CHAPTER IV
FINDING AND DISCUSSION

This chapter presents the Perception of Vocabulary, interesting Perception Role use practice speech to develop vocabulary and States components of the speaking skill Perception. The analysis of data was gathered by the researcher during the survey conducted before. The data was taken from the students at 7 Junior High School. The researcher collected the data using quantitative data. This study used a questionnaire to collect data on developing vocabulary using items that form a multi-aspect model and which are influenced by role speech. Quantitative data was obtained through a questionnaire that had been processed through reliability and validity tests, mean, and percentage. Due to the COVID-19 pandemic, researchers were unable to provide questionnaires via google form so that researchers analyzed the data to get the percentage of data.

A. Finding

1. The Demographic Data

This study concluded in 7th grade, based on two class Junior High School. The number of respondents in this study is 50 students, 29 female students, and 23 male students. The data for this study were collected using a Google form from all of the respondents. There were two variables or subjects that were described and supplied to the respondent, such as speech practice and vocabulary development. The research was carried out by the researcher to obtain the results by utilizing the questionnaire in the "Google Form."

Table 4.1

Respondents' Demographic of Data

No	***Respondents***	***F***
1.	*Male*	*23*
2.	*Female*	*27*
Total		*50*

After the researcher completed the investigation, the data was analyzed and a compelling justification for a variable was made. This study revealed two factors that are connected, such as when the researcher understands the need of practicing the speech to improve vocabulary in English. These two variables are the most crucial in creating a successful vocabulary development lesson. As a consequence, the researcher believes that this result may be used to teach their pupils in the future.

2. Using practice speech to develop vocabulary

In this study, Vocabulary can be developed by practice speech, according to this study. To determine the extent to which a student's response to vocabulary development through practice speech. These indicators consisted of 27 questions, each with a score of 1-5. It is based on the alternate responses found in this investigation. The length of the interval class may be calculated with such data by taking the highest score difference minus the results divided by many interval classes. The formula used to calculate the interval class length is as follows:

$$\text{Number of classes} = \frac{\text{Range of scores}}{\text{Length of class interval}} = \frac{113-43}{5} = 104{,}4 = 104$$

Notes :

Range of score = The highest score – The lowest score.

The Result of perceptions practice speech to develop vocabulary

Using practice speech to develop vocabulary

	N	Sum	Mean	Std. Deviation
Using practice speech to develop vocabulary	50	8706	87,06	21.62
Valid N (listwise)	50			

The table above showed that 50 students from the reading comprehesnsion test was obtained the sum score 8706 and has 87,06 mean, while the standard deviation was 21.62.

Table 4.3 below presented the conclusion of students' reading comprehension based on the Nurkencana's (1992) category. The questionnaire used to collect quantitative data was adapted from the Missoum survey instrument (2014) and adapted to the research topic by the researcher. The results of the study were positive perceptions of students from students' perceptions of speaking exercises to develop vocabulary. It can be concluded that for 5 class intervals of 50 respondents the perception of the use of speech to develop students' vocabulary is the percentage level category. High perception 15% of 50% of students have "Average". The student's "Excellent" rate has 5%.

Table 4.2

Students' Perceptions Practice On Using Speech To Develop Vocabulary

Interval	Frequency	Percentage	Categories
$113 \leq \bar{X} \leq 134$	5	5%	Very good
$99 \leq \bar{X} \leq 112$	9	9%	Good
$85 \leq \bar{X} \leq 98$	15	15%	Average
$71 \leq \bar{X} \leq 84$	9	9%	Poor
$70 \leq \bar{X} \leq 43$	12	12%	Very Poor
Total	**50**	**50%**	

B. Discussion

1. Students' Practice Using New Words/ Expressions

It was found that 38.0% of the 50 respondents answered the neutral practice of using new words/expressions when speaking in the learning class. 14.0% of respondents felt strongly agree and disagree to practice using new words/expressions. However, 18.0% of respondents agree. The picture shows the use of new words/expressions when speaking has M= 3.00. Vocabulary according to Kufaishi (1988, P.42), is a medium for self-expression, interpretation, and communication.The effect of practice using new words/expressions when speaking in class, because students tend to be more active in learning.

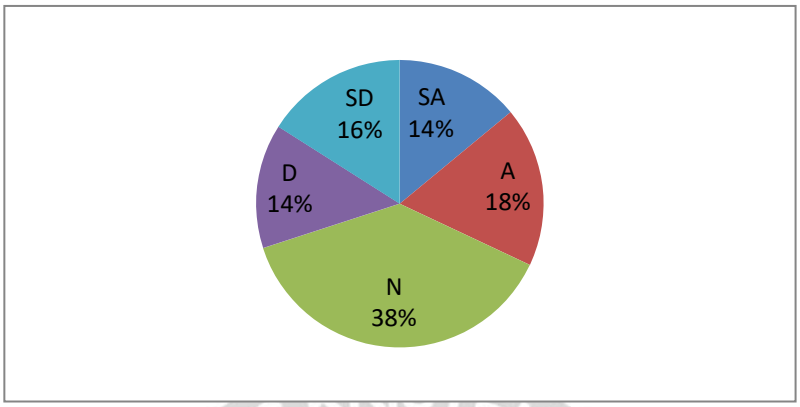

Figure 4.1 Students' Practice of Using New Words/ Expressions

2. Students' Practice speaking like native speakers

As a result of this study, many respondents increased the focus on learning. Practice speak like a native speaker is mentioned in the second statement, which states that 40,0 % or 20 respondents for students perceptions netral can practice speaking like a native speaker. Students, on the other hand, strong agree to practice speaking like native speakers since the researcher takes 32,0 % or 16 respondents. The Result for perceptions disagree had 12,0%. Students choiced about perceptions strong disagree had 10,0%. Agree perceptions students to practice speaking like native speakers had 6% or 3 respondents. The perception statement I try to speak like native speakers had a mean of 2,62 with 50 respondents. When students practice practice on speak like native speakers, students do the best for speaking for language english.

