CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher presents research finding, hypothesis testing and discussion. The research finding discuss about the result of data analysis. The discussion section consists of discussion about the research finding.

A. Research Findings

The present research designed to find out the ability of the eight grade at SMPI Anharul Ulum in academic year 2017/2018 in students' vocabulary mastery when they were taught by using Vocabulary Self-collection Strategy and when they were taught without using Vocabulary Self-collection Strategy.

The subjects of the research consist of two classes. The data were described into two tables. The (Table 4.1) showed students' score and achievement in experimental class and the (Table 4.8) showed the students' score and achievement in control class. The data of this research were the pretest scores and posttest scores of experimental and control groups. The scores are presented as follows :

1. **Data of Experimental Class**

Experimental class was a class which taught by using Vocabulary Self-collection Strategy. The subject experimental class group consisted of 30 students. Students' score of pre – test and post – test can be seen on the table below :

Table 4.1 The Students' Score of Experimental Class (Pretest and Posttest)

NO	NAME	SCORE	POSTEST
1	A.F.J	60	64
2	A.A.W	56	60
3	A.M	60	76
4	A	52	68
5	A.N.H	52	64
6	A.N.M	74	84
7	A.F.A	58	64
8	A.B.M	60	72
9	F.N A.A. F	76	72
10	H. R	64	72
11	H. M	72	68
12	I.F .R	68	76
13	M .F F .H	72	72
14	M. B.J. N	84	84
15	M. F.. A. S	76	72
16	M. F. U.R	52	72
17	M. I.P	76	76
18	M. I.Z.R.A	76	72
19	M.Z.F.S	80	80
20	M.B.K	72	52
21	M.R.F	72	80
22	M.Z	72	76

23	M.A.M	60	72
24	M.T.R.A	80	76
25	M.Y.A	56	68
26	R.A.A.H	72	72
27	S.T	76	72
28	W.T.U	68	76
29	Z.M	72	80
30	Z.A	76	80

Based on the (Table 4.1) above, it shows that the lowest score in pre - test was 52 and the highest score was 84. Beside that, the highest score of post - test was 84, the lowest score was 52.

2. **Pretest of Experimental Class**

Table 4.2 Descriptive Statistic of Pretest

Statistics

Pretest

N	Valid	30
	Missing	0
Mean		68.13
Median		72.00
Mode		72
Std. Deviation		9.291
Minimum		52
Maximum		84

Statistics

Pretest

N	Valid	30
	Missing	0
Mean		68.13
Median		72.00
Mode		72
Std. Deviation		9.291
Minimum		52
Maximum		84
Sum		2044

Based on the (Table 4.2) above, shows that the mean of students score in pretest was 68.15; the median was 72.00; and the mode was 72. The standard deviation was 9.291 and the sum was 2044.

3. Posttest of Experimental Class

Table 4.5 Descriptive of Posttest

Statistics

Posttest

N	Valid	30
	Missing	0
Mean		72.40
Median		72.00
Mode		72
Std. Deviation		6.996
Minimum		52
Maximum		84
Sum		2172

Based on the (Table 4.5) above, shows that the mean of students score in posttest was 72.40; the median was 72.00; and the mode was 72. The standard deviation was 6.996 and the sum was 2172.

4. **Data of Control Class**

Control class was a class which taugh without using Vocabulary Self-collection Strategy. The subject control group consisted of 30 students. Students' score of pre – test and post – test can be seen on the table below :

Table 4.8 The Students' Scores of Control Class (Pretest and Posttest)

TABLE SCORE OF CONTROL GROUP PRETEST

NO	NAME	SCORE	SCORE
1	A	60	68
2	A.Z.M	56	64
3	A.T.S	60	56
4	A.A.W	80	84
5	B.B.S	52	68
6	B.A.S.C	80	80
7	D.Z.A	68	76
8	D.A	56	68
9	L.A.K	56	60
10	M.L.H	60	52
11	M. A.M	44	58
12	M. I.T.R	52	64

13	M.F.A.R	72	72
14	M.T.O.S	60	48
15	M.A.R	48	52
16	M.F.N	80	72
17	M.N.S	52	56
18	M.A.K	52	60
19	M.Z.A	60	56
20	M.A.J	40	56
21	M.A.F	68	64
22	M.I.B	52	56
23	M.L.B	52	56
24	M.T.A	64	72
25	M.W.C	44	52
26	N.A	52	52
27	N.L.T	70	60
28	P.U.B.G	52	64
29	W.A	60	50
30	Y.L	72	56

Based on the (Table 4.8) above, it shows that the lowest score in pre- test was 40 and the highest score was 80. Beside that, the highest score of post - test was 84 , the lowest score was 52

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1) Pretest of Control Class

Table 4.9 Descriptive Statistic of Pretest

Statistics

Pretest

N	Valid	30
	Missing	0
Mean		59.13
Median		58.00
Mode		52
Std. Deviation		10.708
Minimum		40
Maximum		80
Sum		1774

Based on the (Table 4.9) above, shows that the mean of students score in pretest was 59.13; the mode was 52; and the median was 58.00. The standard deviation was 10.708 and the sum was 1774.

