



Exploring English Education Student's Experience in Enhancing English Speaking Skill

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Article Info	Abstract
Article History Received: 2022-07-24 Revised: 2022-08-18 Published: 2022-09-03 Keywords: <i>English Education Student; Speaking Skill; Experience; Enhancement.</i>	English learning should be supported by an interesting and good strategy to make students' learning valuable, enjoyable, and interested, as well as in a Speaking setting, but the most important thing is a willingness to study. The purpose of the study is to describe the experience faced by one English education student in enhancing English speaking skills after facing offline or face-to-face classes and then suddenly facing online classes because of the covid-19 pandemic attack. This research is using Qualitative approach and Narrative Inquiry as a research design in gaining the data. The participant of this research is one English education student in the eighth semester who has faced offline or face-to-face classes and then suddenly face online classes because of the covid-19 pandemic. The result of this research describes some interesting experiences that the participant has passed to enhance her English speaking skill, such as some habits and strategies that she has been doing and joining competitions, which construct her to become a good English speaker.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2022-07-24 Direvisi: 2022-08-18 Dipublikasi: 2022-09-03 Kata kunci: <i>Mahasiswa Pendidikan Bahasa Inggris; Kemampuan Berbicara; Pengalaman; Peningkatan.</i>	Pembelajaran bahasa Inggris harus didukung dengan strategi yang menarik dan baik untuk membuat pembelajaran siswa menjadi berharga, menyenangkan, dan tertarik, serta dalam suasana Berbicara, tetapi yang paling penting adalah kemauan untuk belajar. Tujuan dari penelitian ini adalah untuk mendeskripsikan pengalaman yang dihadapi oleh salah satu mahasiswa pendidikan bahasa Inggris dalam meningkatkan kemampuan berbicara bahasa Inggris setelah menghadapi kelas offline atau tatap muka kemudian tiba-tiba menghadapi kelas online karena serangan pandemi covid-19. Penelitian ini menggunakan pendekatan Kualitatif dan Inkuiri Narasi sebagai desain penelitian dalam memperoleh data. Partisipan penelitian ini adalah salah satu mahasiswa pendidikan bahasa Inggris semester delapan yang pernah menghadapi kelas offline atau tatap muka kemudian tiba-tiba menghadapi kelas online karena pandemi covid-19. Hasil penelitian ini menggambarkan beberapa pengalaman menarik yang telah dilalui peserta untuk meningkatkan kemampuan berbicara bahasa Inggrisnya, seperti beberapa kebiasaan dan strategi yang telah ia lakukan dan mengikuti kompetisi, yang membangunnnya untuk menjadi penutur bahasa Inggris yang baik.

I. INTRODUCTION

Indonesian government has designed English as a foreign language that students must master, because of the importance of language in this rapid era, and English as an International language. To master a foreign language, students must be familiar with both its abilities and components. Listening, Speaking, Reading, and Writing are the four skills that makeup English. English speaking skill becomes the first attention that someone has the English skill beside another English skill. This is pointed out in Humairah Zachawerus (2021) thesis, which stated that speaking is an essential component of good communication. Speaking is a productive ability that includes verbal speech to convey meaning,

according to (Spratt et al., 2005). This means that to effectively communicate their thoughts to the audience and to create a meaningful speech in English, students must develop utterances that are as clear as possible. Speaking fluently in English requires a significant amount of work, which makes it difficult for students to learn. Speaking takes place in the present, as opposed to reading and writing, thus students cannot arrange the specific words or sentences. The interlocutor frequently anticipates what we will discuss right away, so when we speak, we are unable to retract what we have stated as anticipated (Bailey & Nunan, 2005). Furthermore, according to (Rickheit & Strohner, 2008), speaking is a speech that attempts to be unders-

tood by the speaker and the listener, and the most important aspect of speaking is always connected to the context in which it occurs (Burns & Joyce, 1997).

However, the English language education department's Indonesian students have grammar, incorrect pronunciation, a lack of outside input, a lack of confidence, and a lack of English-speaking curriculum development. The development of English-speaking curricula has some repercussions. First, a well-designed speaking curriculum is essential. Second, educators should create English-speaking curricula that incorporate technology and social media and encourage students to learn about, experience, and enrich their culture around the world. Third, to give students additional opportunities to speak English both inside and outside of the classroom, the lecturers should facilitate the English-speaking curriculum with the English-speaking community (Sri Wahyuningsih, Afandi, Muhamad, 2020). Since there are standards that apply to all language teaching, including the requirement that instructors have effective teaching methods to drive their students to acquire the target language, teaching English as a foreign language is challenging for instructors, especially non-native teachers (Salmani Nodoushan, 2006a, 2008, 2011, 2014, 2020a, 2020b). This issue is relevant to previous research, namely (Wahidul Islam et al, 2022) who investigated problems faced by university EFL learners in speaking the English language. The findings showed that both English majors in private and public universities struggle a lot to communicate in English. This is due to the lack of listening and speaking exercises during the 12 years of academic study from first grade to twelfth grade at the primary, secondary, and higher secondary levels at the school (known as intimidating college in Bangladesh). The researcher chooses only one participant for this research because the participant has a good background in English speaking skill, she is one of the researcher's close friend in the university. The participant is one of West Java language ambassador in 2022. Based on the background of the study explained, this study stated on a certain problem relate to the strategy in learning English speaking skill, the following bellow is the formulation of the problem: "How far the English education student's experience in enhance English speaking skill when offline to online learning?" And, The purpose of the study is to describe the experience faced by one of English

education student in enhancing English speaking skill after facing offline or face-to-face class then suddenly face online class because the covid-19 pandemic attack.