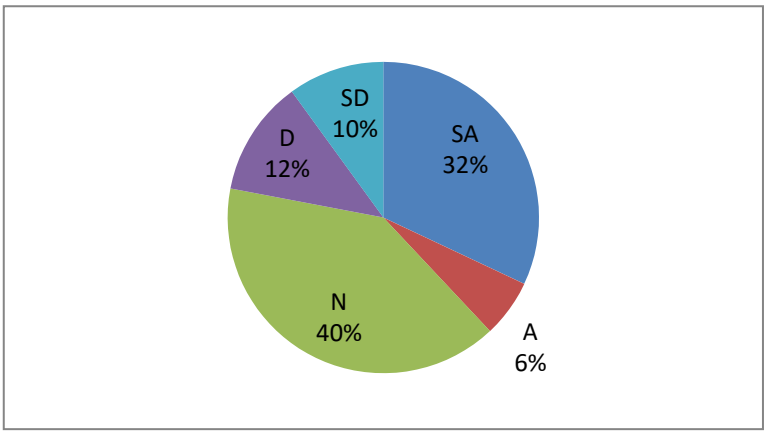

Figure 4.2 Students' Practice speaking like native speakers

3. Students' Practice the intonation in speech by slowing down or repeating

Figure showed that practice the intonation speech by showing down or repating high perception stong agree 26% or 13 respondent. The same perceptions 24% or 12 respondents from netral and strong disagree. 50 respondents for low perceptions agree had 12 % or 6 respondents and disagree 10% or 5 respondents perceptions. I try to practice the intonation speech by slowing down or repeating from 50 respondents Mean of 2,94. Nunan (2003) stated that while teaching speaking, the pupils are parrots. It is well known that parrots always repeat the words and sounds that they hear fully matched with how the words and sounds were spoken and sounded.

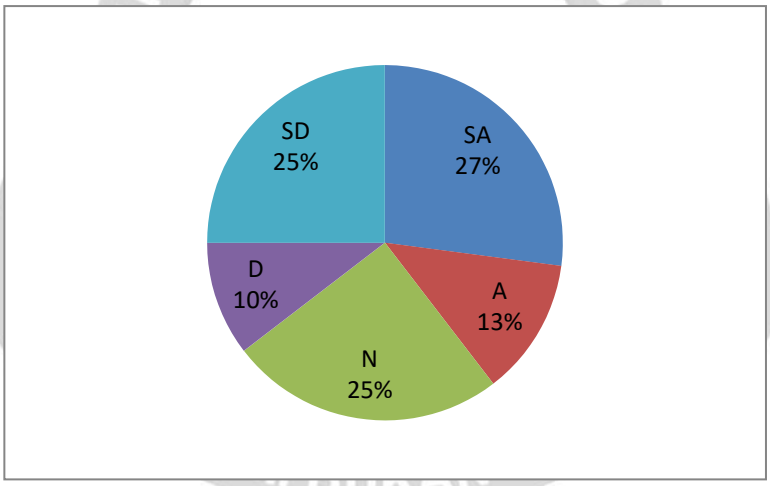

Figure 4.3 Practice the intonation in speech by slowing down or repeating

4. Students' Practice speech by speaking with others in English

Based on the fourth level, the researcher took the result high perceptions that 42,0% stong agree. 24% or 12 respondents agree for the perceptions students. Netral peceptions 18 % or 9 respondents. 50 respondents had result same perceptions 8% or 4 respondents stong disagree or strong disagree. I practice doing speech by speaking with others in English M=2,16. Speech is the foremost common use in open speaking.

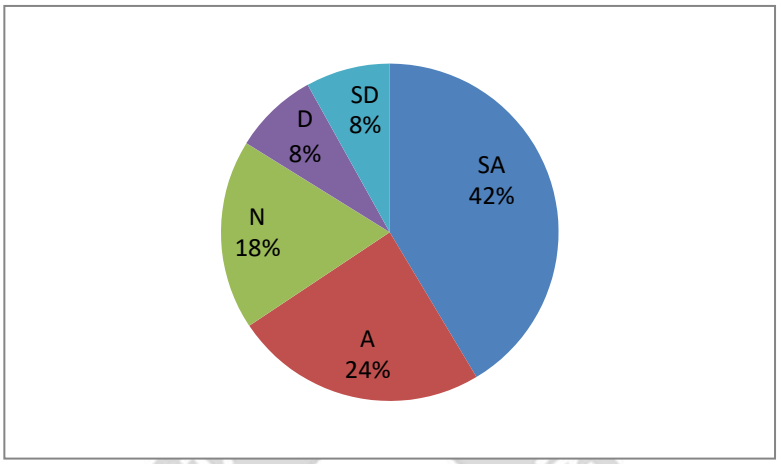

Figure 4.4 Students' Practice speech by speaking with others in English

5. Learning Practice pronunciation to be able to pronounce English better

As a conclusion of respondents increased their emphasis on studying Practice pronunciation in order to better speak English. Perceptions students state that 26.0% or 13 respondents strong disagree with their perceptions. 24 %, or 12 respondents, agree that students should practice speaking like native speakers. Students, on the other hand, disagree that practicing to be able to pronounce English better takes 18,0 % or 6 respondents. Perceptions netral had a result of 16.0 percent. perceptions strong agree had 12,0%. Statement I pay attention to the parallels and contrasts between my views of English and my impressions of my first language. M=3,34 in the views of 50 respondents.

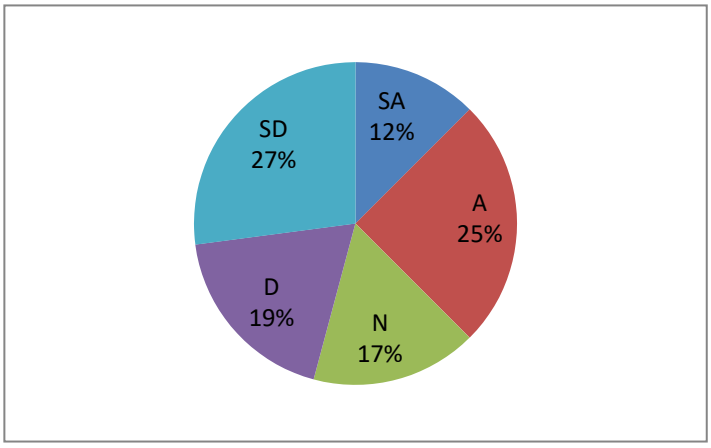

Figure 4.5 learning Practice pronunciation to be able to pronounce English better

6. Students' Practice remember a word

Based on the six level, the researcher took the result high perceptions that 24,0% stong disagree. 20% or 10 respondents agree and netral for the perceptions students. Strong agree and disagree 18,0%. statement When I can't remember a word, I replace it with another perception of 50 respondents who had M=3,10.

