A NARRATIVE APPROACH ON MOTIVATION AND IDENTITY DEVELOPMENT OF ESL STUDENTS

THESIS

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A Narrative Approach on Motivation and Identity Development of ESL Students

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan

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ABSTRACT

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The purpose of this study are to determine the motivation of students in learning English and how students deal with difficulties in learning English, especially speaking skills. The data collection process was carried out by interviewing 30 students of the English Language Department of UIN Ar-Raniry who were the EDSA cabinet for two periods by using 10 questions. The findings explain that the motivation of speakers in learning English, especially speaking skill are that students want to speak with native speakers, study abroad, easily find work and achieve high Grade Point Average (GPA) score. The majority of speakers gave a positive response (93.3%) in motivating themselves in learning English. Furthermore, the speaker applies the following strategies to overcome the difficulties of speaking such as watching films, listening to songs, taking a note, practicing with partner or mirror and using brainstorming.

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CHAPTER I

INTRODUCTION

This chapter provides information on the background of study, research questions, aims of study, scope of study, significance of study and terminology.

A. Background of Study

The use of English is dominant in every field, for example in the culture of political, economic, social culture and in the education. In Indonesia, English is officially part of the national education curriculum and is a requirement in a number of tertiary education and workforce entry (Hidayati, 2016). In English, there are four basic skills that students must learn and master. The first, listening skills or the ability in capturing the meaning of a conversation or news through hearing. In this skill, English students are required to be able to understand the meaning, both through the recorder or directly. Second, speaking skill or expertise in speaking English. When we speak, we can convey information precisely, and can be received by the listener clearly. Third, reading skill or the ability to read and comprehend a writing or reading. In reading, we must focus on the main ideas that the author wants to convey. The last is writing skill or ability to write and arrange words according to the correct structure and the selection of the right words. In writing, we have to concern about many things the most important

things are in determining the main idea and all of the writing should be relate to the topic. So, in learning English, there are four skills that must be developed and studied further.

Speaking is the skill that students of English language are meant to master first, as it is essential for communication. This generates concern, due to the fact that it will not be able to achieve without the appropriate practice and dedication, and as a consequence, its acquisition can be hard. Learning the speaking skill is then a very important part of learning English as a foreign language, due mainly to the fact that nowadays there are more learners that want to use this language spontaneously to communicate. Speaking is considered as a student-centered activity as it is organized as a language production activity. Therefore, it entails a process consisting of cognitive activities such as organizing information, pronunciation, speaking fluently and correcting mistakes. Through speaking, the speaker can express the ideas, opinions and expressions or feelings. Someone's speaking skills will be tested when he or she talks with his or her opponent, both in public and in the realm of privacy. “Learning can take place in schools, courses and communities” (Munzaki, Risdaneva & Suadah, 2016). Not only in the learning and teaching process a student is required to be able to speak English, but also is required to be able to communicate in English outside the classroom well, for example such as in organizations, especially in organizations that under the auspices of the English study program. Aside from having a social spirit, they are also expected to be able to communicate well, that is, speak English well as an English-based community.

The most important objective in studying a foreign language English is to communicate in the target language through the use of understanding and speaking skills. To get a good communication is to pay attention to certain components, that are speaking properly and correctly. Especially in organizing based on English, communication skills are needed in English. However, what we get now, someone who has entered an organization under the auspices of the English department, not all of them can communicate in English well. This is because many points are considered for entering the organization. Such as, responsible, active, can built a good communication and give a good influence to the organization. Something that is expected in this case is communication flows freely in all directions. These things must be considered and applied to achieve the goals set, especially communication skills. So, someone who is incorporated in an organization under the auspices of the English study program, should be able to communicate in English well, correctly and can be understood.

There are a lot of motivations possessed by someone in learning English, especially speaking skills, because English students are required to be able to communicate in English smoothly and precisely, both in class and in organizations. English learners must often practice their speaking skills, for example by speaking English in their daily lives or joining organizations under the auspices of English. So, English students can find out and continue to develop their speaking skills and the development of their identities. However, the differences in motivation has several effects on everyone. From the various

motivations there are also various kinds of things that can be practiced by the speaker, and various kinds of difficulties also faced. Many factors influence, This is the main basis for researcher to research more using a narrative approach.

Numbers of studies have been conducted on this issue, Cepeda, Holguin and Maria (2019) conducted research to see narrative expression of speakers on how to construct their identity as language learners in connecting with their future plan. Using qualitative narrative approach, their study took undergraduate students on respondents. Narratives, in-depth interviews, and journals are used as data collection instruments. Other researcher used a narrative approach to find out the number of authors that explore the development of careers, they stated and suggested that storytelling is the way in which individuals make sense of their lived experience and career identity, Bamberg (2010). In the other hand, Clark and Medina (2000) use literacy narratives to determine pre-service teacher understanding of literacy, pedagogy, and multiculturalism in previous homogeneous contexts. Reading and writing literacy narratives make students easier in developing critical awareness of letters and diversity and to challenge and fight stereotypes about others (Clark & Medina, 2000). Jenny (2011) state that "using the narrative approach method in different ways, it was aimed at unveiling and characterizing the narrative knowledge these teachers hold about language teaching and learning processes as well as the role of this knowledge plays in the constant construction and evaluation of curriculum". Applied to a group of three teachers who work for the foreign languages department of a private university in Colombia.

In contrast to previous studies, this study aims to determine the motivations that make the speakers continue to learn English to the university level and how it develops speakers identity. In collecting data and information, researcher will use the narrative approach method. The preceding elements are influential in the development of the speaker's identity when they take back their past experiences as students, they share their motivation about knowledge. They evaluate their learning process to establish prospects about themselves as future teachers. Chase (2010) noted, ”narrative work is less interested in locating an objective truth but rather takes "an interest in the other as a narrator of his or her particular biographical experiences as he or she understands them" (p. 219). The narrative approach is very accurate in expressing students' experience in learning. This approach has the potential to explain developments of speakers and highlight the role of social identity in motivating students. Therefore, researchers research about this problem, about developing the identity of English speakers using a narrative approach through their motivation in learning, how they develop themselves and the difficulties they face during the development process. The title is about a narrative approach on motivation and identity development of English language speaker.

B. Research Question

To guide this study, the research questions are formulated as the follow up :

1. What motivations have students practiced in developing their speaking skills?

2. How do students overcome their difficulties in learning English speaking skills?

C. Aim of Study

The purpose of this study are to find out the answer of the problems mentioned before:

1. To investigate the motivations which can improve English speaking skill of students.
2. To investigate how students overcome their difficulties in learning English speaking skill.

D. Scope of Study

In this study, the aim of the researcher was to determine the motivation that has been practiced by students in learning English as ESL students. In other words, the researcher can find out the factors that can enhance or develop the speaker's identity through this motivation. In addition, researcher also want to know how students can deal with the difficulties they get while studying English. Which is with these motivations and strategies that students have applied can develop their abilities in listening, speaking, reading and writing skills and occupying a better identity. The researcher choose the speakers from the organization who are under English study program to find out their ability in speaking English and their identity by asking some questions. These questions refer to the motivation of English students continue learning English to the university level. The question also answer how they made this motivation as an important point, so as to

increase their identity and how speakers overcome the difficulties in learning English especially speaking skills. From the answers, researcher got a final conclusion about the dominant motivation and strategy that was very influential in improving English language skills, especially speaking skill and speaker identity. In this study, the researcher applied a narrative approach to get the data.

