

A Narrative Discourse Analysis of an Indonesian L2 Learner's Account

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Abstract: The study analyzes narrative writing by an Indonesian L2 learner describing her English life account by using Labovian model of structural narrative analysis and supported by Elli's theory in learning strategy. The L2 user's account on using English experience is the subject analysis of the present study. She was selected because she represents an Indonesian L2 learner who has had experience in using English since early childhood. The study shows that the learner's account appeared to be able to figure out various events. It is indicated by 38.80% gained by Resolution (R) and 19.15% was reached by Conflicting Action (CA). Meanwhile, the evaluation (E) reached up to 17%. The result of the study was then solidated by referencing Elli's theory of unlocking the story saying that the learner experience in using English was started from learners' curiosity. This study subject sense of curiosity is, then, later found to be supported by her mother who taught English pronunciation to her since she was little. As the result of her curiosity and support from her mother, further, she experiences such dynamic motivation and strategies, behaviouristic learning style, social and affective learning strategy, and gains resultative motivation respectively as stages experienced by her.

1 INTRODUCTION

Discourse analysis notion presently has turned the attention of many researchers in educational research field. Study of discourse -characterized as language being used, the connection among content and setting, the ideological impacts of discourse, or the manners in which that activities and messages past language are an indispensable piece of significance making-has improved people's collective comprehension of educating and learning forms. Especially in foreign language teaching, discourse analysis in which employing narrative analysis has drawn linguists and educational researchers attention to further investigate its role in foreign language education.

Narrative research in language teaching and learning (LTL) as a part of discourse analysis deal with the story of educators and students tell about their lived and envisioned encounters. Teachers regularly tell about their professional improvement and their practices, and students about their encounters of learning and utilizing language. What stories are, and for sure what narrative research is, notwithstanding, stays a long way from settled upon

in LTL study. There is no widely inclusive meaning of narrative research, and this is likely in light of the fact that a similar circumstance exists in different orders from which experimental work in LTL draws its hypothetical and methodological presumptions and methodologies.

As narrative has also been considered as a ground-breaking technique for catching the mind boggling procedures of figuring out how to teach (Richert, 2002) narrative has been an inseparable factor in foreign language teaching, especially English in classroom setting. Moreover, it has been claimed that narratives "reveal how teachers engage in the construction of narratives about themselves in the context of their schools, classrooms, and communities, as well as the current political context of their teaching and learning to teach" (Schultz & Ravitch, 2013, p. 37). As Olson and Craig (2009) argued, narratives can also enlighten the specific encounters of people. They contrast "small stories" with the grand "mega-narratives" in education and draw the attention to the significance of neighborhood and particularized stories that live in the communications between people, including teachers and learners. The overall stories of

responsibility and institutionalization, they argue, regularly eclipse little stories. It has additionally been demonstrated that teachers use narrative as a site of instructor information to build their own understandings of their calling (Rex, 2011).

In the Indonesian context where, as Lauder (2008) mentioned English with its status as a foreign language, is agreed to be the first second language to teach at the secondary level, narrative analysis could take place as an important piece of the foreign language acquisition. The policy of making English to be taught at secondary level, thus, is believed to bring such consequences to every learner to experience in using English. We find various L2 learner performances in English proficiency. Based on our personal experiences, some learners assume English as a difficult subject to learn, while some others consider English as a moderate subject to comprehend, and the others, consist of relatively few and rare, consider English just like the back of their hand. The last type of learners even performs English just slightly like English native user. To Saville-Troike's (2008) perspective, the last type of learners is assumed to be a successful learner than others.

In the present study, we focus to analyze one of L2 learners case where according to our observation possesses a relatively sufficient skills of English in both spoken and written forms. The subject of the study who becomes a subject of the analysis is considered to experience English more than her peers. Her English proficiency level is confirmed by her various tests results and achievement. In the tenth grade, she achieved an impressive score for a TOEFL-like prediction test (647 out of 677), a high score compared to her peers which only has an average below 500. She also won the second position in a nationwide competition of Spelling Bee Competition held by a leading Indonesian university in 2016. When she was in the eleventh grade, she achieved IELTS prediction test 7 of 9. Of these achievements, we found if the learner appears to sufficiently master English language above the average of Indonesian high school students' standard.

Another issue grounding on the present study is by Government regulation setting up English as the first foreign language to learn among other foreign languages (Yufrizal, 2017). Thus, the Indonesian government, through Ministry of Education (MoE) includes English as one of the main subjects to learn in senior high school. Specifically in its curriculum, every learner in senior high school will have to learn one of the writing genres, Recount

Text. This sort of genre tries to reveal the story of one's self (Mulatsih, 2018). This genre tells about the story happened in the past (Kamil, Komariah, & Natsir, 2017). Then, Wette (2017) argued that to be able to produce a good recount text, the learners need to deal with various aspects, such as schematic structure, tenses, and key concepts that is usually used in this type of genre. Therefore, considering the above-mentioned issue, we are interested in conducting a study to unpack some issues contained in an account 'My English Life' written by the identified L2 learner mentioned previously.