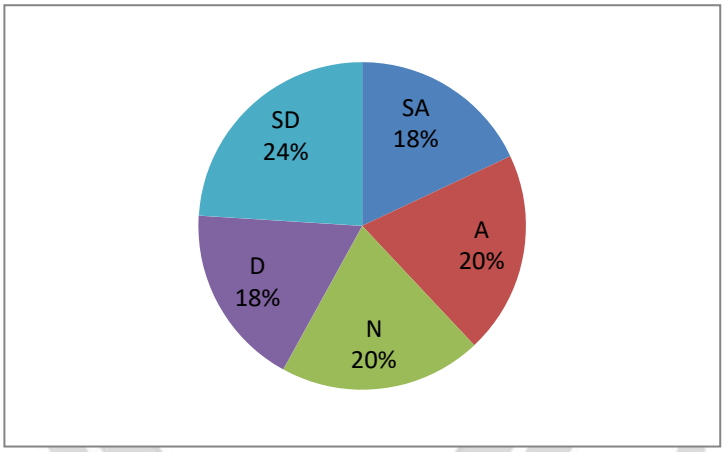

Figure 4.6 Students' Practice remember a word

7. Students' Practice from my speaking mistakes

Figure 4.7 showed that from 7th grade of respondents learning try to use English idioms while speaking. It was showed stong agree 36% or 18 respondents .32% or 18 respondents netral for perceptions learning try to use English idioms while speaking. For agree perceptions students had 18% or 6 respondents. The last low perceptins 6% strong disagree and 8% perceptions disagree for learning try to use English idioms while speaking. statement I try to use English idioms while speaking the result for means perceptions 50 respondents had M=2,30.

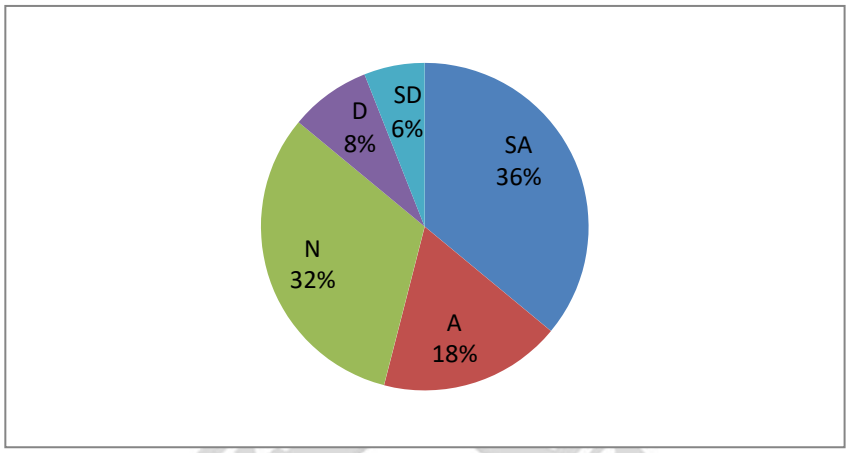

Figure 4.7 Students' Practice from my speaking mistakes

8. Students' Practice learn from my speaking mistakes

Based on the eight level , the researcher took the result that 40.0% of the 20 respondents answered strong disagree I try to learn from my speaking mistakes. 20.0% of respondents felt disagree. However, 18.0% of respondents agree. The figure showed 18% of agree perceptions I try to learn from my speaking mistakes.4% of perceptions strong agree. statement I try to learn from my speaking. According to kayi (2006), the instructor should provide students as many opportunities to speak as feasible, enable them to talk more, remark with positive affirmations, show thanks, and refrain from directly criticizing students' faults. provide the vocabulary assistance that the students demand in speech execution, identify difficulties encountered by the understudies, and provide additional opportunities to sharpen the spoken speech from 50 respondents who had a Mean 3,74.

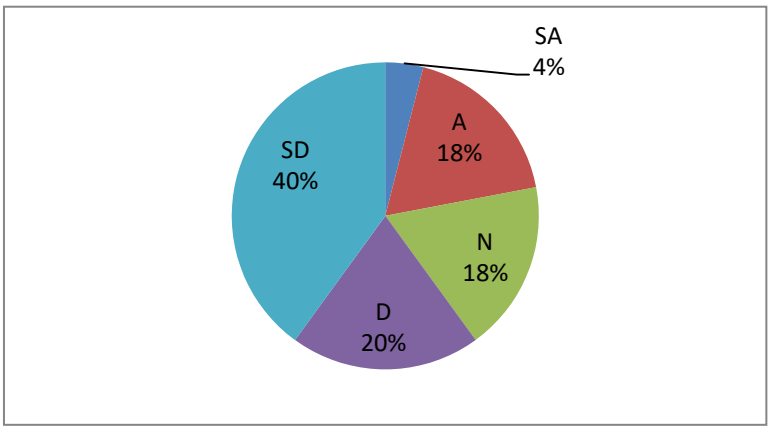

Figure 4.8 Students' Practice learn from my speaking mistakes.

9. Encouraging myself to try to speak

The statement I encourage myself to try to speak had M= 3,68 from 50 respondents. As a result of this study, many respondents increased the focus on learning encourage myself to try to speak . On the nineth statement, which states that 42,0 % or 21 respondents for students perceptions strong disagree can practice learn encourage myself to try to speak. Students, on the other hand, netral to learn encourage myself to try to speak 25,0 % or 5 respondents. The Result for perceptions disagree had 15,0%. Students choiced about perceptions strong agree had 8,0%. Agree perceptions students to learn encourage myself to try to speak had 10% or 5 respondents.

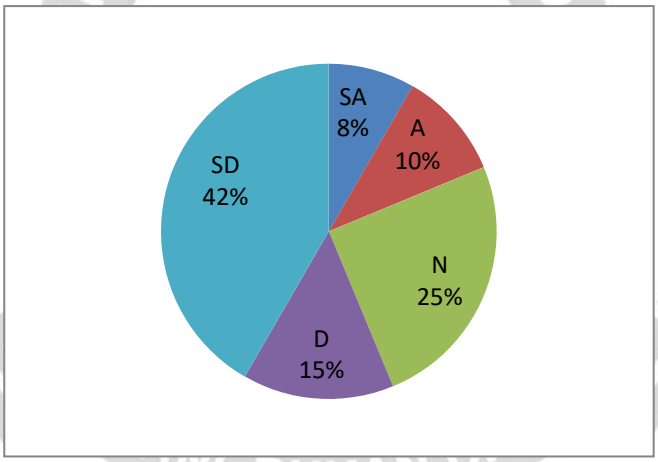

Figure 4. 9 Encouraging myself to try to speak.

10. Applying grammar rules while speaking

The respondents' tenth statement While speaking, I try to apply grammar rule to remember from 50 respondents had M=3,82. Based on these level, the researcher took the result high perceptions that 30,0% stong disagree. 26% or 13 respondents disagree for the perceptions students. Netral peceptions 20% or 10 respondents. 50 respondents had result same perceptions 8% or 4 respondents stong agree or strong disagree.