E. Significance of Study

This research is expected to present a narrative approach as the main strategy to find out students' motivation and strategy in developing their English skills, especially in speaking skills. How to interpret using a narrative approach is not entirely true, but rather shows the validity and provide answers through concrete stories that are historically contextual. In this case, the people in the organization lead a multilevel life, which means that they make the events they go through into meaningful stories, and make all the stories complex (Brown, 2009).

In fact, all students are speakers, they consciously understand that they are someone who transforms their own information or stories. This is also supported by programs in previous schools that have expanded their knowledge, especially expressions, individual and personal experiences located in time , places, spaces and certain communities. It thus facilitates the telling and retelling of human experience in both individual and social contexts. We consider the ideas that follow to be applicable to both narrative writing and storytelling. This study is very useful for students, especially for English students who have basic talents in speaking, then for students who want to join an organization, especially EDSA

organization. The last, for lecturers who teach, especially lecturers who teach the subject of speaking, they should know and apply methods that enable students to improve their speaking skills easily.

F. Terminology

To avoid ambiguous meaning of some terms in this research, the researcher gives the operational definition of the topics.

1. Narrative Approach

Barkhuizen (2014) explains that *narrative approach* is interested in the stories of experience that people tell, and these may take the form of "big stories" derived from biographical data, or "small stories" obtained from interviews. Data derived from "small stories" is believed to be especially useful as it provides many insights into language learning and teaching (Benson, 2014). Pavlenko (2002) believes that personal experience stories are "extremely important for the TESOL field as they allow for learners' voices to be heard on a par with those of the researchers" (p. 213). Using Dewey's (2008) notions of experience, continuity, and time as a foundation, scholars of narrative approach take "as a premise that people live or understand their lives in storied forms, connecting events in the manner of a plot that has a beginning, middle, and end points" (Josselson, 2011, p. 224). The tradition of narrative approach is guided by the eliciting of stories that reveal insights into the human experience. A great deal of confusion exists regarding what constitutes narrative scholarship. Indeed, the term narrative has been used in many ways in connection with qualitative research

(Josselson, 2011). Some argue that the participant's individual stories are narratives, while others argue that whatever account is itself narrative. “Stories told by research participants (which are themselves interpretive), interpretive accounts developed by an investigator based on interviews and fieldwork observation and even the narrative a reader constructs after engaging with the participant’s and investigator’s narrative” (Riessman, 2008). In this case, the writer concludes that the narrative approach is interested in the stories of experiences that people tell through interviews by asking several questions, stories that are asked or obtained in the form of large and small scale, from these stories conveyed through a narrative approach can show and bring up stories that reveal insights about human experience.

2. Motivation

Motivation is one of the most important factors influencing students' performance, enthusiasm and effort in learning English, which has long been a concern of foreign language teachers and researchers. Motivation is a very influential impulse in starting to learn a second language such as English, then serves as a force to maintain a long learning process that is often boring (Zhao, 2012). As Dörnyei (2001) said, motivation is very closely related to human direction and behavior and answers why people decide to do something or want something, how hard they try to pursue the things they like and how long they are willing to maintain these activities. Motivation can be identified primarily with the desire of students to learn a second language. Motivation is very much related to the attitudes and goals that underlie actions, namely, the reasons for action.

3. Identity Development

Demazière (2007) says that *identity development* is "a process of construction and recognition of a definition of whether it is satisfactory for oneself while being validated by the institutions in which one is socially inscribed and framed". In other words, identity development is a process where a person develops from a point to a more advanced point, from not knowing to knowing something, from the development he or she can be in a higher position, where he or she gets a recognition from others.

Identity change is one of the core developmental tasks of a teenager (Motti-Stefanidi, 2015). Erikson theorizes about many identity concepts, one of which is personal identity (Schwartz, Luyckx, & Vignoles, 2011). Erikson's most popular theory is about building commitment to identity (Marcia, 1980). According to this concept, adolescents form identity through a process of commitment to their own identity, one of the dimensions is attainment and confiscation.

In this case, identity development does not only focus on the results achieved, but also on a process where someone is committed to changing their identity for the better. Therefore, identity development here focuses on the processes that students go through in developing their English skills, especially speaking skill.

CHAPTER II

LITERATURE REVIEW

This chapter presents some theories that are relevant with the research.

A. Speaker Identity Development

Development is the same as increasing progress, growth, positive changes or additions to physical, economic, environmental and social aspects. Sid (2018) state that development is visible and beneficial, it does not have to be immediate, and includes aspects of quality change and the creation of conditions for the continuation of those changes. In the process of developing differentiation and integration students struggle to reconcile new ideas, values and beliefs, each vector is built on and influences each other. They create the capacity to qualitatively change individual thoughts, feelings, behavior, and reframe how students relate to others (Chickering & Reisser, 1993; Evans, et al., 2010; Skipper, 2005).

Identity is the qualities, beliefs, personality, looks or expressions that make a person (self-identity) or group (particular social category or social group), in psychology (Merriam Webstern, 2007).

Buchanan (2015) averred that “identity is responsible for shaping people and for allowing them to negotiate their place in the world”. Billett, Klotz and Winther (2014) assumed that how people learn and perform show their identity. Bound, Karmel and Rushbrook (2013), stated that “learning is identity building work” (p. 5), referred to the profound interrelationship between identity and learning. Therefore, “learning in this way is necessarily shaped by the diverse ways that individuals elect to engage in any activity” (Billett, 2010, p. 2). Moreover, researcher should investigate how identities are generated and what role learning play in these processes.

Identity development is the development of personality in a person, but the development is different from each individual. This is considered as a person's entity in certain stages of life, expressed through individual characteristics and when someone is recognized or known (such as the formation of reputation). This process defines individuals for others and themselves (Free Dictionary, 2012). Identity development shows how people develop gradually as they grow and develop over time (Chickering, 2006). Identity characteristics are carried out through the definition of the social and cultural context of development and self-development at three interrelated levels as an integrated manifestation of the nature of the individual, personality, and subject matter of the activity. The researcher considers student identity as a unique set of traits and qualities that manifest at the individual, personality, and subject level of the

activity; This unique series characterizes the internal integrity of student identity, relative independence, and originality in systems of interaction and social relations. The development of identity at the personality level reflects the socially and professionally significant developments demanded by the modern, including professional society, quality and nature. The development of student identity is demonstrated through the subject level of creative activities. Sa'd (2017) said that language learners fluctuate between understanding themselves as speakers of their first language (L1) and as learners of second languages (L2), about how they 'identify' themselves. Therefore, it is believed that the construction of identity through the use of language and training in speaking skills are an ongoing, sustainable, and dynamic process (Cameron & Larsen-Freeman, 2007). Norton (as quoted in Sa'd, 2017) believes that language learners who practice their skills are continuously involved in the process of constructing a sustainable identity every time they speak.

B. Narrative Approach

Research approach is a plan and procedure that consists of the steps of broad assumptions to detailed method of data collection, analysis and interpretation. It is therefore, based on the nature of the research problem being addressed (Chetty, 2016). Approach in more general term are encompasses planning and consideration and method as the specific way something. Approach is a method of doing something or dealing with a problem. The concept of research approach is a plan and the procedure for research that span the steps from

broad assumptions to detailed methods of data collection, analysis, and interpretation.

