CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presented research findings and discussion. It consists of the descriptive of data, normality and homogeneity testing, hypothesis testing and discussion.

A. The Descriptive of Data

In this study, the researcher presented the data of students' score in pronunciation achievement between students who taught by using Online Dictionaries and students who taught without any media. Here, the researcher wanted to know the effectiveness of Online Dictionaries on pronunciation achievement of tenth grade at SMAN 1 Ngunut in academic year 2018/2019. The effectiveness can be seen from the significant different score of students' pronunciation achievement between students taught by using Online Dictionaries and those taught by using a conventional method. The researcher conducted pretest, giving treatments by using Online Dictionary. Before and after doing treatments, the researcher done the pretest and posttest. Pretest and posttest were done to obtain students' pronunciation achievement score.

The scores were divided into five criteria. They are excellent, very good, good, poor, and fail. The students who got score 85-100 were categorized as excellent. The students who got score 71-84 were categorized as very good. The students who got score 60-70 were categorized as good. The students who got

score 40-59 were categorized as poor. Meanwhile, those who got score 0-39 were categorized as fail. (see Table 4.1)

Table 4.1 The Score's Criteria

No	Interval class	Criteria
1.	85-100	Excellent
2.	71-84	Very Good
3.	60-70	Good
4.	40-59	Poor
5.	0-39	Fail

1. The Data of Experimental Class

After conducting pretest and posttest for experimental class, the researcher obtained the data. The data were as follows:

Table 4.2 Students' Pronunciation Achievement Taught with Online Dictionaries

No	Name	Class	Pretest	Posttest
1	MRA	X IPS 2	43	66
2	AS	X IPS 2	66	78
3	ARPP	X IPS 2	66	76
4	ANH	X IPS 2	61	80
5	AYA	X IPS 2	48	64
6	CNF	X IPS 2	67	81
7	DM	X IPS 2	67	85
8	DPH	X IPS 2	49	66
9	DKM	X IPS 2	81	82
10	EVW	X IPS 2	48	66
11	FASR	X IPS 2	78	79
12	FP	X IPS 2	61	71
13	FAP	X IPS 2	61	75
14	IPS	X IPS 2	66	77
15	IHF	X IPS 2	66	73
16	KCENT	X IPS 2	62	64
17	KN	X IPS 2	72	82
18	MAR	X IPS 2	70	72
19	MV	X IPS 2	57	81

20	MHR	X IPS 2	32	44
21	MNAA	X IPS 2	46	51
22	NTM	X IPS 2	53	56
23	PPC	X IPS 2	63	65
24	PAW	X IPS 2	55	72
25	QMD	X IPS 2	56	70
26	RNA	X IPS 2	62	78
27	SEP	X IPS 2	56	64
28	WMP	X IPS 2	51	70
29	YNNS	X IPS 2	42	68
30	YRA	X IPS 2	47	72

Based on the Table 4.2, there were 30 students as sample of the research. The descriptive statistic of experimental class was as:

a. Pretest of Experimental Class

The researcher used SPSS 16.0 version to know the descriptive statistic and the percentage of students' pretest in experimental class. The percentage was divided into five criteria: excellent, very good, good, poor and fail. (see Table 4.1). the result of the calculation was as follows:

4.3 Descriptive Statistic Pretest of Experimental Class

Statistics

Pretest

N	Valid	30
	Missing	0
Mean		58.40
Median		61.00
Mode		66
Std. Deviation		11.082
Minimum		32
Maximum		81
Sum		1752

Based on Table 4.3 above, there were 30 students as the subject in the pretest. This table shown that the mean of data was 58.40, the median of the data was

61.00, the mode of data was 66. Then standard deviation was 11.082, the lowest score of pretests was 32 and the highest score was 81. the sum of data was 1752.

Table 4.4 The Frequency of Students' Pronunciation Achievement before Taught by Using Online Dictionaries

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	1	3.3	3.3	3.3
	42	1	3.3	3.3	6.7
	43	1	3.3	3.3	10.0
	46	1	3.3	3.3	13.3
	47	1	3.3	3.3	16.7
	48	2	6.7	6.7	23.3
	49	1	3.3	3.3	26.7
	51	1	3.3	3.3	30.0
	53	1	3.3	3.3	33.3
	55	1	3.3	3.3	36.7
	56	2	6.7	6.7	43.3
	57	1	3.3	3.3	46.7
	61	3	10.0	10.0	56.7
	62	2	6.7	6.7	63.3
	63	1	3.3	3.3	66.7
	66	4	13.3	13.3	80.0
	67	2	6.7	6.7	86.7
	70	1	3.3	3.3	90.0
	72	1	3.3	3.3	93.3
	78	1	3.3	3.3	96.7
	81	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From the table 4.4 above the frequency of pretest after being distributed there was 1 students got score between 0-39 which means that the students' pronunciation achievement was fail, there were 13 students got score between 40-59 which means that on the students' pronunciation achievement was poor, there are 13 students got score between 60-70 which means that on the students'

pronunciation achievement was good, there were 2 students got score between 71-84 which means that on the students' pronunciation achievement was very good, there are 1 students got score between 85-100 which mean that on the students' pronunciation achievement was excellent.