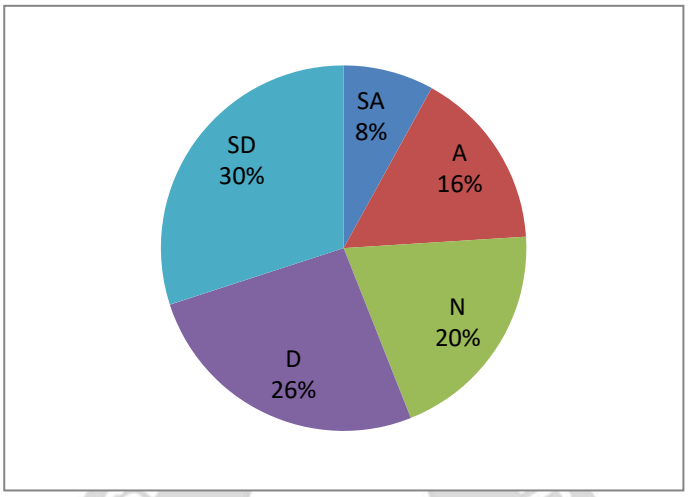

Figure 4.10 Applying grammar rules while speaking

11. Students' Practice evaluate how students speak while doing speech

Based on the eleventh level , the researcher took the result that 26,0% of the 50 respondents answered strong disagree learning evaluate how students speak while doing speech. 24.0% of respondents felt agree.perception students 18% or 8 respondents of disagree. However, 16.0% of respondents netral. 12 % or 6 respondents perceptions of strong agree.statement I evaluate how I speak while doing the speech. M=3,18.

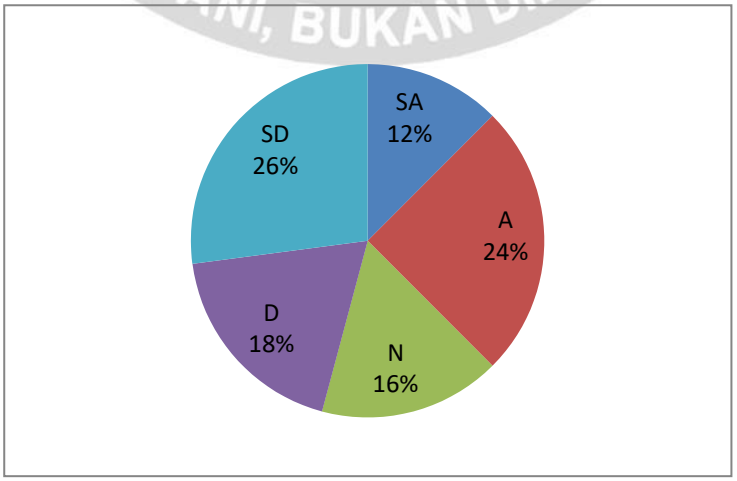

Figure 4.11 Students' Practice evaluate how students speak while doing speech.

12. Students' Practice discuss English language at class

As a result perceptions, responders raised their attentionon studying discuss my English learning activities with my classmates and the teachers. 32.0% or 16 repondents for neutral perceptions . Perceptions students state that 24.0% or 12 repondents studying discuss my English learning activities with my classmates and the teachers. 22.0 %, or 11 respondents strong agree that students should practice speaking like native speakers. Students, on perceptions strong disagree that studying discuss my English learning activities with my classmates and the teachers takes 16,0 % or 8 respondents. Perceptions disagree had a result of 6.0 %. statement I discuss my English learning activities with my classmates and the teachers from 50 respondents had M=2,70. According to Hymes (1974) develop spoken and model of speech analysis; The scene defines the context of the event or type of action, whereas the setting relates to the time and location. (classroom, coffee shop, morning, friendly conversation).

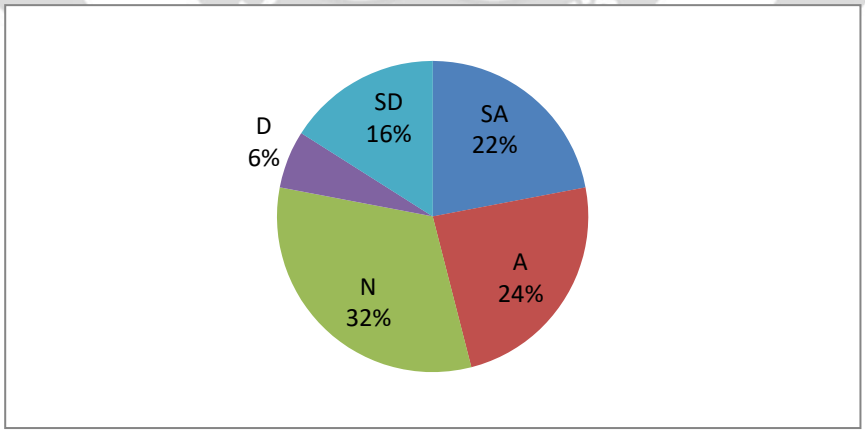

Figure 4. 12 Students' Practice discuss English language at class

13. Students' revise words and grammar

The statement I revise words and grammar forms that are difficult to remember from 50 respondents had Mean 3,32. For perception students grade 7th 28.0% or 14 repondents for strong disagree perceptions. Perceptions students state that 22.0% or 11repondents diagree studying revise words and grammar. Students, on perceptions strong disagree that studying revise words and grammar forms that

are difficult to remember takes 18,0 % or 9 respondents for neutral and storong agree . Perceptions strong agree had a result of 14%.

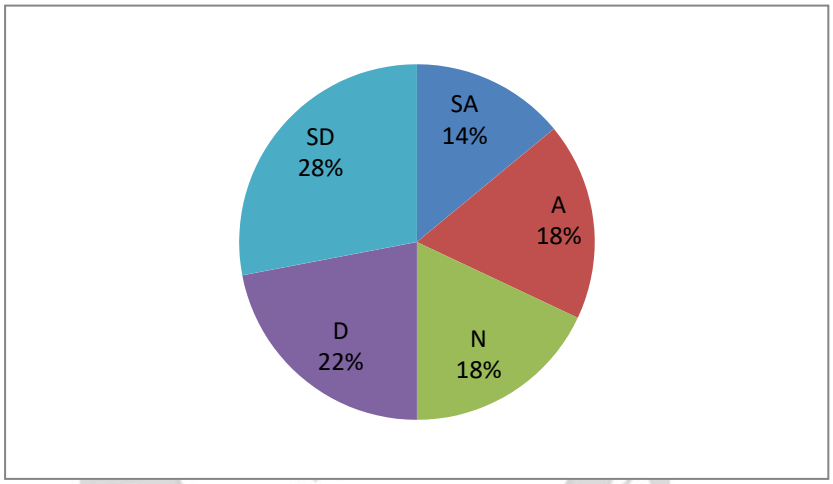

Figure 4.13 Students' Practice revise words and grammar

14. Students' Practice improve speech and while speaking

The statement I ask someone to help me improve my speech and while speaking, M=3,40. For perception students grade 7th 28.0% or 14 repondents for srong disagree perceptions. Perceptions students state that 26.0% or 11 repondents neutral ask someone to help me improve my speech and while speaking. Students, on perceptions strong disagree that studying revise words and grammar forms that are difficult to remember takes 18,0 % or 9 respondents for neutral and storong agree . Perceptions strong agree had a result of 14%.

