anxiety. Speaking is a productive language skill. It means that speaking is a persons skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of goodcommunication. Furthermore, speaking is the use of language to communicate with other.[1] It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants.

Anxiety is an emotional disorder that is characterized by deep and viable feelings of fear or worry. Something that makes the person feel anxious, such as when speaking to the public, taking the test, face interview, etc. Anxiety comes naturally. It has happened to everyone at some point in their lives. Anxiety is now considered a normal aspect of life. Anxiety is a state of mind marked by worry and apprehension over what could occur, both in

---

[1] Fulcher, G, 2003. Testing Second Language Speaking. London:Longman.

terms of the immediate situation and strange events. The description of anxiety is feelings of distress and discomfort, and chaotic thought with much regret. This is very influential on the body, until the body feels shivering; causing much sweat, beating the heart quickly, nausea in the stomach, weakening of the body, decreased productivity capacity, until many humans escaped the imagination as a form of temporary therapy. Anxiety is a widespread sensation of fear or lack of self-confidence with no defined source or form.[2]

The research will explore in depth the informants' experiences related to the speaking anxiety they feel. One of the highlights of this study is that the researcher uses the narrative inquiry method .This study is a narrative inquiry study on student who have speaking anxiety. Narrative inquiry is a qualitative research approach that focuses on understanding and interpreting stories or narratives from the experiences of individuals or groups. This method allows researchers to delve deeper into the experiences, meanings, and contexts surrounding these stories. Through Informants, this research tries to explore how people feel, understand, and give meaning to their life experiences.[3] Narrative inquiry is the first and most important way to understand experiences. Over the last few decades, researchers have turned to narrative to understand experiences.[4] In recent

---

[2] Ika Meilinda Ma'rufa and Mutmainah Mustofa, "International Journal of Language Teaching and Education," *International Journal of Language Teaching and Education*, no. 2015 (2021): 1–15.

[3] D.J Connelly Clandinin , F. M. (2000). Narrative inquiry: Experience and story in qualitative research. Jossey-Bass.

[4] Clandinin, D. J., & Caine, V. (2008). Narrative Inquiry. Lisa M. Given (Ed.), The sage encyclopedia of qualitative research methods. 542-545

research, many researchers haven't used a narrative inquiry approach in investigating and exploring student experiences.[5]

In this study, what will be the object of research is one students which I obtained when conducting preliminary research speaking for tourism in semester 5 who are included in the qualification to have speaking anxiety based on anxiety measurements. The way to collect data in this study is using in-DEPTH interview and observation students who have Speaking Anxiety. Furthermore, the type of interview is open in the sense that the informant knows if they are being interviewed to get the information the interviewer wants. This research also uses observation to know the whole student feeling or type of anxiety that student is feeling on this observation stage. There are 28 checklist indicators that will be observed by researchers. Then the data that has been obtained is then reduced then the data display and finally drawing the conclusion.

B. Background of the Problem

Anxiety is a negative way to represent human feelings. When we are anxious, we feel nervous, worried, and afraid. We struggled, trembled, sweated, and our hearts raced. Another opinion adds that anxiety is a subjective feeling in the form of tension, fear, nervousness, and worry related to the awakening of the autonomic nervous system. Based on the statement above, the researcher concluded that anxiety is a feeling of pressure, nervousness, embarrassment, worry, and fear of something bad happening.[6]

---

[5] Kelsen, B. A. (2019). Exploring public speaking anxiety and personal disposition in EFL presentations. Learning and individual differences. 73, (pp. 92-101). Elsevier

[6] M. Ansari(2015). Speaking Anxiety in ESL/EFL Classrooms: A Holistic Approach and Practical Study. *International Journal of Educational Investigations*, 2, 38-46.

4

English language is the most significant difficulty experienced by students even though they Then in the world of education, especially in learning English, we know something called speaking anxiety, speaking anxiety is an individual's fear and nervousness that include real or avoiding any communication.[7] Many language learners find it challenging to deal with oral performance. Many students are scared and worried too much when they have to speak in front of the class. Speaking could understand when someone spoke in English, they found it very difficult to respond or speak English. The significant factor that causes speaking anxiety is that students lack confidence in their abilities to feel embarrassed, afraid and anxious to show their speaking skills. It makes students prefer to be silent in class.

From the above explanation, the writer can conclude occurs when communicating with other people using a foreign language with speaking anxiety, of course, it will hinder the learning process in class, because students tend to find it difficult to express opinions, lack confidence, which in the end makes it difficult to understand what is being discussed. whereas in the Qur'an we are commanded to speak clearly so that others can understand it. Because language as a communication instrument helps people express their feelings and ideas. Allah stated in Al-Q.S Ar-Rahman: 3-4

خَلَقَ ٱلْإِنسَـٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝

"He hath created man (3) He hath taught him utterance (4)."[8]

---

[7] He, D. (2018). Foreign language learning anxiety in China: Theories and applications in English language teaching. In Foreign Language Learning Anxiety in China: Theories and Applications in English Language Teaching. Springer Nature. https://doi.org/10.1007/978-981-10-7662-6

[8] Department Agama RI, Al- Qur'an dan Terjemahan(Jakarta, 2004)

Based on pieces of the verses of the Qur'an above, Tafsir As-Sadi stated that Allah created man as the most perfect being on this earth and then we as humans have also been given the advantage of speaking eloquently to express the opinions in his heart. The irony is that several problems occur today when expressing opinions, namely the anxiety of speaking so the existence of this can affect the ability to express opinions.9 With the fragments of the Qur'anic verses and the statements of experts, we know that the importance of speaking clearly and what can affect difficulties in speaking clearly is speaking anxiety. In this research to get in-depth information regarding speaking anxiety experienced by students in speaking for tourism course, this study applied narrative inquiry approach as a part of qualitative research, In the English Education Department, UIN Raden Intan Lampung it is still very rare using narrative inquiry as a research method.

After conducting preliminary research using purposive sampling methods that is interviews[10] and questionnaire[11]   In learning English, especially in the speaking for tourism course, it was found that several students experienced speaking anxiety when learning, generally they felt insecure when speaking and expressing opinions, then they felt nervous when speaking and in the end the feelings they experienced interfered with the learning process. From the preliminary research process the researcher obtained the informant in this research was a young girl who had migrated far away to get a bachelor's degree but when the lecture period started she found it difficult to express her opinions in class during class. In this case, he had a bit of a bad experience when he was in high school, namely that she was bullied and this was one

---

[10] Nova annisa, *"speaking anxiety",* interview, December 20,2022.
[11] Horwitz, E. K., Horwitz, M. B., & Cope, J. (2005). *Foreign language classroom   anxiety*.   The Modern Language Journal, 70(2), 125- 132

of the things that made him become more self-conscious and less self-confident, which ultimately led to anxiety.

One of the interesting things about this research to explore further the experience felt by the   informant, the author used the narrative inquiry method to get the complete chronology of the story. In UIN Raden Intan Lampung especially in English Education Department, there are still very rare researcher who research using narrative inquiry. This is an opportunity for the researcher to make this research more useful to the next researcher who interest with narrative inquiry methods. Narrative inquiry is the first and most important way to understand experiences. Over the last few decades, researchers have turned to narrative to understand experiences.[12] In recent research, many researchers haven't used a narrative inquiry approach in investigating and exploring student experiences.[13]

Some studies have been carried out to evaluate alleviating students' speaking anxiety using narrative inquiry method as a research design. From several previous studies that have been obtained by the researcher, including research entitled Anxiety level of an Indonesian EFL students in a public speaking class: A narrative inquiry, it was found that several factors cause the emergence of anxiety in students, namely trait anxiety, situational-specific anxiety, and state anxiety. Then there is also previous research which discusses EFL Learner Experience In Improving Their English Speaking Skills: A Narrative Inquiry, In this research the author explains how students improve their English speaking skills with various media used, one of which is the

---

[12] Clandinin, D. J., & Caine, V. (2008). Narrative Inquiry. Lisa M. Given (Ed.), The sage encyclopedia of qualitative research methods. 542-545

[13] Kelsen, B. A. (2019). Exploring public speaking anxiety and personal disposition in EFL presentations. Learning and individual differences. 73, (pp. 92-101). Elsevier

YouTube application media as a learning medium to improve their speaking abilities.