A narrative or story, is an account of a series of related events, experiences, or the like, whether true (episode, travelogue, memoir, autobiography, biography) or fictitious (fairy tale, fable, story, epic, legend, novel), (Harmon, 2012). Along with argumentation, description, and exposition, narration, broadly defined, is one of four rhetorical modes of discourse. Oral storytelling is the earliest method for sharing narratives (Hodge, 2002). During most people's childhoods, narratives are used to guide them on proper behavior, cultural history. Narrative is a primary act of mind, a fundamental human capacity for making sense of the world we inhabit. It is capacity for ordering experiences into stories is universal, cutting across all cultures and historical periods. A fundamental aspect of telling stories is the emotional component in relation to time, space and action. Kearney (2002) argues that narratives have multiple roles and give readers a new way to be in the world. Kearney also examined the implications of narrative imagination for national identity. He argues that a country can fight shortsightedness by drawing the source of its own narrative to imagine itself otherwise, through its own eyes and others.

Narrative research is a term that subsumes a group of approaches that in turn rely on the written or spoken words or visual representation of individuals. These approaches typically focus on the lives of individuals as told through their own stories. The emphasis in such approaches is on the story, typically both what and how is narrated. Narrative research can be considered both a research method

in itself but also the phenomenon under study. Narrative methods can be considered “real world measures” that are appropriate when “real life problems” are investigated. They include the study of the experience of an individual who embraces a life story and explores the significance learned from that individual's experience, carried out through a basic linear approach (Atlasti, 2019). However, in most cases one will be creating an aggregate of narratives each bearing on the others. Narrative research is set out by the validation of the audience. It is a useful part of the social science investigation, but may not always stand alone for evidence and support for the conclusions of a report. Whether or not it is a part of a great presentation or whether it is a stand-alone piece of research, it has to be accepted on its own merits as individual experience and the interpretation of thereof. The question arises as to the accuracy of the story looked at objectively even though it must be viewed in its socio-cultural context. The narrative gives one’s individual view to be accessed on its merits. Such validation is possible by corroboration from another narrative. While some types of qualitative analysis have a standard set of procedures, narrative research is questionable in this regard.

The core idea of the narrative research is the conception of man as a linguistic, social, and cultural creature, who constructs his or her understanding about the world through social interaction with other people. Through narratives, people analyze, construct, and describe their own lives to others. A narrative also functions as the means to evaluate, to make meanings, and to construct one’s identity. The narrative approach views a human being as an active actor and

focuses on the time and place bound, linguistically interpreted phenomena and events of the real life. Research has two focuses, that are critical life events and ordinary life (Mertova & Webster, 2007). According to MacIntyre (2005), the narratives have properties that can form the basic ontological and epistemological dimensions of human life; everyone lives in narration and narration. This approach is sometimes known as involving 're-authoring' or 're-storying' conversation (Zimmeman, 2004).

Narrative approach pays special attention to the relationship between researcher and participant. Although qualitative researchers generally hold this focus (Jones et al., 2014; Maxwell, 2013; Patton, 2015), those operating from the narrative tradition pay special attention to the researcher as a narrator (Chase, 2010). Those preparing to engage in this type of work must consider their own autobiography, or their narrative, before entering the field. Clandinin and Connelly (2000) refer to this process as composing narrative beginnings. Consistent with their notion that the narrative is a three dimensional space, they recommend that researchers recognize how previous experiences influence their current standpoint, the ways in which the personal and social converge, and situate their narrative reflections within particular times and places. In turn, the researcher's engagement with any narrative must be understood in relation to their own standpoint (Josselson, 2011).

C. Motivation

Promoting students' motivation in learning English by knowing the type of motivation to learn their English at an early stage and the factors that influence their motivation and development in maintaining a long process of learning English still require exploration in the Chinese context (Zhao, 2011). Motivation that has direction can effectively motivate students, especially when they value something they do. In one of Dörnyei's (2001) research studies, the results showed that learners with high level of motivation are more likely than others to achieve intermediate proficiency levels in the target language. On the other hand, if you go beyond this level, someone must be integrally motivated to "really learn" the target language. Students who are intrinsically motivated can experience greater pleasure and satisfaction and feeling involvement because rewards that result from inner motivation are usually positive feelings such as pleasure, satisfaction, and self-enjoyment and students can always be motivated by small gifts of learning itself (Zhao, 2011). Bećirović (2017) believes that foreign languages are learned for a less serious reason and the motives for learning will lead to success in learning. Most young students mostly learn foreign languages out of curiosity, interest or only like foreign languages, while on the other hand people who tend to mature have different reasons for learning foreign languages that tend to be far more pragmatic (Bećirović, 2017).

There are many factors that influence the mastery of Foreign Languages such as: age, attitude, motivation, and talent, amount of exposure, and anxiety. It is also responsible for the different characters in learning a foreign language.

Zulfikar et al. (2019), stated that individual and character differences have a very significant impact on overall foreign language mastery and motivation has a close relationship with increasing foreign language. Motivation has been found to correlate with a number of factors, such as perseverance, classroom behavior, and L2 achievement (Rahman, 2005).

a. Types of Motivation for ESL Students

There are several types of motivation that affect humans, specifically students who learning a second language. These motivations aim to build students' enthusiasm in the learning process. In general, there are many reasons why students want to learn a second language, including: to be able to speak with native speakers, easy to get a job, to improve the quality of education, easy to travel between countries and to get high social status, etc.

Harmer (1991) uses the word "goal" to describe motivational words which are of two types which include: (a) Short-term goal: in this type, the motivation that is owned only acts briefly, and will end in the near future. For example, students who want to get good grades on an exam. (b) Long-term goals. This motivation leads to students who have motivation that has an effect on the student's future, for example when students have the desire to get their dream job, can talk to native speakers (who they are studying) and so on.

In general, there are two kinds of motivation, there are extrinsic motivation and intrinsic motivation. Extrinsic motivation, a motivation that affects a desire to get a reward or avoid punishment. This serves as an encouragement or supporter of students in doing something, for example for learning activities such as homework, to get grades, or to do something that is asked by the teacher (Arnold, 2000). Extrinsic motivation centers on the desire to earn rewards or avoid punishment. This type of motivation can have a negative impact on student development at some point. This is because something that the student does is not motivation based on himself, does not have a strong desire and the effort made by the student does not last long because it is only driven by an interest in the reward or by the punishment he will receive. When the students learn only because they are promised a reward, the resulting motivation will be very high to attend class, study, and to achieve the goals set by the teacher. However, when the prize has been obtained or when there is no punishment, students will not be interested in coming to class to study again.

Furthermore, intrinsic motivation focuses on the motivation of students who have the end result in learning (Arnold, 2000). This means that students voluntarily (not compulsorily) try to learn something they think is valuable or important for them to learn and is useful for them one day. the motivation comes from within itself and does not require a definite outcome for this motivation, for example a gift or acknowledgment. There is no negative impact on students who have intrinsic motivation.

In addition, intrinsic motivation teaches students to learn something without expecting a reward, because that motivation is their own desire. Lightbown and Spada (1999) state that in this case, background is very influential in the emergence of this motivation, the role of the teacher does not have much influence on this motivation, the teacher is only expected to be able to build a comfortable environment and support each student's motivation.

