

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter deals with the result of the research which divided into two selections they were research findings and discussion where the finding outline the result of the data analysis was taken by observation field notes and questionares while learning process in classroom, the result of the research findings .

#### 4.1. Research Findings

The first one would be held on December 1, 2021. For the first observation, the duration is 2x30 minutes, (due to pandemic conditions). In the first class, namely class 2021C starting at 16.00 and ending at 18.00. Before the class starts, the lecturer starts the lesson by opening greetings. The lecturer greets the students and students they give a good response to the lecturer greeting. This shows that they are interested in learning English at that time. After that the class leader leads to pray together. Then the lecturer checks the student attendance list and asks the students how they are. Do not forget the teacher gives enthusiasm for learning to students with a little motivation so that students remain enthusiastic to learn after that the new lecturer introduces the researcher and conveys the purpose of the researcher following today's speaking lesson.

The lecturer explains a little about the material English podcasts. The material is in the form of making an English podcast as attractive as possible, then the lecturer asks some questions to the students whether they have understood the about English podcast material. After some students understand the English podcast material, Next the lecturer asks students to form groups of 2-3 students. After the group is formed, each group required chooses an English podcast topic that the lecturer has written on the blackboard . The Lecturer gives 15 minutes to discuss among the groups. During speaking learning, students were very active and enthusiastic to follow it until the end, after discussing each group came forward to give reasons why their group chose one of the topics to be discussed in English podcast material in front of their friends and lecturer.

In this first study, there were several types of verbal interactions between lecturers and students . Intrapersonal Students interaction , Interpersonal Interaction and Small group discussion

After that, the lecturer explained the conclusions about the English podcast material in the lesson at that time. The teacher provides opportunities for students to ask some questions related to English podcast material. and here there is one student who conveys one of his opinions about the English podcast material, this is called intrapersonal interaction. And after that the lecturer reminded all students to collect podcasts by uploading them on youtube and the files were collected in one folder. In this first meeting, the researcher only observed verbal interactions between lecturer and students in learning speaking .

The second observation was carried out on December 15, 2021. The second observation lasted 2x30 minutes. Starts at 16.00 and finishes at 18.00. This is the last observation made by the researcher to collect data. Researchers have prepared several questions to students using google form, because researchers want to know student responses. Before the class starts, the teacher opens the class with greetings. The lecturer greets the students and they give a good response to the lecturer greeting. This shows that they are interested in learning English at that time. After that the lecturer leads to pray together. Then the lecturer checks the student attendance list, the lecturer explains the material that will be discussed at this meeting. The activities in this section are always the same greeting in every meeting from the first to the second meeting.

In this observation, the lecturer asks the representatives of each group to come forward and talk or retell about the podcast that was made to their friends. Students take turns coming forward and speaking without embarrassment or fear when their friends see and hear what they are talking about.

Before the class ends, the lecturer reviews the material that had studied and motivates students and asks students to discuss to provide conclusions from the material that had taught. After the Before the class ends, the lecturer reviews the material that had studied and motivates students and asks students to discuss to provide conclusions from the material that had taught. reviewed the material, the researcher asked the teacher for ten minutes to get data on how students responded about the implementation of speaking learning with English podcast material. After that, the Before the class ends, the lecturer reviews the material that had studied and

motivates students and asks students to discuss to provide conclusions from the material that had taught. ended the lesson.

#### **4.1.1 Verbal interaction between Lecturer and students**

Based on the observation, the researcher had found that the kinds of verbal interaction between students and Before the class ends, the lecturer reviews the material that had studied and motivates students and asks students to discuss to provide conclusions from the material that had taught. in classroom . There were Intrapersonal interaction, Interpersonal interaction, Small group interaction , The extract below from a Observation field notes and questionnaires in classroom .

- A. Intrapersonal interaction is interaction of students and Before the class ends, the lecturer reviews the material that had studied and motivates students and asks students to discuss to provide conclusions from the material that had taught. who have their own interactions with themselves like silent interaction in class if before the class ends, the lecturer reviews the material that had studied and motivates students and asks students to discuss to provide conclusions from the material that had taught. and student speak something without communicating with other people. Usually this interaction is used to convey their opinion where we can juggle the role between sender and receiver who processes our thoughts and actions. just like in the first study there was one who expressed his opinion about podcast material.

Example 1 :

Student : class leader leading a prayer together Before starting the lessons .

Example 2

lecture: So the material is podcasts, which I previously explained in the class group about English podcast material

The presenting example 1 presents how the student felt that he was a leader in class and had to respond what the teacher said, because it was in accordance with the meaning of intrapersonal interaction .Where a person confident to speak without coercion and arises awareness of anyone, namely silent conversation, such as when we think of something and find our own answers without talks with others.

In example 2 above shows how the teacher reminds material to students and makes students think to respond, why the interaction can be intrapersonal because the teacher strives to continue to make students continue to focus by giving questions that make students think to respond.