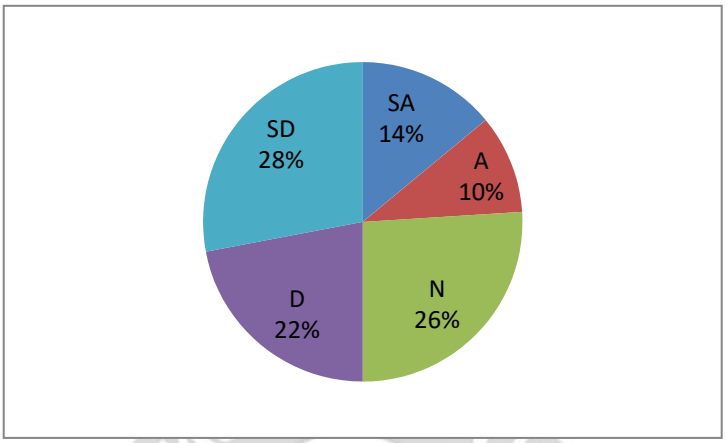

Figure 4.14 Students' Practice improve speech and while speaking

15. Students' Practice language learning strategies to improve vocabulary

The statement, I try to utilize language learning strategies to improve my vocabulary from 50 respondents who had a Mean of M=3,00. Based on the fiftenth level , the researcher took the result that 43.0% of the 50 respondents answered the strong disagrree learn language learning strategies to improve vocabulary. 19.0% of respondents felt strongly agree and disagree learn language learning strategies to improve vocabulary. However, 0.0% of respondents agree.

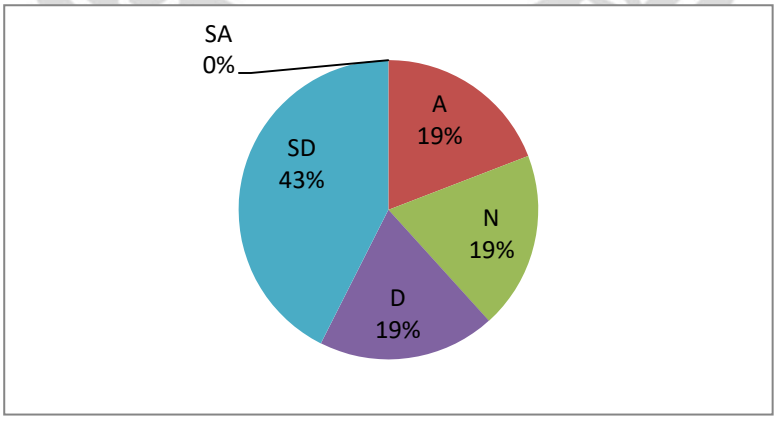

Figure 4.15 Students' Practice anguage learning strategies to improve vocabulary

16. Students' Practice ways to check whether the listener understood

The statement to learn practice ways to check whether the listener understood, M=3,40. For perception students grade 7th 28.0% or 14 repondents for strong

disagree perceptions. Perceptions students state that 26.0% or 13 repondents neutral ask someone to help me improve my speech and while speaking. Students, on perceptions strong disagree that studying revise words and grammar forms that are difficult to remember takes 18,0 % or 9 respondents for neutral and storong agree . Perceptions strong agree had a result of 14%. In perceptions level sixtenth had.

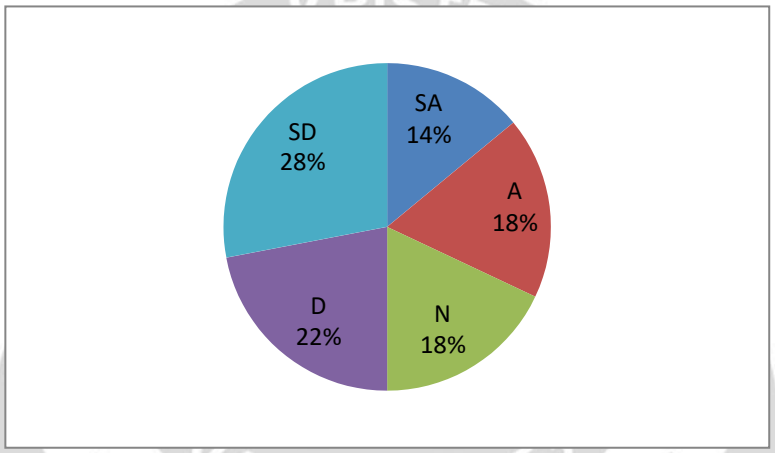

Figure 4.16 Students' Practice ways to check whether the listener understood

17. Students' Practice ways to repeat

The statement, I try to practice the intonation speech by slowing down or repeating M= 3,54. According to Buck, (2002), are verbal acts that reflect a psychological situation. Speech acts include thanking, apologizing, accepting, and applauding. For example, when someone says, "Don't be bashful, my house is your home."The speaker's expression that he or she welcomes someone is represented by the utterance. In perceptions level sixtenth had 24.0% or 7 repondents for neutral andstrong disagree perceptions. Perceptions students state that 22.0% or 11 repondents agree to learn practice ways to repeat. Students, on perceptions strong disagree that studying revise words and grammar forms that are difficult to remember takes 16,0 % or 8 respondents for storong agree . Perceptions disagree had a result of 14%.

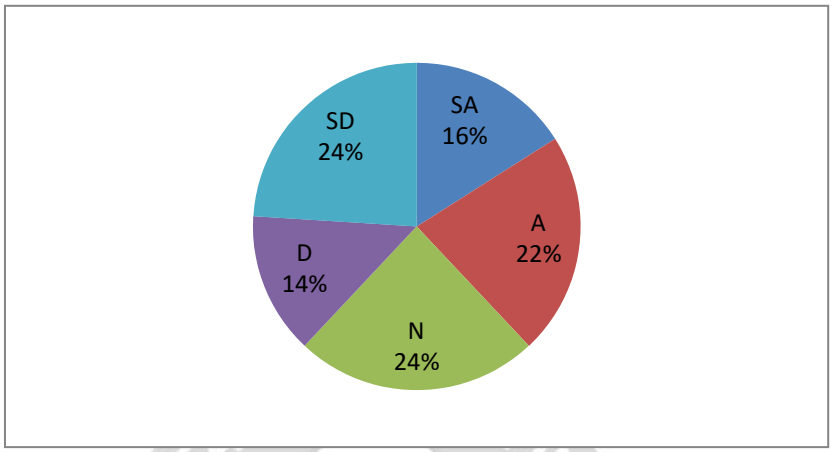

Figure 4.17 Students' Practice practice ways to repeat

18. Students' Practice while speaking correct speaking themself

statement While speaking, I correct myself when I notice that I made a mistake., M=3,82. The result perceptions, responders raised their attentionon studying while speaking correct speaking themself 40.0% or 20 repondents for neutral perceptions . Perceptions students state that 16.0% or 8 repondents for a result neutral and disagree to learn while speaking correct speaking themself. 14.0 %, or 7 respondents strong agree and agree that students to learn while speaking correct speaking themself.

