

**My Personal Experience on Online Learning Engagement:  
A Narrative Inquiry in Speaking Skills**

**A THESIS**



**Written By:**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY**

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A Narrative Inquiry in Speaking Skills**

**A THESIS**

Presented to Teacher Education Faculty  
Widya Mandala Surabaya Catholic University  
in partial fulfilment of the requirement for the Degree of  
*Sarjana* Pendidikan in English Language Education



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2022**

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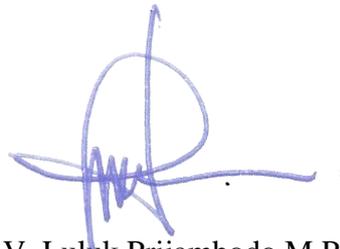
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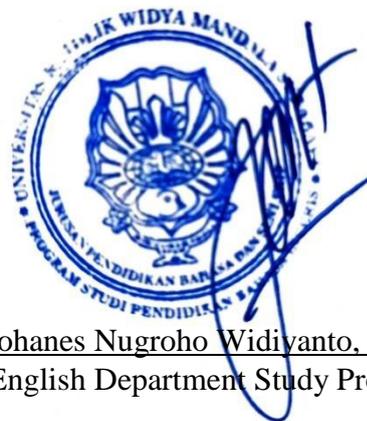
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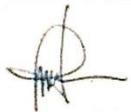
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## TABLE OF CONTENTS

<b>APPROVAL SHEET (I)</b> .....	ii
<b>APPROVAL SHEET (II)</b> .....	iii
<b>SURAT PERNYATAAN</b> .....	iv
<b>SURAT PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH</b> .	v
<b>STATEMENT OF AUTHENTICITY</b> .....	vi
<b>ACKNOWLEDGEMENT</b> .....	vii
<b>LIST OF PICTURE</b> .....	xi
<b>LIST OF TABLE</b> .....	xii
<b>ABSTRACT</b> .....	xiii
<b>CHAPTER I: INTRODUCTION</b> .....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problems .....	6
1.3 Objective of the Study .....	6
1.4 Scope and Limitation .....	6
1.5 Theoretical Framework .....	7
1.6 Significance of the Study .....	10
1.7 Assumption .....	10
1.8 Definition of Key Terms .....	11
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b> .....	13
2.1 Autobiographical Narrative Inquiry .....	14
2.1.1 Narrative Inquiry Principles .....	16
2.1.2 Characteristic of Narrative Inquiry .....	17
2.2 Speaking Skills.....	17
2.2.1 Teaching and Learning Speaking in the Classroom Nature .....	19
2.2.2 Speaking Classes in University Sphere .....	20
2.2.3 Syllabus of Speaking C in University Setting .....	22
2.3 Online Learning .....	25
2.3.1 Types of Online Learning.....	26
2.3.1.1 Synchronous Online Learning .....	26
2.3.1.2 Asynchronous Online Learning .....	27
2.3.2 Online Speaking Class .....	28
2.3.3 Videoconferencing (Zoom Software).....	29
2.3.3.1 The Benefits of Using Zoom Software in Learning Experience during Covid-19.....	32
2.3.3.2 Students' Learning Engagement Using Videoconference for Enhancing Their Speaking Skills .....	35

2.3.3.3 Learners' Motivation Enhancement to Freely Express Their Ideas by Using Videoconferencing (Zoom) .....	36
2.3.3.4 Drawbacks of Videoconferencing Implementation for Increasing Students' Speaking Proficiency .....	37
2.4 Personal Experience .....	38
a. Learning Engagement .....	39
2.4.1 Theory of Learning Engagement .....	40
2.4.2 Types of Engagement .....	42
2.5 Motivation .....	42
2.5.1 Intrinsic Motivation .....	43
2.5.2 Extrinsic Motivation .....	44
2.6 Review of Previous Related Studies .....	45
<b>CHAPTER III: RESEARCH METHOD .....</b>	<b>51</b>
3.1 Research Design of Narrative Inquiry .....	51
3.2 The Research Data .....	53
3.3 Source of Research Data .....	53
3.4 The Participant .....	54
3.5 Research Instrument .....	54
3.6 Data Collection Procedure .....	55
3.7 Data Analysis Technique .....	56
<b>CHAPTER IV: FINDINGS AND DISCUSSION .....</b>	<b>57</b>
<b>4.1 Findings .....</b>	<b>57</b>
4.1.1 My First Impression on Joining Speaking C Class: The Desire in Learning Speaking .....	58
4.1.2 The Engagement of My Inclusion during Speaking C Class on 2 <sup>nd</sup> Meeting .....	61
4.1.3 The Learning Engagement Experience of Presenting Materials on 3 <sup>rd</sup> -Meeting in Speaking C Class: How I Practice My Speaking Skill* .....	67
4.1.4 The Attainment of Speaking Skills in 4 <sup>th</sup> -meeting Speaking C Class .....	80
4.1.5 The Learning Motivation in Joining 5 <sup>th</sup> -meeting of Speaking C Class: How I Implement the Learning Engagement .....	85
4.1.6 The Opportunity to Learn in an Individual Speech: The Practicality in Delivering Informational Speech in 6 <sup>th</sup> Meeting .....	90
4.1.7 The Continuation of My Engagement during 7 <sup>th</sup> Meeting in Speaking C Class: Conducting Persuasive Speech .....	94
4.1.7.1 The Mid-term Test Session in Speaking C Class .....	99