This explanation is based on Abraham Maslow's hierarchy of needs theory. The hierarchical theory of needs that has been described by Maslow (1954) in his writings which has become a reference for many other researchers entitled "motivation and personality". In his work, he triggers five points which are a human need from the lowest point to the highest point. , he himself is a clinical psychologist who understands this very well. He sees humans being motivated by the needs and desires they want to achieve. Maslow states that once a need is met, he no longer practices one activity anymore but another activity takes his place, motivation or other needs. Maslow's hierarchical level of needs from lowest to highest includes;

1) Physiological needs or basic needs.

These needs are the most basic needs of humans and very important for their survival, such as the need to satisfy hunger, thirst, sex, shelter, and other bodily needs.

2) Security Needs.

This need includes safety from threats and dangers that can endanger a human being physically and emotionally.

3) Ownership and Love Needs.

These needs and motivations include the desire to have a harmonious relationship with others, for example wanting to get affection, wanting to have someone, accepting by someone, and wanting a friendship.

4) Respect Needs.

This need is a need that is the value of an achievement, when he does not achieve a desire or is not satisfied with the results achieved, there will be a sense of disappointment. These include the need for self-esteem, achievement, competence, autonomy, self-confidence, status, recognition, care, dignity and respect, when these needs are met and a sense of adequacy of results.

5) Needs Self Actualization.

This motivation is the highest motivation from the previous one, where this motivation makes someone able to achieve it, or become the person they dream of. That are Maslow's view of human motivations, each motivation and need has its own position or level.

b. Factors that Affect Motivation of ESL Students

Harmer (1991) states that the following four factors affect the quality of student motivation and can harm students' motivation in learning language. The first factor is the physical condition of the class. The physical condition in this case is the learning atmosphere in the classroom. For example, a classroom that is not well lit, crowded, smelly, and facilities that are not supportive will make students less enthusiastic about learning and reduce student motivation.

The second factor is the teaching methodology. The teaching method is very influential on student motivation in learning, namely how the teacher delivers material in the teaching and learning process. When students feel less enthusiastic about learning because the teacher's method is boring, then it makes student motivation decrease, as said by Harmer (1991) "If students lose confidence in teacher teaching methods, they will lose motivation." The third factor is the teacher. The teacher plays an important role in motivating students to learn a second language, sometimes the teacher is the student's greatest motivation but sometimes the reason is that students are not motivated in learning a second language. Finally, the fourth factor is the success of learning or an achievement. This success has made motivation a bit increased, but this is also influenced by the level of difficulty made by the teacher in the teaching and learning process.

In addition, in Krashen's affective filter hypothesis, a person's emotions such as fatigue, depression, boredom, etc. Can affect and inhibit student motivation in the learning process. Furthermore, student anxiety can also be a factor affecting the effectiveness of student motivation in learning. A lowest anxiety make students easier to learn a second language (Krashen, 1988).

D. Previous Study

Brandenberger (2013), states that writing about student development in learning, noted that much more is known about the final product than the process of learning and development itself. He explained, "It is not sufficient to survey students at the start and end of a course or program. What first caught students' attention about a social concern, and how did students' thinking begin to change?" (Brandenberger, 2013, p. 149). These are questions that narrative approach is especially well suited to explore, given its focus on the temporal and contextual nature of experience (Chase, 2010; Gubrium & Holstein, 2009; Riessman, 2008). Sikes and Gale (2006) also value the use of narratives in educational research in light of the fact that "Human beings are story creatures that make sense of the world and the things that happen to them by constructing narratives to explain and interpret events both to themselves and to other people" (p. 1). As Chase (2010) noted, narrative work is less interested in locating an objective truth but rather takes "an interest in the other as a narrator of his or her particular biographical experiences as he or she understands them" (p. 219).

The narrative approach deals with individuals and the process of self-change over time, the narrative approach pays special attention to temporality (Clandinin & Connelly, 2000; Riessman, 2008). Events are seen "not as a thing happening at that moment but as an expression of something happening over

time, any event, or thing, has a past, a present as it appears to us, and an implied future" (Clandinin & Connelly, 2000, p. 29). Put otherwise, individuals are always in the process of becoming something better (Nixon, 2011). As detailed below, what one student in our study experienced working at a local community house could not be understood without the prior context of his working class upbringing. Central to this point, then, is that verbal accounts of experience are always given meaning in light of previous experiences. Discerning meaning is a hallmark of qualitative research broadly and narrative work in particular. It is the interpretive task of researchers to relate stories in ways that produce coherent narratives (Gubrium & Holstein, 2009). Rarely do participants offer stories in a linear fashion, providing a beginning, middle, and end point. This is the work left up to the researcher.

Motivation is an aspect that has a variety of concepts that have been the subject of scientific research in various academic fields and there is no theory that captures the total complexity (Dörnyei, 2001). Gardener (2006) also asserts that "motivation is a very complex phenomenon with many concepts, so it is not possible to give a simple definition." This is because all motivational expressions have been investigated differently by different perspectives. Many experts test the fact that motivation is a very important factor in the learning process, including foreign language learning (Dörnyei, 1990; Dörnyei & Ushioda, 2009; Gardner, 2001). Aljumah (2020) stated that, a very important factor to consider in educational policy is the needs, interests, attitudes, and motivations of

students and gets the focus of attention in curriculum planning, design, and development.

In several studies they highlight and emphasize that the relationship between motivation and communicative activities is very close (Barnard & Viet, 2010; Chuang, 2010; Jong, 2006; Plews & Zhao, 2010). In addition, Thanh and Huan (2012) found that students are highly motivated when they do a meaningful goal that is personally challenging but can be achieved. There are some researchers who conduct research using a narrative approach that engages students in learning motivation to improve their self-development and the quality of their speaking skills. Pérez (2016) the study intends to find the effect of communicative group assignments on students' oral interactions in English and on motivation to speak foreign languages in the classroom or outside by using a narrative approach as a methodology in gaining identity development.

Cepeda, Holguin and Maria (2019) conducted research on a problem about the narrative of students or speakers about the construction of their identities as language learners, and the relationships made by becoming a teacher in the future after going through various processes. Speakers create meaning from this ever- changing interpretation to work together in building identity. Language, identity, and power are interrelated terms that have influence in shaping one's identity. Thus, discourse is a powerful tool to assist speakers in establishing their identity as language learners.

A discourse can change the way of thinking, gaining a new perspective to perceive yourself as individuals, learners, community members, and others (Cepeda, Holguin & Maria, 2019). Sa'd (2017) conducted a study using a qualitative interview or narrative approach to get results from its observers, the results highlighting the vital role of motivation and the status of English as an international language, redefining, and identity development of speakers. Sa'd also said that studies that explore the perceptions and motivations of identity development through target language learner speakers tend to show interesting insights, which in turn, will highlight pathways that allow speakers to move to acquire new languages, most likely, new identities and selves. From the interview conducted by Sa'd shows that the quotations show fluctuating motivational nature from speaker. To summarize, the majority of the speakers interviewed saw that learning English had a positive impact on their development identity as a second language learners.

CHAPTER III

METHODOLOGY

This chapter discusses research design, population and sample, technique of data collection, data analysis and research location in this study.