2 LITERATURE REVIEW

The point of the semantic investigation of a content is to attract the learners' attention to and to raise his/her enthusiasm for the content's linguistic properties. So as to think about on a linguistic model to narrative, it should first be completely agreed upon what the term "narrative" really implies. While characterizing narrative, Labov and Waletzky (1967) feature the ideas of revealing past occasions and worldly crossroads. To them, comprehension of the transient association and assessment of story are critical. Toprak (1992) highlighted that lexical and syntactic angles and the portrayal of discourse classes structure a linguistic investigation. There are a few etymologists who concentrate the linguistic structure of narrative. Among them is Labov (1972), who proposed a six-section examination of the oral account of individual experience: abstract, orientation, complicating action, coda, evaluation, and result or resolution

With unique reference to Labov (1997), the six-section structure of a full-fledged oral story might be placed as:

1. Abstract: What, more or less, is this tale about?
2. Orientation: Who, when, where, what?
3. Complicating action: Then what happened?
4. Evaluation: So what, how is this fascinating?
5. Result or resolution: What at last occurred?
6. Coda: That's it, I've completed and am 'spanning' back to our current circumstance.

The discipline of narrative analysis has grown from that point forward. For example, Fludernik (1996) advances Labov and Waletzky's work by underlining that normal account has two fundamental levels: the open level between the speaker and the recipient, and the story level. The

primary level empowers the progress to the best possible recounting the story, for example to the subsequent level. In this demonstration of talking, the story is being described and the crucial foundation for the occasions that are going to happen is being presented. Additionally, the conversational trades may show up rather than the episode response arrangement. Labov (1972) contrasts narrative from any discussion about the past or occasions and match it with paradigmatic in that the storyteller moves involvement to the group of spectators. In this sense, to be a narrative, talk ought to implant an arrangement of statements coordinating a grouping of genuine occasions.

Since narrative discourse is integral to the way humans shape and show their understanding of knowledge and experience, it is widespread in most contexts dealing with social interaction. Brunner (1997), for example, contrasts and complements two modes of thought which seek to convince interlocutors: one is the logic-scientific mode which deals with general causes and their establishment, and the other is the narrative mode which seeks to validate experience through verisimilitude. Scholars have also emphasized on the job of account request in educational practice and research (Rex, 2011).

It is due to this importance that narrative analysis as a genre has gained its reputation as one of the major areas of inquiry within the broad field of discourse analysis (Thornborrow, 2012). In contrast to a much wider body of work on teachers' narrative analysis research in general education, the studies dealing with this issue are surprisingly scarce in the field of applied linguistics and L2 education. Pishghadam, Golparvar and Khajavy (2013) investigated the role of narrative intelligence in the accomplishment of English language teachers with respect to gender and major. 753 English language instructors and students partook in his study. Scales of narrative intelligence and teacher achievement were utilized to assemble information. The discoveries demonstrated that there existed a huge connection between teachers' academic adequacy and their narrative intelligence. In addition, EFL teachers who studied English literature demonstrated a larger amount of account knowledge. In addition, there was no factually huge contrast among male and female teachers regarding account insight.

In another study, Fojkar, Skela, and Kovac (2013) reported the discoveries of a study which was led among grade school English language teachers in Slovenia and aimed at uncovering their frames of mind toward the utilization of narrative in showing English as a foreign language to youngsters. The

examination results demonstrated that most teachers used narratives when teaching English, and that teachers who mostly utilized storytelling or story reading techniques in their teaching. In spite of the way that the teacher partaking in their investigation knew about the significance of accounts in showing English as a foreign language to children, they guaranteed that there was still a ton to be finished concerning the selection of the stories, the describing procedures and the post-narration exercises.

Another related study is written by Abdellah (2014) on Foreign Language Learning Recounts demonstrated by Two Egyptian Muslim Religious Intellectuals: A Narrative Education Discourse Analysis. It is assumed to throw a light to a study of analyzing and judging account on ones' story in acquiring and learning second language (L2) through narrative inquiry. Some strong points are identified to be recommended for the future research, such as area of focus that can be easily identified from the script, e.g. psychology of learning and learning style, tracing learning strategies, and self-strategy of L2 learners. These points are theoretically in line with one of the Discourse Analysis studies which is about theme or context being discussed in a text (Gee, 2011). Another strong point yielded by this article is the way Abdellah (2014) analyzed and interpreted the data.