2) Posttest of Control Class

Table 4.12 Descriptive Statistic of Posttest

Statistics

Posttest

Valid		30
Missing		0
Mean		61.73
Median		60.00
Mode		56
Std. Deviation		9.184
Minimum		48
Maximum		84
Sum		1852

Based on the (Table 4.12) above, shows that the mean of students score in posttest was 61.73; the mode was 56; and the median was 60.00. The standard deviation was 9.184 and the sum was 1852.

B. **Hypothesis Testing**

The hypothesis testing of this study as follows :

1. Null Hypothesis (Ho)

"There is no a significant difference score of the students' vocabulary mastery between students' taught by using Vocabulary Self-collection Strategy and those taught without using Vocabulary Self-collection Strategy".

2. Alternative Hypothesis (Ha)

"There is a significant difference score of the students' vocabulary mastery between students' taught by using Vocabulary Self-collection Strategy and those taught without using Vocabulary Self-collection Strategy".

To know whether there were any significant different score of the students' vocabulary mastery between students' taught by using Vocabulary Self-collection Strategy and those taught without using Vocabulary Self-collection Strategy, the researcher analyzed the data by using Independent Sample Test in SPSS statistics 16.0 version. The result can be seen on table as below :

Table 4.16 Independent Samples Test of Control Group and Experimental Group

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
students score Equal variances assumed	4.060	.049	5.061	58	.000	10.667	2.108	6.448	14.886
Equal variances not assumed			5.061	54.177	.000	10.667	2.108	6.441	14.892

Based on (Table 4.16), the Sig. (2 - tailed) is 0.000. (0.000 < 0.05) it was lower than 0.05, it means that there was significance different score of the students' vocabulary mastery between students' taught by using Vocabulary Self-collection Strategy and those taught using Traditional

Method. It means that Vocabulary Self-collection Strategy was effective on students' vocabulary mastery at eight grades' SMPI Anharul Ulum.

C. Discussion

Based on the research finding, it showed that the mean scores between pretest and posttest of control group and experimental group was different. The objectives of the study was to know the effectiveness of using Vocabulary Self-collection Strategy toward students' vocabulary mastery and to know the significance different score of the students' vocabulary mastery between students' taught by using Vocabulary Self-collection Strategy and those taught using Traditional Method of the eight grade students at SMPI Anharul Ulum in academic year 2017/2018. Based on the result of the statistical computation, showed that the result of experimental group after taught by using Talking Stick Method, the significance value is 0.000 which was lower than the significance level 0.05, so null hypothesis (Ho) is rejected or alternative hypothesis (Ha) is accepted, it means there is a significance different score of the students' vocabulary mastery between students' taught by using Vocabulary Self-collection Strategy and those taught using Traditional Method.

In the pretest of experimental group, the mean score of both groups look difference value, the result shows that the posttest of experimental group was better than posttest of control group. From the result above, the

conclusion was the students get good achievement in vocabulary mastery after taught by using Vocabulary Self-collection Strategy. So Vocabulary Self-collection Strategy was effective toward students' vocabulary mastery.

By using Vocabulary Self-collection Strategy, students felt fun in learning English and they could apply cooperative learning with the other students. It was known from the implementation of teaching by using Vocabulary Self-collection Strategy. The first administered pretest for all of the subjects (control group and experimental group), it means to know the students' vocabulary mastery before treatment. Second, gave treatment to the students, the treatment here was teaching by using Vocabulary Self-collection Strategy for experimental class, and teaching as usual (using Traditional Method) for control class. The last step was administered posttest, the posttest was also given for both experimental group and control group to administering their vocabulary mastery after they got treatment whether a treatment by using Vocabulary Self-collection Strategy or teaching learning process as usual (using Traditional Method).

Here Vocabulary Self-collection Strategy helped the students' vocabulary mastery in interesting and communicative way. Students got the opportunity to explore the vocabulary in a text, it practice the students' vocabulary mastery. They would not feel difficult to understanding the meaning of the text that they've read, because they have more vocabulary stock. The students were more active in the teaching learning process. Vocabulary Self-collection Strategy was one of method in cooperative

learning. Cooperative learning was a general term to strategies learning which it has been planned to bring up cooperative in group and interaction to the other students for each their purposes, Jacobsen et. al (2009:13). The students interact with each other in the same group to acquire and practice the elements of a subject matter, complete a task or to achieve a goal. By using one of method in cooperate learning, that Vocabulary Self-collection Strategy made students mastery vocabulary.

From the explanation above, it can conclude that Vocabulary Self-collection Strategy was an effective method toward students' vocabulary mastery. Such as the previous research which conducted in quasi - experimental design by Khairin M (2014) of the eighth grade at Islamic Senior Boarding school Al-Kautsar Pekanbaru. Her research was successes and shows a better result. The teacher can use this method as alternative way in teaching English. Hence, the class would more live because the students active to participate in the study so that they would not feel bored. So the teachers can use this method for Junior High School level.