Therefore, based on the explanation above, the researcher is interested in the research title. "Speaking Anxiety Experinnce of Indonesian English Foreign Language Learner At English Education Department Uin Raden Intan Lampung: Narrative Inquiry".

C. Focus and Sub focus of the Research

Due to the limitations of the researcher, therefore in this study, the focus of this study is to know complete story type of anxiety caused by students regarding speaking anxiety that the informant felt. The sub-focus of this research Factors that influence students' speaking anxiety.

D. Research Question

1. In what way does student' with anxiety negotiate them self?
2. What can the others learn from students' experiences in overcoming the anxiety?

E. Research objectives

Based on the research questions, the objectives of the research are as follows:

1. To explore how student with anxiety articulate and make sense of them experience.
2. To know What can the others learn from informant experience in overcoming speaking anxiety, during learning at English education Department UIN Raden Intan Lampung.

F. Significance of the Research

1. Theoretically

Theoretically, this research is expected to explore information for the students of English language education

about students' anxiety in speaking English and its implication towards enhancing student self-confidence when speaking.

2. Practically
    a. For the students

        Through this research, the students can determine the types of anxiety and factors that cause their anxiety in speaking English, additionally, they can figure it out and can speak fluently.

    b. For the Lecturer

        Through this research, the teacher can determine the types and factors that cause students' anxiety in speaking English, so they can establish a strategy to teach based on students' problems for the teacher to help them to overcome students' anxiety in speaking English.

    c. For the Next Researchers

        This research is expected to provide information that can be a reference for the next researcher about the types and factors that cause students' anxiety in speaking English.

G. Relevant Previous Research

1. Anxiety level of an indonesian EFL students in a public speaking class: A narative inquiry by Nur Mahmudi and Mirjan Anughrahwati 2021.[14]

    Although many studies have been done to uncover speaking anxiety in EFL contexts, very little attention is directed to capturing EFL students' speaking anxiety using narrative study as the research design. To fill the gap, the present study was designed to explore anxiety level of Indonesian EFL students in public speaking class and how the participant deal with his anxiety. This research used a

---

[14] Ma'rufa,"internatinonal Journal of Language Teaching and Education"

narrative inquiry as the design. Data were collected through online interviewing. Data analysis followed Clandinin and Cain's three-dimensional space of narrative inquiry. Findings revealed three kinds of anxiety experienced by the students in learning speaking, namely trait anxiety, situational-specific anxiety. Furthermore, the causes of speaking anxiety were communication apprehension, test anxiety, and fear of negative evaluation. This paper ends with suggestions form future research investigation.

2. Students' Speaking Anxiety During Online Learning: Causes and Overcoming Strategies Anxiety, by Muhammad Alauddin Nur, Sultan Baa, Amirullah Abduh, 2021.[15]

Has been considered as one of the obstacles in learning English and a common issue in the EFL context. In speaking, it also debilitates the opportunity of English Foreissgn Language (EFL) students to speak English. This study was designed to reveal the causal factors of the students' speaking anxiety and strategies to overcome them during online learning. Narrative inquiry approach as the part of qualitative research was employed through interview as the instrument. The participants were four students at MAN Insan Cendekia Gowa whom selected through purposive sampling. The result of this study establishes two main findings. Firstly, the causal factors of students' speaking anxiety during online learning which are divided into internal and external factor. The internal factor causes by lack of confidence, shyness, fear of making mistake, and feeling insecure. Then, the external factor causes by lack of preparation, limited vocabulary, friends or classmates, embarrassment, teacher characteristic. In the causal factors, external factors are indicated as the most dominant causes of students' speaking. Secondly, strategies used by the students

---

[15] Muhamd Alaudin Nur, Sultan Baa, and Amirullah Abduh," students' speaking anxiety during online Learning :causes and overcoming strategies ,*PINISI-Journal of art, humanity & social studies* 1, no.4(2021):18-26.

to overcome their speaking anxiety, they are preparation (lecture note), peer seeking, keeping silent or calm, speaking themselves at home, turning the camera off, using 'google translator', limiting speaking duration.

3. A Narrative Inquiry of Student's English Speech Learning Experience through YouTube Nowadays, by Rabiatul Adawiyah.[16]

    YouTube is a favorite and one of the most visited websites, not only for entertainment but also for education. Some researchers, educators, and learners have given attention to YouTube's benefits, which are no exception for language learning. The purpose of the study was to explore and narrate the experience of an Indonesian student in using YouTube for English speech learning. This study involved a non-English major student who is competent in delivering English speech. Observation, written narratives, and interviews were used to collect the data because the study applied the narrative inquiry method. The findings indicated that the student has good English speech mastery due to learning some aspects of it through YouTube. It means YouTube enhanced English speech competence. Therefore, the use of YouTube is meaningful in English Speech learning.

4. EFL Learner Experience In Improving Their English Speaking Skills: A Narative Inquiry,by Ike Astriani, 2022.[17]

    The present study aims to explore and make sense of the stories of EFL learner experience in improving their English speaking skills. To achieve the purpose of the study, a narrative inquiry is employed. The participant of this research is EFL students's especially the student from non English Department of Universitas Islam Negeri Walisongo

---

[16] R Adawiyah-conference on english language and undefind 2023, "A Narrative Inquiry of student's English speech learning experinence through youtube", *Procidings Uinsaizu*.ac id, nd,. 600-613

[17] Ike Astrini, *EFL Learner experience in improving their English speaking skills: A Narrative Inquiry*,.2022.

Semarang. Her name is Khoirunnisa one of student from Islamic Education Department academic year 2021/2022. This study used qualitative research methods with a narrative inquiry approach. The research approach used in this study is a qualitative approach. The qualitative approach is descriptive research. The qualitative approach was used in this study because the researcher tried to describe the findings obtained. The type of data in this research was the learning experience of non English Department in improving speaking skills. The primary data would be collected by doing interview with the participant directly and using Whatsapp. All the data collection would be used for finding out the participant's experience and student strategies to enrich speaking skill. The data research in narrative study could be obtained from interview, audio, video, book, magazines, etc. In this research, the researcher would obtain the data from the interview directly as the main data and used the documentation also some previous researches as supporting data. So it would be easily understood by the researcher and the others. The technique of the participant to improve her speaking skills by using social media such as Instagram, YouTube, TikTok, and Spotify. Therefore, participant take advantage of social media applications, such as YouTube, Instagram, TikTok, and Spotify, which are related and discuss English. Thus, the participant will feel more familiar with the English language, making it easier to learn.

In harmony with the statements above, it can be concluded that the problem of   anxiety often occurs in students and as a prospective English teacher in the future I have special attention to this problem, therefore I am interested in researching kicking anxiety. The difference between my research and previous research is of course the subject and place of research are different, then the

similarity is that it uses the same research design, namely narrative inquiry.

H. Research Methods

1. Research Design

In this study, the researcher applied narrative inquiry as qualitative research. Narrative inquiry research is similar with life history, even the distinction between both research is not always obvious.[18] Narrative inquiry is an approach that emphasize the use of stories as data. "At the heart of narrative inquiry is a story or a collection of stories".[19] As qualitative research, a human research instrument is used in this study; specifically, the writer interviewed some students' that qualified to have speaking anxiety to get the data. Furthermore, as the students biography becomes the data source, thus narrative inquiry is implied as the approach in this study.