b. Posttest of Experimental Class

The researcher used SPSS 16.0 version to know the descriptive statistic and the percentage of students' in experimental class. The percentage was divided into five criteria: excellent, very good, good, poor and fail (see Table 4.1). The result of the calculation was as follows:

Table 4.5 Descriptive Statistic Posttest of Experimental Class

Statistics

Posttest

N	Valid	30
	Missing	0
Mean		70.93
Median		72.00
Mode		64[a]
Std. Deviation		9.447
Minimum		44
Maximum		85
Sum		2128

a. Multiple modes exist. The smallest value is shown

Based on table 4.5 above, there were 30 students as the subject in the pretest. This table shown that the mean of data was 70.93, the median of the data was 72.00, the mode of data was 64. Then standard deviation was 9.447, the lowest score of pretest was 44 and the highest score was 85. the sum of data was

2128. After the researcher gave the treatments by using Online Dictionary in teaching pronunciation gave the students posttest scores. The data in the posttest were showed in the Table 4.6 below:

Table 4.6 The Frequency of Students' Pronunciation Achievement after Taught by Using Online Dictionaries

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	3.3	3.3	3.3
	51	1	3.3	3.3	6.7
	56	1	3.3	3.3	10.0
	64	3	10.0	10.0	20.0
	65	1	3.3	3.3	23.3
	66	3	10.0	10.0	33.3
	68	1	3.3	3.3	36.7
	70	2	6.7	6.7	43.3
	71	1	3.3	3.3	46.7
	72	3	10.0	10.0	56.7
	73	1	3.3	3.3	60.0
	75	1	3.3	3.3	63.3
	76	1	3.3	3.3	66.7
	77	1	3.3	3.3	70.0
	78	2	6.7	6.7	76.7
	79	1	3.3	3.3	80.0
	80	1	3.3	3.3	83.3
	81	2	6.7	6.7	90.0
	82	2	6.7	6.7	96.7
	85	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From the Table 4.6 above the frequency of pretest after being distributed there was no students got score between 0-39 which means that the students' pronunciation achievement was fail, there were 3 students got score between 40-59 which means that on the students' pronunciation achievement was poor, there

were 10 students got score between 60-70 which means that on the students' pronunciation achievement was good, there were 16 students got score between 71-84 which means that on the students' pronunciation achievement was very good, there was 1 student got score between 85-100 which mean that on the students' pronunciation achievement was excellent.

2. The Data of Control Class

After conducting pretest and posttest for control class, the researcher obtained the data. The data were as follows:

Table 4.7 Students' Pronunciation Achievement Taught without Using Online Dictionaries

No	Name	Class	Pretest	Posttest
1	AHM	X IPS 4	55	64
2	ANHP	X IPS 4	46	62
3	AZA	X IPS 4	35	59
4	AAP	X IPS 4	38	65
5	API	X IPS 4	58	59
6	AB	X IPS 4	41	50
7	ARC	X IPS 4	57	60
8	CA	X IPS 4	41	50
9	DS	X IPS 4	54	57
10	DKP	X IPS 4	67	60
11	EM	X IPS 4	59	64
12	FHK	X IPS 4	48	62
13	F	X IPS 4	50	57
14	HA	X IPS 4	60	52
15	IRA	X IPS 4	51	50
16	KMM	X IPS 4	42	50
17	KAM	X IPS 4	61	47
18	NFBR	X IPS 4	54	56
19	NA	X IPS 4	71	63
20	OUE	X IPS 4	58	66
21	PAN	X IPS 4	65	54
22	PNR	X IPS 4	68	61
23	PTW	X IPS 4	52	54
24	RKT	X IPS 4	55	45
25	RW	X IPS 4	83	60
26	RYS	X IPS 4	58	62

27	SAAK	X IPS 4	67	60
28	SLV	X IPS 4	69	65
29	SAKP	X IPS 4	71	67
30	WZP	X IPS 4	60	69
31	WAF	X IPS 4	55	55

Based on the Table 4.7, there were 31 students as sample of the research. So, there were only 31 students of control class as the sample in this study. The descriptive statistic of control class was as follows:

a. Pretest of Control Class

The researcher used SPSS 16.0 version to know the descriptive statistic and the percentage of students' pretest in control class. The percentage was divided into five criteria: excellent, very good, good, poor and fail (see Table 4.1). The result of the calculation was as follows:

Table 4.8 Descriptive Statistic Pretest of Control Class

Statistics

Pretest

N	Valid	31
	Missing	0
Mean		56.42
Median		57.00
Mode		55[a]
Std. Deviation		10.880
Minimum		35
Maximum		83
Sum		1749

a. Multiple modes exist. The smallest value is shown

Based on Table 4.8 above, there were 31 students as the subject in the pretest. This table shown that the mean of data was 56.42, the median of the data was

57.00, the mode of data was 55. Then standard deviation was 10.880, the lowest score of pretest was 35 and the highest score was 83. The sum of data was 1749.