We found Abdellah had an impressive capacity in analyzing and interpreting the script. He demonstrated such a detail and in-depth analysis toward values and cultures laying beyond the script. Furthermore, Abdellah could demonstrate his ability in analyzing the data that is yielded by Webster and Mertova (2007) such as categorizing data, linking the data of two different scripts and connecting categories of data. Thus, he could provide such similarities and differences of the story tellers account on learning a foreign language. To our point of view, Abdellah (2014) confirmed with Paton's statement (2002) if the quality of qualitative study resulted from the quality of researcher's intellectuality. However, the study carried out did not appear to demonstrate firm triangulation technique. As what the reader understood, Abdellah only analyzed and interpreted the account on two scholars experience in learning L2 through the written account. To the writers, the triangulation technique could be carried out by tracing live witness or family that is believed to have such related information on how both scholars learn Second Language (L2). Yet, the study illuminates to various L2 learning process and alternative that provides promising references to any second

language (L2) learner and to the teaching and learning process of L2 nevertheless.

Another similar study was carried out by Khalil (2017). The study tried to seek the effectiveness of narrative story ‘My mom only had one eye’ by using six Labov’s Narrative Structures (1972) as the present study pursued as well. The script was taken from internet. Whilst the popularity of the story appeared to be a thought-provoking issue attracting the writer to conduct such a study. The result of the study revealed that the narrative script ‘My Mom only had one eye’ employed six type of narrative structure offered by Labov. What is more, evaluating is one of the structures existed in whole of the script line. This issue was, then, considered as the root why it was well-known widely.

3 METHOD

To conduct the present study, we investigated written texts by employing Narrative Discourse Analysis using Labovian’s model (1972) of narrative structural analysis consisting of six structures; Abstract (A), Orientation (O), Complicating Action (CA), Evaluation (E), Resolution (R), and Coda. Every line in the account was separated and coded in accordance with the six structures of narrative used by Labov (1972) mentioned above.

As stated by Gerrig (2018), a narrative method is defined as a study of recapping past event by transforming real world events to verbal series. To gain strong result, then, the result of the study will be triangulated by adopting Elli’s Learning Theory Strategy (1997) : (1) Cognitive strategies which cause learners analyze, synthesize and transform learning material such as recombining a meaningful sentence by connecting such elements; (2) Metacognitive strategies; (3) Social and affective strategies.

The subject of the present study was an L2 learner of senior high school grade XII of an Islamic high school in Jakarta. This learner becomes a focus of the present study since the learner has written an account of her experience in exploring English as an L2 in which it is considered as a successful story of English acquisition in her age.

4 FINDINGS AND DISCUSSIONS

There are some findings identified from the present study appearing to illuminate the light toward

English education area gained through either Labov’s (1972) model of narrative structure or Elli’s theory (1997) of learning strategy.

4.1 Findings

As suggested by Labov (1972), the story is divided into two parts: abstract and actual narrative. The first part employs six structure models introduced by Labov. This part is considered abstract since it builds the ground of the whole story. In this part, the readers might recognize if the story will be about events how the learner got so well in both speaking and writing in English. This part also serves to draw readers’ attention to keep reading. In doing so, the writer puts some temporal junction reflecting act and effect indicated by clauses connected by using ‘and’ and ‘And for that’. Furthermore, in the end of the first part, the writer hooks the reader’s attention by writing ‘I shall now start the story’ (See Appendix, Section I Part I.8).

Part 2 is identified as an actual narrative. That is said this part is started with key concepts that mostly used by every recount text in every beginning of the story. As it said with the following line: *‘It all began on one sunny day, when I was still about a year old’ and Back then, I was easily fascinated by anything and everything. Everyone’s faces, butterflies, paint, anything you can imagine (See Appendix Section I Part I 9 & 10).* Due to the line inform about time, actor, and a situation, this line is indicated to be Orientation (O).

Table 1: Labovian’s Model of Narrative Structures

No	Six Model	Freq	Percentage
1	Abstract (A)	3	3.2%
2	Orientation (O)	10	10.64%
3	Complicating Action (CA)	18	19.15%
4	Evaluation (E)	16	17%
5	Resolution (R)	36	38.80%
6	Coda	1	2%

According to the table, Resolution (R) has the highest percentage gained from the analysis of the story. It reaches up to 38.80%. Meanwhile, Complication Analysis (CA) gains 19.15% which stands as the second highest percentage followed by Evaluation (E) obtains 17%. This is almost close to the CA. The fourth position with 10.64% belongs to Orientation whilst the two lowest percentage is gained by Abstract and Coda with 3.2% and 2%, respectively.