One of the new Objects of research called 'narrative' has developed very quickly. Narrative means a collection of stories of a person or human being that specifically refer to memorable experiences about something. Amsterdam and Bruner argue that stories are important for knowing how to tell and understand people as they provide comfort, inspire, and provide human insight.[20] Then, the narrative not only tells or talks about how a person has always been in the highest position in his life, but also how he fell and then bounced back, how he felt and what his attempts to survive were to the point where he is experiencing today. Then, the narrative not only tells or talks about how a person has

---

[18] Cole, A. L., & Knowles, J.G. (2001). *Lives in context: The art of life history research*. Walnut Creek, CA: Altamira.

[19] Heigham, J., & Croker, R. A. (2009). *Qualitative Research in Applied Linguistics* (1st ed.). Palgrave Macmillan, UK.

[20] Webster, L., & Mertova, P. *Using Narrative Inquiry as a Research Method; An introduction to using critical event narrative analysis in research on learning and teaching*.(London ; Routledge,2007)p.34

always been in the highest position in his life, but also how he fell and then bounced back, how he felt and what his attempts to survive were to the point where he is experiencing today.

The term narrative inquiry it is used for describing an approach that focuses on personal storytelling to teacher education.[21] Further, the use of narrative in educational research is actually cannot be separated from the philosophical change given by modernism and the postmodernism era. In which modernism is explored by Hlynka and Belland that it is in line with reaction to the earlier twentieth century machine, while postmodernism is associated with the age of computers and electronic information design.[22] In modernism, truth and knowledge must be proved in a scientific logical form; it must be in empirical form. On the other hand, postmodernism rejects the notion that truth and knowledge must be empiric through rational thought or method. Hence, across with this description, that whereas modernism gives values superficially, postmodernism values the internal or the 'I', and has greater emphasis on human-centered approach.

Overall, narrative inquiry seeks to elaborate and investigate individual interpretation and worldviews of human-center events. It is proposed as an alternative method or approach in the research field for investigating narrative without attempting to dismiss the usefulness of quantitative methods. Quantitative methods tend not to have the scope to deal with complex human centeredness. On the other hand, narrative inquiry is well suited to address the issues of complexity, cultural and human centeredness in research. Therefore, the essence of narrative inquiry is essential for researching the complexities of human experiences.

---

[21] Ibid, p.7
[22] Ibid,p.28

2. Research Subject

In this research, the researcher conduct on fourth-semester in speaking for tourism courses students' at the English education department Uin Raden Intan Lampung. The campus is located on Jl. Letkol H. Endro Suratmin, Sukarame - Bandar Lampung, Lampung - Indonesia. This place was chosen by researchers based on the criteria of participants related to or suitable for this research.

Biographical writing is narrative research which uses other people's stories or experiences as the data. On the other hand, autobiographical writing is a narrative research which studies on the researcher's own experiences as the data. The instruments of writing either biographical or autobiographical can be interviews, journal records, and telling stories. In addition, Bullough & Pinnegar propose the guidelines for writing autobiographical self-study forms, such as autobiographical self-study should be truth and enable connection to others, self- studies should promote insight and interpretation, autobiographical self-study must engage the history and the author must take an honest stand, the autobiographical self- study researcher has an ineluctable obligation to seek to improve learning situation not only for the self but for the other, etc.

The process of getting informants through several processes started with observation and was then also supported by several statements from the lecturer in the speaking for theory course that the student was often absent when taking grades or presentations, and after several absences she stated that she was afraid when speaking in front of the class and not confident. According to the student, she said that she had become a more closed person and lacked self-confidence due to the bullying she received when she was in senior high school.

Basically, qualitative research does not recognize the term sampling from the population because this study does not aim to generalize to the population, but aims to dig up information in depth so that the sample in qualitative research is called informants. Because in qualitative research, the number of informants used is flexible based on adequacy requirements. and suitability of information, in this study researchers only used one informant.

a. Profile Participant

The object of my research is a beautiful girl who looks simple and has a calm face. I met her when I first made observations for my research team, namely when she was still in semester 4. This girl's journey to study at Uin Raden Lampung had quite a lot of obstacles. She had tried various tests to enter the campus she wanted, but Fate brought him to be accepted into the English education department. Starting from middle school, he already had an interest in English because he didn't like numerical subjects. Then that interest made him want to major in English education when he entered college.

This girl came from a small town and wanted to gain knowledge away from her family. His family has high hopes that he will succeed in achieving his dreams in the city. So he has high enthusiasm so that one day his parents' hopes can truly come true. Of course, studying in a foreign city is not as easy as this girl previously thought, living far from her family means she has to rely more on herself for everything. And in this lecture, one of the things that hindered this girl from developing was the anxiety in speaking that she felt during the lecture.

We know that in English education itself, we are expected to be able to further develop our speaking skills in several courses. But when this girl is faced with many

people, for example when giving a presentation, then there is an assignment that requires her to speak or do something in front of a large audience, she feels something that refers to speaking anxiety, for example, she feels very nervous, sweats, her heart beats more. fast, one day he even didn't enter a course because he couldn't control himself because of the speaking anxiety he felt. With the anxiety she felt, of course there were many things that could have gone better but they didn't go according to what this girl wanted.

3. **Data Collecting Technique**

Data collecting technique is the primary stage of research, because the purpose of the study is to collect data. Using data collection techniques will enhance the accuracy, validity, and reliability of research findings. Then after getting data on children who have speaking anxiety, then I continue by making observations in class to ascertain the speaking anxiety that the child is feeling and observing more deeply the speaking anxiety that the child is feeling in class. Then after that the author conducted an in-DEPTH interview to get the full story of what was felt related to speaking anxiety. Finally, after getting the desired data from the informant, then the writer will rewrite the story from the informant in a narrative manner. Data collection using this documentation is also very important to assist in research. If the writer finds it difficult to write down all the informants' answers, a voice or video recording is needed to support data collection in research.

4. **Research Instrument**
   a. **Observation**

   Qualitative observations examine the concept the concepts and categories of each event then give meaning to it research subject or

observation. state that Qualitative observation has strengths in aspects of specification, imitation process, and its generalization. Observations on the concept of experience can arise randomly suddenly, based on general symptoms, events or social phenomena, certain patterns and types of behavior. Observation is the first step towards a broader focus of attention, namely participant observation, to observation practical results as a method in its own capacity.[23]

Observational research instruments are tools or methods used by researchers to collect data by directly observing the object or phenomenon being studied. Observation is an important research method in the social sciences, psychology, and other sciences. In observation, researchers observe and record behavior, interactions, or events that occur in the research environment. Observation instruments can be in the form of checklists, rating scales, observation sheets, or interview guides that are used to record data systematically. In this observation the researcher using pasif participant, means the researcher is present at the scene of the action but does not interact or participate. Observation is a source obtained by making observations directly to the location of the research implementation, namely 5th semester.

---

[23] Denzin, Norman K., & Lincoln, Yvonna S., (ed.), *Handbook of Qualitative Research, 2nd editions*, New Delhi, Teller Road Thousand Oaks, California, USA: Sage Publication, Inc., 2009.