A. Research Design

This study was designed based on the qualitative research approach and the methodological approach used was the narrative approach. Narrative research has become an important research method in the qualitative research paradigm for the past three decades (Riessman, 2008). The narrative method was chosen to reach and bring about the research participants' authentic voices. The researcher used a narrative approach to provide the result of this research. This study was conducted to find out what motivates students or speakers to learn English and how speakers overcome the difficulties while learning process. Researcher asks a number of questions that answer the research question and can achieve the research objectives. Chase (2010) says that, in narrative approach, narratives are considered as a form of thought and the construction of life. Past events are given meaning. Events are often special or extraordinary (Mertova & Webster, 2007). Narrative approach is also connected with memory; a researcher has to trust in the narrative of what the narrator remembers about the past and what the narrator reveals about the past. Consequently, narrative research does not aim at objective or generalizable information, but emphasizes local, personal, and subjective information.

This focus on the structure of narratives, how they are told and for what reasons, distinguishes narrative approach from other modes of qualitative method. Riessman (2008) stated that narrative researchers show how one wants to be known and understood in certain social contexts. In this case, narration is an active process, the action of something. As a socially and historically placed show, narration offers a very good way to understand identity (Chase, 2010). In addition, Interviews are not natural or usual forms of talk, but a unique form of discourse (Miczo, 2003; Mishler, 1986). Participants tell the stories they do because the researcher has identified them as important and prompted such a telling. Further, because narratives are used in a variety of ways, including to entertain, justify, or explain, participants can often attempt to pull the researcher into the narrative in a way that exacts a high level of engagement (Riessman, 2008).

In the interview process, the researcher gave questions regarding the life of the speaker, both about the social background and also about his or her dream. The researcher also provides questions about the previous school speaker, whether it's about something he or she likes or doesn't like. Then, the researcher will enter the core stage of the interview, which is asking questions about the speakers' motivation in learning and improving their English language skills and how they shape the character and increase their knowledge. The researcher also wants to find out what are the efforts made by the speakers to improve their English language talent and how they deal with the difficulties. Last, The researcher asks about what achievements have the speakers gained from developing their identity in the academic field.

Narrative research represents an approach that focuses on narratives as ways of transmitting and constructing information. The relationship between research and narratives can be viewed from two main perspectives: the research data can be narratives but research also produces a narrative about the world (Heikkinen, 2010). Narrative research can refer to the information process as such way of knowing, and the nature of information when it represents constructivism (Heikkinen, 2010; Lieblich, Mashiach, & Zilber, 1998; Riessman, 2008).

B. Population and Sample

1. Population

Population is a group of something (people, objects, events, etc) chosen by the researcher whose study results or research can be generalized to that group. Population is a generalization area consisting of objects / objects that have certain qualities and characteristics determined by researchers to be studied and then conclusions are drawn (Sugiono, 2011). So it can be concluded that not only humans are a population, but objects are also a population. The population in this research was the entire students of English Language Education department of UIN Ar- Raniry Banda Aceh in academic year 2016 and 2017. The total number of population in academic year 2016 are 182 students ; they are divided into 7 classes (unit 1 untill unit 7), each class consists of 25-29 students. While in academic year 2017 are 190 students they are divided into 7 classes (unit 1 until unit 7), each class consists of 25-30 students.

2. Sample

Arikunto (2010) states, the sample distinction is based on the population, namely for populations less than 100 with more than 100, he states that if the subject is less than 100, it is better to take all so that the research conducted is the study population; In addition, if the number of subjects is large, it can be taken between 10-15% or between 20-25% or more depending on (1) the ability of the researcher to be seen from time, energy and funds, (2) the narrow observation area of each subject, and (3) the risk is borne by the researcher.

In this study the researcher used purposive sampling to select the samples. Purposive sampling is also known as judgmental sampling. Purposive sampling is a sampling technique with specific sample considerations (Siregar, 2014). The researcher chose purposive sampling because the researcher chose students who passed the basic speaking subject and members of the EDSA organization. The participants or speakers were selected from members of the EDSA organization which are in terms of office 2019/2020 and 2020/2021. Those elected were EDSA management staff, such as chairperson, deputy, secretary, treasurer and several members who serve as chairpersons in a division, the total number of the students were 30.

C. Technique of Data Collection

The researcher's approach to data collection is one of the major areas in which the distinctions between narrative approach and other qualitative methodologies become most apparent. As the primary data collector for this study, the researcher began to notice an evolving understanding of the narrative interview as the research moved through data collection. Perhaps most important in this evolution of understanding was the way in which interview questions were constructed and presented to participants. Burhanettin (2019) pointed that to consider the characteristics of qualitative research and in particular those from the narrative approach, this study uses several data collection methods such as narrative interviews. In narrative interviews, voice recorders are used with the participant's agreement to conduct and record the contents of the interview more effectively and easily.

Narrative interviews makes speakers clarify, explain and discuss in detail what their motivation in learning English and how it developed them. They also let the researcher explore the participants' perceptions, attitudes, and feelings about language learning. Subsequently, researcher permitted participants to describe what they did in the school and the reasons they had to do certain things and not others with the aim of identifying relationships between their belief systems. Next question was about the difficulties that speaker faces and how to deal with them. Then, the following questions was asked related to the previous statement, the question also states a certain time and place, giving participants a certain level of structure in offering the story. After being analyzed, all these data were

reconstructed and recreated through the compilation of individual and collective stories. The interview conducted 30 students from EDSA members of English Language Education Department. The students got several questions related to this research. First question was about student study background. The second question was about students' motivation in learning English speaking skills. The third question was about the efforts made by the speakers to improve their English aptitude and how they deal with the difficulties. Finally, the researcher asked about what achievements the speakers had by developing their identity in academics.

D. Data Analysis

During the data analysis process, two stages were followed. There was an initial moment where the data were analyzed in order to analyse for the narrative knowledge of each of the participants in relation to language learning.

According to Ary (2010), qualitative researchers must arrange data regularly and classify or encode each data so that the data is easy to explain. Ary also explained that analyzing qualitative research data was very difficult and complex because there were many things that had to be considered, such as interview answers, recordings, and other additional information contained in the interview process.

According to Miles and Huberman (1994), analyzing data obtained through a qualitative approach can be done in 3 steps, there are data reduction, data presentation, and drawing conclusions / verification. Researcher used Miles and Huberman's theory to analyze the data in this study, there were three steps that must be taken to get the right results, including:

1. Data reduction.

According to Miles and Huberman (1994), data reduction is the first step in analyzing data, in this step there is a process of selecting, focusing, simplifying, abstracting, and transforming data in field notes or interview transcripts. In this research, the focus was the transcripts of the interview answers from the students which translate directly into the research question. Based on Miles' theory, at this stage the researcher analyzes the data by listening to the results of the interview and recording whatever the students say, then the researcher looks at the continuity of each answer given. After that, the researcher categorized the data based on three categories, that were the basic motivations practiced by the students, the difficulties and strategies used during the learning process and how the students developed their identity.

2. Data Display

The next step was display the data. According to Miles and Huberman (1994), displaying data will make researcher easier to draw conclusions and organized the data. In this section, the researcher presents data that contains information about students motivation, difficulties and strategies undertaken and the identity development achieved.