The result also implies that, the writer did not give a lot of information regarding the Orientation (O) which fundamentally informs place, actor, situation, time or action in the story (Khalil, 2017). This is considered that the capacity of Conflicting Action (CA) and its Resolution (R) together with the Evaluation (E) are considered more dominant than the rest three narrative structures Orientation, Abstract, and Coda. From this case, we assume the learner tends to explore events in her story rather than exploring her as a subject of the story.

Meanwhile, Elli's Theory of learning strategy resulted various value and background occupied by the learner. The account reveals that the learner gains such both intrinsic motivation and extrinsic one when using exploring English. The intrinsic one is indicated by her line: *I was easily fascinated by anything and everything*. Meanwhile, the extrinsic one is triggered by her mother as in line: *since my mother is a child's first and most important teacher, I listened and became more interested in the English language*. She also experiences such self-direction when dealing with English. This self-of direction is emerged from her mother's condition who was not available anymore to teach her English. Thus, she appeared to manage herself to find another way to fulfill her need (See Appendix Section II, Analysis 3). Not only does she occupy various motivations in dealing with English, she also explores her English to maintain communication and relationship in her community. Furthermore, her English competences, speaking and writing indicated to show positive progress when she joined and won an English competition (See Appendix Section II, Analysis 6 & 8).

4.2 Discussions

In terms of story line, the learner appears to be able to maintain and keep readers' attention by frequently telling various sequences indicated by CA and R with 38.80% and 19.15% respectively. Thus, readers may experience dynamic tension when reading the story from cover to cover accordingly. To put it another way, according to Manzhelievskaya (2017) a conflict may serve to attract reader's interest. This condition also implies that, in the real world, the learner may find a lot of events which have something to do with her English exploration. The same condition also happens to the end of such events indicating whether the event is accomplished or otherwise. The percentage between CA and R is almost a half in range. It is implied that the CA is responded twice or more.

As Labov (1997) mentions, "a clause of complicating action is a sequential clause that reports the next event in response to a potential question, 'And what happened [then]?' " (Labov, 1997). It constructs pressure to keep the group of spectators tuning in (Johnstone, 2001). In regards to resolution (R), Labov (1997) argued that the resolution of an individual account is the arrangement of complicating actions that pursue the most reportable occasion.' While Labov and Waletzky (1967) consider the resolution of an account as just the endings, in Johnstone's (2001) adds up claiming it as the outcome or resolution discharges the strain and determines what at last occurred.

What make the result of the present study offers a strong message is indicated by the top three percentages of Labov's model of Narrative Structure (1967), this finding brings such an implication if the learners always figured out various sequences of events represented by 38.80% gained by Resolution (R). As in the narrative analysis offered by Labov, Resolution (R) indicated the release of the tension toward the sequences of events (Khalil, 2017). Meaning that, she always manages with such a way to experience English in her life. However, not only does the writer overcome diverse events but also she always tries to involve her interest and emotion toward the event indicated by the Evaluation reaching up to 17%. Labov (1997) mentioned evaluation explaining that evaluation of a narrative event is information on the consequences of the event for human needs and desires (Labov, 1997). Johnstone (2001) suggests that it frequently precedes the result or resolution and comprises of conditions featuring the fascinating or un-ordinary occasions. It makes the story teller continues talking and the group of spectators continue tuning in. What a storyteller needs to do is to assess occasions by contrasting them and the ones out of an elective reality that was not in fact realized. The references to occasions that did not happen, might have happened, or would happen, fill an evaluative need. They are the comparatives, modals, negatives, and superlative expressions. The utilization of likeness or similitude likewise demonstrates assessment when these happen in narrative clauses (Labov & Waletzky, 1967).

The result of the present study seems to be solidated when it is triangulated by the theory of learning strategies introduced by Ellis (1997). The result of the analysis implied that the learner appears to experience various events provoking her to be interested in exploring English. To put it another

way, intrinsic motivation, extrinsic motivation and self-directed learning demonstrated by the learner seems to support the statistical data gained by R and CA with 38.80% and 19.15%, respectively. These two figures imply that there is a close connection happening in the real world of the learner reflecting such action causing effect of actions to the verbal series of events portrayed in the story. To put it another way, the story consists of a lot of temporal junctions showing clauses indicating action linked to some other clauses indicating the effect of the action (Khalil, 2017).

5 CONCLUSION

To recapitulate, the six structures model of narrative: Abstract, Orientation, Complicating Action, Evaluation, Resolution, and Coda, introduced by Labov exists in the account of the students. However, the distribution of each structure varies in which Resolution gains the highest percentage while Coda reaches the smallest percentage. Meanwhile, in terms of educational value revealed from the text unlocked various issues yielding that the learner faced various events enabling her to explore considerable English. It goes hand in hand with high percentage which is shown by both Complicating Action and Resolution.