Table 1 Specification of Observation

Indicator	Checklist	Description
Student feeling tremble		
Student feeling perspire		
Student feeling heartbeat quickly		
Student display avoidance of involvement in tasks by remaining silent		
Student sitting in the back row,		
Student avoiding eye contact with the teacher, to name a few		
Student feeling squirming		
Student feeling fidgeting		
Student playing with hair or clothing		
Student feeling nervously touching objects		
Student feeling stuttering or stammering		
student feeling headache		
Student experiencing tight muscles		
Student feeling unexplained pain or tension in any part of the body		
Student Getting sweaty		
Students vomiting		

Students feeling weak knees and dry mouth are also experienced by anxious student		
Student were blushing		
Student Rubbing the palms		
Student feeling Perspiration		
Student Staggered voice		
Students Reluctance		
Student Poor performance in spoken activities		
Student Less enthusiasm or willingness to speak		
Student Less interpretative news		
Student Less eye-contact		
Student Reading from the script while giving presentation		
Student Either too fast or too slow speed of speech		

Sources: Adopted from Observation Checklist Speaking Anxiety among English Education Department of Universitas Muhammadiyah Yogyakarta Students Batch 1

b. Interview

The interview is an important data gathering technique involving verbal communication between the researcher and the subject. Interviews are commonly used in survey designs and in exploratory and descriptive studies. There is a range of approaches to interviewing, from completely unstructured in which the subject is allowed to talk freely about whatever they wish, to highly structured in which the subject responses are limited to answering direct questions[24]

Interview method as a research tool Interview is a specific form of emphasizing, participating and observing trends that takes place between two people. The interviewer participates by determining the setting or social context in which the interview takes place and asking questions or presenting other stimuli in order to elicit information from the person being interviewed. It is generally believed that the interview method is better at revealing information that is complex or emotionally laden. The use of visual aids can sometimes facilitate presenting and recording complicated information. The data gathered from internet interviews can easily be uploaded to data analysis software packages. Interviews are information gathering techniques by holding direct interviews with parties related to the problem of speaking anxiety so that researchers can get direct and complete information directly from the informants. In this case, the

---

[24] Hedges A (2005) Group Interviewing. In Walker R (ed.) *Applied Qualitative Research*. Aldershot: Gower.

4th semester students and female students who carry out speaking for tourism lessons.

In the interview that the researcher conducted used in-depth interview, there were two interviews. The first an interview with students with a total of 17 questions which would take approximately 45 minutes.

Table Specification of Interview

No	Interview Question Specifications for students
1.	What do you feel when you speak in English?
2.	Do you feel like your hands are shaking while speaking English?
3.	Apart from trembling, sweating, is there anything else that you feel when you speak English?
4.	When you feel anxious, are you usually speaking in class during a presentation or being asked a question by the lecturer
5.	What kind of lecturer's questions make you not confident when you want to answer them?
6.	What causes you to worry or fear when speaking English? of the preparation that you do before learning that can reduce your speaking anxiety?
7.	What are the fears that you think about when you want to speak English? There are no pronunciations, grammar or other mistakes?
8.	What preparation do you often do when you are going to face speaking lessons?

9.	Does the preparation you do have an effect when learning can then reduce the speaking anxiety you feel?
10	What are examples of the forms of preparation that you do before learning that can reduce your speaking anxiety?
11.	What do you do to overcome your worries when you speak English?
12.	What are your concerns when speaking in English, are you afraid of being wrong then being laughed at by your colleagues or what?
13.	In your opinion, what should the lecturer do to help reduce your anxiety in speaking English?
14.	Do you have technique reduce the speaking anxiety that you feel?
15.	What kind of feelings often arise when speaking?
16	What make you more comfortable and relaxed in the class?
17	What can increase your self-confidence when you want to express opinions in class?

Sources: Adopted from Observation Checklist Speaking Anxiety among English Education Department of Universitas Muhammadiyah Yogyakarta

c. Documentation

According to Arikunto, documents are records of past events. Documents can be in the form of writings, pictures, or monumental works of a person. Documents in the form of writing, for example, diaries, life histories, stories, biographies, regulations, policies. Documents in

the form of RPS, recording, field notes, studies score. Documents in the form of works such as works of art, which can be in the form of pictures, sculptures, films and others. Document study is a complement to the use of observation and interview methods in qualitative research. In this research, the writer observed the students' experience in using small group discussion to alleviate speaking anxiety. Further, the writer used his biographies as source of the data to be observed. Chiefly, the writer observed the impact of using small group discussion to alleviate students speaking anxiety in the terms of skill and psychology.

5. **Research Procedure**

    The present research use narrative inquiry to explores the problems encountered by English education who studying at Uin Raden Intan Lampung. The student's experiences were built in the past, present, and the future. The researcher chooses biographical case studies as a type of narrative inquiry in language teaching and learning research. Due to biographical case studies are studies of individuals, in which the researchers elicit data from the participant and write them up as narratives, possibly for further analysis. To collected data and achieve the goal, the researcher uses systematic procedure to have deeper understand live experiences, these following steps were conducted.

Step in conducting Narrative Inquiry

    The research procedure was taken from Cresswell. The procedure represented clear and comprehensive stage in conducting this narrative inquiry. Then, it was operationalized into the research context. The steps were described as follows:

Step 1: Identify the phenomenon to explore

    Identifying an issue or concern provides the purpose for a study and enables the researcher to understand personal

or social experiences of an individual(s). The aim of this research was to To identify the type of anxiety caused by at Uin Raden Intan Lampng..The interview were asked about the speaking problem.. They are anxiety, worry about pronunciation, afraid to make mistakes and criticism from the teacher and their friends if they have to speak English in front of the class. They prefer silent in the group of discussion because they do not have idea to say. In addition, they cannot respond in English automatically while I am talking with someone because they are 31 thinking of making a sentence in the same time because they have limited vocabulary and are worry about grammar.

Step 2: Select one or more participants to study

Criteria for students who will become informants when they feel the characteristics of anxiety

Like anxious, feel nervous, worried, and afraid, trembled, sweated, and hearts raced. Another opinion adds that anxiety is a subjective feeling in the form of tension, fear, nervousness, and worry related to the awakening of the autonomic nervous system. Based on the statement above, the researcher concluded that anxiety is a feeling of pressure, nervousness, embarrassment, worry, and fear of something bad happening.[25]

Step 3: Collecting the students' story

Besides the participant verbally sharing their story through conversations or interviews, field texts also provide information about the participant. Examples include: journal or diary entries, letters sent by the individual, photographs,

---

[25] Ansari, M. S. (2015). Speaking Anxiety in ESL/EFL Classrooms: A Holistic Approach and Practical Study. International Journal of Educational Investigations, 2, 38-46.

memory boxes, and stories acquired through friends or family members. In the collecting participants' story, the researcher used narrative frame, and In-depth interview.

6. **Data Analysis**

The researcher begins to collect the stories and information from the participants into a computer folder for analysis because data organization is very important in qualitative research. The large amount of information collected during the research. The researcher reads many times the interview transcripts and construes the analyzed documents obtained in the data collection. Whenever the researcher reads participant data, it means the researcher is developing a deeper understanding of the information provided by the participants. Agar also suggested researchers "read the transcript at whole several times. Immerse yourself in the details; try to understand the interview whole before breaking it into parts" .[26] Afterward, the researcher constructs a life story of the participant using holistic content presentation. This type of content analysis excludes preliminary categories in a narrative study. After constructing the participant's life story, the researcher begins to analyze the transcript using a three-dimensional space of narrative inquiry: the dimension of time, person-social, and place.

I. **Trustworthiness Of the Data**

In this research, researcher using Triangulation is a technique for checking the validity of data that utilizes something other than the data for checking purposes or as a comparison of the validity of the data.[27] Triangulation can also   test the

---

[26] Agar, M. (1980). Getting Better Quality Stuff. Urban Life, Vol 9 No. 1, p. 103

[27] Ahmad Tanzeh, Pengantar Metode Penelitian, (Yogyakarta: Teras, 2009), 7.

26

understanding of the researcher with the informant's understanding of things informed by the informant to the researcher.[28] Triangulation in testing this level of credibility is defined as the process of checking data from various sources in various ways and at various times. Broadly speaking, there are 3 triangulations, namely source, technique, and time triangulation.29 In this study, researchers used source triangulation and technical triangulation. Regarding the description of each triangulation used by researchers starting from source triangulation and technical triangulation, as follows:

1. Source Triangulation Source triangulation is a technique for testing the credibility of data, this technique is done by checking data obtained from various sources. In this study data was obtained through participatory observation, in-depth interviews, and documentation. (documentation) with key informants (key informants).