3. Drawing Conclusions

The final step was draw conclusions after doing data reduction and data presentation. According Miles and Huberman (1994), conclusions may not be immediately accurate if the researcher haven't done the research until it's finished, depending on the small or large scope of the research. At this stage, the researcher concludes the research results based on the research question and achieves the research objectives.

Analyzing data for stories, “re-story” stories, developing themes, often using a chronology. Sample question is "Tell me your story of.....". Anything that suggests a more complicated approach will take away from the essence of narrative research. Prompts should elicit more of the story and the success of the interview is entirely due to the quality of the relationship that can develop with the participant and the use of good listening skills. Aristotle (2000) state that a narrative must contain beginning, middle and end. This theory has developed into the five main stages of narrative which is more recognizable to a modern audience, exposition, which means the scene is set. second, development, which means more characters are introduced. third, complication, that is, something happens to disrupt the life of a character. Fourth, climax, which is the decisive moment reached. Finally, resolution is matters are resolved.

E. Brief Description of Research Location

The research took place at UIN Ar-Raniry Banda Aceh which is located on Jl. Syeikh Abdul Rauf Kopelma Darussalam Banda Aceh. UIN Ar-Raniry is an Islamic state university in Aceh which is led by Prof. Dr. H. Warul Walidin AK, MA. To conduct the research, the researcher chose English Language Education Department as the location to collect the data. This department focuses on teaching English as the Foreign Language. The head of department is Dr. T. Zulfikar, S.Ag., M.Ed. The accreditation of English Language Education Department is B.

CHAPTER IV

THE RESULT OF RESEARCH AND DISCUSION

In this chapter the researcher discussed the results of the interview and answer all the research questions.

A. The Procedure of Interview

The researcher conducted interviews for 30 students of the English Department who were the EDSA members which were in terms of office 2019/2020 and 2020/2021 for five days with 10 questions. As stated previously, interviews were conducted to obtain information or data about the motivation of students in learning English, especially speaking skill and how they overcome the difficulties and develop their identity by asking them 10 questions. Based on the interviews, it was found that the results varied and each student had different reasons.

B. The Result of Interview

a. The Students Motivation in Learning Speaking Skill

After conducting the interview, the researcher revealed the answer to the first research question. The students had various motivations in learning a second language. These motivations were categorized into four themes. These motivations were be able to speak with native speakers, to continue study abroad, to easily find work and to get good grades or high Grade Point Average (GPA) scores.

1. **Speak with Native Speaker**

The motivation most the students had in learning a second language was because they wanted to talk with native speakers. So they really wanted to understand English well, so it's easy to understand when they talked directly to native speakers. They were also worried when traveling between countries but they could not speak English. Be able to speak English and be able to speak directly to native speakers was very interesting and has a big challenge.

> "I want to talk with native speaker". (NF)

> "I always dreaming about speaking English to native speak, but besides I am exciting also challenge because this is in Indonesia, especially in Aceh, this is foreign language, so I got a little bit challenge in learning English especially speaking skill". (AAZ)

MI also said that his motivation to learn a second language was because he wanted to understand properly when someone spoke, especially with native speakers who had a distinctive style or native dialect in speaking.

> "I want to be able to understand when someone speaking in English, especially a native speaker, because they have their own style in speaking". (MI)

2. **Study Abroad**

Some of the participants said that their motivation in learning a second language was because they wanted to continue their study abroad, which was predominantly using English as the main language to communicate with others.

> "I want to continue my study to overseas, so I need to learn English well". (IA)

In order to realize the desire to be able to get an overseas school or get a scholarship from abroad, students were required to be able to speak English properly and correctly. This was also conveyed by CD, which according to her English was very important point to be able to study abroad, especially speaking skills.

> "I really hope that I can go to have an education abroad, so to have a speaking skill in English is very important for me". (CD)

> "I would like to continue my master degree at abroad, at Australia, America and England and somewhere else outside Indonesia". (AA)

3. Easily Find Work

The next motivation that students had was wanting to get a job easily. According to them, being able to speak English was an important point in terms of getting a job, because some institutions or companies made English proficiency an additional requirement. In addition, had English speaking ability made students easier to open job vacancies for themselves, such as opening private English classes, being a tour guide for tourists, etc.

> "A knowing English increase my change of getting a job in company". (DS)

> "I really want to learn English because it makes me easier to find work and can open job vacancies for myself and others". (EP)

> "Having the ability in English makes it easier for us to get a job, for example, we can become a translator, translate a book, article, etc.". (DI)

> "It could make me to join certain in campus because of this skill and I also join some competition, public speaking competition regarding English even I am not win the competition, but I can consider that having English skill have improve my confident and so much help me to find a job". (C)

From the statements above, researcher concluded that there was a lot of work that could be done by students who learned foreign languages, and this greatly affects their motivation to learn, in this era getting a job was very difficult.

4. High Grade Point Average (GPA) Scores

The next motivation was the desire to have a high GPA score. Respondents admitted that getting high scores on each skill was their motivation in learning English, even though they did not had the same ability or expertise in each skill, they tried to continue to develop it and each of them also focused on skills that stood out or that they like from themselves.

> "Actually, I want to achieve good score in all subject, this is the biggest reason why I should learn English, especially speaking skill". (F)

> "I want to get good GPA score and toefl score, so I have to study a lot, and have to increase all skills in learning English". (DM)

In general, this motivation only lasted a moment, in other words, it was not for the long term, it would be replaced with other motivations after the desire was achieved, or there would be a sense of disappointment when the desire could not be obtained. From the statement below it could be concluded that although this motivation did not has a long period of time to motivate students in learning. However, the results given were very significant and also effective for students development. This also had an impact on increasing their TOEFL and IELTS scores.

> "First, it's increase my GPA because I got good score at English skill lecturer, English skill lesson… By developing my English also effect or gain better score of my Toefl, let say about 500 score".(AA)

b. The Strategies to Overcome the Difficulties

The results of the interviews that answered the second research question indicated that there were many strategies students had used in facing difficulties in English learning process, especially speaking skills. The dominant strategies used by students were categorized into 5 themes, including watching English movies or videos, listening to songs, taking a note, practicing with partner or mirror and using brainstorming.

1. **Watching English Movies Or Videos**

The strategy most students practiced was to watch movies or videos in English. For movies they often watched movies in English and also used English subtitles, so that they directly learned the dialogue, pronunciation, spell and word choice according to context .

> "So, we have 3 months holiday, at that time I watch movie a lot and the subtitle is in English". (F)

> "Increasing my vocabulary by making a note, watching a movie, listening to a music, and also always listening when someone speaking in English". (I)

> "For enrich the vocabularies we can something we love, we can watch the movie, so that we can enrich our vocabulary and also we can know the proper pronounciation that native speaker using". (DI)

For videos that were watched in English, it tends to be different, but all respondents were interested in watching video with native speaker, according to them it was more challenging and understanding.

> "Watching some YouTube channel about speaking and practicing English and then listen to the correct pronounciation of the word. It helps me to understand people also look to the dictionary when I got new word". (KR)

> "I listen to vocabulary pronounciation from native speaker than I try to pronoun the vocabulary and than I make a sentence". (NF)

As said before, the purpose of watching movies and videos in English were to learn new vocabulary, pronunciation, and word choice in speaking. In addition, watching movies and videos in English teaches the students firsthand the used of grammar in a day, for example when a movie had a reverse plot. This strategy could also be done anywhere and fun, without feeling forced.