B. Interpersonal interaction In the next is interpersonal interaction, the following extract represents how the teachers interaction with student face to face to make student more understand about the material in classroom.

Example

lecturer: Gives time for students to Ask questions they don't understand about English podcast material

In the extract above shows that between teacher and student have a interaction, when teacher ask and student answer. And than the two individuals involved will swap their roles of sender and receiver in order to communicate in a clearer manner

### C. Small Group Interaction

#### Example

T: Form groups consisting of 2-3 people, each group can discuss the English podcast material and how the podcast is going, when it's finished, each group can come forward to explain the podcast flow

S: yes ma'am

This example shows how the teacher provides an opportunity to students to form groups consisting of 2-3 and if a group is formed, each group can choose podcast material that has been written by the teacher on the blackboard after finishing discussing with the group, each group comes forward and explains how the podcast flows to the teacher and other groups .Interaction between students can raise students' curiosity because it seems that based on the results of the student video recordings it looks excited in learning speaking with English podcast material .

**TABLE 4.1 FOR ANALYSIS TABLE ON VERBAL INTERACTION**

No	SENTENCES	CATEGORY
1	<p><b><u>FIRST MEETING</u></b></p> <p>The lecturer greets the students and students they give a good response to the lecturer greeting</p>	INTERPERSONAL INTERACTION
2	<p>Class leader Leading a prayer together before starting the lesson</p>	INTRAPERSONAL INTERACTION
3	<p>Then the lecturer checks the student attendance list and asks the students how they are</p>	INTERPERSONAL INTERACTION
4	<p>The lecturer introduces the researcher and conveys the purpose of the researcher following today's speaking lesson.</p>	INTRAPERSONAL INTERACTION

5	The lecturer reminded his students about the material about English podcasts	INTERPERSONAL INTERACTION
6	The lecturer explains a little about the material English podcasts	INTRAPERSONAL INTERACTION
7	Gives time for students to Ask questions they don't understand about English podcast material	INTERPERSONAL INTERACTION
8	The lecturer gives students enthusiasm for learning with a little motivation so that students are still enthusiastic about learning	INTERPERSONAL INTERACTION
9	Form groups consisting of 2-3 people, each group can discuss the English podcast material and how the podcast is going .	SMALL GROUP DISCUSSION



10	The Lecturer asks each group to understand the material in the English podcast	INTERPERSONAL INTERACTION
11	The lecturer explained the conclusions about the English podcast material	INTERPERSONAL INTERACTION
12	Here there is one student who conveys one of his opinions about the English podcast material	INTRAPERSONAL INTERACTION
13	<p><b><u>SECOND MEETINGS</u></b></p> <p>The teacher reviews the material that had studied and motivates students and asks students to discuss to provide conclusions from the material that had taught.</p>	INTERPERSONAL INTERACTION
14	The lecturer giving motivation	INTRAPERSONAL INTERACTION
15	The researcher talks to the lecturer and asks for 10 minutes to take over the class and share	INTERPERSONAL INTERACTION

16	The lecturer asks the representatives of each group to come forward and talk or retell about the podcast that was made to their friends.	INTERPERSONAL INTERACTION
17	Students take turns coming forward and speaking without embarrassment or fear when their friends see and hear what they are talking about.	INTRAPERSONAL INTERACTION
18	The researcher would like to thank the lecturers and students for helping during the research	INTRAPERSONAL INTERACTION

#### **4.1.2 Student perception in the Implementation of Speaking Learning using the verbal interaction method**

Questionnaires were used to determine student Perception to learning to speak using verbal interaction methods to teach English podcast material. In addition, complete the research data. Each student is given ten questions with several possible answers based on their opinions and experiences during the teaching and learning process. The researcher asked the students to choose the appropriate answer from the options provided in the questionnaire. The following are the results of the questionnaire based on observations

**Table 4.2 The Result of Questionnaire**

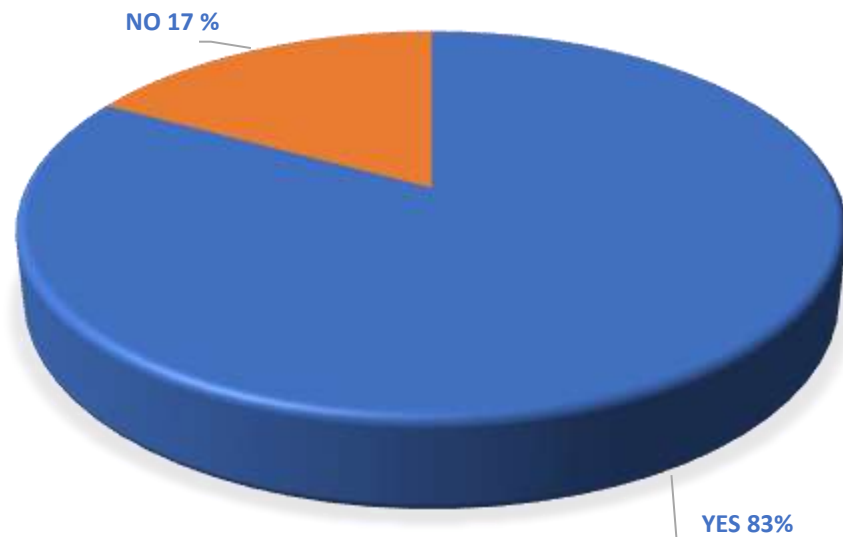
Number of Question	Total Students	Students' answer		Percentage	
		Yes	No	Yes	No
1	20	19	1	95%	5%
2	20	17	3	85%	15%
3	20	19	1	95%	5%
4	20	17	3	85%	15%
5	20	11	9	55%	45%
6	20	17	3	85%	15%
7	20	19	1	95%	5%
8	20	16	4	80%	20%
9	20	16	4	80%	20%
10	20	14	6	70%	30%
Total	200	165	35	83%	17%

