

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

**A. Findings**

There is the result of observation and interview which conduct at UPB class. The detailed result was being described here. the researcher uses three instruments to collect the data, i.e. observation, interview and documentary for gathering all information.

In the first step, the researcher came to the class and met the English teacher. Then, the writer asked a lesson plan made by the English teacher as a documentary. After that, the researcher observed in the class of English teacher using an observation sheet. The last process is the interview. the researched asked some questions to get information about the students' enthusiasm for learning English toward students' achievement in UPB.

To know about the students'enthusiasm for learning English toward students' achievement in UPB, the researcher conduct class observation of English teachers using an observation sheet. this research conduct in six times began from 12,13,14 and 19,20,21 September 2019.

**OBSERVATION CHECKLIST**

NO	DIMENSION OF ENTHUSIASM	HIGH	MEDIUM	LOW
1	<b>Eye Contact</b>	Students' eye contact is dancing,	Appears interested, some changes,	Students look dull or bored. Seldom

		snapping, and shinning, lighting up, open wide.	no light up, shinning, open and wide eye contact.	open eyes wide or raised eyebrows.
2	<b>Facial Expression</b>	Their expression changes denoting surprise, sadness, joy, thoughtfulness, awe.	Agreeable smiles frequently and longer, look pleased, happy, and happy when called for.	Students show deadpan, does not denote a feeling or frowns most of the time. Sometimes smile. Their lips closed
3	<b>Gesture</b>	Students' gesture frequent demonstrative movement of the body, head, arms, hand, and face.	Students often point with hand, using total arms, Occasionally use sweeping motion using the body, head, arms, hands, and face. Study peace of gesture maintained.	A student seldom moves arms out outstretched toward a person or object. Never uses sweeping movement, keeps arms at the side or folded across the body and appears rigid
4	<b>Body Movement</b>	Students have large body movements, swing around, changes pace and bend body.	Students move freely, slowly and steadily.	Students seldom move from one spot.
5	<b>Word Selection</b>	Students word selection are highly descriptive, many adjective	Students' word selection is quite enough descriptive.	Student mostly uses a noun and little description.

		and great variety.		
6	<b>Vocal Delivery</b>	Students' vocal delivery is rapid, excited speech, varied, lilting, up-lilting intonation;	Students have a pleasant variation of pitch, volume and speed, good articulation	Students have a monotone voice, minimum vocal inflection, and little variation in speech, drones on, poor articulation.
7	<b>Acceptance The Idea and Feeling</b>	Students are quick and ready to accept praise, encouragement or clarify. Many variations in response. Vigorous nodding head when they agree.	Students able to accept ideas and feeling, praises or clarifies. Some variation in response but frequently repeats someones.	Students have little indication of acceptance encouragement. Some may ignore it.
8	<b>Energy Level</b>	Students have explosive energy and vitality, highly demonstrative. Have sudden changes in voice, tone, head, arms, and body movement.	Students show variations from high to low in appearing energetic. An even level is mostly maintained.	The student is inactive, dull or sluggish.

**1. Students' Enthusiasm For Learning General English At Language Development Unit.**

#### A. Eye contact

From the first meeting to the third meeting of the high, the fourth and fifth meetings of the medium, the researchers saw the eye contact of all children who were studying in the class very well. When the teacher is explaining learning in the classroom all children are very good at paying attention to the visible eye of those who are very focused in listening and understanding each lesson, their eyes are always focused on the teacher who is teaching in the class when the teacher is explaining learning there is no visible child while writing or playing mobile they focus on the learning being explained, if they have finished listening to the teacher's explanation then they focus on what they will write in their notebook or they will focus on the assignment given by the teacher, as well as when the researcher is doing interviews with students were seen when they answered each of their eye questions. They expressed how their hearts and interests were in the enthusiasm of learning English in UPB classrooms, but at the last meeting and meeting eye contact the students seemed low maybe because at that time the lessons were also unexcited and the material discussed feels less interesting, so because of that some children look sleepy and are not focused on the lesson, their eyes are not sparkling, very showing no interest.