2. **Listening to English Songs**

Some of the respondents listened to songs in English as material to improve their ability in speaking English. They listened to the English song while looking at the lyrics and practiced how to pronounce the words contained in the song. They said that this would greatly affected the development of their ability to speak English, because accidentally new words that were contained in the song were stored in memory. When they listened to a song while looking at the lyrics, they also tried to understand the lyrics as a whole, not glance. This made their skills in comprehensive also increased without realizing it.

> "I learn English by myself, by listen a music, I used specific strategy. So, I love to read the lyric of the song not to sing the song, but read". (D)

> "I love to listen a music and love to sing the song, it really helps me in improving my ability in speaking, because when I sing the song, actually I have pronounce it and practice myself to spell it". (SF)

AD also argues that using a song not only improved the quality in speaking but also improved the quality in listening because in listening to the song, he tries to absorb the song when he did not saw the lyrics of the song, his brain directly tries to listen and chap the words pronounced in the song. As AD state that :

> "Learning English by listen a music also increase my ability in listening skill not only speaking skill, I think listening an English song really help us in improving our skills in English". (AD)

In this case the strategy should be applied regularly in order to get significant and effective results.

> "We have to practice because if we don't practice our speaking skill will not improve". (DI)

3. **Taking a Note**

In this case, many students also took a note to improve their speaking quality. This was done when they got new vocabulary then they would wrote it down and would wrote a sentence from the word. From these words and sentences they would practiced how to read and also find the meaning of the word. This was very significant and effective for the development of their speaking and writing quality because when they wrote these sentences they automatically trained themselves in composing sentences. This also affected the quality of their thoughts because when they used these words in their daily lives they would get used to the new vocabulary.

> "I always taking some note that related to the topic that are will discuss and try to pronounce the word in front of mirror". (ID)

> "I listen to vocabulary pronunciation from native speaker and then I tried to pronounce the vocabulary how I tried to say the word and then I make a sentence from a word then I said and use the word with my teacher with my friend". (NF)

> "When I read some article or book I take a note the new vocabulary that I didn't know before and then I am looking for the definition from the dictionary and then I create my own sentence". (NAM)

This not only affected the speaking or writing quality of the students but also affected the quality of their thinking or creativity. Because when they wrote a sentence from a word they just found they were used to thinking about what the sentence or condition was suitable for that word.

4. **Practicing Speaking English with Partner or In Front Of Mirror**

This strategy was mostly done by students who were shy or students who had a lack of confidence. This did not really affected those who had higher self-esteem. Therefore they were accustomed to practicing their own speech in front of their friends or in front of the mirror to train their self-confidence. This also affected those who had high nervousness and also high anxiety when they spoke in front of other people.

> "I'm a nervous person and I always feel nervous when I stand in front a lot of people, That's why I always speak in front of my close friend and ask them to focus on me and I always practice in front of mirror, so it can be a habit for me that I can reduce the nervous". (S)

> "So my difficulty in learning English is to say a word, So I always practicing myself in front of mirror I also like record my speech, then listening my recording after I speech I listen again and again and look for my mistake or any wrong that I say wrong so I always repeat like that, speaking a recording and listening". (AAZ)

Some students also had difficulty in getting partners to practice their speaking, because of this, they could used a mirror as a medium to practice their speaking before they spoke in front of other people. This really helps them in increasing their self-confidence as well as they could and also they could practiced their pronunciation before they actually performed. Not only had an impact on those who wanted to speak in front of other people but also had an impact when they wanted to enter a company or a competition.

> "Last year, I join the first student conference in Sumatra that hold by English Department of UIN Ar-Raniry and I present my research and lucky I was choosen as the best speaker in the conference". (F)

> "I also joined some competition, public speaking competition regarding English even I'm not win the competition but I can consider that having English skill and always practice have improve my confidence". (CD)

5. **Using Brainstorming**

For these responders, brainstorming was very important before they spoke in front of other people because brainstorming gave them ideas and also guides them in speaking, what the first idea and the next idea should deliver. Sometimes nervousness and anxiety made students forgot what they wanted to convey and the ideas that had prepared. It usually appears for someone in starting to learn a new language or foreign language, such as lack of vocabulary, lack of confidence, nervousness, not too powerful in using grammar, bad in pronunciation, and felt anxiety. It was stated by D as the respondent :

> "The most difficult is when I lose the vocabulary, especially when I feeling anxiety if I speaking in front of people, that's really hard for me to have a smooth way in speaking, because sometimes I lose my vocabulary and it's also difficult for me if you don't have any supportive friends to speak and there is no script preparation". (D)

> "Before speak in front of audience I have to make a brainstorming or the script and I have to remember it and to say that kind of thing in front of mirror and in front of my camera and in front of my friends sometimes". (YM)
> "Before speaking I have to write the list of the ideas that I want to say to the audience and then I have to remember all the ideas". (DM)

> "Brainstorming really helps me in reminding the list of ideas I want to convey and because I remember all of them it makes my Confident increase because I don't forget or feel nervous about delivering my speech". (AS)

From these statements researcher could concluded that the used of brainstorming was very helpful for students in speaking in front of other people because it could organized the ideas of students when they wanted to deliver the information and also help them reduced nervousness, anxiety and increased their confidence when they spoke in front of the crowd.

C. Discussion

1. The Students Motivation in Learning Speaking Skill

Based on the results of the interview, most of the students who were EDSA members were motivated to learn more English speaking skill because of their desire to speak with native speakers, to continue study abroad, to easily find work and to gain GPA score. This is also in line with Sa'd's findings in his research which said that his respondents also used the same motivation to improve their speaking quality as ESL students. Sa'd (2017) stated that, in the interview process, the informants were asked the question about the motivations that influence their identity development when they started learning English, especially speaking. Informants' responses point to two main factors: a) media and press (internet, films, textbooks, games, etc.) and b) culture of English-speaking countries (communication with native speakers of English and study abroad) to English-speaking countries.

They said that learning English was very interesting and being able to interact with native speakers directly made them challenged to continue to deepen skills, especially speaking skills, because to be able to speak directly to a native speaker they not only had to have a lot of vocabulary, but also the ability to use words, pronunciation, intonation, and easily understood by others, this was also conveyed by respondents who were EDSA members.

In addition, learning English because they were interested in talking to native speakers also had another positive effect, they could directly know the culture and foreign customs of these native speakers, this made it easy for them to adjust to different environments if they traveled outside country or study abroad.

According to Sa'd, having a motivation about study abroad was also in line with wanting to easily get a job, this was due to the perspective that if someone had studied abroad, his experience and abilities were extraordinary, and deserve to be someone who was influential and set a good example.

Although the motivation of students who wanted to get good grades or good GPA scores was rarely found in previous studies, this was related to the existence of extrinsically influenced motivation, where students were motivated by the grades given by the teacher or lecturer. Although this motivation did not always had a positive impact, in this case it had a very good impact on the development of the respondent's English speaking skills.