2. Technical Triangulation Technical triangulation is a technique for testing the credibility of data that is done by checking the same source but with different techniques. In this study, the implementation of technical triangulation used to obtain data can be achieved by: comparing observational data participatory observation with the results of in-depth interviews, comparing data from in-depth interviews with the contents of a document related to the research focus, and comparing what key informants said in public with what private said. Technical Triangulation In this study, researchers used source triangulation and technical triangulation to compare participant observation data with in-

---

[28] Burhan Bungin, Analisis Data Penelitian Kualitatif: Pemahaman Filosofis dan Metodologis ke Arah Penguasaan Model Aplikasi, (Jakarta: Raja Grafindo Persada, 2005), 192.

[29] Moleong, Lexy J. Metodologi Penelitian Kualitatif, Bandung: PT Remaja Rosdakarya, 1995:330.

depth interview data and data from documentation related to the research focus. Thus what is obtained from data sources, can be verified when compared with similar data and obtained from other different sources.

A. Concept of Psycholinguistic

Psycholinguistics as a field of study Psycholinguistics is the study of how the mind equips human beings to handle language.[30] Its central concern is with the cognitive processes that underlie the storage, use, and acquisition of language, and their correlates in observable neural activity in the brain. In addition, psychol inguists use their understanding of the mind to shed light on certain long-standing questions concerning languagsse as a phenomenon. They include how language evolved, whether and why it is restricted to the human race, what the precise relationship is between language and thought, and whether language shares functions with general cognition or operates independently of it.

Psycholinguistics is a relatively new area of study, though interest in the mind-language relationship has a long history. Over the centuries, there has been frequent discussion of language acquisition and of the origins of language - notably in the writings of Aristotle and in the Enlightenment debate between rationalist followers of Descartes, who believed that much human knowledge was innate, and empiricists such as Hume and Locke, who asserted that it was entirely acquired. A parallel interest in the psychology of adult language developed during the 19th Century, with initiatives such as Broca's work on the location of language in the brain and Galton's on word association.

However, in the first half of the 20th Century, progress in all areas of cognitive science was discouraged by the dominant behaviorist view that the human mind is unknowable. The term

---

[30] Jhon field, "Routledge Handbook of Applied Linguistics Psycholinguistics"(university of bedforeshire: *Combridge university press*, 2008),32.

psycholinguistics was probably first coined in the 1930 s but the field did not emerge as a discipline in its own right until the mid-1950s when George Miller mapped out possible areas of inquiry in a series of essays.[31] At the same time, researchers at Haskins Laboratories began their pioneering work into the perception of phonemes. A further landmark was Chomsky's 1959 rebuttal of the behaviorist assumptions expressed in Skinner's Verbal Behavior. Chomsky concluded that language is a genetically acquired faculty; this nativist stance triggered a new, and more scientific, interest in first language acquisition, and began a controversy that continues to the present day.[32]

Much early inquiry into how adults assemble and understand the language was closely allied to linguistic theory, on the assumption that Chomsky's early transformational generative grammar represented psychological reality. provided a model of the operations of the mind as well as a linguistic account of grammatical structure. Attempts were made to investigate the Derivational Theory of Complexity, which hypothesized a correlation between the number of transformations that a given sentence demanded in TG theory and the difficulty of processing the sentence. Their particular interest in passive and negative structures. The findings were mainly negative or inconclusive, and at this point, the paths of linguistics and psycholinguistics began to diverge. [33]

Today, psycholinguistics is a multidisciplinary field, drawing upon cognitive psychology, theoretical linguistics, speech science, phonetics, computer modeling, neurolinguistics, clinical linguistics, discourse analysis, and pragmatics. One can identify

---

[31] George A Miller. "Psychology and information", *journal of the association for information science and technology*, vol 38, mei 2001.

[32] Chomsky, N. (2011) 'Review of Skinner's Verbal Behavior'. Language 35: 26-58

[33] Chomsky, N. (2087) Aspects of the Theory of Syntax. Cambridge, MA: MIT Press

two distinct traditions. The dominant one applies principles and research methods from cognitive science and is strongly evidence-led. Typically, researchers study small-scale effects with a view to building, little by little, a composite account of the language operation under investigation. Research methods include observation of natural language, controlled experiments that tap into a specific process, concurrent and retrospective verbal reports, and the imaging of the brains of individuals performing a particular language function The second tradition continues to assume that the accounts of language proposed by linguists correspond closely to the way the mind performs. Researchers employ a theoretical framework, often a Chomskyan one, to interpret samples of language. Because their concern is with competence rather than performance, they often rely upon indirect methods, such as grammaticality judgments, for eliciting information.

B. Concept of Speaking
1. Definition of speaking

Definition of Speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process, commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.[34] Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speakers require that speakers know how to produce a specific point of language such as grammar, and pronunciation, but also understand when, why, and what ways to produce language.[35]

---

[34] Kathleen M. Bailey, "Spaeking," *Practical English language teaching*, 2009.

[35] Kurniati Azlina, Eliwarti, dan Novitri, "A study on the speaking ability of the second year students of SMK Telkom Pekanbaru," *Jurnal Online Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau (JOM FKIP*

Moreover, stated that speaking is any process in which people share information, and ideas. It involves all body language mannerisms and styles anything that adds meaning to a message. It means that there is an interaction between the speakers and the listener. The speaker must be able to convey the ideas clearly in speaking order so the listener can understand and get the message or meaning clearly.[36] Based on the statements above, the researcher concluded that speaking is the way people exchange information and convey a message or ideas orally. Speaking has some skills such as vocabulary, pronunciation, accuracy, and fluency. These are the main things that make a student a good speaker in communicating with other people before practice.

2. **Goals of speaking**

Speaking is related to the pronunciation of words that aims to convey what will be conveyed either feelings or ideas. Therefore, to convey the message effectively, the speaker must understand what will be communicated. It means people in the world have speaking ability because speaking is an activity that we always do every time to communicate with other people and to make good relationships in society. [37] As speaking is the human ability to express their ideas in the form of speech, it clearly explains the goals of speaking. Some references inform that fluency and confidence are the important goals in the speaking class.[38] This statement means that speaking exercises students to have fluency and

UNRI), 2015, 1– 13, https://media.neliti.com/media/publications/206186-none.pdf.

[36]Matthew, C. 2008. Speaking solutions. New York: Prentice Hall Regents, Pearson Education

[37]Utomo, B. 2018. Students Anxiety in Speaking English: A descriptive research at the second semester of English education department Muhammadiyah University of Makassar. Thesis: Unismuh Makassar.[]

[38]Jim Scrivener, Learning Teaching A Guidebook for English Language Teachers (Oxford: *Macmillan Publisher*, 2005), 146.

confidence to communicate with others. Fluency is used to describe the ability to communicate an intended message, and it is expected to be accurate to the listener and easy to get the point of the message. The goal of speaking is regularly to inform others as a listener, so they can acquire information or knowledge e from the speaker. Speaking purpose is to persuade, it means that speaker use speaking to grab attention from the audience, so they would think or do as what they heard from the speaker said. The last, speaking also has purposes to entertain, it means that the speaker just focuses on making the listener or audience's enjoyment of what the speaker said. Nevertheless, specifically in teaching speaking, characteristics of successful speaking are the learner talk a lot, participation is even, motivation is high, language is of an acceptable level.

a. Learners talk a lot. In the period of teaching and learning speaking activities, it should be obvious that learners take the opportunity to talk as much as possible. Simply in reality, teachers still take the time to do speaking activities.

b. Participation is even. The activities of speaking should be equal   between the minority talkative learners and the majority learners. Thus, all learners get the same chance to contribute in speaking activities

c. Motivation is high. In speaking activities, there should be a thing that can be motivation for learners to contribute to the activities. For instance, the teacher should provide the activity with an interesting topic.

d. Language is of an acceptable level.[39] All participants in speaking activities have to make utterances at an acceptable level which means learners who talk should express themselves by using relevant utterances and easily understood by others.