#### B. Facial expressions

From the first meeting to the fourth meeting students' facial expressions were seen as high, while at the fifth and sixth meeting their facial expressions were classified as medium. Researchers can see facial expressions depicting children, usually smiling and feeling happy in

lessons, so so when students in English learning classes at UPB they often smile when learning in class because each lesson in the class discussion is quite interesting, they also look very excited in class. Their enthusiasm is illustrated when their facial expressions are attracted or very fond of the material conveyed, some children often look very happy, for example, facial expressions that do not describe boredom or feel sleepy when studying, as well as when researchers conduct interviews with students very well looked their facial expressions when answering every question, but facial expressions are also not always just happy expressions, that there are also frowning faces, rolling eyes, wrinkled forehead wrinkling implies that the child is less interested in learning or they do not understand learning itself, but not many in this class find facial expressions like that there are only maybe one or two people like that.

### C. Gestures

From the first meeting to the third meeting the gestures of students look very enthusiasm, for example, every time the teacher throws questions to each other their students scramble and raise a high hand to answer the question, occasionally the researcher also sees when they are focused on listening to the teacher's explanation or discussing student learning problems also gestures by leaning their hands on the table and not leaning their bodies into chairs while in the fourth and sixth meetings students are very medium because they look lonely and quiet if the teacher is explaining something or throwing questions to students, rarely see they tighten up to

answer, and most of the students from the way they sit also appear to lean their bodies into their chairs, indicating that they are not interested in learning. But researchers also saw that at meetings of one to three two girls sat in the back looking less enthusiasm while learning, the child's gestures were very clearly seen, sometimes when the teacher explained the child's learning to talk to each other sometimes the child leaned his head to his friend's shoulder, sometimes he plays his pen by spinning it and not paying attention to what his teacher is explaining in the book.

#### D. Body movements

From the meeting to the body movement shown by the students are different, the first and the sixth meeting shows the lack of body movement, for example, no one is seen to move because of interest from one chair to another and at that time there was no group work in the class, but in the second, third, fourth and fifth meeting, it shows the body being, for example, there are one or two students who look enthusiasm when the teacher is explaining learning and maybe the student feels interested or wants to better understand the lesson so that what was the student sits in the back row moving the empty chair in front.

#### E. Word selection

At the first, second, and third meeting before starting student learning usually does a small talk and each student advances one by one with a random choice name, and each student tells what experience is

unforgettable and they advance to the class without written text, they tell experiences they have experienced from happy, sad, funny, stories of experiences they have experienced each student tells with fun and funny every they explain from the story, while in the fourth to sixth meeting students do not tend to look at word selection because in the class feels more rigid than the previous class, maybe here it could be because the class lessons only explain and focus on learning.

#### F. Vocal delivery

Researchers see from the first meeting to the last meeting and at the interview meeting with students, the vocal delivery of students is balanced there are some who are straightforward and some are weak there are children whose voices are loud or energetic sometimes it is from men and it is explained that those whose voices are slightly soft or a little slow it is usually female, but researchers see that not only are energetic men who talk many who are loud and energetic in pronunciation in communication and others, as well as a slow voice in pronunciation and conversation is not only obtained from a woman, there are even men who speak softly when speaking English, maybe because they are embarrassed or not confident, researchers see here both female or male students when having conversations or reading English texts in their class is very enthusiastic, they are loud when instructed the teacher to read a conversation or text story bahasa english, especially when the teacher holds games in class, automatically

in each game they have a conversation among friends in class, students look very enthusiastic in the game, they are energetic in communicating, especially when the teacher organizes and practices games that discuss selling buy, from there the researchers clearly hear and see what they are doing, their voices are loud when promoting the merchandise they sell and so are their buyers also loud and smooth when they bid and ask about prices or ask for discounts from sellers, but there are also when the researchers conducted interviews with students, the researchers heard from each of their vocal delivery students' answers that they were very good, they responded very enthusiastic even though there were some who were very quiet in their voices and sounded a little lazy but the malsan tpi was not much and had little effect on the others.

