

## **CHAPTER IV**

### **RESEARCH FINDING**

This chapter presents the findings of the research based on the gathered data during the investigation. It explores the research finding concerning the activities of Everest Public High School alumna for supporting extensive speaking. It will be begun with descriptions and background information of the participant and research finding about her thoughts and her experiences. The narrative is emerged from the interview with the participant.

#### **A. Background Information of The Participant**

INFS, a brave and blunt 19-year-old girl, is a student at SMAN 1 Kauman. She lives in Sumbergempol, Tulungagung, with her family. She has a dream to study abroad without spend her parents' money. Her dream became reality. In 2015, she applied to join a program, named Kennedy Lugar Youth Exchange and Study (YES). After passed some test, she can join that program. It began on August 8<sup>th</sup>, 2016, but her school day started on August 15<sup>th</sup>, 2016. She lived in San Carlos, California and studied at Everest Public High School in Redwood City, California.

INFS is a strict person, realistic but also idealist, and she has no fear. She will talk anything honestly, even she can criticize person directly. INFS almost becomes a perfectionist, but sometimes she is still careless and moody. She has

“*ice queen*” as her nickname because her cold side. Although she is phlegmatic girl, truthfully she is a girl who cares with the other. It can be proved by her activities in California. She was not only study at a formal school, but she also became a volunteer in church, school, and in a homeless place, introduced Indonesian culture, and clarified about Islam to American. She always helped her host family to do their works. She also joined some extracurricular activities, such as band, music ensemble, entrepreneurship, acapella, dance, basket, archery, and cultural club.

American life is so hard for Muslim. It was also happened to her since one of her host family member was anti-Islam. In the Christmas day, her host parents had an argument about her. They did not want to bring her to Michigan, since her host parents’ father was anti-Islam and the new president was inaugurate, but they also could not leave her alone. Although her host parents’ father anti-Islam, with her care and her effort, she could break the wall. She sent a Christmas gift and post-card, and finally he could accept INFS as his new family, and he became open-minded person.

Her habit to talk honestly and no doubt may make her Indonesian friends feel uncomfortable, but in California she can speak freely to tell the others about her opinion even it is about to criticize her partner. That habit brings some benefits for her, for example she can do public speaking. She also argues with American people who say that Islam is a bad religion and related to the terrorists then made them impressed of that. The most memorable moment is when she spoke up for iGNiTE, an organization for the young woman politicians. Although

she has so many conversations with the native, she even said that she was still nervous to do public speaking in front of the native since her accent is different. But as time goes by, she can get along with the situation. The graduation was held on May 11<sup>th</sup>, 2017, but she stayed longer. She came back to Indonesia on June, 2017 and continues her study at SMAN 1 Kauman to complete her 1 year left at that school.

INFS is an articulate girl. In her narrative, she had much to tell about her experience in public speaking or extensive speaking and the activities that support her speaking. The finding of her narratives is divided in two sections: (1) the activities for supporting extensive speaking, and (2) performing extensive speaking.

## **B. The Story of The Participant**

### **1. The Activities For Supporting Extensive Speaking**

There are some kinds of activities that support extensive speaking. Everybody maybe have their own activities to support their extensive speaking and different individual maybe will have different result or effect, although they are given the same activities. The researcher of this study has interviewed the subject and heard about her story. The researcher has finally found the result of that interview. Some activities of the subject are same with the activities that were mentioned in chapter two. The findings on the subject's activities for supporting extensive speaking are summarized in the table 4.1 below, by wrote aspects, and student's statement:

**Table 4.1. The Summary of The Activities of Everest Public High School Alumna for Supporting Extensive Speaking**

No	Aspect	Student's Statement
1.	Individual Short talk	<ul style="list-style-type: none"> <li>• One of my activities to improve my English is chit-chat with my friend.</li> </ul>
2.	Individual PPT	<ul style="list-style-type: none"> <li>• Well, we are often asked to have presentation using power point presentation. It is good since it can help me to improve my English.</li> <li>• We are given a topic or problem then we have to solve it.</li> </ul>
3.	Class Discussion	<ul style="list-style-type: none"> <li>• I often join the discussion in the class.</li> <li>• I just pay attention, analyse, and then practice. It is just popped out, self-opinion.</li> </ul>
4.	Spontaneous Speaking	<ul style="list-style-type: none"> <li>• I ever did spontaneous speaking, suddenly I was asked about my opinion for one topic, I was pointed, and then I have to answer it directly.</li> </ul>
5.	Reading Journal	<ul style="list-style-type: none"> <li>• I often read the journals because it is an obligation from my school in USA.</li> <li>• I learn English from journals by taking a note of some difficult words, so I can easily understand someday.</li> </ul>
6.	Watching Video of English Presentation	<ul style="list-style-type: none"> <li>• I train myself while being a good listener (audience), and then apply it in my daily life and my own extensive speaking.</li> </ul>
7.	Watching English Animation	<ul style="list-style-type: none"> <li>• I learn English from animation or cartoon movie.</li> <li>• There are some slang words in the animation itself, but still in "well mannered" level. That is good for us to know the limitation of slang words for underage viewers.</li> <li>• Just for our knowledge because in a presentation we cannot keep using formal language. They will be bored.</li> </ul>
8.	Listening English Song	<ul style="list-style-type: none"> <li>• I listened to that song and then wrote the empty part.</li> <li>• I can learn how to deliver the emotion and the meaning of that song</li> </ul>

The explanations of the statements are written below:

**a. Individual Short Talk**

Adaba (2017: 4) said that the key to a successful speaking lesson is a successful speaking activity. Accustoming the student to practice on speaking in front of the class or the other students can help the students to improve their speaking. Based on the interview with Subject (S) about the activities for supporting speaking, the subject said that she did individual short talk, and even having conversation with friends. The subject says that:

...“ One of my activities to improve my English is chit-chat with my friend” (See Appendix 2 and 3)

Sometimes she gets some problem when she speaks to her friend. Her friends often do not understand what she is talking about, because she uses unfamiliar words. Although she has problem with that, she has her own way to against it. Even she said in her story:

...“I try to look for the synonym that easier to be understood to decrease my mistake.” (See Apendix 2 and 3)

**b. Individual PPT**

Individual presentation using PPT is one of the ways to gain students' confident. They are not only present their topic, but also operate their PPT. Some of the students maybe will get the difficulty to operate their PPT if they are anxious of speak in front of some people. That is why, they have to be accustomed to speak in front of so many people and manage their own

presentation. Based on the subject story, she said that she also had presentation using PPT for supporting her extensive speaking. She has said about that:

“Well, we are often asked to have presentation using power point presentation. It is good since it can help me to improve my English. We are given a topic or problem then we have to solve it” (See Appendix 2 and 3)

### **c. Class Discussion**

Some students have problem in speaking. Perhaps they feel anxious or doubt about what they should say. They are afraid if they say something wrong. That is one of the reasons why the students keep silent if they are asked to speak. But class discussion will help the students to against that feeling. They have to speak up their opinions about a topic, with preparation or without preparation. Some students can speak spontaneously, but the others can speak if they have some preparation or even some times to practice about how to deliver their opinion in class discussion. The subject said that she cannot learn few days before D-Day, so she just did it naturally. She also said in her story about her own way when class discussion began:

“I often join the discussion in the class. I just pay attention, analyse, and then practice. It is just popped out, self-opinion.”  
(See Appendix 2 and 3)

### **d. Spontaneous Speaking**

As the researcher said before, some students can speak spontaneously, but the others can speak if they have some preparation or even some times to

practice about how to deliver their opinion in class discussion. Because of her habit that cannot learn something few days before D-Day, she did not have problem when she was asked to speak spontaneously. That is what the researcher got from the interview:

“I ever did spontaneous speaking, suddenly I was asked about my opinion for one topic, I was pointed, and then I have to answer it directly.” (See Appendix 2 and 3)

