

CHAPTER V

DISCUSSION

This chapter presents the discussion related to the findings of the study. Specifically, this chapter focused on the activities of Everest Public High School alumna for supporting the extensive speaking.

A. The Activities of Everest Public High School Alumna For Supporting Extensive Speaking

For supporting extensive speaking, there are some kinds of activities that can be applied by the students. Based on Kamiskiane & Kavaliauskiene (2014: 41), the activities for supporting speaking are individual short talk, individual power point presentation, class discussion, and spontaneous speaking. INFS (subject's initial name) also applies those activities to support her extensive speaking. She also uses some media in her activities. The media that subject uses is the same as the media that Rasyid (2013: 297) cited in his paper, that Ivers and Baron describes the main elements which make up a typical multimedia program, those are text, image, video, animation, and sound.

1. Individual short talk

As explained in chapter two, Adaba (2017: 4) stated that the key to a successful speaking lesson is a successful speaking activity. So, it is important to keep practicing to gain more vocabularies and self-confidence. She drills her

speaking skill by having conversation with her Indonesian friends and also her American friends. Although sometimes she feels confused about some words or expressions, but that activity can help her to support her extensive speaking. Not only having conversation with friends, she is also having self-talk. She talks in front of the mirror as she feels like speaking in public and even having story telling activities in class.

This kind of activity is same as the previous study that drills the participants or the students in extensive speaking. They should have the daily monologue and recorded it. From that task, the researcher measured their improvement in extensive speaking. The researcher found that the result of that design is better than the participants that did not do the daily monologue. But the lack of that study is they did not practice in front of public. They just had their own time and then recorded it. So when they were in real extensive speaking situation, they may feel uncomfortable because they usually did it alone without any audience in front of them. That uncomfortable feeling can influence someone's speaking activity.

2. Individual PPT

Adaba (2017: 5) said that the best way to make students gain their self-confidence is through making them present oral works in front of their classmates. Her present school, or her school in Indonesia, often applies individual presentation. She also involved in any presentations. She has some preparations for her individual presentation, such as 10-20-30 rule (10 slides, 20 minutes of presentation, and 30 point of font). She also thinks about the

selection words or level. Her selection word is based on the target of the presentation. Even she can speak English like native speaker, she should keep selective to choose the words or the expressions that can be understood by her friends, because her teacher always reminds her that she often speaks the new word that is so difficult.

She is typical girl who cannot study or prepare something long time before D-day. So, when the teacher asks the students to do presentation, she just pays attention to the explanation, analyses the topic, and then presents. She just speaks any opinions in her mind that is why she never feels worried, because it naturally comes from her mind. In the previous study, the participant was not drilled to speak in front of the others. That is why the main obstacle of the participants was self-confidence.

3. Class discussion

In discussions activities, learners are presented with problems and have to express their own opinions about it (Adaba, 2017: 5). The students have chances to deliver their opinion and also chance to improve their speaking skill. Discussion is one of the most efficient and beneficial ways of practicing oral communications freely with the major purpose of cooperation and relationship improvement among the learners (Sotoudehnama & Maryam, 2016: 215). In discussions activities, learners are presented with problems and have to express their own opinions about it (Adaba, 2017: 5). Same as in the individual power point presentation, she just pays attention to the explanation or the topic, then analyses it, and she will give them her opinion. She also thinks that the

discussion activity can help her before having extensive speaking activities because she can improve her speaking by having class discussion.

The previous study just used discussion in some situation, not for supporting the participants' extensive speaking, but for extensive itself. The researcher conducted the discussion just to know how far the participants' progress of their readiness after applied the daily monologue. While the subject of this present study applied the class discussion as her strategy or her preparation before having real extensive speaking situation.

4. Spontaneous speaking

In this activity, the students are unprepared, but if encouraged, can provide some of the most enjoyable and productive speaking in language classes (Sofia, 2015: 14). Sometimes the teacher can provide some topics. The student chooses one topic and tells the teacher and friends about that topic without preparation. The students may tell any information that he or she knows about the topic. This activity is suitable with the personality of the subject. She even said that She is kind of person who cannot learn something or study a few days before the D-day. Everything she wants to tell to the others are just popped out, it is from her self-opinion. When she is asked to speak, she just says anything what is on her mind and her heart. She likes speaking English, even her teacher sometimes asked her to speak slowly and use simple English because her friend were confused if she keeps speaking like native.

In the previous study, the researcher did not use spontaneous speaking both for supporting activities before extensive speaking and the real extensive speaking activities.

5. Reading Journal

Rasyid (2013: 297) cited in his paper that Ivers and Baron, describes the main elements which make up a typical multimedia program, those are text, image, video, animation, and sound. But in the previous study, the researcher did not use any media to help the participant in extensive speaking. The researcher just drilled them to speak anything in one minute for preparing their extensive speaking. Written text can help students to enlarge their vocabularies. They may find new words in the text and memorize those words. One kind of text that can help the participant of this research to enlarge her vocabularies is journal. And then it can help her in her extensive speaking. She will not be flustered to express what she wants to say because she has enough mastery on vocabularies. She told by herself that she learns English from journals. She learns by taking a note of some difficult words, so she can easily understand someday and apply that.