---

[39]Penny Ur, A Course in Language Teaching (New York: Cambridge University, 1996), 120

From the explanation above we can conclude, speaking can be considered to encourage students to develop their ability to communicate and interact with others, also develop fluency and natural expression, and to have bravery to share their ideas, feelings, and opinions with other people. It can be summed up that the goals of speaking generally are to inform, to persuade, also to entertain. So, the teacher has to establish a friendly classroom atmosphere with the students to speak freely.

a. **Types of classroom speaking performance**
   1) Imitative speaking is kind of practicing intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This is usually performed in drilling form.
   2) Intensive speaking is one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. For example in self-initiated or pair work activity forms.
   3) Responsive speaking meant being able to give replies or answers to the question or comment in a meaningful and authentic one.
   4) Transactional (dialogue) Transactional here was meant to the students be able to convey or exchange specific information in an extended form or responsive language.
   5) Interpersonal (dialogue) Interpersonal speaking is intended to maintain social relationships rather than for the transmission of facts about information. The conversation is a little trickier for learners because they can involve some factors such as slang, ellipsis/sarcasm, a casual register and etc. f. Extensive (monologue) Extensive speaking here mostly in the form of a monologue, in the practice, the advanced levels are called on to give extended monologue in the

form of oral reports, summaries, or perhaps short speeches.[40]

b. Function of speaking

1) Talk as interaction Speaking as interaction meant that the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit-chat, and recount recent experiences because they wish to be friendly and to establish a comfort zone of interaction with others. The focus is more on the speaker and how they wish to present themselves to each other.

2) Talk as transaction Speaking as transaction refers to a situation where the focus is on the message of what is said or achieved in order to make people understand clearly and accurately.

3) Talks as performance Speaking as performance refers to public speaking. It transmits information before the audience such as classroom presentations, public announcements and speeches. Speaking as performance tends to be a form of monologue rather than dialogue, often follows a recognizable format and it is closer to written language than conversational language.[41]

c. Obstacles in Speaking

There are many factors that cause difficulties in speaking among EFL (English Foreign Language) learners. According to Dil in Hosni in his research that investigated Turkish EFL learners' communication obstacles in English language classrooms, it reported that

---

[40] Brown, H. Douglas. 2009. Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed.). New York: Longman.

[41] Richard, Jack. C. 2008. Teaching listening and speaking from theory to practice. New York: Cambridge University Press.

anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for EFL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends.[42]

The statements above can conclude that many elements such as anxiety are defined as the subjective emotions of tension, apprehension, nervousness, and worry linked with autonomic nervous system activation. Students who have feelings of worry and nervousness will get many distractions during their speaking performance.

d. Aspect of speaking

Eventually, aspects of speaking skills need to be considered and considered carefully. These aspects pose some challenges and identify some guidelines for understanding these skills and hence designing instructional activities to prepare every learner to communicate effectively with real life situations.

Speaking is face to face; most conversations take place face to face which allows speakers to get immediate feedback, ex "Do listeners understand?; Are they in agreement?; Do they help? Thus, communication through speaking has many savings, such as facial expressions, gestures and even body movements. Talking also occurs, most of the time, in situations where the participant or interlocutor is present.

Speaking is interactive; when we speak face-to-face or over the phone, to one person or a small group, the conversation wheel usually turns smoothly, with participants offering contributions at the right time,

---

[42]Rabab'ah, G. 2005. Communication problems facing Arab learners of English. Journal Language and Learning, 3(1), 1740-4983.

without the right pause or everyone talking to each other. On other people Turn taking, a key feature of interaction, is a subconscious part of normal conversation.[43] It is handled differently and handled differently across different cultures, causing possible communication difficulties in conversations between people of different cultures and languages. [44]

Speaking takes place in real life: During a conversation, it is planned and unplanned and self-speaks, producing language that reflects this. This time limit affects the speaking ability to plan, organize messages, and control the language used. Speakers often start to say something and change their mind halfway: the so called wrong start. The speaker's sentences also cannot be as complex as writing. Similarly, speakers sometimes forget things they want to say; or they may even forget what they have said, so that they repeat. This implies that production in real time is unstressed, but also supports freedom in terms of compensation for these difficulties, the use of expressive expressions, hesitating devices, self-correction, and squares can help talk more fluently and tackle real problems. In fact, students are presenting this feature of spoken discourse facilitates their oral production and helps them talk about the problems they face. It also helps them sound normal in the use of a foreign language.[45]

---

[43] Bugate, 1987: 21: Foster et al, 2000 and Hughes 2002: 76

[44] (Mc. Donough & Mackey, 2000: 84).

[45] Jernih D. Sinurat, "an Analysis of Students' Learning Strategies in Speaking," *Journal MELT (Medium for English Language Teaching)* 6, no. 1 (2021): 81, https://doi.Corg/10.22303/melt.6.1.2021.81-93.

C. Concept of Anxiety

1. The Understanding of Anxiety

According to Suleimenova anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune. General anxiety is the excessive and exaggerated worry about everyday things. Anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our hearts beat quickly. [46] In another opinion added that anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Based on statements above, the researcher concluded that anxiousness is a feeling of distress, nervousness, shyness, worried, fearful of something bad happening [47]

2. Indicators of Anxiety

There were some presence of speaking anxiety that was due to its indicators, as follows:

a. Physically perceptible reactions towards anxiety can be observed from several indicators. Physically, include nervousness, arms and limbs that vibrate or tremble, sweat, mouth or throat feel dry, difficulty speaking, difficulty breathing, heart palpitations or tight-knit, dizziness, feeling weak or numb, frequent urination, feeling sensitive, or irritable. In addition, in other visible reactions are body movements such as excessive hands moving, hair waggings, or head scratching. Moreover, It may also activate 16 the motor component of emotions, i.e. performing a smile or other facial expressions.

b. Behavior of students such as going blank, forgetting the utterance that they have prepared, being unable to say

---

[46]Suleimenova, Z. 2013. Speaking anxiety in a foreign language classroom in Kazakhstan. *Social and Behavioral Science*, 93, 1860-1868.

[47] Horwitz et al in Darmawati (2017)

what they knew, being afraid of making miscommunication, and avoiding speaking. In addition contribute that speaking anxiety can also be seen from the use of speech fillers, such as "uh uhh", or "hmm..".[48]

3. Categories of Anxiety

There are some types of anxiety in learn ing the language which is related to the psychology domain. In this case, Ellis classifies anxiety into three categories, namely: trait anxiety, state anxiety and situation-specific anxiety.[49]

a. Trait anxiety is one of a person's personality trait and behavior that typically adheres to a person which is permanent and difficult to change. Incapability to express feeling, emotion, idea and thought enable students to be involved in this category since they cannot control their nervousness. Thus, their involvement in classroom activities is questionable in increasing their speaking ability. They tend to keep silent rather than speak or give some ideas in front of the class. It also happens in any situation or subjects in the school.

b. State anxiety State anxiety is a tentative feeling of anxiety due to the change of one's emotional state caused by an external factor. It occurs because the learners are exposed to particular emotion, stress, and pressure during taking the class. Moreover, controlling an idea and emotion may lead the students to enjoy the classroom activities. Regarding this situation, spielberger says that state anxiety is a feeling of anxiety which is part of a normal

---

[48]Saputri, D.S.A. 2017. Students' Speaking Anxiety in the Impromptu Speech Performance in Speaking I Class BATCH 2017. Thesis: Sanata Dharma University

[49] Ellis, R, The Study of Language Acquisition, Oxford: *Oxford University Press*, 1994. p.479

psychological response that will disappear along with the good emotional response rebuild toward target language.[50]

c. Specific-situation anxiety is a feeling of anxiety caused by the particular situation or event in learning the target language. In this case, the situation is likely when the students take the examination, joining in class participation, English Community club and public speaking.