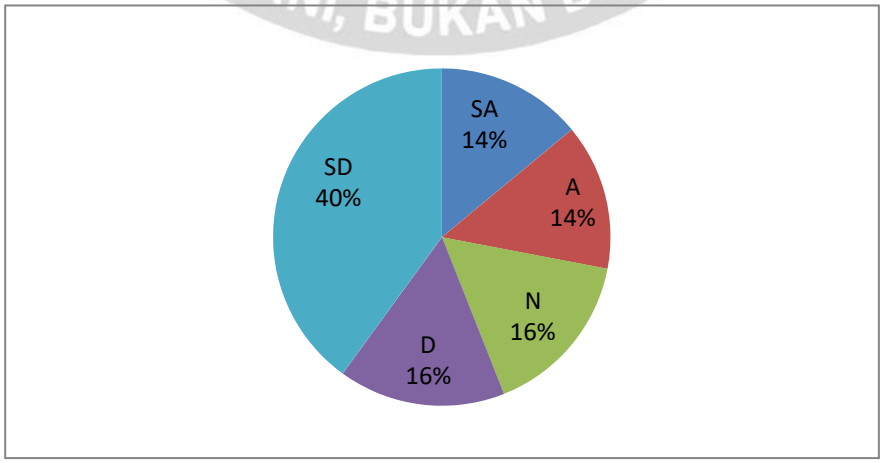

Figure 4.18 Students' Practice while speaking correct speaking themself

19. Students' practice asking speakers to clarify what they said

Perceptions statement, I practice asking the speaker to clarify what they say 50 respondents had M=3,14. Based on level learn practice asking speakers to clarify what they said, the researcher took the result that 40.0% or 20 respondents of the 50 respondents answered srtrong disagree practice asking speakers to clarify what they said. 26.0% of respondents felt neutral 20% perceptions from 10 respondents. However, lowperceptions of practice asking speakers to clarify what they said its that 10 agree and strong agree 4%.

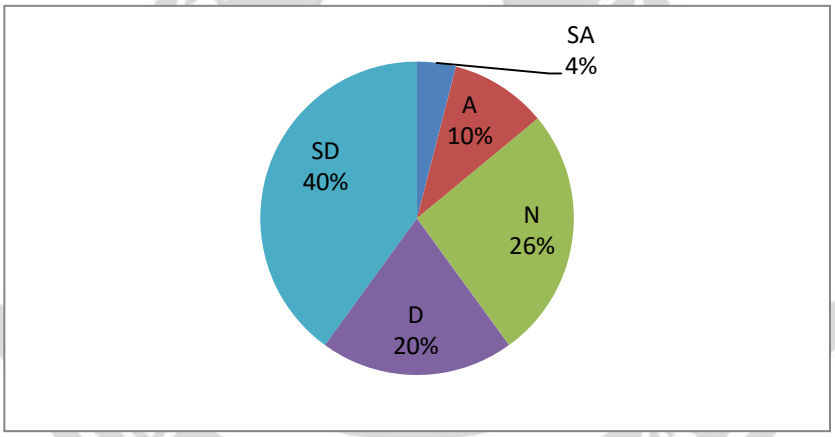

Figure 4.19 Students' practice asking speakers to clarify what they said.

20. Students' Practice how to tell students' haven't understood meaning vocabulary

Perceptions students level to learn practice how to tell students' haven't understood meaning vocabulary. The result perceptions, responders raised their attentionon studying while speaking correct speaking themself 24.0% or 12 repondents for disagree perceptions. Perceptions students state that 22.0% or 11 repondents for a result neutral, strong agre, and strong disagree to learn I practice how to tell I haven't understood., I practice how to say I don't understand 50 respondents had M=3,40.

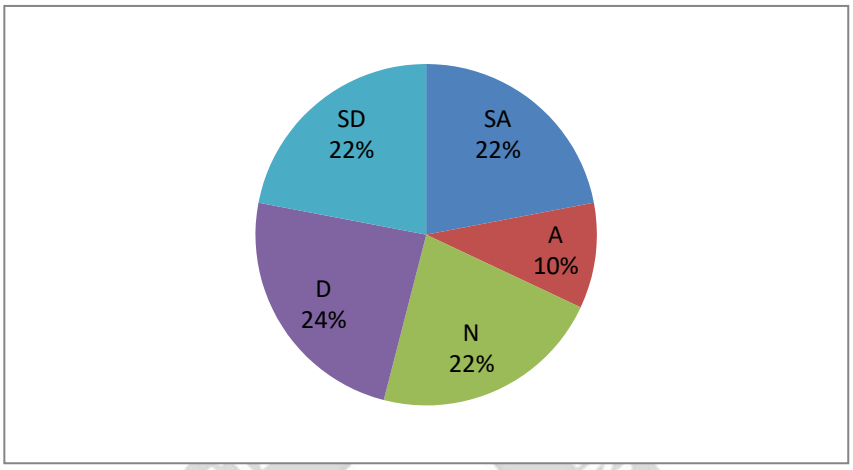

Figure 4.20 Students' Practice how to tell students' haven't understood meaning vocabulary.

21. Students' Practice catching the speaker's main point

The statement I practice catching the speaker's main point had M=3,32 from 50 respondents. Perceptions students level to learn practice catching the speaker's main point. 32.0% or 16 repondents for neutral perceptions . Perceptions students state that 26.0% or 13 repondents studying discuss my English learning activities with my classmates and the teachers. 22.0 %, or 11 respondents strong disagre practice catching the speaker's main point. Students, on perceptions strong disagree that studying practice catching the speaker's main point takes 10.0 % or 5 respondents from Perceptions strong agree and agree.

