CHAPTER IV

RESEARCH FINDING

This chapter presents data presentation and research finding of this research based on the proposed research question covering how the debater student at Senior High School 1 Trenggalek maintains her speaking skill. The result of narrative frame and interview yielded data to answer the research problem.

A. Data Presentation

This session shows the data found from the participant. It is related to the experiences of activities that applied by debater student (S) as a subject in maintaining her speaking skill and added by the teacher (T) as a fasilitator. The activities that have been experienced by the debater student are grouped into some factor that can affect student's speaking skill according to the dirrection came from. In this data presentation, the researcher presents the data based on the result of narrative frame and interview.

1. Internal Factor

This factor come inside from the individual herself. The participant does some activities in maintaining her speaking by herself.

a) Doing time management

First, the participant applied a good time management to balance between debate and academic career. Adopting

good time management is an appropriate method for reach goals achievement. It makes the subject more appreciate her time.

The participant tell it through narrative frame as below:

> I do time management to balance my academic and debate career (eventho the reality it still unbalance). **(IN1-S-NF)**

That statement is supported by interview which done by the researcher.

> *"Aku belajar time management biar balance antara debat sama urusan akademik."* **(IN1-S-I)**

> I studied time management so that there is a balance between debate and academic career. (Translated)

According to the statements above, it can be said that at the beginning of joining the debate, she is lack of time management. But over time, she can manage time and still being able to prioritize his academics first before her debate career.

b) Reading journal and news

Second activities of debater student is reading journals. It can help her to enrich vocabularies. More vocabularies that

someone gets, more fluent she can speak in public. The participant said in her story that she reads journal and news because she must know what is the newest problem that happen in the world to get a new knowledge for debate.

She (S) revealed:

> I do some activities to maintain and regularly improve my English speaking skill, such as read journal and news; CNN, BBC, Guardian that explaining about International Relation which is still lacking to increase my vocabulary. **(IN2-S-NF)**

She also added in interview:

> *"Untuk yang speaking, aku suka baca jurnal atau berita dari luar negeri kayak CNN, BBC, Guardian untuk nambah vocab karena vocab di debate lebih advance gitu, jadi itu penting, apalagi tentang materi tentang international relation."* **(IN2-S-I)**

> For speaking, I like to read journals or news from abroad such as CNN, BBC, Guardian to add vocab because the vocab in debate is more advanced, so that's important, especially

regarding material on international relations. (Translated)

The teacher also added in interview:

> *"Kalau membaca jurnal itu sudah otomatis akan dilakukan, karena anak debat jika tidak mau membaca jurnal maka tidak akan bisa berdebat."*
> (**IN2-T-I**)
>
> Read the journal is automatically done, because if the debater don't want to read the journal, they will not be able to argue. (Translated)

From the statement above, it can be conclude that reading journal and news has become a daily mandatory food for a debater. This is important to do, so that she follow the development of issues around the world. If she didn't, then she would have no idea what to say.

c) Self-talk

The third is self-talk or monologue. It can be beneficial when it is positive. The participant does this to practice before talking to public or other people. It helps her to practice language anytime, talk about anything, memorize new words and phrases, speaks faster, sound more natural, and so on.

According to the participant (S) write in narrative frame:

> I also do self-talk while I drive or in the bath room to make fluency and the tone of my speech. **(IN3-S-NF)**

She also said:

> *"Aku juga sering bicara sendiri pake bahasa inggris pas motoran atau pas mandi, karena kan kuncinya fluent itu harus sering-sering dilatih."* **(IN3-S-I)**

> I also often speak to myself in English when I go for motorbikes or when I take a shower, because the key is fluent I have to practice often. (Translated)

Understanding the above statements, the participant drill herself to talk everything in English when she has a free time. It aims to build her fluent speaking so that she can speak fluently.

d) Coercion and motivation to achieve targets

The next is coercion and motivation. Not all forced things are bad. Sometimes with compulsion especially to speak English, will build self-courage so that an ability can

be arise and support with motivation from herself and also from people or environment around her.