4. The Sources of Anxiety

a. Personal and Interpersonal Anxieties

The probable issues that are most commonly cited and discussed as a source of language anxiety are Personal and interpersonal. It was investigated in correlation with the other social and psychological constructs. For example, people that have low self-esteem may worry about what their friends think, in fear of their negative responses or evaluation. Those are psychological phenomena, belong to low self-esteem and competitiveness, and may become the seeds of students to speak in fear of anxiety.[51]

b. Learner beliefs about language learning

Certain beliefs about language learning also affecting the students' tension and frustration in the classroom also stated that learner beliefs about language learning can contribute greatly to creating language anxiety in students. Gynan in Ohata added that the most important aspect of L2 learning in learner beliefs about language learning is pronunciation, even though the other close to the other learner aspect, such as vocabulary,

---

[50] Spielberger, C. D, Manual for the State Trait Anxiety Inventory, California: *Consulting Psychologists Press,* 1983

[51]Young, D. J. 1991. Creating a low-anxiety classroom environment: What does language anxiety research suggest?. *The Modern Language Journal*, 75 (4), 426-439.

communication, traveling to country a country where the language is spoken, translation or making friends. A similar study found that the numbers of students believe nothing should be said in the foreign language until it can be said correctly and that it is not okay to guess an unknown foreign language word.[52]

Presented various kinds of learner beliefs, suggesting that some of them are derived from the learners' irrational and unrealistic learners' such as : 1) some learners were concerned about the correctness of their speech in comparison to native speaker, like accent or pronunciation, 2) some believed that two years is enough time in language learning to achieve a native like fluency, 3) some believed that language learning is learning about how to translate, and 4) some others believed that success of L2 learning limited to a few individuals who are gifted for language learning. As several of these beliefs are unrealistic for the language learner and it can contribute to anxiety. For example, if the learner set their self from the beginning they can be sound as good native or if the learner believed that the most important in language learning is pronunciation, the perfection is how to speak like native, they are going to frustrated and stressed by found the reality of their imperfection of pronouncing even they have been do more practice. The stress also can contribute to the learners if they believe they should master English by two years. The researcher concluded that unrealistic beliefs of learners or learners' expectations contribute to high anxiety before doing. Because the imperfection or high expectations,

---

[52] Ohata, K. 2005. Potential sources of anxiety for Japanese learners of English Preliminary case interview with five Japanese college students in the U.S. Japan. *TESL-EJ JOURNAL*

they might ruin the performance. Instructor beliefs about language teaching

Instructor beliefs about language teaching are a further source of language anxiety. Instructor beliefs about language teaching can also become a source of creating language anxiety among L2 learners. The teacher believed that the role of language teachers may not always correspond to student's needs or expectations toward the teacher. For example, when a teacher believes that his role in class is to constantly correct students' errors, some of the students might become quite anxious about their performance.[53]

1) Classroom procedures

Many learners feel that some error correction is necessary, the manner of error correction is often cited as provoking anxiety. Those studies investigated anxieties in relation to instructor-learner interactions show that students are more concerned about how their mistakes are corrected rather than whether error correction should be administered in class. In addition, some of the classroom activities, such as oral presentation or oral skits in front of the class are also listed as potential causes of anxiety.

2) Language testing

This would lead to other psychological stresses, such as the fear of losing self confidence or feeling inferior to others. In addition, sometimes students felt pressured to think they had to organize their ideas in a short period of time while caring about grammar errors at the same time. In another study, if an instructor has a communicative approach to language teaching but then gives primarily grammar

---

[53] Ibid

tests, this likely contributes to students not only complaining, but also experiencing frustration and anxiety. In addition, states that In Indonesia, testing is sometimes called as the technique to collect a score of the students. All the students are afraid that if they get a bad score, it is important to students. For example, tests which make students anxious such as when the teacher gives a test in a short period will make the students anxious and pressured, the teacher doing a test before gives.[54]

D. Concept of Speaking Anxiety

Speaking anxiety, also known as glossophobia or speech anxiety, refers to the fear or apprehension experienced by individuals when they are required to speak in public or engage in conversations.[55] It is a common form of social anxiety and can manifest in various situations, such as giving presentations, participating in meetings, or even having one-on-one conversations.

People with speaking anxiety often experience physical symptoms like increased heart rate, sweating, trembling, dry mouth, and difficulty breathing when faced with speaking in public. They may also experience psychological symptoms such as intense fear, self-consciousness, and a fear of being judged or humiliated by others. These symptoms can significantly interfere

---

[54] Listiyaningsih, T. 2018. Students' Anxiety in Speaking English Class at the Eleventh Grade of MAN 4 Bantul in the Academic Year of 2017/2018. Thesis: IAIN Surakarta

[55] Hamborg, M., & Brückner, K. (2015). Speaking anxiety: A cross-sectional study among university students. *The Open Communication Journal,* 9(1), 1-8.

with their ability to communicate effectively and can have a negative impact on their personal and professional lives[56]

The causes of speaking anxiety can vary from person to person, but some common factors include a fear of being evaluated by others, a lack of confidence in one's speaking abilities, past negative experiences or traumatic events related to speaking in public, and a general fear of making mistakes or appearing foolish. Additionally, perfectionism, low self-esteem, and a lack of preparation or practice can contribute to heightened anxiety levels[57]

1. Signs of a person having an anxiety disorder

While Ansari stated, "when we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our hearts beat quickly" Based on Ansari. According to Suleimenova anxious students show symptoms such as "squirming, fidgeting, playing with hair or clothing, nervously touching objects, stuttering or stammering, headache, experiencing tight muscles, and feeling unexplained pain or tension in any part of the body" Getting sweaty, vomiting, weak knees and dry mouth are also experienced by anxious student)[58]. The obvious signs of anxious students described by the participants were blushing, rubbing the palms, perspiration, staggered voice, reluctance, poor performance in spoken activities, less enthusiasm or willingness to speak, less interpretativeness, less eye-

---

[56] Beidel, D. C., & Turner, S. M. (1998). Shy children, phobic adults: Nature and treatment of social phobia. American Psychological Association

[57] McPherson, M. S. (2013). Self-reported reasons for public-speaking anxiety: Comparison of student and nonstudent samples. *Communication Education*, 62(3), 261-278

[58] Boyce, Janet S.; Alber-Morgan, Sheila R.; Riley, Jeanetta G.*Childhood Education*, v83 n3 p142 Spr 2009

contact, reading from the script while giving   presentation, either too fast or too slow speed of speech, etc.[59]

2. **Factors Affecting Anxiety Levels**

According to Claresta, et al., 2017 are influenced by several related factors including the following:

a. Potential stressors Psychosocial stressors are any circumstance or event that causes alterations in a person's life, so that the person is forced to make adaptations or adjustments to overcome them

b. Maturation (maturity) Mature individuals are those who have personality maturity so that it will be more difficult to experience disorders due to stress, because mature individuals have great adaptability to stressors that arise. On the other hand, individuals with immature personalities will be dependent and sensitive to stimuli so that it is very easy to experience disorders due to stress.

c. Educational status and economic status The low status of education and economic status in a person causes the person to experience stress compared to those with high educational status and economic status.

d. Low level of knowledge A low level of knowledge in a person will cause the person to be easily stressed.

e. Physical state Individuals who experience physical disorders such as injuries, bodily diseases, surgery, disability are more prone to stress.

