

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter researcher presents the the description of the data which were collected during the researcher. The finding and discussion including the answer to the research problem which are follows: How does English teacher implements English poems to teaching speaking for undergraduate students at STKIP PGRI Sidoarjo and what are the student responses in learning speaking using English poems at STKIP PGRI Sidoarjo.

#### 4.1 Findings

In this part, the researcher described the implementation of English poems in teaching speaking for undergraduate students at STKIP PGRI Sidoarjo. The researcher was done observation in one meetings. Duration of each observation was 30 minutes. It was take the data in English education for fourth semester grade students at STKIP PGRI Sidoarjo. The observation made by the researcher involved around 20 students.

The observation, as the first stage of this research focuses on all activities carried out by both lecturer and students in the whole teaching and learning process, which lasted until the entire classroom period was over. The researcher will firther described in detail as follows:

#### **4.1.1 The Implementation of English Poems in Teaching Speaking for Undergraduate Students at STKIP PGRI Sidoarjo.**

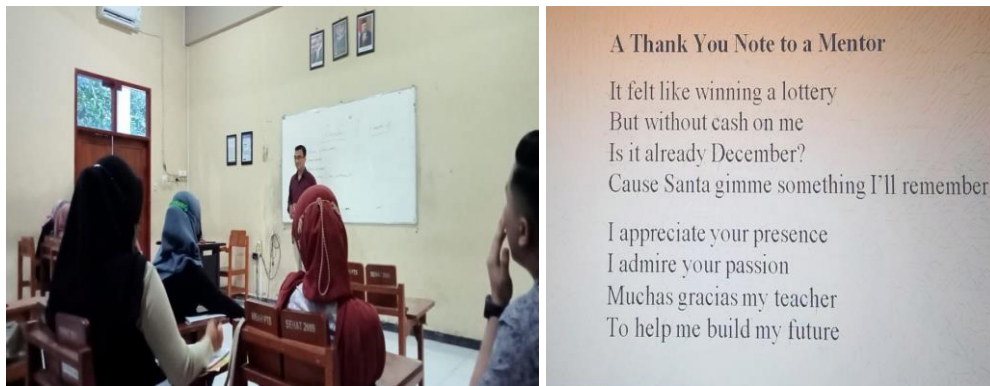
In aim to address the first research question mentioned in chapter one, the researcher will provide the description on what the students responses approach is being implemented in a scenario of teaching speaking using English poems. In this phase, the researcher employed a direct observation upon the evening class of STKIP PGRI Sidoarjo grade students on 20 june 2022. The observation were held on one meeting.

The researcher observed the teaching and learning process of speaking with the observation sheet technique, the researcher explained about the theory of students respons in learning speaking using English poems in speaking class. The researcher get the result of students observations from observing the learning process carried out by lecturer and students as follows:

##### **4.1.1.1 Pre-Teaching Activities**

Pre-Teaching is the begining of any classroom activities. It generally involves the greeting delivered by the lecturer, followed by checking students attendance, instilling enthusiasm and motivation to boost students participations through entire classroom activity and delivered an outlineor overview for the given lesson, sometimes the lecturer may also give a hint for the learning method or approach that is about to be used in the lesson.

#### 4.1.1.2 Whilst Teaching Activities



#### Whilst Teaching Activities

The second part is the part when the lecturer begins to explain the English poems. There are some steps in teaching poem, such as the lecturer read the poem, students read the poem individually, the lecturer divide students into five small group discussion, the students present the result of their group discussion and the lecturer give the feedback for the students.

In the first step, the lecturer read the poem, while students give attention to the lecturer. The poems which used by lecturer the poems title by the lecturer was “A Thank You Note to a Mentor”. The lecturer read the poem in around two minutes. Students then pay close attention to the explanation from the lecturer. The lecturer asks students to observe a model of how to perform speaking using English poems and the lecturer engages learners in speaking activities desinged to prepare them to perform of speaking using English poems.

After, the lecturer read the poem the lecturer gives strategic planning of the main to perform in speaking English using poems, lecturer gives to performance options in speaking English and lecture gives students time to process of learning

in speaking English using poems. Meanwhile the lecturer provides an opportunity for a repeat to perform of speaking English using poems ( the lecturer ask the students to reread the poem that has been read by the lecturer) and than the lecture gives a summary and final comment to students' performance.



The students read the poem

After the students read the poem individually divide students into five small groups discussion. There were two-three students in each group. The students asked to discuss the poem entitled “A Thank You Note to a Mentor”, related to the meaning of the poem and the unfamiliar vocabularies found in the poem. After the students finished their discussion the lecturer asked them to litle the result of their discussion.



The students' discussion activity

After the students discussed the poem, the students presented their discussion result in front of the class. The presentations were presented by five groups, in students' presentations, they explained the meaning of the poem and unfamiliar vocabularies found in the poem. They also describe the meaning of each unfamiliar vocabulary found in the poem.