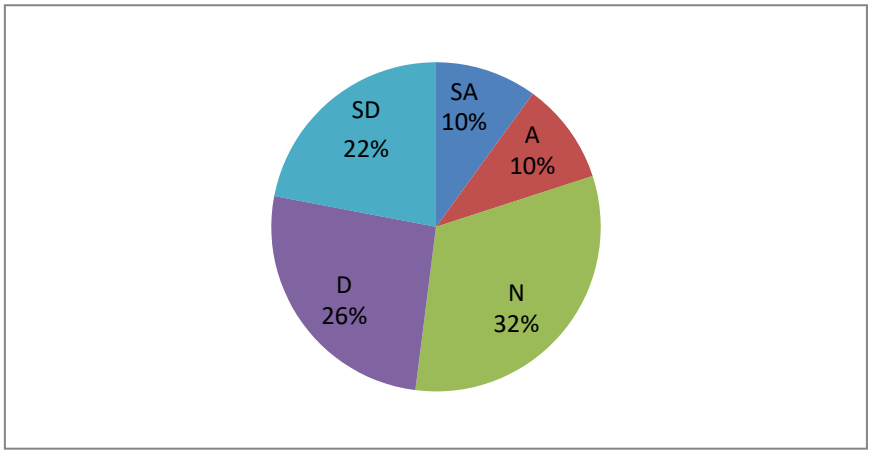

Figure 4.21 Students' Practice catching the speaker's main point

22. Students' Practice make lists of expressions, and words to learn

Perceptions from 50 respondents. Perceptions students level to learn make lists of expressions, and words to learn. 32.0% or 16 repondents for strong disagree perceptions. Perceptions students state that 30.0% or 15 repondents for perceptions neutral studying i make lists of expressions, and words to learn. 16.0 %, or 8 respondents strong agree and disagree to learn make lists of expressions, and words to learn. Students, on perceptions to learn make lists of expressions, and words to learn takes 6.0 % or 3 respondents from Perceptions agree. statement I make lists of expressions, and words to learn 50 respondents had M=3,42.

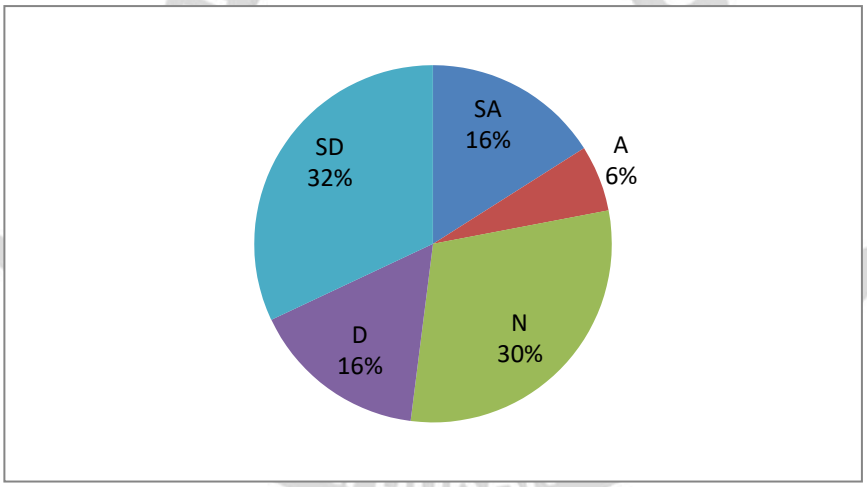

Figure 4.22 Students' Practice make lists of expressions, and words to learn.

23. Students' Practice make lists of expressions, and words to learn

The statement I make lists of expressions, and words to learn 50 respondents had M=3,42.Based on perceptions For perception students grade 7th 32.0% or 16 repondents for strong disagree perceptions. Perceptions students state that 30.0% or 15 repondents neutral ask someone to help me improve my speech and while speaking. Students, on perceptions strong disagree that studying revise words and grammar forms that are difficult to remember takes 16,0 % or 8 respondents for disagree and storong agree. Perceptions agree had a result of 6%. In perceptions level sixtenth had.

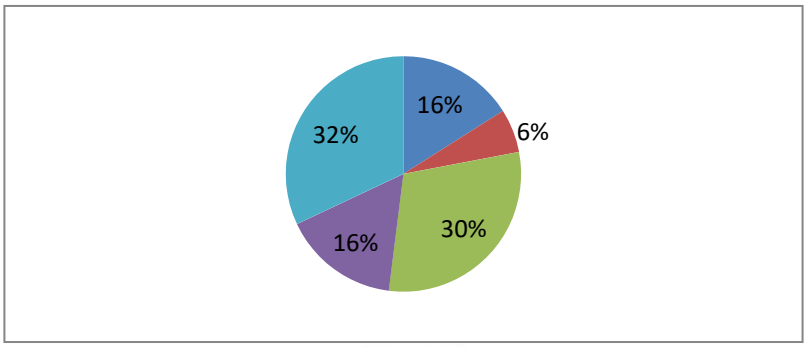

Figure 4.23 Students' Practice make lists of expressions, and words to learn

24. Students' Practice think about what to learn to improve my speaking.

Perceptions from 50 respondents. From perception students grade 7th 40.0% or 20 repondents for strong diagree perceptions. Perceptions students state that 26.0% or 13 repondents neutral ask someone to help me improve my speech and while speaking. Students, on perceptions strong disagree that studying to learn think about what to learn to improve my speaking takes 20,0 % or 10 respondents for disagree. Perceptions agree had a result of 10%. In perceptions level sixtenth had. However, lowperceptions of strong agree 4%. The statement I pay attention to similarities and differences between English and my 1st language 50 respondents had M=3,3.

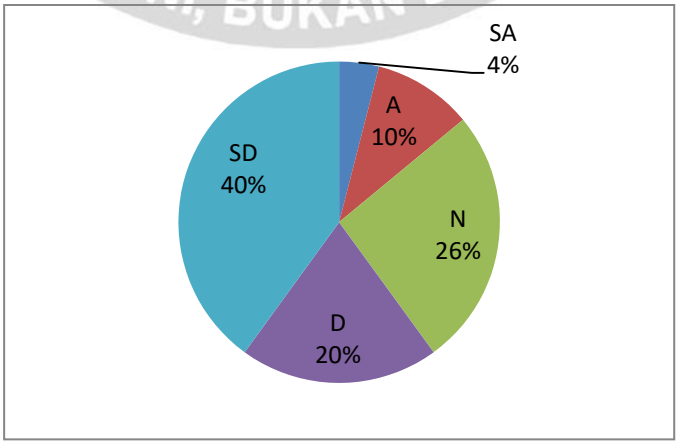

Figure 4.24 Students' Practice think about what to learn to improve my speaking.

25. Students' Practice while speaking 1st language and then put it in English

Based on the twenty five level , the researcher took the result that 40.0% or 20 respondents answered the neutral to learn while speaking 1st language and then put it in English. 30.0% of respondents felt strongly disagree to learn while speaking 1st language and then put it in English. However, 16.0% of respondents strong agree. The Level to learn while speaking 1st language and then put it in English had M= 3.00.

