

ABSTRACT

This research aims to explore the story of Indonesian's pre-service English language teacher experiences during their first studying English in academic settings. Significantly, the study is intended to understand their speaking obstacles and strategies to cope with the challenge in the classroom. A narrative inquiry is utilised to achieve the aims of this research. Four Indonesian pre-service English teachers participated in this research and shared their experiences in English speaking class. This study focuses on analyzing the experiences of Indonesian pre-service english teachers in learning speaking skills since they were a students of Elementary up to senior high school and university level.

The findings of this narrative inquiry research represent that personal factors, instructor domain, the environments, and the wrong strategy used by the teachers prevent the participants from actively being elaborate in verbal communication. To face this obstacle, all participants used some strategies proposed by Oxford in learning speaking skills. The strategies include direct, cognitive, memory, compensation, affective and social strategy.

Keywords: Narrative Inquiry, English learning strategies, Indonesian pre-service English teacher