6. Watching Video of English Presentation

Video can help make learning more meaningful (Rasyid *et.al*, 2013: 297). Approving that statement, the participant of the study told the researcher about her activity or her habit about watching video of English presentation. She even said that this activity is her main way to learn about foreign literature. This is the easiest way that she can get. She also said that she learns speaking

from the seminar video. She tries to become a good listener, and observe anything so she knows which are the right pronunciation and the intonation in specific situation, and the body language. And then she will apply it when she has her own extensive speaking.

7. Watching English Animation

Animation is a series of images that are shown in rapid succession and fool the eye into seeing motion (Rasyid *et.al*, 2013: 297). Although it looked like fooling the eye, but English animation can help students to learn English and enlarge their vocabularies. The participant of this study also learns English from animation or cartoon movie. Even she still loves to watch animation movie and cartoon series, just like Disney, Nickelodeon, and Cartoon Network without subtitle. She said that it influences her speaking skill, because there are some slang words in the animation itself, but still in “well mannered” level. She thinks that it is good for students or child to know the limitation of slang words for underage viewers. Although she learns from English animation, she thinks it is no need to train public speaking through animation and cartoon. She just watches those animations to enlarge her vocabularies and learn about slang words.

8. Listening English Song

The participant of this study also learns English from English song. She was in English class that was obligated to join listening test once a week, listened a song and wrote the empty lyric. She said that English song influences her public speaking skill because she learns from the delivery of emotion, and

an understanding of the song itself. She learns those aspects by joining a choir in her school in America and choir for Christmas. She also joined vocal team, and band. So she can practice how to deliver the message from the lyric and also the emotion. Even she also learns how to write song, included rapp.

B. Extensive Speaking Aspect of Everest Public High School Alumna Performance

Speaking has some aspects which must be considered in a communication to make the others understand with the topic. The subject also pays attention of those aspects, but not in deeper attention because she prefer speaks naturally. Those aspects of extensive speaking are vocabulary, grammar, pronunciation, fluency and accuracy.

1. Vocabulary

Sofia (2015: 9) stated that mastering vocabulary is the first step to speaking English, if we do not master vocabulary we cannot utterance what is our purpose. The subject said that her mastery of vocabularies is in the upper level, even she said that sometimes she is confused when she talks to her friends, because she uses some words that her friends do not understand, but she said it is natural, spontaneously. But she also can overcome her own problem. She tries to find the synonym of the unfamiliar words, so her friends can understand her. The first previous study did not pay attention more on vocabulary. As long as the participants can practice one-minute-talk, the researchers were sure that they will improve their speaking. While in the

second previous study, the researcher paid attention more on the fluency of the participants' extensive speaking.

2. Grammar

Mastering grammar knowledge will help one 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). How someone can speak fluently if he is not sure how to arrange words into meaningful sentences without good grammar (Desfitranita, 2017: 25). But the subject does not learn tenses in the deeper way. Even she does not train herself to learn any tenses before speak in front of the audiences. Because she prefer prepared than memorized any lines. 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. The previous studies did not pay attention more on tenses and another grammar. The researcher of the second previous study just taught or gave common material about grammar.

3. Pronunciation

Stress, rhythm and intonation which are the most important characteristics of English pronunciation convey important messages (Warastuti, 2013: 19). The learners should practice the pronunciation to speak clearly, so the others can accept the information. But she did not learn about pronunciation particularly, because she prefer learns autodidactic and reflexively than theoretically. If she does not know the pronunciation, she will

use google voice and asks the teacher. The previous studies did not pay attention more on pronunciation, because most of the participants' accent is influenced by their mother tongue.

4. Fluency

The degree of fluency, however, will be open to question and differ from one individual to another (Al-Ahdal *et. al*, 2014: 143). This is because native-like fluency is not just a matter of accent, but also of many minor characteristics such as the selection of words, tone, and even structures. The subject told that when she speaks in public, she never feels hesitant and just speak up what is on her mind. 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. She will just keep silent but act cool. The subject even said that fluency is important. She said it herself. She said that fluency influences the presentation quality because fluency is like the level of someone skill to speak in public. If someone is not fluent, of course the presentation will be ruined because both fluency and presentation quality are like persuasive. It is like invite the audiences or persuades them.

In the first previous study, the researcher trained the participants to speak fluently by conducting one-minute-talk. They believed that the participants' fluency will be improved if they are trained to speak every day. In the second previous study, the researcher observed the participants' fluency when they were having presentation and found out what the participants did when they were confused to convey what they want to say.