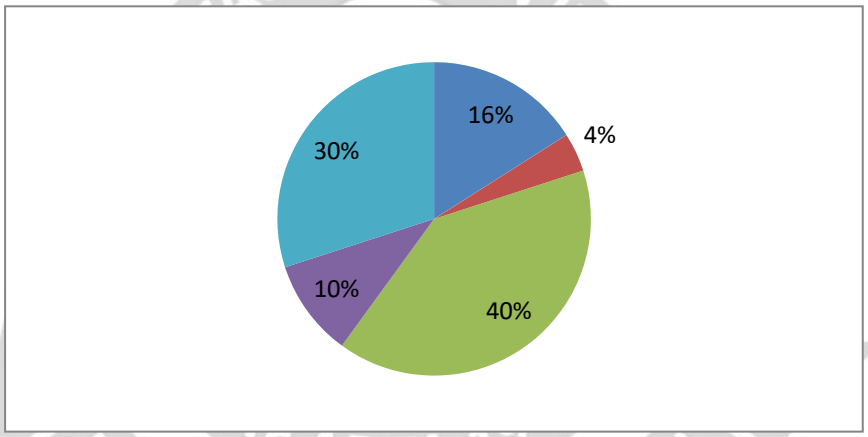

Figure 4.25 Students' Practice while speaking 1st language and then put it in English

26. Students' Practice make a mental outline of the main points before students' speak

Perceptions from 50 respondents. From perception students grade 7th 30.0% or 15 repondents for neutral perceptions. Perceptions students state that 28.0% or 13 repondents disagree to learn make a mental outline of the main points before students' speak. Students, on perceptions strong disagree that studying to learn think about what to learn to improve my speaking takes 26.0% or 13 repondents disagree for disagree. Perceptions agree had a result of 14 %. In perceptions level sixtenth had. However, lowperceptions of strong agree 2%. The statement I pay attention to similarities and differences between English and my 1st lang I make a mental outline of the main points before I speak uage 50 respondents had M=3,1.

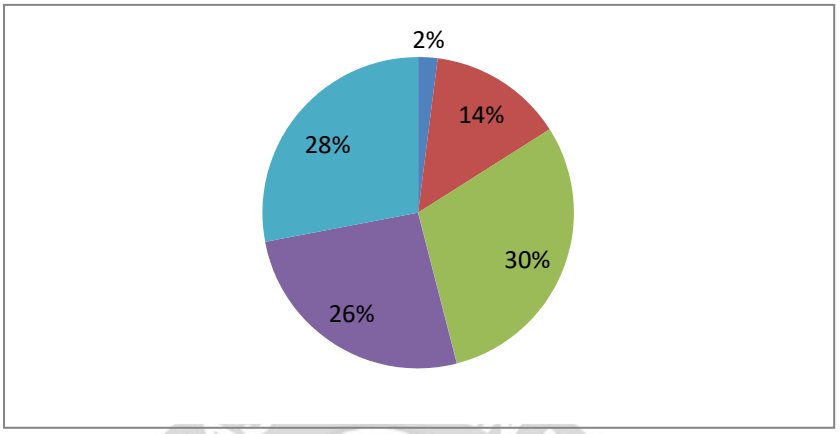

Figure 4.26 Students' Practice make a mental outline of the main points before students' speak

27. Students' Practice speech makes students' vocabulary improves

The statement I think, doing speech makes my vocabulary improves, M=3,82 Perceptions from 50 respondents. From perception students grade 7th 28.0% or 14 repondents for strong disagree perceptions. Perceptions students state that 22.0% or 11 repondents disagree to learn make a mental outline of the main points before students' speak. Students, on perceptions speech makes students' vocabulary improves takes 18.0% or 9 repondents disagree for disagree. Perceptions agree had a result of 14 %. In perceptions level sixtenth had. However, lowperceptions of strong agree 14%.

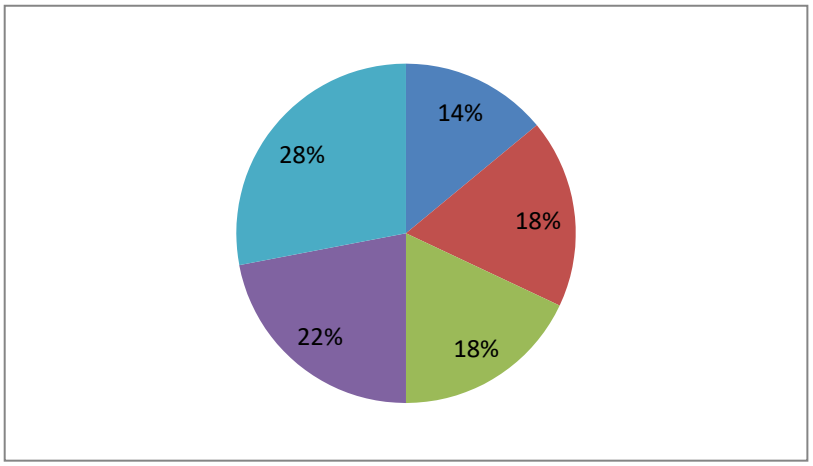

Figure 4.27 Students' Practice speech makes students' vocabulary improves

C. Students' Holistic Perception

In this section, the researcher discusses students' holistic perceptions. Indicators with the percentage of perception include, first, for the strong agree on the scale, (15.5%), second, for agree (15%), third, for the neutral scale. (25,1%). fourth, for the disagree scale (16.6%), and fifth, for the strong disagree scale (27.7%). Table 4.8 shows students' holistic perceptions. We can see that the Strong Disagree scale is the most chosen choice. Furthermore, the second option is always and neutral. In addition, sometimes students agree and strong agree in learning to develop vocabulary on using speech. The total for 27 items have mean 3.18.

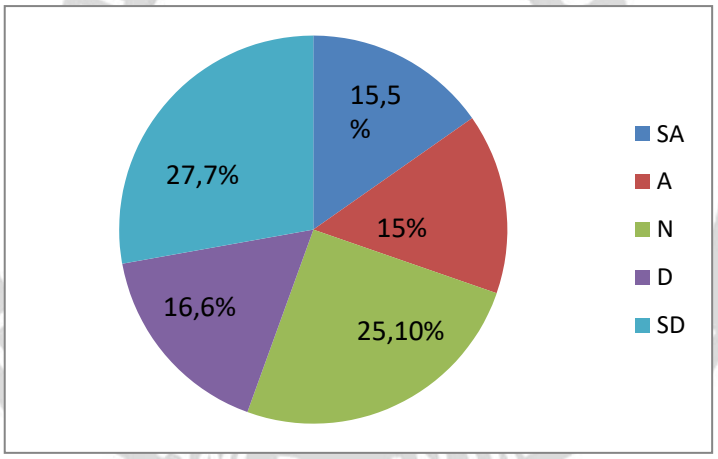

Figure 4.28 Students' Holistic Perceptions

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