The study to a written narrative analysis related to education is indicated to be promising in unleashing the value or culture delivered by writers. Therefore, further research toward similar issues is suggested in order to obtain various values or culture reflected by writers. This is important since education in Indonesia faces various challenges to overcome. Thus, those expected generated values or cultures from diverse stories may provide valuable input in improving and the quality of education especially in English language education in Indonesia. To put it another way, analysis toward any narrative texts investigating from its linguistic aspects without linking it to other educational frames will remain rigid and appear to be purposeless.

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9. It all began on one sunny day, when I was still about a year old. (O)
 10. Back then, I was easily fascinated by anything and everything. Everyone's faces, butterflies, paint, anything you can imagine. (O)
 11. But it all started when I watched a TV show that was talking about grapes. (CA)
 12. Since I was still a young child, (CA)
 13. I couldn't spell it out right. (R)
 14. It came out as a simple "Greip". (R)
 15. My mother, who heard me saying this, told me the correct way to say it. (R)
 16. Since my mother is a child's first and most important teacher, (CA)
 17. I listened and became more interested in the English language. (R)
 18. My mother continued to teach me English. (R)
 19. But, since my mother was working out a lot, (CA)
 20. I didn't get many chances to learn from her. (R)
 21. So instead, I watched TV. (R)
 22. The TV channels in my house had subtitles, (CA)
 23. so I don't have to worry about what the show was talking about. (R)
 24. And because of that, I became fluent in English at the age of 3. (R)
 25. Most people would call me a prodigy, (CA)
 26. but I don't think I am. (E)
 27. As for the reason, I will show it later. (R)
 28. Continuing on, as I keep watching the TV channels, (CA)
 29. I came to understand more information and words. (R)
 30. I also read some English books to widen my knowledge. (CA)
 31. Other than that, me and my family communicate with each other in English. (CA)
 32. And while it seems like a good Idea to keep doing such things, (E)
 33. it did bring some unwanted attention from other people. (R)
 34. Being an introvert, (CA)
 35. I shy away from others. (R)
 36. But since the thought of a young child being able to speak English is interesting, and useful, (CA)
 37. My friends began to use me as a translator and a dictionary, asking me questions and sometimes asking me the answers for the English tests. (R)
 38. Since telling answers to a test is wrong, (CA)
 39. I never gave them the answers. (R)
 40. And because of that, my friends disliked me, (E)
 41. and left me alone. (R)

APPENDIX

Section I

Part I

Abstract

1. Hello there, how are you? Let me introduce myself. (A)
2. My name is Diana Fathiah (*pseudonym*), but you can call me Diana. (O)
3. I'm a normal Indonesian high school learner who doesn't think that her life is anything special. (O)
4. But due to certain circumstances, (CA)
5. I will write the story of my life. Or, more specifically, my English life. (R)
6. You see, apparently, one of the things I'm good at is English, (A)
7. and some of my teachers and friends want to know how I got so well in both speaking and writing. (E)
8. And for that, I shall now start the story. (E/R)

Part II

Actual Narrative

9. It all began on one sunny day, when I was still about a year old. (O)
10. Back then, I was easily fascinated by anything and everything. Everyone's faces, butterflies, paint, anything you can imagine. (O)
11. But it all started when I watched a TV show that was talking about grapes. (CA)
12. Since I was still a young child, (CA)
13. I couldn't spell it out right. (R)
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39. I never gave them the answers. (R)
40. And because of that, my friends disliked me, (E)
41. and left me alone. (R)