In line with that, she stete:

> I forced and pushed myself to speak English eventho I didn't know the vocab. Its better spoke by longest sentences to express what I wanted to explain in English instead of using Indonesian. **(IN4-S-NF)**

She added in interview:

> *"Selain itu harus memaksa diri untuk speaking bahasa inggris dari pada bahasa indonesia, meskipun kalau tidak tahu vocabnya akan lebih panjang nanti untuk menjelaskan dengan kata yang sederhana."* **(IN4-S-I)**

> Besides that, you have to force yourself to speak English instead of Indonesian, even though if you don't know the vocab it will be longer later to explain in simple words. (Translated)

In conclusion, she must speak in english as often as possible. If she doesn't know which vocab to use, then she should explain it by using vocab that she knows even though it will be a little longer.

e) Make an evaluation book

Then, the next is self-evaluation. It is very important for everyone to have. Through self-evaluation, the subject is able to see the strengths and weaknesses that exist in each of her so that she can makes improvement and can achieve goals in learning.

She said in the narrative frame:

I make notes in a special book for self-evaluation, especially after the debate competition because there are a lot of inputs from seniors, mentors, and adjudicators. So, that notes is one way for me to improve and learn from mistakes, knowing my flaws then fix them with a lot of practice. **(IN5-S-NF)**

Added by statement in the interview:

"Sehabis lomba aku juga bikin self-evaluation tentang kesalahanku dari round pertama sampai terakhir, aku tulis di buku catatan gitu." **(IN5-S-I)**

After the competition, I also made a self-evaluation about my mistakes from the first to the last round, I wrote them in a notebook. (Translated)

It can be conclude that making a self-evaluation book really helped her to evaluate what were the shortcomings when the competition. By using that book, she will correct mistakes and will not repeat them again in the next competition.

2. External Factor

This factor come outside from the individual. The participant does some activities in maintaining her speaking with her debate team. It means that the participant involve other person in her social.

a) Practice debate

Next activities is debate. Debate known as formal method in speaking of cooperative and representative opinions pointed for reassuring or persuading the audiences. English debate club activity makes the participant will be able to give obviously, fluently and confidently to respond and convey the ideas in English speaking skill.

The participant state:

We have debate regular practice 4x a week after school (15.30-until maghrib and often got scolded by teachers and security because extracurricular end maximum at 17.00). If we want to compete, we train for 2 full weeks with

seniors or we hire a coach from outside. **(E1-S-NF)**

When interview process, she added:

> *"Latihannya itu over, hampir tiap hari sampai dimarahin orang tua dan disuruh keluar karena tidak punya waktu istirahat. Banyak temen-temen seangkatanku yang keluar karena tidak kuat dan hanya aku yang bertahan."* **(E1-S-I)**

> Then the training was over, almost every day until my parents scolded him and told him to leave because he didn't have time to rest. Many of my contemporaries left because they were not strong and only I survived. (Translated)

She also added:

> *"Yang jelas 2 minggu sebelum lomba pasti ngehire coach dari luar (UB) sama mbak jess. Kita ngeround, bikin kasus buat prepare motion, verbal, dilanjut rumah nonton video debat, menganalisa gimana argumen buat njawab lawan, cara mengkomunikasikan yg baik itu gimana, trus latian lagi sama senior. Itu diulang terus menerus"* **(E1-S-I)**

What is clear is that 2 weeks before the competition, we will definitely hire a coach from outside (UB) and Ms. Jess. We round battle, make cases for preparation motion, verbal, continue at home to watch debates video, analyze how to make an argument to answer opponents, how to have good communication, then practice again with seniors. It is repeated over and over. (Translated)

Then, it confirmed by the teacher (T):

"Yang jelas latihan debat itu mba, karena anak-anak debat latihannya di rumah saya dari pagi sampai sore, kadang sampai malam." **(E1-T-I)**

What is clear is that the debate practice, because the children debate the exercises at my house from morning to evening, sometimes until evening. (Translated)

It was clear based on the statement above, debate practice affects the speaking skill of debater. If she was not active in training, she would not be able to solve the existing issues, nor would he have critical thinking in a short amount of time, and she would not dare to express her opinion.

Although the practice is very hard, but debate also brings many benefits for the participant.

3. Utilizing media to get language model

This factor utilizing social media in maintaining the participant's speaking. Here, the participant learn speaking from a model or someone who is imitated in social media.

a) Watching debate video and movie or film without subtitle on YouTube

Video is a media that shows moving picture or scene and produces sound that using expression. The subject of this study said that debate video and movie series is her main way to learn speaking English especially in pronunciation. It also help the participant to hone her hearing sense in English.