#### **e. Reading Journal**

Text, especially journal can help the learner to enrich the vocabularies. More vocabularies that someone gets, more fluent she can speak in public, because she will not think too long to get the words that she wants to deliver. The subject said in her story that she often read journals because her school in America asked her to do it. She also told about how she learned English through the journal:

“I often read the journals because it is an obligation from my school in USA. I learn English from journals by taking a note of some difficult words, so I can easily understand someday.” (See Appendix 2 and 3)

#### **f. Watching Video of English Presentation**

Video is a media that shows moving picture or scene and produces sounds. In English presentation, the speaker always delivers the topic in the different expression. That is the important part because the message can be delivered if the speaker can acts or expresses it. The subject of this study said that video of English presentation is her main way to learn English. Since she

learned about literature, she thinks it is the best way and the easiest way to learn foreign literature.

“That is my main way to learn foreign literature. It is because communication skill is the easiest way for me. Now I know which are the correct pronunciation and the right intonation in some situation. And also body language.” (See Appendix 2 and 3)

The subject also learns about body language, pronunciation, and even the intonation from the speaker of that video. It can be proved by the interview with the subject:

“Now I know which are the correct pronunciation and the right intonation in some situation. And also body language.”

From the interview, the researcher got the information that the subject being a good listener first then applies it.

“I train myself while being a good listener (audience), and then apply it in my daily life and my own extensive speaking.” (See Appendix 2 and 3)

#### **g. Watching English Animation**

Animation or cartoon is considered as a movie for children. But some teenagers or even adult like to watch animation or cartoon because it has normal value or even gives the viewers some new information, knowledge, or some motivations. The subject of this study also learns something from animation. She learns English from that animation or cartoon and even said



that she still watches some cartoon movies like Disney, Nickelodeon. She thinks that it influences her speaking because of the slang words.

“I also learn from animation or cartoon movie. Till now I still love to watch animation movie and cartoon series like Disney, Nickelodeon, Cartoon Network without subtitle. It influences my speaking skill, because there are some slang words in the animation itself, but still in “well mannered” level. That is good for us to know the limitation of slang words for underage viewers.” (See Appendix 2 and 3)

Although she learns through animation movie, but she does not think that she needs to train her speaking skill just by watching those animation movies. But she just learns about the slang words for intermezzo in her extensive speaking.

“I think we cannot train speaking from animation. Just for our knowledge because in a presentation we cannot keep using formal language. But, maybe it can be trained through story telling, or even join any story telling competition.” (See Appendix 2 and 3)

#### **h. Listening English Song**

Learning language from song is more fun than memorize any vocabularies. Listening a song can help someone to enrich vocabularies. For improving English skill, especially in case of preparation before having extensive speaking, the subject also learn English through English song. She learned by filling the blank of the lyric when she was in Elementary School.

“I listened to that song and then wrote the empty part. From that activity, I can learn how to deliver the emotion and the meaning of that song” (See Appendix 2 and 3)

When she was in America, she trained herself by joining the vocal group. She thought that she can learn how to deliver the meaning by joining vocal team.

“I learn English, especially speaking through singing. I joined choir in my school in USA, joined vocal team, band. So I can practice the delivery directly. I also learn how to write song, even rapp. I also participated in choir for Christmas.” (See Appendix 2 and 3)

## 2. Performing Extensive Speaking

The findings on the subject’s performing extensive speaking are summarized in the table 4.2 below, by wrote aspects, and student’s statement:

**Table 4.2. The Summary of Everest Public High School Alumna in performing Extensive Speaking**

No	Aspect	Student’s Statement
1.	Pronunciation	<ul style="list-style-type: none"> <li>• Honestly, I never learned pronunciation like diphthong, triphthong, whatever.</li> <li>• I did that reflexively.</li> <li>• If I do not know the pronunciation, I just use google voice and ask my teacher.</li> </ul>
2.	Grammar	<ul style="list-style-type: none"> <li>• I never learn any tenses before speak in front of audiences.</li> <li>• I just practice, as long as you can say right.</li> </ul>
3.	Vocabulary	<ul style="list-style-type: none"> <li>• I ever found some difficult words.</li> <li>• I just try to find another word that I know.</li> </ul>