42. Don't get me wrong, (A)
43. I know that it counts as bullying, (E)
44. since alienating a person is bad, (CA)
45. but I liked being alone, (E)
46. so I didn't have too much problems on it. (E)
47. Years passed, and my little sister was born shortly before I became a junior high school learner. (O)
48. Since me and my family always communicate with each other in English, (CA)
49. the side-effect was a one year old baby that could fluently speak English (E)
50. ...and couldn't speak Indonesian until she was around 6 years old. (E)
51. Moving on, I never stopped my love for interesting things, (O)
52. and I kept looking for information and such on subjects that I apparently was eyeing on, and came to know many things. (O)
53. And since many information came in English, (CA)
54. The side-effect of my passion was me learning more English words and expanding my horizon. (R)
55. Not only that, I also learned new words from games and songs, specifically Japanese songs that uses English subtitles. (R)
56. But, even so, since I was mostly alone for a major part of my life, (CA)
57. I couldn't speak in front of others. (R)
58. I could only speak to people I trust, such as the native speaker from Poland that came to my school, Mrs. Tish. (R)
59. Other than her, I could only speak English confidently with teachers. (R)
60. This changed, though, after my school held a competition for story-telling in English. (CA)
61. My class picked me (CA)
62. because of my fluency in English. (R)
63. So I had no choice but to comply. (R)
64. Even though I was nervous, (CA)
65. my teachers encouraged me to speak in front. (E)
66. And after the competition was done, (CA)
67. I won 2nd place on it. (R)
68. Needless to say, it raised my confidence, even if just a little. (E)
69. Time passed, and I became a high schooler. (O)
70. Since the school appreciates English, (CA)
71. they held an English program for the new learners. (R)
72. It lasted for about 2 weeks. (O)
73. At the 2nd week, there was another native speaker that came. (O/CA)
74. I spoke to the speaker countless times, sharing some stories and sharing information. (R)
75. Seeing this, many learners then became interested in me, (R)
76. and since the people at the school are all friendly people, (CA)
77. they were able to be friends with me, not using me as a tool for their own wishes. (R)
78. And because of that I gained more confidence and was able to speak with other people in English more comfortably. (E)
79. After the English program, the new learners also had a pre-test TOEFL test. (CA)
80. I did the test, (R)
81. and apparently my score was 647. (CA)
82. My homeroom teacher, an English teacher, noticed this and took an interest in entering me to English competitions. (R)
83. and when it was the 2nd semester of my freshman year, (CA)
84. he entered an upperclassman and me to a competition The ALSA E-COMP competition. (R)
85. I signed for the spelling bee competition. (R)
86. And won 2nd place. (R)
87. I thought it was not a big deal... (E)
88. until my teacher told me that it was a national competition, meaning the competitors not only came from Jakarta, but they came from all parts of Indonesia. (CA)
89. Hearing this, a mixed feeling of shock and relieve came. (E)
90. It's a good thing he told me after the competition was done, (CA)
91. since if he told me that first, I would've refused the offer. (E)
92. And because of this, I was able to overcome (some) of my shyness and am now able to speak more confidently. (R)
93. And because of that, my English became more fluent than before. (E)
94. And that is my English story. (Coda)

Section II

Story of My English Life

Indonesia L2 Learner

XI MIA I

Part 1 for Analysis 1

Hello there, how are you? Let me introduce myself. My name is Diana Fathiah (pseudonym), but

you can call me Diana. I'm a normal Indonesian high school learner who doesn't think that her life is anything special. But due to certain circumstances, I will write the story of my life. Or, more specifically, my English life. You see, apparently, one of the things I'm good at is English, and some of my teachers and friends want to know how I got so well in both speaking and writing. And for that, I shall now start the story.

Analysis 1

This part of story is her opening story on acquiring English. As we have read this first part, there is no related information regarding with Diana's distinctive account in second language acquisition. Yet there is one line saying that "...one of the things I'm good at is English,...." To us, this line reflects Diana's belief toward her English capacity. She seems to be really confident with her English capacity. Needless to say, of her writing style in this part, Diana has good capacity in composing sentences. However, this study does not focus on Diana's language corpora. Instead, this study only investigates Diana's life story in acquiring English language.

Part 2 for Analysis 2

It all began on one sunny day, when I was still about a year old. Back then, I was easily fascinated by anything and everything. Everyone's faces, butterflies, paint, anything you can imagine. But it all started when I watched a TV show that was talking about grapes. Since I was still a young child, I couldn't spell it out right. It came out as a simple "Greip". My mother, who heard me saying this, told me the correct way to say it. Since my mother is a child's first and most important teacher, I listened and became more interested in the English language. My mother continued to teach me English.

Analysis 2:

This part of story informs us that Diana in her one year of age lived just like other normal toddlers who are curious of something around their life. It is indicated by the sentence "*I was easily fascinated by anything and everything.*" However, there is one thing that was impressed her to be curious more than anything. It was a TV show which was talking about grape. She imitated the word by pronouncing the word "*Greip*". Once her mother found her daughter pronounced it wrong, her mother came to correct her pronunciation. Furthermore, the role of her mother went further; she went on teaching English to Diana.

Of this analysis there are briefly some information of the first stage Diana acquired English:

a. Self-Motivation/Intrinsic Motivation

It is all started by her inner motivation or to Ellis (1997), it is called intrinsic motivation, a motivation of being curious over something around her life until she finally found something that was impressed her a lot which was a TV show.

b. External Motivation

Diana gained a support from her mother. A moment when she pronounced wrong on the word 'grape' and corrected by her mother, is believed to be a starting moment for Diana to be interested more in acquiring English. Furthermore, her mother kept teaching her English on how to pronounce words correctly. Diana found her get extra support from her mother in learning and acquiring English. To Diana, her mother taught English with full of entertainment and fun.