4.1.8	The Critical Event during the Learning Session in Speaking C: 8 <sup>th</sup> -meeting: Pertaining Learning Engagement during Pandemic.....	102
4.1.9	The First Experience in Using Videoconferencing: How My Engagement Facilitate Me in Increasing Learning Motivation.....	107
4.1.10	The Importance of Regulating Self-motivation to Enact Learning Engagement.....	110
4.1.11	Applying Learning Engagement in the Videoconferencing .....	111
4.1.12	The Influence of Learning Engagement: How It Facilitates Me in Participating Online Speaking Class.....	114
4.1.13	My Learning Engagement Strengthen the Motivation of Mine.....	116
4.1.14	The Last Session of Speaking C Class: The Sphere of Online Speaking Class .....	118
4.1.14.1	The Final Test of Speaking C: How I Enact the Persistency during Online Learning .....	121
<b>4.2</b>	<b>Discussion.....</b>	<b>123</b>
4.2.1	How my learning engagement facilitated me in joining online speaking class through videoconferencing using Zoom.....	123
4.2.2	How my learning engagement strengthened my motivation to improve my speaking skills.....	126
<b>CHAPTER V: CONCLUSION AND SUGGESTIONS.....</b>		<b>129</b>
5.1	Conclusion .....	129
5.2	Suggestions .....	131
<b>REFERENCES .....</b>		<b>133</b>
<b>APPENDICES .....</b>		<b>140</b>

## LIST OF PICTURE

Picture 2. 1 Zoom Apps Features in Zoom Meeting Taken from Sack .....	31
Picture 4. 1 The Attendance List of First Half Semester .....	63
Picture 4. 2 Presentation Slides of Supporting Materials.....	70
Picture 4. 3 Presentation Slides of Selecting a Topic and Purpose .....	75
Picture 4. 4 The Brainstorming of Debate Mentoring Session .....	79
Picture 4. 5 The Slides of Doing Effective Internet Research.....	83
Picture 4. 6 The Slides of Controlling the Voice .....	87
Picture 4. 7 The Slides of Using Body Language .....	89
Picture 4. 8 The Slides of Individual Presentation -Item (a).....	91
Picture 4. 9 The Slides of Individual Presentation- Item (b).....	93
Picture 4. 10 The Slides of Individual Presentation - Item (c).....	96
Picture 4. 11 The Slides of Individual Presentation - Item (d).....	98
Picture 4. 12 The Slides for Tourism Topic .....	101
Picture 4. 13 IELTS Speaking Test Material .....	115
Picture 4. 14 Outline for Final Test.....	123

## LIST OF TABLE

Table 2. 1 Types of Engagement.....	42
Table 2. 2 The Differences of Previous Related Studies.....	49
Table 3. 1 The Three-dimensional Space Narrative Structure Excerpted from Clandinin and Connelly (as cited in Mendieta Aguilar, 2011)....	56

## ABSTRACT

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The proliferation in learning language during the current situation cannot be neglected in order to pertain the two-way communication effectively. However, due to the unpredictable reasons caused by Covid-19 pandemic outbreak, the conventional learning communication cannot be regularly implemented. In this case, the significant adjustment needs to be implemented by referring to the governmental regulation which encourages all organizational party specifically educational purposes to prevent the face-to-face interaction. In this case, the study concerns more on the answering the two-research question: a) how my learning engagement facilitated me in joining online speaking class through videoconferencing using Zoom b) how my learning engagement strengthened my motivation to improve my speaking skills. Thus, this study is worth conducting in order to prove as well as point out the self-experience of mine in enacting the learning engagement during online learning course at the beginning of Covid-19 outbreak.

To answer the above research problems, this study used autobiographical narrative inquiry method which was relied specifically on the sources of personal notes as well as the artefacts. In order to provide rich source an in-depth level, the process of data analysis was geared from the basis of three-dimensional narrative space structure. By providing the chronological sequence of each event, the momentum occurred during a certain time has been portrayed and classified specifically. The analysis of data was also gave the deeper insights of the exact situation focusing on the learning engagement strengthened by the motivation of mine during the learning session. Furthermore, the data collection procedure based on the statement of Creswell (2013), was divided into three sections such as, process, criteria, and tools.

In-line with the implemented method, the findings found out that the effective learning sphere could be achieved when the learning engagement had been implemented during lecturing session. The self-willingness in embracing the unpredictable changes showed the persistence of learning strengthen by the activation of learning engagement. In addition, the foreground aspects which aroused the online learning engagement in the speaking course, specifically in Speaking C at Widya Mandala Surabaya Catholic University, portrayed the major influence in developing my speaking skills. Besides, the implementation of videoconferencing had been considered as the effective learning instrument in activating the sphere of classroom-like exposure.

Keywords: *Personal Experience, Learning Engagement, Online Learning, Speaking, Narrative Inquiry, Motivation*