#### G. The acceptance of idea feeling acceptance of ideas feeling

From the first, second and fourth meetings The shows the medium because in both meetings when the teacher asks students questions about the lesson, they are quick to respond and respond to learning and describe how they understand what is learned. learn, and every time some teachers ask questions and answers about how the right words to fill in the questions in their books are also responsive in answering because the first and second meetings they discuss about the material in the book the problem of placing a good grammar of each word and in the third and fifth meeting of the idea feeling was very good and very highly they did the game in class and discussed about how to buy and sell well and what they liked, while in the



sixth meeting the acceptance of idea feeling seemed low because the activity inside class is just ordinary, they just do it normal lessons only fill in the questions in the book without question and answer between teacher and student.

#### H. Energy Level

Levels at this energy level can be seen from the first meeting, the second, third and fifth energy levels look high because from the meeting they are very excited and energized, they are very high in learning especially when they do practice or games in class they are very excited high in participating, for example when they practice buying and selling in a student class is very enthusiast in selling it and buying it, for students who sell they are very eager to promote their merchandise, for students who are buying them are also very enthusiast and eager to bid on the price and choose each item that is they want to buy. according to the researchers' vision this practice is very good because every energy level when studying is high then it will affect every learning, researchers also find energy levels when conducting interviews with students who are seen by students are very enthusiastic in answering every word, when researchers ask their learning also said that they liked learning in class, they also liked the teacher who taught and the material provided.

#### **B. Discussion**

### **1. Students' Enthusiasm For Learning General English at Language Development UNIT**

Based on the observations of researchers raised by Noorida Taufani about the enthusiasm of students in learning general English, the researcher can conclude that from the enthusiasm that is in students is very high, of all students who take lessons in this UPB students are more active and look higher in their enthusiasm because each lesson in their class makes a lot of eye contact between teachers both when the teacher explains the lesson and also practices in class, and this is following the theory in Collins (1976: 13) describing eye contact is very important for all communication that occurs in the learning environment, such as well as elsewhere. Establishing eye contact is attending behavior. It gets people's attention. And related to this theory about facial expressions in Davis (2013) as cited in his article states facial expressions include smiling, frowning, eye-rolling, making eye contact, scowling, and appearing bored or interested. because the influence of the teacher in terms of teaching in this class is also very influential on students when learning because every teacher whose nature is interesting and can handle the class well will increase the enthusiasm of good learning also to students. because the teacher who teaches in group one is very clever in communicating and exchanging opinions with students in terms of learning, therefore it can make students not feel bored while studying and they feel more enjoy learning English in class.

While from the enthusiasm research in the UPB class one researcher felt it was quite difficult to assess beforehand because some differences

occurred within the class itself one of which was when the researcher entered on the first day in the class itself when it was first done by his teacher to give instructions about the material that will be studied that day when the teacher gives instructions for them to do the task of the research group here does not get any expression from students that illustrates if they understand the group work being done at this time, and when the researchers looked until they did the group work, most of them the class reacts to silence and ask each other with their peers but when they finish working on the group assignments they practice in the classroom and when they do practice the atmosphere in the class changes so drastically that the researchers see in the class are students who very enthusiasm in practicing speaking among his friends and they use expressions when having a conversation, increasing their voice is by the vocals they use when speaking. this research related to this theory of Sanders (1986:42), they say that energy level is exuberant and show vitality. Do whatever it takes to make yourself interesting and fun. Furthermore, Collins (1976:14) explains that energy level refers to the overall level of mobility variations in voice, and degree of animation or amount of dynamism. One group of researchers tested retention in students after experiencing presentations from static speakers and "dynamic" speakers. Dynamic speakers delivered presentations from memory, with extensive use of gesturing, eye contact, vocal inflection, and animation. The study implies that energy level not only contributes to attention but retention. Energy level, of course, will vary from individual to Individual

and with environments; however, it should be experimented with to ensure optimum results.