The researcher analyzed the questionnaire using percentage technique based on the data above. The formula could be seen as follow:

$$\text{Questionnaire} = \frac{\text{The sum students' responses of one question}}{\text{The number of students}} \times 100\%$$

Based on the result of questionnaire above, the researcher concluded the data by using average for each result in the chart

## CHART OF THE STUDENT'S PERCEPTION RESULT OF THE QUESTIONNAIRES



Based on the results of the questionnaire, there were 83% of students answered "yes" and 17% of students answered "no". So, most students agree with the use of good verbal interactions between teachers and students in learning to speak because it is useful to motivate students to speak and enjoy the teaching and learning process comfortable

### **Percentage of questionnaire results the researcher:**

1. The first question " Does the lecturer always do face to face during learning speaking " 19 students answered yes and 1 student answered no. This means that all students like offline learning
2. The second question "Has the lecturer done good intrapersonal communication with his student to build effective learning"17 students answered yes and 3 students

answered no. This means that all students understand learning speaking well with this method.

3. The third question “Does the lecturer always interact with students? For example: Asking some questions about English podcast material” 19 students answered yes and 1 student answered no. That is, all students often interact with their teachers through several questions at the end of the lesson.

4. The fourth question "Are the students happy during the speaking learning process” 17 students answered yes and 3 students answered no. This means that all students are very happy and comfortable when participating in speaking learning.

5. The fifth question "What Is the delivery of English podcast material using verbal communication in class very good?" 11 students answered yes and 9 students answered no. This means that the delivery of speaking material using verbal communication methods is quite easy for some students to understand .

6. The sixth question ‘What is English podcast learning very easy for students in speaking class to understand “17 students answered yes and 3 students answered no. This means that students understand very well about podcast material in learning to speak.

7. The seventh question "during teaching and learning process does the lecturer interact with the whole students in the class" 19 students answered yes and 1 student answered no. This means that every learning teacher always interacts with students using verbal interaction methods.

8. The eighth question is “Do students often interact with each other, such as in groups, in pairs, and individually” 16 students answered yes and 4 students answered no. This means that during learning speaking students always interact with friends or teachers.

9. The ninth question is “Do students really like learning to speaking” 16 students answered yes and 4 students answered no. This means that all students very interested and really like learning to speaking .

10. The tenth question is “Do you have problem in learning to speaking” 14 students answered yes and 6 students answered no. This means that almost all students do not have problems in learning to speak and there are only few students who have problems in learning speaking .

## **4.2 DISCUSSION**

Based on the observations above, the researcher can assume that the learning technique using the verbal approach method of interaction between Lecturer and students that is applied is very useful in teaching speaking today. For the implementation of the teaching and learning process to speak using material English podcast , the lecturer always opens the lesson by greeting, praying, and checking the attendance list. In the core activity, the lecturer explains about the English podcast material , the lecturer also provides opportunities for students to asks question if they are don't understand the material . and the next the lecturer asks the students forms a group consisting of 2-3 people to discuss English podcast material.

After that, the lecturer asked each group to come forward to explain the reason choose a podcast topic that has already been written on the blackboard

In this first study, there were two types of verbal interactions found between lecturers and students, the first was the small group discussion method because small groups were formed and the second was that one student expressed his opinion about one of the English podcast topics belonging to one group. The lecturer always leads the way. and control students' speaking activities from beginning to end. The students still often make some mistakes such as grammar, intonation, even difficulty in understanding the meaning of some words but the good side is that it can enrich their vocabulary. Because they are first semester students with beginner level speaking lessons. In this study, it can also be concluded that students prefer face-to-face learning, because they understand more about the learning conveyed by their lecturers.

Based on the questionnaire that has been given to determine student responses in the implementation of learning to speak by observing the use of verbal interactions between lecturer and students . Most of the students are interested in learning speaking class. Seen 83% of students who like speaking class because the use of verbal interaction between lecturer and students is very good so that students really enjoy learning speaking class very happily and understand, and 17% of students who don't like speaking class because they feel they can't focus. The researcher found that the students' responses in speaking class were very good.