4.	Fluency	<ul style="list-style-type: none"> <li>• I just keep silent when I forget the line. But keep showing my cool face.</li> <li>• I always just let it flow, naturally.</li> </ul>
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The explanations of the statements are written below:

**a. Pronunciation**

The learners should practice the pronunciation to speak clearly, so the others can accept the information. As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress, and intonation patterns and speak in connected speech (Irianti, 2011: 8). But based on the subject's story, she did not learn about pronunciation, because she prefer learns autodidact than theoretically. She even said that she did that reflexively.

“Honestly, I never learned pronunciation like diphthong, triphthong, whatever. I mean, I even cannot read English with...which inside the brackets will be read like this. I prefer do it autodidactic.” (See Appendix 2 and 3)

**b. Grammar**

Mastering grammar knowledge will help someone in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance (Sofia, 2015: 9). But the subject did not train herself to learn any tenses before speak in front of the audiences. Because she prefer prepared than memorized any lines.

“I do not learn special tenses before speak in front of the audiences because what I have prepared before is pure from my thought. So, it is preferred on role than memorize the line, text, or something.” (See Appendix 2 and 3)

When the researcher asked her about grammar, she said she does not have any problems with grammar. She cannot memorize the pattern because she prefers on practice than memorize the theory.

“Maybe it was difficult when I was in elementary school. I cannot memorize the pattern, yeah this is my way, prefer on practice.” (See Appendix 2)

When talking about grammar, the subject even said that it is not really important, especially when talk to native speaker. They do not really care about that. As long as they can understand each other, it is not a problem.

“Native speakers do not really care about that. They just, like...as long as you can say right, even our grammar like...much better compared to, like, I’m sorry I didn’t mean to be racist, I’m just saying it. Our grammar honestly better compared to Asian, like, Eastern Asian, like China, Japan, Korean, kinda like that.” (See Appendix 2 and 3)

### **c. Vocabulary**

In speaking, the existence of vocabulary is needed, because if people have so many vocabularies, they can speak easily by using the vocabularies they have had. The subject ever found some difficult words when she speaks in front of public, because the lack of vocabularies. But she said that not

only foreign who feel doubt with some words, even some native speakers do not know some words or how to say something.

“When I have extensive speaking, when I speak in public, I ever found new words, because our vocabularies are not as good as native speakers. Moreover, we are foreigner. Even the native speakers do not always know the detail meaning of vocabularies, more formal, or anything.” (See Appendix 2 and 3)

She suggested finding another word that has same meaning, or synonym of that word.

...“ The solution is just looking for another word that has the same meaning that we know.” (See Appendix 2 and 3)

#### **d. Fluency**

Fluency is important for speaking in front of public, but sometimes when people feel nervous, they will forget what they want to say. The subject also agreed of that, because she ever felt the same. But she can manage that.

“For training my speaking skill in front of the audiences, I pay attention more on my mental, being confident is the most important. Sometimes if I’m really nervous, I would look in front of the mirror and talk to myself in the mirror, like talk to my reflection in the mirror, like I’m gonna speak in front of those people, those audiences. Yeah, kinda like that.” (See Appendix 2 and 3)

When people forget what they want to say, they will keep silent, or even panicked. But the subject tried to stay calm, even showed her cool face.

“Suddenly stop, “hmm...” maybe I ever did that but I did not realize it. Because I never prepared for practicing so I always let it flow naturally. But I rarely say “hmm...” may be just stop, show my cool face.” (See Appendix 2 and 3)

The subject even said that fluency is important. It can be concluded from her story.

“For me, fluency influences our presentation quality because fluency is like the level of our skill to speak in public. If we are not fluent, of course the presentation will be ruined because both of them are like persuasive. It is like invite them or persuades them, so they understand what we are talking about. So, for me, it’s really important.” (See Appendix 2 and 3)