2. The students Strategies in Overcoming the Difficulties

The second research question was how do speakers overcome their difficulties in learning English speaking skills. The results of interviews, generally for speakers who had the same difficulty in learning English, especially speaking skills were watching English movie or video, listening to English song, taking a note, practicing with partner or mirror and using brainstorming. This strategy is relevant to Zhanli's (2014) theory of methods of developing English speaking skills. He said that watching movies and listening to songs and music was one of the most effective ways to learn a foreign language, and made it easier for us directly to practice correct pronunciation and intonation, for example when we listened to English songs.

Furthermore, he said that speaking alone or practicing speaking alone in front of a mirror was very helpful and useful in increasing speaking fluency. In this case, practicing speaking English with friends and mirrors had a slightly different effect. This was because, if someone practiced speaking with friends, they would provided input and output about the pronunciation, intonation and expression when they talked, whereas if someone practiced in front of a mirror, sometimes it would only increased their self-confidence, without correcting anything else.

Respondents admitted that the used of the taking a note strategy greatly affected their speaking quality, especially when they put the words they had just found into a sentence or made up sentences from the words they just found. This was because after they wrote the word or sentence they tried to pronounce and apply the sentence in their daily life, therefore it helps them improved their speaking quality. The previous researcher said that taking a note helped students improved the quality of listening and also the quality of reading, but in this case, because they did such strategy it could improve the respondent's speaking quality.

Based on the answers from respondents who were EDSA management staff, they stated that the motivations and strategies they had applied gave a very clear impact on their identity development, this was shown by their commitment to going through all processes to achieve the target language. The development of this identity also had an impact on their next motivation, they were more enthusiastic and eager to achieve or get their desires. Respondents' self-

confidence also significantly increased, they said that after going through all the processes during this development period they valued every effort they made and accepted all the results, for example, they were more courageous in participating in a competition, both national and international, brave in applying foreign and domestic scholarships, etc. Most of them also won the competition and the scholar

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter draws conclusion and gives suggestion from the research.

A. Conclusions

Based on the results and explanations in the previous chapter, the researcher draws the following conclusions.

a. What motivations students have practiced in developing their speaking skills?

Most of students were interested and motivated to learn further English especially speaking skills because of their desire to be able to speak with native speaker, to study abroad, to easily find work and to increase GPA score. Researcher believed that the impact of this motivations were very effective and improved the speaking quality of ESL students significantly.

The benefits of these motivations were also different. First, for respondents who wanted to speak English with a native speaker, they tend to seek information about the native itself, for example, culture, customs and habits. This could increased their knowledge of the target language being studied. In addition, they had prepared everything to be able to speak with native speakers, for example knowledge, intonation, pronunciation, speaking style, confidence and courage. Second, studying abroad had a very good impact on respondents, because this motivation made respondents strove to continue to improve all their English

skills, this was because they had to achieve high toefl or ielt scores to be able to pass the specified conditions for study abroad or applying for scholarships. Third, motivation to be able to get a job easily, this means that respondents were more enthusiastic in finding a link for a job, and could focused on the desired criteria. In addition, it also allows respondents to deepen a skill that they were interested in, so they could opened job vacancies for themselves and others, for example private lessons. Last, although this motivation was temporary, it could significantly motivated and developed the respondent's identity. This was because respondents would continue to improve the quality of all their skills in learning English, not only English subjects but also other subjects.

b. How do students overcome their difficulties in learning English speaking skills?

The students had their own solutions to overcome the difficulties they experienced in learning. There were many steps practiced by the students to develop their identity development in English, especially speaking skill related to their motivation. Each students had different ways to improve their abilities, but most of it were watching English movie or video, listening to English song, taking a note, practicing with partner or mirror and using brainstorming. From the steps that the students had practiced, they claimed that were very effective and works well for them in improving their identity in speaking English if they practiced it continuously.

The strategies had many benefits. First, the application of watching English movies or videos and listening to songs could provided input for mother tongue and understanding of English in many contexts and also taught foreign customs and cultures. Second, using note taking, made it easier for them to remember new words, and made them accustomed to create new words from the vocabulary. Third, speaking English to partners or practicing in a mirror helps them corrected pronunciation errors, intonation, keeps them speaking regularly and could conveyed ideas well. Fourth, the used of brainstorming could led them in delivering the points sequentially and avoid losing ideas during the presentation.

Related to students identity development, they said that the processed of changing their identity did not arise directly from the results of the actions or activities they practiced through the motivation and strategies they applied, but indirectly the impact of these motivations and strategies did had very good results. Not only the results obtained, but also the process that was carried out in stages and commitment. The resulting impact was identity development on the student's personality, which includes an ambitious attitude, could control emotions, and were also more diligent and enthusiastic in carrying out every activity. This was shown by students in their ambition to achieve their desired to learn English, especially speaking skills, then a sense of responsibility and commitment in undergoing each process.

B. Suggestions

Based on the results of the study, the researcher proposed a number of suggestions based on what researcher had found in the study as follows:

1. Based on many statements from the speakers that if a lot of practiced would made the students improved the quality of English speakers in speaking English. It is expected that lecturers who teach speaking class can make students often practice their speaking skills, for example by asking students to make news anchor, drama, speech, etc.
2. Lecturers can make courses that allow English students to meet and interact with native speakers directly or by assigning assignments to students to interview native speakers around Banda Aceh. This was because many respondents said that they learned English because they were motivated to be able to interact directly with native speakers.
3. The researcher suggests that English students join the EDSA organization. This was because all statements of respondents who were members of the EDSA organization stated that joining EDSA provides many benefits for them and greatly affects the development of their identity and academic achievement.

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Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 7441/UN.08/FTK/KP.07.6/08/2018

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-663/UN.08/FTK/KP.07.6/01/2020 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cukup dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2019

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-663/UN.08/FTK/KP.07.6/01/2020 tanggal 24 Januari 2020

KEDUA : Menunjuk Saudara:
1. Dr. Syarwan Ahmad, M. LIS — Sebagai Pembimbing Pertama
2. Khairiah Syahabuddin, M.Hsc. Esl., M.TESOL, Ph.D — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :
Nama : Dian Afrina
NIM : 160203008
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Narrative Approach on Motivation and Identity Development of English Language Speaker

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 07 Agustus 2020
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

Appendix B

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-6598/Un.08/FTK.1/TL.00/07/2020
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Mahasiswa PBI UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **DIAN AFRINA / 160203008**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Rukoh Lr. Pelangi Kecamatan Syiah Kuala Darussalam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***A Narrative Approach on Motivation of English Language Speaker Identity Development***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 13 Juli 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 13 Juli 2021

M. Chalis, M.Ag.

Appendix C

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
E mail pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-241/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-6598/Un.08/FTK.I/TL.00/07/2020 tanggal 13 Juli 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Dian Afrina
NIM : 160 203 008
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

"A Narrative Approach on Motivation of English Language Speaker Identity Development"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 Agustus 2020
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

Appendix D

Questions to interview the speaker

1. Please tell me about your education background?
2. How did you feel in learning English, especially in speaking skill?
3. What is your motivation / desire to develop your identity in speaking skill?
4. What the steps have you practiced to develop your identity in speaking skill?
5. What difficulties have you experienced in learning speaking skill?
6. How do you deal with or overcome the difficulties?
7. What do you feel with your achievement / identity?
8. How does your English skill development effect your academic achievement, especially in speaking skill?
9. What academic achievements you have gained from developing your English skill, especially in speaking skill?
10. Does being an EDSA staff influence the development of your English skills?