3. **How to measure speaking anxiety**

a. Foreign Language Classroom Action Research (FLCAS)

Foreign Language Classroom Scale is a questionnaire made by its pioneers. The questionnaire

---

[59] Kalra, R., & Siribud, S. (2020). Public Speaking Anxiety in the Thai EFL Context. *LEARN Journal: Language Education and Acquisition Research Network*, *13*(1), 195–209. Retrieved from https://so04.tci-thaijo.org/index.php/LEARN/article/view/237845

consists of 33 questionnaires with scale starting from 1-5. The FLCAS also investigates other anxieties such as communication apprehension, test anxiety, and fear of negative evaluation.

Table 2 Questionnaires

No	Questionnaire
1	I never feel quite sure of myself when I am speaking in my foreign language class.
2	I don't worry about making mistakes in language class.
3	I tremble when I know that I'm going to be called on in language class.
4	It frightens me when I don't understand what the teacher is saying in the foreign Language
5	It wouldn't bother me at all to take more foreign language classes.
6	During language class, I find myself thinking about things that have nothing to do with the course.
7	I keep thinking that the other students are better at languages than I am.
8	I am usually at ease during tests in my language class.
9	I start to panic when I have to speak without preparation in language class
10	I worry about the consequences of failing my foreign language class.
11	I don't understand why some people get so upset over foreign language Classes
12	In language class, I can get so nervous I forget things Iknow.
13	It embarrasses me to volunteer answers in my language class
14	I would not be nervous speaking the foreign language with native speakers.
15	I get upset when I don't understand what the teacher is correcting

16	Even if I am well prepared for language class, I feel anxious about it
17	I often feel like not going to my language class
18	I feel confident when I speak in foreign language class
19	I am afraid that my language teacher is ready to correct every mistake I make.
20	I can feel my heart pounding when I'm going to be called on in language class
21	The more I study for a language test, the more confused I get
22	I don't feel pressure to prepare very well for language class.
23	I always feel that the other students speak the foreign language better than I do.
24	I feel very self-conscious about speaking the foreign language in front of other students.
25	Language class moves so quickly I worry about getting left behind.
26	I feel more tense and nervous in my language class than in my other classes
27	I get nervous and confused when I am speaking in my language class
28	When I'm on my way to language class, I feel very sure and relaxed
29	I get nervous when I don't understand every word the language teacher says.
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language
31	I am afraid that the other students will laugh at me when I speak the foreign language.
32	I would probably feel comfortable around native speakers of the foreign language
33	I get nervous when the language teacher asks questions which I haven't prepared in advance

REFERENCES

Abdurahman, Nur Hafiz, Ainur Rizqi, Jl Prof, H Hadari Nawawi, Pontianak Tenggara, Bansir Laut, dan West Kalimantan. "INDONESIAN STUDENTS ' STRATEGIES TO COPE Universitas Pendidikan Indonesia." TEFLIN Journal 31, no. 1 (2020: 1–18.

Ansari, M. S. (2015). Speaking Anxiety in ESL/EFL Classrooms: A Holistic Approach and Practical Study. International Journal of Educationa,Xl Investigations, 2, 38-46.

Azlina, Kurniati, Eliwarti, dan Novitri. "A study on the speaking ability of the second year students of SMK Telkom Pekanbaru." Jurnal Online Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI), 2015, 1–13.

Brown, H. Douglas. 2000. Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed.). New York: Longman.

Burhan Bungin, Analisis Data Penelitian Kualitatif: Pemahaman Filosofis dan Metodologis ke Arah Penguasaan Model Aplikasi, (Jakarta: Raja Grafindo Persada, 2005), 192.

CLASSROOM THROUGH SMALL GROUP DISCUSSION," 2019.

Creswell, John. (2007). Qualiitative Inquiry and Research Design. London: Sage

Field, John. "Psycholinguistics," 472–86, 2011.

George A Miller. "Psychology and information", journal of the association for information science and technology, vol 38, July 1968

80

He, D. (2018). Foreign language learning anxiety in China: Theories and applications in English language teaching. In Foreign Language Learning Anxiety in China: Theories and Applications in English Language Teaching. Springer Nature. https://doi.org/10.1007/978-981-10-766

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. The Modern Language Journal, 70(2), 125- 132

https://media.neliti.com/media/publications/206186-none.pdf.

Husain, Faisal Anwar. 2019: The Reduction of EFL Students' Speaking Anxiety Through Small Group Discussion Technique.

Jim Scrivener, Learning Teaching A Guidebook for English Language Teachers (Oxford: Macmillan Publisher, 2005), 146

Kurniati Azlina, Eliwarti, dan Novitri, "A study on the speaking ability of the second year students of SMK Telkom Pekanbaru," Jurnal Online Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI), 2015,

Latief, A, N..(Research Methods on Language Learning: An Introduction. (Malang: UM Press,2013)p.87

Milles dan Huberman, Analisis Data Kualitatif, Jakarta: Universitas Indonesia Press, 1992, hlm. 16

Ningtyas Orilina Argawati, "Improving Learners' Speaking," ELTIN JOURNAL, Volume 2 No. 2 (2014),3.Retrievedfromhttps://www.onesearch.id/Author/Home?author=ARGAWATI%2C+Ningtyas+Orilina

Nur Hafiz Abdurahman et al., "INDONESIAN STUDENTS ' STRATEGIES TO COPE Universitas Oxford, L, R.

Language Learninng Strategies; What Every Teacher Should Know. (Boston; Heinle &

Pendidikan Indonesia," TEFLIN Journal 31, no. 1 (2020): 1–18

Rabab'ah, G. 2005. Communication problems facing Arab learners of English. Journal Language and Learning, 3(1), 1740-4983.

Salamah, Siti. "AN ANALYSIS OF STUDENTS ' SPEAKING ANXIETY IN YOUNG LEARNER CLASSROOM THROUGH SMALL GROUP DISCUSSION," 2019.

Sandra, Dra, Elizondo Argueta, Niels H Wacher, Mara Silva, Leticia Valdez, Miguel Cruz, Rita A Gómez-Díaz, et al. "No 主観 的健康感を中心とした在宅高齢者における 健康関連 指標に関する共分散構造分析Title." Revista CENIC. Ciencias Biológicas 152, no. 3 (2016): 28. file:///Users/andreataquez/Downloads/guia-plan-de-mejora-institucional.pdf%0Ahttp://salud.tabasco.gob.mx/content/revista%0Ahttp://www.revistaalad.com/pdfs/Guias_ALAD_11_Nov_2013.pdf%0Ahttp://dx.doi.org/10.15446/revfacmed.v66n3.60060.%0Ahttp://www.cenetec.

Shukla, Satishprakash. CONCEPT OF POPULATION AND SAMPLE, 2020.

Sinurat, Jernih D. "an Analysis of Students' Learning Strategies in Speaking." Journal MELT (Medium for English Language Teaching) 6, no. 1 (2021): 81. https://doi.org/10.22303/melt.6.1.2021.81-93.

Siti Salamah, "AN ANALYSIS OF STUDENTS ' SP EAKING ANXIETY IN YOUNG LEARNER

Sudiro, Suryo, Putri Lisa Anggraini, Metyana Setyorini, Aditama Bagus Antasari, dan Universitas Teknologi Yogyakarta.

"Acitya : Journal of Teaching & Education" 4, no. 2 (2022): 357–73. https://doi.org/10.30650/ajte.v4i2.3273.

Sutarsyah, C. (2017). An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance. IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics), 1(2), 143.https://doi.org/10.21093/ijeltal.v

Utomo, B. 2018. Students Anxiety in Speaking English: A descriptive research at the second semester of English education department Muhammadiyah Univerity of Makassar. Thesis: Unismuh Makassar.

Webster, L., & Mertova, P. Using Narrative Inquiry as a Research Method; An introduction to using critical event narrative analysis in research on learning and teaching.(London ; Routledge,2007)p.