Part 3 for Analysis 3

But, since my mother was working out a lot, I didn't get many chances to learn from her. So instead, I watched TV. The TV channels in my house had subtitles, so I don't have to worry about what the show was talking about. And because of that, I became fluent in English at the age of 3. Most people would call me a prodigy, but I don't think I am. As for the reason, I will show it later. Continuing on, as I keep watching the TV channels, I came to understand more information and words. I also read some English books to widen my knowledge.

Analysis 3:

As mentioned previously, Diana's mother always taught her English pronunciation with fun. However, since her mother worked a lot, she found that she did not have any more chance to learn English. Thus, she found an alternative way to learn and acquire English which is watching TV show with subtitle. Since she always watched TV shows, her English went hand in hand with her ability just in three years old.

What we understand from this part of story is Diana kept listening to a TV show with a subtitle. Besides, she also read some books. This activity is considered to help Diana recognize more about information and words in English.

Of this analysis 3, it can be extracted that Diana has:

a. Self-direction or Metacognitive Strategies

In her 3 years of age, Diana consciously was able to find her way to learn and acquire English whenever she found her mother not available to teach her English. We believed that her self-direction was influenced both by her curiosity and her mother role in making her entertained and fun when learning English. Ellis (1997) confirms that the learning process carried out by Diana is called as metacognitive process. A process where L2 learner carried out such degree of cognitive and curious maintenance consciously to acquire a language through such expected input (Ellis, 1997).

b. Repetition/Behavior

Frequent exposure in acquiring English such as, watching TV show and reading book help Diana to be fluent in English. This sort of activities also helps Diana to understand more information and words meaning. Besides, repetition helps Diana acquired bold and contextual understanding toward word uses.

Of Diana's process in acquiring language through TV shows, it is important to note that repetition is one of learning styles that helps learner acquires language from the stage of rigorous to automaticity.

Furthermore, Ellis (1997) argues that language acquisition is emerged through silent period such as; listening and reading. The researcher agrees if listening and reading are sort of activity that help L2 learner acquire language because in this activities, L2 learner's brain actively process such spoken and written code to understand. To put it another way, learning to write or to speak do not make L2 users acquire language, instead they just learn the code. Further, Krashen (2013), claims that learning language does not make L2 users acquire a language. It just helps L2 users understand the concept of second language instead.

c. External Help

Of this part of story, it is clear that her mother becomes one of the references for Diana in acquiring English. She always concerned toward the interest of her daughter. Besides, it is also understood if Diana's mother was educated well in terms of English.

Part 4 for Analysis 4

Other than that, I and my family communicate with each other in English. And while it seems like a good Idea to keep doing such things, it did bring some unwanted attention from other people. Being an introvert, I shy away from others. But since the thought of a young child being able to speak English is interesting, and useful, my friends began to use me as a translator and a dictionary, asking me questions and sometimes asking me the answers for the English tests. Since telling answers to a test is wrong, I never gave them the answers. And because of that, my friends disliked me, and left me alone. Don't get me wrong, I know that it counts as bullying, since alienating a person is bad, but I liked being alone, so I didn't have too much problems on it. Years passed, and my little sister was born shortly before I became a junior high school learner. Since me and my family always communicate with each other in English, the side-effect was a one-year old baby that could fluently speak English....and couldn't speak Indonesian until she was around 6 years old.

Analysis 4:

This part of story reveals that social factor influences L2 learner acquires a language. Of this issue, not only was Diana supported by her exposure English activities previously mentioned: watching TV shows and reading, but also her micro community, family, supported her English acquisition. Krashen (2013) states that conversation help L2 user acquires language because through this activity, each speaker tries to encode and understand the spoken language. Further, understanding the spoken language can be identified when every speaker response each other or does not have difficulties when coding the spoken language.

Furthermore, her English capacity was also recognized by her friends around. According to the story, Diana with her English always helped friends to give information regarding with English material. Of this issue, Diana's English is used as a tool of her social life.

Of this analysis, it is clear that Diana found her ways in using English as follow;

- a. Conversation/Social and Affective Strategy
- b. Social Trust toward Diana's capacity

Part 5 for Analysis 5

Moving on, I never stopped my love for interesting things, and I kept looking for information and such on subjects that I apparently was eyeing on, and came to know many things. And since many information came in English, the side-effect of my passion was me learning more English words and expanding my horizon. Not only that, I also learned new words from games and songs, specifically Japanese songs that uses English subtitles.