The presentation of the students in each group.

#### **4.1.1.3 Post- Teaching Activities.**

The last part is the lecturer gives a summary and final comment to students' performance and the lecturer provides an encourages reflection on how to perform of learning in speaking English using poems. After that the lecture provides encourages attention to form, in particular to those forms that proved problematic to the learners when they performed of speaking English using poems.

Prior to the main teaching phase the lecturer than gave the students some further feedbacks on how to fully make use of the students response in most speaking using English poems to materials. These feedback can be described as follows:

1. The students need to be aware of the distinction between summarizing and criticizing, since the approach of students response relies heavily on learners in speaking using English poems to material.
2. Speaking a lot, so each learner possessed an adequate background knowledge that is useful for the further analysis on any literary works when used alongside the students response of theory.
3. Students ought to enrich their vocabulary, knowing that most learners aren't native to English language, that lack of proper vocabularies may hinder one's understanding on a speaking using English poems of material.
4. In technical perspective, the students used to focus on which object that they're going to criticize. Whether it is the author, the main theme and the message carried within a speaking using English poems of material.
5. Students need to be a bet more assertive, since the key point of students response approach is examining, expalinning and defending readers personal reaction to given speaking using English poems of material.

#### **4.1.2 The Students Responses in Learning Speaking Using English Poems at STKIP PGRI Sidoarjo.**

In accord to the second research question, the researcher has conducted an offline inquiry with the aim of discovering students implements associated to the use of the students response in learning speaking using English poems.

Since the focus of the second objective is the students, hence the researcher took 20 students from the previous observation phase to join as the questionnaire participant. The questionnaire results will later be processed by the researcher in

order to create a cohesion. Later on, a percentage is averaged to portray the questionnaire results that can use the following formula:

$$\frac{\text{Number of student's answer}}{\text{Number of student}} \times 100\%$$

'N' in above a quation signifies the total number of all respondents, where as 'n' represents the number of an answer selected in the questionnaire.

### **Result of Questionnaire**

The first inquiry was about whether the students like speaking activities. Out of 20 respondents, 4 or 20% of them answered Normal (N), 10 or 50% answered Agree (A) and while the remaining 6 or 30% answered strongly agree (SA). It shows that the provides of students like speaking activities. The second inquiry was about whether students have no difficulty in speaking. Out of 20 respondents, 2 or 10% of them answered strongly disagree (SD), 6 or 30% answered disagree (D), 2 or 10% answered normal (N), 6 or 30% answered agree (A) and while the remaining 4 or 20% answered strongly agree (SA). It means that the students have no difficulty in speaking.

After that the third inquiry was about the students need to improve their speaking skill. Out of 20 respondents, 2 or 10% them answered agree (A) while the remaining 18 or 90% answered strongly agree (SA). It signifies the prior knowledge the students possessed in regard to the given material and how they can improve speaking skill. The fourth inquiry was about whether the students can understand the concept and learning objectives of speaking. Out of 20 respondents, 1 or 5% them answered disagree (D), 4 or 20% answered normal (N), 11 or 55% answered

agree (A) and while the remaining 4 or 20% answered strongly agree (SA). It shows that the students can understand the concept and learning of speaking material.

Meanwhile the fifth inquiry was about whether the students can understand that speaking are systematic descriptions of the techniques and exercises used in speaking class. Out of 20 respondents, 1 or 5% them answered disagree (D), 4 or 20% answered normal (N), 13 or 65% answered agree (A) and while the remaining 2 or 10% answered strongly agree (SA). It means that the students can understand that speaking are systematic descriptions of the techniques and exercises used in speaking class. The sixth inquiry was about whether the students can understand the process of speaking. Out of 20 respondents, 1 or 5% them answered disagree (D), 3 or 15% answered normal (N), 14 or 70% answered agree (A) and while the remaining 2 or 10% answered strongly agree (SA). It signifies the students can understand the process of speaking ability.

The seventh inquiry was about whether the students can speak easily by following the speaking. Out of 20 respondents, 6 or 30% them answered disagree (D), 1 or 5% answered normal (N), 11 or 55% answered agree (A) and while the remaining 2 or 10% answered strongly agree (SA). It shows that the students can speak easily by following the speaking material. The eighth inquiry was about whether the students can focus on the speaking process with the speaking using English poems. Out of 20 respondents, 7 or 35% them answered disagree (D), 4 or 20% answered normal and while the remaining 9 or 45% answered agree (A). It means that the students not focuses on speaking process but also with the speaking using English poems.



And than the ninth inquiry was about whether the students feel that them speaking skills are improved after speaking using English poems. Out of 20 respondents, 6 or 30% them answered disagree (D), 3 or 15% answered normal (N), 9 or 45% answered agree (A) and while the remining 2 or 10% answered strongly agree (SA). The students speaking skill are improved after speaking Using English poems. The tenth inquiry was about the students can learn language with communicative and directed interaction while doing speaking using English poems. Out of 20 respondents, 4 or 20% them answered disagree (D), 2 or 10% answered normal (N), 11 or 55% answered agree (A) and while the remining 3 or 15% answered strongly agree (SA). It shows about the students can learn language with communicative and directed interaction while doing speaking using English poems.

