CHAPTER V

DISCUSSION

This chapter presents the discussion related to the findings of the study that focused on the various activities that experienced by debater students at Senior High School 1 Trenggalek in maintaining her speaking skill.

A. The Activities that experienced by Debater Student in Maintaining Speaking Skill

Based on the result of research finding done by doing narrative frame and interview, it was found that the participant has experienced various activities in maintaining English speaking skill that applied in her daily life. Harmer (2007:348) stated that there are some speaking activities for supporting speaking skil, they are acting from script: playscript, acting out with dialogue; games: cooperative games, competitive games, communiation games; discussion: buzz groups, instant comment, debate, unplanned discussion, reaching a consensus; prepared talks; questionnaires; also simulation and role-play. The subject of this research applied one activity mentioned before, namely debate. She also applied some activities such as doing time management, reading journal and news, self-talk, coercion and motivation to achieve targets, make an evaluation book, practice debate, 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*, and learning grammar from *Instagram*. Then the researchers classify these activities into some factors that affect the subject in learning speaking according to the dirrection came from, they are internal factor, external factor, and utilizing media to get language model.

The first activities that come from internal factor which applied by the participant is doing time management. Because the debate training schedule and school assignments are also an obligation that must be done, to avoid clashes, participants undertake time management. She set a schedule for studying and to practice by prioritizing her academic and do the debate homework close to the deadline. So, she has a bigger portion on her academic career. As the 1980s approached, Etzel and Thomas (1996) argued, "Time Management" became a key concept. Managing time is an important point needed to maintain success. The participants must invest every minute of her time in something productive in order to minimize time spent uselessly.

The second activities that come from internal factor which applied by the participant is reading journal and news. Reading, especially journal will help the participant acquire vocabulary and grammar. Through reading learners see how words fit together. It's in line to Bright and McGregor statement saying that there will be no language learning if there is little reading (1970: 52). The student who wants to learn English will

have to read himself into knowledge of it unless he can move into an English environment.

Participants always take the time to read the journal once a week to get the latest information on issues around the world through CNN, BBC, Guardian, and so on. If she does not read, her knowledge will not increase, her vocabulary will not increase, then, she will have difficulty speaking. Therefore reading is probably the best way to learn new words. Reading results in incidental vocabulary acquisition (Lechmann, 2007).

The third activities that come from internal factor which applied by the participant is self-talk activity. It may be helpful for the participant before communicating to the media or other persons. It encourages her at all times to learn vocabulary, talk about something, memorize new words and phrases, speak faster, sound more natural, etc. Adaba (2017: 4) has said that a successful speaking activity is the secret to a successful speaking lesson.

Self-talk also help the participant to build a positive mental attitude. Braiker (1987) stated, because of the essence of the mind-body relation, a positive mindset and positively worded self-talk influence actions more than many people know. That is why, the participant does self-talk about her debate material that has been given by her senior or her coach; or maybe about random English sentences when she drive or in the bath room to build her speech tone and her fluency.

The fourth activities that come from internal factor which applied by the participant is coercion and motivation to achieve targets. The participant forced and pushed herself to speak English. If she does not know the vocab, she will explain it with simple word that she known although it will be longest sentence. She also motivated herself to speak English. She believes that she can do it if she wants to work hard in reaching her goals. It asserts Lepper statement saying that intrinsic motivation encourages students to move because of pleasure, hope, and the arising of a perfect feeling, whereas extrinsic motivation encourages students move to get prizes and avoid (1988). That is why, motivation and self-pressure in terms of goodness is important in order to become a good habitSocial strategy.

The fifth activities that come from internal factor which applied by the participant is making an evaluation book note. The participant does evaluation book note for herself. It aims to evaluate the shortcomings and mistakes that she made during practice debate and after join debate competitions. With many notes from the adjudicators, seniors, teacher, and her friends, she will introspect herself, correcting her mistakes so that she does not repeat it again in the next competition. It is in line to Amstrong & Frith, (1984) stated that self-evaluation also means process in which someone records data or information about himself. By doing this, the participant expected to be useful in improving her speaking skill.

The sixth activities that come from external factor which applied by the participant is practice debate. Debate is the main activity that often carried out by the participant. It is an activity to convey opinions to influence the audience through certain topics. The participant said that she want to be a debater like Agung Hapsah. Therefore, she was very active in practicing debate. She practices 4 times a week for quite a long time. It is starting from a round debate, evaluated and provided input individually, provided it with constructive, made a prepared motion case. Usually we can round 2-3 times a day. 1x round usually spends 90 minutes (30 minutes case preparation, 60 minutes debate). She practices debate with her team that consists of six students and handled by her coach from outside or sometime with her debate senior and facilitated by her English teacher.

The participants said that debate improve her soft skills, her communication skills, knowledge, how to be responsible for every decision that she made, to be critical, to be empathetic, to survive that thus are basic skills that are needed in the future. It supports Zare and Othman (2013) claim saying that since the activity requires a lot of speaking practices and speaking discussions among debaters, the debate has a potential function to enhance speaking capacity. Students who are active in debate activities will have the courage to argue and speak in front of others.

The seventh activities by utilizing media to get language model that applied by the participant is watching debate video and movie/film without subtitle on *YouTube*. The participant often does this activity when she has free time at home. She feels that this activity is fun and it can refresh her mind. Not only that, this activity also can improve her hearing sense. It is in line with Harmer statement saying that videos are not only seen but students can feel the mood shown through expressions and gestures Harmer (2001: 282). Students will also gain knowledge about the use of accents in speaking (British and American). Because the participant wants to have an American accent, so she likes to watch *YouTube* video about debate, education channel, and English movie that use American accent.

The eighth activities by utilizing media to get language model that applied by the participant is having chit-chat in *whatsapp* by using bilingual language with debate team or senior. The participant practices her English in real life skills for social interactions through *whatsapp* chatting Application. She does chit-chat with her friends, debate team, or with her senior. This activity can also support communication skills and improve the vocabulary of participants indirectly because the use of the target language is mixed with the mother tongue (bilingual) in their daily lives. It supports Alsaleem's study (2014) who carried out research in English dialogue journals on the use of *WhatsApp* applications to enhance the writing, vocabulary, word choice, and speaking capacity of learners. It

was concluded, based on the findings of this report, that WhatsApp showed improvement in the writing skills, speaking skills, vocabulary, and word choice of learners.

The ninth activities by utilizing media to get language model that applied by the participant is replying foreign people tweet in *twitter.* Each individual has unique strategy in learning the target language. One of them is using *twitter* to improve English vocabulary. The participant does this activity when she uses her social media. She reads and replays the tweet from foreigner by using full English. Meltzer (2001) asserts that most of the vocabulary is obtained through reading, not by reading direct instructions. So, by reading tweets of foreigner in *twitter,* the participant can add a lot of vocabulary indirectly.

The last activities by utilizing media to get language model that applied by the participant is learning grammar on *Instagram* account. Instagram has several supporting features for learning such as posting photos or videos, participant can comment on other users' post, and can use hashtags to group their posts, (Blair&Serafini, 2014). By using this feature, participant can learn, share, and discuss things with others. The participant follow some account *Instagram* which often discuss about grammar mistakes in caption that posted by celebrities such as English Buster. So, if the participant gets bored, she learns and refreshes her mind at the same time when she uses *Instagram* as media social.