Analysis 5:

This part of story informs us that Diana's curiosity toward something is getting bigger and bigger. Since any information available used in English, then, Diana was provoked to learn English more and more. Thus, as a side effect, she gained more English words. Besides, to the writer's perspective, words she got were one package with contextual used. Thus, she is able to use the word either spoken or written contextually.

Another issue that make Diana got more English words is her hobby; playing games and listening to songs. From these activities, Diana also found herself attain English words.

All things considered that curiosity and such demands offered by games push Diana to figure out by digesting such language used in information, games, and songs. To Diana it is called as a side-effect.

Part 6 for Analysis 6

But, even so, since I was mostly alone for a major part of my life, I couldn't speak in front of others. I could only speak to people I trust, such as the native speaker from Poland that came to my school, Mrs. Tish. Other than her, I could only speak English confidently with teachers. This changed, though, after my school held a competition for story-telling in English. My class picked me because of my fluency in English. So I had no choice but to comply. Even though I was nervous, my teachers encouraged me to speak in front. And after the competition was done, I won 2nd place on it. Needless to say, it raised my confidence, even if just a little.

Analysis 6:

This story reveals that Diana employed English as a tool for communication and maintenance relationship. To Ellis (1997) this strategy is called as learning strategy, more particularly Social and

Affective strategy. Besides, this story also reflects that Diana has experienced such motivation shift and believe from intrinsic motivation to resultative motivation. Resultative motivation is a motivation of using L2 triggered by the result of her English performance (Ellis, 1997). Her achievement grabbed the 2nd place in Story Telling competition is believed to raise her confidence and build her English performance.

Part 7 for Analysis 7

Time passed, and I became a high schooler. Since the school appreciates English, they held an English program for the new learners. It lasted for about 2 weeks. At the 2nd week, there was another native speaker that came. I spoke to the speaker countless times, sharing some stories and sharing information. Seeing this, many learners then became interested in me, and since the people at the school are all friendly people, they were able to be friends with me, not using me as a tool for their own wishes. And because of that I gained more confidence and was able to speak with other people in English more comfortably.

Analysis 7:

With English activity offered in her school as a prior activity in her first-year study, Diana found it as a good chance to use her English as a tool of maintaining social relationship; speaking with native speaker, sharing some stories and information. Besides, her senior school gives her good and friendly people who respect her. These two conditions make her feels comfortable to live and confident to use her English more comfortably.

Of this interpretation, we conclude that English program and good school community assist her to be more comfortable in using English.

Part 8 for Analysis 8

After the English program, the new learners also had a pre-test TOEFL test. I did the test, and apparently my score was 647. My homeroom teacher, an English teacher, noticed this and took an interest in entering me to English competitions. And when it was the 2nd semester of my freshman year, he entered an upperclassman and me to a competition. The ALSA E-COMP competition. I signed for the spelling bee competition. And won 2nd place. I thought it was not a big deal... until my teacher told me that it was a national competition, meaning the competitors not only came from Jakarta, but they

came from all parts of Indonesia. Hearing this, a mixed feeling of shock and relieve came. It's a good thing he told me after the competition was done, since if he told me that first, I would've refused the offer. And because of this, I was able to overcome (some) of my shyness and am now able to speak more confidently. And because of that, my English became more fluent than before. And that is my English story.

Analysis 8:

Ellis (1997) reveals that L2 learners will be motivated to learn English more when they have achieved a satisfying English score. To Ellis this type of motivation is called as resultative motivation, a motivation of learning English more as a result of good English score.

Being the 2nd winner in national competition has made Diana becomes more motivated to learn English. As indicated by her line '*And won 2nd place... because of this, I am now able to speak more confidently. And because of that, my English became more fluent than before.*'

Part 9 for Analysis 9

What is the moral of this story?

...well, you can interpret it as however you like it, but the main point is, you can speak English fluently, or at least learn to, if you do it by doing the things you love to do, since the base of learning one thing comes from one's passion on said subject. It can come in many ways, either learning it by watching a movie with subtitles, or playing a game with some English words, anything. Just do it by doing what you love. And I guarantee you will be fluent in no time. Well, not literally, but you get the idea.

Analysis 9:

Of the last part of Diana's account on English acquisition, she concludes that her satisfying English capacity is gained through her passion toward English. Thus, many ways in sharpening English are possible to carry out. It is considered that she has been interested in English since she was child. However, there are two primary issues triggered her to have apassion toward English:

- a. Diana's high curiosity over everything and anything
- b. Diana's mother rule in teaching English pronunciation to Diana

And so is the end of my story. Forgive me if there is any words or notions that might upset you, as I am learning to write a story, after all.

Thank you for reading.