After that the eleventh inquiry was about the students feel English poems can improve the speaking skills of them. Out of 20 respondents, 1 or 5% them answered strongly disagree (SD), 3 or 15% answered disagree (D), 3 or 15% answered normal (N), 6 or 30% answered agree (A) and while the remining 7 or 35% answered strongly agree (SA). It means the some students feel English poems can improve the speaking skills of them to the materials. The Twelfth inquiry was about the students feel that English poems can activate and develop language skills of them. Out of 20 respondents, 1 or 5% them answered strongly disagree (SD), 2 or 10% answered disagree (D), 1 or 5% answered normal (N), 9 or 45% answered agree (A), and while the remining 7 or 35% answered strongly agree (SA). It signifies that the students feel that English poems can activate and develop language skills of them.

Meanwhile the thirteenth inquiry was about the students can find out speaking skills with English poems of them. Out of 20 respondents, 6 or 30% them answered disagree (D), 3 or 15% answered normal (N), 10 or 50% answered agree (A) and while the remaining 1 or 5% answered strongly disagree (SA). It means that the students can find out speaking skills with English poems of them. The fourteenth inquiry was about the students more interested in learning to speak using English poems. Out of 20 respondents, 1 or 5% them answered strongly disagree (SD), 3 or 15% answered disagree (D), 5 or 25% answered normal (N), and while the remaining 11 or 55% answered agree (A). It means that the students more interested in learning to speak using English poems.

The last inquiry was about the students became more confident in my speaking after studying with English poems. Out of 20 respondents, 4 or 20% them answered disagree (D), 4 or 20% answered normal (N), 11 or 55% answered agree (A) and while the remaining 1 or 5% strongly agree (SA). It signifies the students became more confident in speaking after studying with English poems of them.

#### **4.2 Discussion**

This section contains the discussion of the entire finding of this research. As mentioned earlier, this researcher was in two separate phases. The first one is direct observation checklist and while the second is through a questionnaire assessment. From what researcher has acquired, the first direct observation produces insightful ideas on how a learning process is conducted by the lecture.

As noted on the table of observation checklist, the entire speaking activities is separated in three parts that were conducted in an orderly manner. The first one is pre-teaching activities, which incorporate three focuses namely opening, preparation and initiation on learning activity. Where as the second one is whilst-teaching activities.

#### **4.2.1 The Implementation of English Poems in Teaching Speaking for Undergraduate Students at STKIP PGRI Sidoarjo.**

On whilst-teaching, researcher observed the lecturer's effort to implement of speaking using English poems into the learning activity, which dispalyed a significant chance on the entire learning experience. The researcher gave the students a question as checlist and questionnaire.

The last post-teaching activities the researcher to provides encourages attention to form, in particular to those forms that proved problematic to the learners when they performed of speaking English using poems. Then the researcher gave a little motivation to the students about learning to speaking using English poems.

#### **4.2.2 The Students Responses in Learning Speaking Using English Poems at STKIP PGRI Sidoarjo.**

This section contains the discussion of the students response in learning speaking using English poems. Meanwhile in order to answer the second research question on the students response in learning speaking using English poems. The researcher would like to describe the result of questionnaire.

There were 20 students in the class who answered the questionnaire that was given by the researcher in the meeting of observation. It can be known students'

response. Based on questionnaire that had been calculated by the researcher, the researcher found 45% the most students agree with English poems to improve their speaking skills after speaking using English poems and 30% the most students disagree with learning using English poems to improve their speaking skills after speaking using English poems.

The researcher found 55% of the students Agree in learning language with communicative and directed interaction while doing speaking using English poems and 20% of the students disagree with communicative and directed interaction while doing speaking using English poems. The through English poems, can help students and increase vocabulary in communicating and interacting with the other students.

The researcher also found that 35% of the students strongly agree with English poems to improve their speaking skills and 5% strongly disagree with English poems to improve their speaking skills. it means that they are very interested of learning using English poems because of imprive their speaking skills.

The researcher found 45% the students agree with English poems can activate and develop their language skill and 5% of the students strongly disagree with English poems can activate and develop their language skills. It indicates that English poems can activate and redevelop students interest and passion in learning to speak.

Meanwhile, 50% the students find out their speaking skills with English poems and 30% students disagree with find out their speaking skills using English poems.

The researcher found 55% students agree with the students more interested in learning to speaking using English poems and 5% students strongly disagree with interested in learning to speaking using English poems.

The researcher also found 55% of the students more confident in their speaking after studying using English poems because the result of this research really show that English poems has a big influence that can make the students confident in speaking.