This study will use the experience learning style (Dewey, 1897 in Kolb, 2013) as a theoretical lens to understand the fundamental values that learning does not end with an outcome, and it is not necessarily demonstrated in performance, despite being interspersed with knowledge milestones. Learning instead takes place throughout interconnected experiences when information is changed and reshaped. Education must be seen as an ongoing process of reconstruction. And also relates to (Lan & Lam, 2020) to understand the fundamental values of English education student practices and competence itself teaching speaking in the future. It is expected that the English education student can give the beneficial enhancement of speaking skill experience to the readers and reflection for the pre-service teacher itself.

II. METHOD

In this study, the researcher uses a narrative inquiry design. The researcher employs narrative inquiry because this research forms to see directly one of the English education student inspring and interesting experiences while trying to enhance speaking skill with her own strategy. This research is using interview, questionnaire, and documentation as the data collection technique. To analyze the data from the interviews, the researcher uses some steps which deal the steps/procedures in analyzing qualitative. For analyzing the data, the researcher uses six phases of thematic analysis provided by Braun & Clarke (2006), the procedures are as follows:

1. Familiarizing with the data: the researcher becomes acquainted with the data (questionnaire and interviews) by reading and re-reading data from the participant's response.
2. Coding: this entailed creating conceptual and systematic data from interviews by removing or reducing extraneous data. The researcher coded each data item and then compiled all of their codes and pertinent data extracts at the end of this step. The data is managed in such a way that there are no ambiguous data and that the amount of unimportant data is reduced.
3. Theme searching: This is a proactive procedure; themes are not concealed in the data, waiting to be discovered by the researcher. This phase was completed by the researcher compiling all of the coded data pertinent to

each theme. From all of the data obtained (participant's questionnaire answer and interviews), the researcher finds and divides three topics.

4. Themes revisited: The researcher considers if the themes are relevant to each data topic and begins to characterize each theme's nature as well as the relationships between them. All of the data is checked to ensure that it is tied to each theme while describing it; through themes is given names in this phase, which helps to define the themes.
5. Creating a report: The writing-up process include weaving the analytic narrative. Defining and naming themes: the researcher must perform and publish a detailed analysis of each theme, identifying the 'essence' of each subject and constructing a brief, snappy, and informative name for each. All of the data that has been created and (vivid) data extracts together to provide the reader a coherent and persuasive tale about the data, as well as contextualizing it against existing literature. The data that has previously been collected is then documented and described in length and in depth, offering shards of proof to back up the research report.

III. RESULT AND DISCUSSION

Findings and discussions were identified to answer a research question. The question is, how far does the English education student's experience enhancing English speaking skills when offline to online learning? Within this section, the researcher revealed the experience shared by the participant regarding her enhancement of English speaking skill experience when offline to online learning. In this research, the researcher used a thematic pattern, that is the discussion discussed after the description of the finding. According to Sternberg (1988) that there are two general patterns of the description of findings and discussion, those are nonthematic and thematic patterns. Thus, this study resulted four themes which written the result and discussion of the research provided by Braun & Clark about thematic analysis, these are (1) Explaining something (2) Monolog (3) Listening to music (4) Speak English with native speaker. The first habit that the participant used to do is explaining something in English when she saw an interesting thing or happened in her daily by commenting on what she had seen. The second habit is doing monolog, sometime monolog automatically happen when she wanted to

express her feeling, thought, or what she had read in a book or news in daily life.

"I used to speak English as much as possible. If I don't have any friends to practice with, I used to do monologs. For example, I try to explain an interesting thing that happens at campus while going back to my dorm" (Audrey, questionnaire, August 19th, 2022).

The third, listening to music for better pronunciation. As an English education student, she was often confused about how to pronounce the correct word, in the third semester of her study at university, she learned about phonetics and phonology, which helped her know more about how to pronounce and it had been becoming her favorite subject until now. Another method to enhance her speaking is through songs. She loved singing, therefore song fits for her to practice her speaking skills and make better pronunciation.

"Songs fit me the most. I love singing so much, from songs I can practice my pronunciation by listening to the pronunciation of the singer and following it. When I try to memorize the lyrics, I automatically repeat the lyrics, the words over and over again" (Audrey, questionnaire, August 19th, 2022).

The fourth, when she faced online learning, she had an experience once trying to talk with a native speaker by online application, the name clubhouse, it was like a forum came from many countries for discussing or practicing speaking skills, but it was just for some moments, she did not continue again because she did not familiar with the application and got bored.

"I want to know if I speak to a native speaker, do they understand what I am talking about, they think my speaking skill is good or intelligible enough for them, do they understand it, so I really want to know that because of the technology today speak with them through the smartphone, so that's why I try that application, but I am not familiar with the application, so I think that's why I decided to stop using, but it's a really good application" (Audrey, direct interview, August 21st, 2022).

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The success of a person in speaking class is frequently determined by their capacity to use language as a medium of communication. This achievement can be shown simply when the participant is competent at communicating her goals or engaging in conversations with

others. It can also be demonstrated she can utilize language to convey their ideas, feelings, and thoughts in the form of a monologue or dialogue. Speaking skill aspects are becoming strong by having interest to the English language itself and drill with some strategies and habits as the participant has done, good English background which constructs her, so she has a very good experience in English speaking skill. English speaking class both offline or online learning is not a problem, as long as the learning strategy fit the learning process of the student itself, some difficulties will never become a problem if the student has a willingness to learn and find the answers by solving with the strategy that fit the student most.

B. Suggestion

Recommendation for future study it might be explore other experience in a more specific topic, such as difficulty experiences or problem experiences while facing and struggling with English speaking skill. In addition, exploring others factors will provide new insights that the readers get, especially for teachers and students for the most. Students will find this reasearch so benefit by reading and applying good habits and strategy that the participant has been doing while facing college life as her experience in enhancing her speaking skill.

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