The participant tell it through narrative frame as below:

> To fix my mispronunciation, I watch YouTube video such as "English with Lucy", "Sacha Stevenson", "Linguamarina" that have English education content. Sometimes I'm watching film without subtitle or debate video to hone my hearing sense. **(M1-S-NF)**

That statement is supported by interview which done by the researcher.

> *"Trus aku juga sering nonton youtubenya channel English with lucy, atau Sacha stevenson atau lingua marina untuk belajar aksen berbicara dari native speaker, dan aku sadar kalau aku lebih ke american accent daripada british accent. Selain itu aku juga nonton video debat atau film tanpa subtitle."* **(M1-S-I)**

> Then I also often watch the YouTube channel "English with Lucy, or Sasha Stevenson or Linguamarina" to learn speaking accents from native speakers, and I realized that I was more into the American accent than the British accent. Besides that, I also watch debate videos or films without subtitles. (Translated)

This statement was strengthened by the teacher:

> *"iya, anak debat juga menonton video debat di Youtube"* **(M1-T-I)**

> Yeah, debater also need to watch debate video on Youtube. (Translated)

In conclusion, beside need to practice hard, the debater also need to watch debate video from YouTube so that they can figure out a good debate from start to the end.

They also know how to make a good argument, correct accents, and so on.

b) Having chit-chat in Whatsapp application by using bilingual language with debate team or senior

In daily, the participant use billingual language when she talks with her debate team. But, she uses full English when she gather with her coach or her senior.

The participant stated in narrative frame:

> Sometimes I send a message via *whatsap* with my debate by using bilingual language. **(M2-S-NF)**

As we know that *WhatsApp* is one of the applications needed to communicate nowaday. With increasingly advanced of technology, the participants uses this application to communicate with others and learn the target language.

c) Using full English in replying foreign people in Twitter

Twitter is a social media that is used as a communication tool to express feelings and situations in the form of writing, advertisements, and news. Many *twitter* accounts that use English, especially foreigners account. So, the users can learn English from it.

The participant said:

> I also reply the tweet of foreign people in *Twitter* by using English. **(M3-S-NF)**

Twitter is also one of the most popular social media among teenagers. Not only to find out information from all corners of the world, Twitter can also be a learning tool. The participant can communicate with other people, especially from abroad. This is able to encourage participant to learn to use good English so that it can be easily understood by others who read it and and make her accustomed to using English.

d) Learning grammar on Instagram

Beside *Twitter,* there is a famous social media that often used by the teenagers. It is instagram, that show pictures and videos. Video is a media that shows moving picture or scene and produces sound that using expression. The subject of this study said that debate video and movie series is her main way to learn speaking English especially in pronunciation. It also help the participant to hone her hearing sense in English.

In line with that, she stete:

> I follow the "English Busters" account on Instagram which often discusses grammar mistakes in captions posted by celebrities, etc. to be a lesson. I think this is very effective because

it is not book oriented so it is more relaxed and easy to influence. **(M4-S-NF)**

She also added a statement in interview:

> *"Meskipun speakingku lancar, grammarku masih sering berantakan. Jadi aku ngefollow akun English buster yang ngritik tulisan artis-artis jadi aku tau salahnya dimana, kan entertaining, jadi nggak terlalu terbebani belajar grammarnya."* **(M4-S-I)**

Even though my speakers are fluent, my grammar still falls apart. So I followed the English buster account that wrote down the writings of the artists so I know where it goes wrong, it's entertaining, so I don't have to burden learning the grammar. (Translated)

It can be conclude that *instagram* helps the participant to learn English especially in grammar. Not only for entertaining, but also for fun learning.

B. Research Finding

Based on the data presentation above, the finding of the study can be shown on the following table:

No.	Form of Activities	Sub Activities
1.	Internal Factor (Doing individual practice)	Doing time management
		Reading journal and news
		Self-talk
		Coercion and motivation to achieve targets
		Make an evaluation book
2.	External Factor (Involving other person or social)	Practice debate
3.	Utilizing media to get language model	Watching debate video and movie or film without subtitle on YouTube
		Having chit-chat in *whatsapp* application by using bilingual language with debate team or senior
		Using full English in replying foreign people in *twitter*
		Learning grammar on *Instagram*