Table 4.9 The Frequency of Students' Pronunciation Achievement of Pretest

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	3.2	3.2	3.2
	38	1	3.2	3.2	6.5
	41	2	6.5	6.5	12.9
	42	1	3.2	3.2	16.1
	46	1	3.2	3.2	19.4
	48	1	3.2	3.2	22.6
	50	1	3.2	3.2	25.8
	51	1	3.2	3.2	29.0
	52	1	3.2	3.2	32.3
	54	2	6.5	6.5	38.7
	55	3	9.7	9.7	48.4
	57	1	3.2	3.2	51.6
	58	3	9.7	9.7	61.3
	59	1	3.2	3.2	64.5
	60	2	6.5	6.5	71.0
	61	1	3.2	3.2	74.2
	65	1	3.2	3.2	77.4
	67	2	6.5	6.5	83.9
	68	1	3.2	3.2	87.1
	69	1	3.2	3.2	90.3
	71	2	6.5	6.5	96.8
	83	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

From the Table 4.9, the pretest after being distributed there were 2 students got score between 0-39 which means that the students' pronunciation achievement was fail, there were 18 students got score between 40-59 which means that on the students' pronunciation achievement was poor, there were 8

students got score between 60-70 which means that on the students' pronunciation achievement was good, there were 3 students got score between 71-84 which means that on the students' pronunciation achievement was very good, there were not students got score between 85-100 which means students' pronunciation achievement was excellent.

b. Posttest of Control Class

The researcher used SPSS 16.0 version to know the descriptive statistic and the percentage of students' posttest in control class. The percentage was divided into five criteria: excellent, very good, good, poor and fail (see Table 4.1). the result of the calculation was as follows:

Table 4.10 Descriptive Statistic Posttest of Control Class

Statistics

Posttest

N	Valid	31
	Missing	0
Mean		58.23
Median		60.00
Mode		50[a]
Std. Deviation		6.227
Minimum		45
Maximum		69
Sum		1805

a. Multiple modes exist. The smallest value is shown

Based on Table 4.10 above, there were 31 students as the subject in the pretest. This table shown that the mean of data was 58.23, the median of the data was 60.00, the mode of data was 50. Then standard deviation was 6.227, the

lowest score of pretest was 45 and the highest score was 69. The sum of data was 1805.

Table 4.11 The Frequency of Students' Pronunciation Achievement of Posttest

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.2	3.2	3.2
	47	1	3.2	3.2	6.5
	50	4	12.9	12.9	19.4
	52	1	3.2	3.2	22.6
	54	2	6.5	6.5	29.0
	55	1	3.2	3.2	32.3
	56	1	3.2	3.2	35.5
	57	2	6.5	6.5	41.9
	59	2	6.5	6.5	48.4
	60	4	12.9	12.9	61.3
	61	1	3.2	3.2	64.5
	62	3	9.7	9.7	74.2
	63	1	3.2	3.2	77.4
	64	2	6.5	6.5	83.9
	65	2	6.5	6.5	90.3
	66	1	3.2	3.2	93.5
	67	1	3.2	3.2	96.8
	69	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

From the table 4.11, the posttest after being distributed there was not student got score between 0-39 which means that the students' pronunciation achievement was fail, there were 15 students got score between 40-59 which

means that on the students' pronunciation achievement was poor, there were 16 students got score between 60-70 which means that on the students' pronunciation achievement was good, there was not student got score between 71-84 which means that on the students' pronunciation achievement was very good, there was not students got score between 85-100 which means that on the students' pronunciation achievement was excellent.

B. Normality and Homogeneity Testing

1. Normality Test

Normality testing was conducted to determine whether the gained data was normal distribution or not. The researcher used SPSS 16.0 *One-Sample Kolmogorov-Smirnov test* by the value of significance (α) = 0.050. The result can be seen in table below:

Table 4.12 Normality testing

One-Sample Kolmogorov-Smirnov Test

		experiment	control	Unstandardized Residual
N		30	31	30
Normal Parameters[a]	Mean	58.40	56.42	.0000000
	Std. Deviation	11.082	10.880	10.46360891
Most Extreme Differences	Absolute	.126	.089	.100
	Positive	.086	.081	.100
	Negative	-.126	-.089	-.069
Kolmogorov-Smirnov Z		.691	.498	.546
Asymp. Sig. (2-tailed)		.727	.965	.927

a. Test distribution is Normal.

Normality testing was done by using the rule of Asymp. Sig (2 tailed) as follows:

a. If the significance value > 0.050, then the data has normal distribution.
b. If the significance value < 0.050, then the data does not have normal distribution.

Based on the result of computation by using of SPSS program 16.0 version, significance value from both pretest in experimental and control class were bigger than 0.05. The significance value of pretest in experimental class was 0.727 and it was bigger than 0.05 (0.727>0.05). It could be concluded that the test distribution was normal. Then, the significance value of pretest control class was 0.965 and it was bigger than 0.05 (0.965>0.05). So, the test distribution was normal.

2. Homogeneity Testing

The homogeneity test was conducted to know whether the variety of data both experimental and control classes was same or not. Homogeneity test was important since the result of research would be generalized in a population. In this research, the researcher conducted testing the homogeneity by using SPSS 16.0 version.

The homogeneity testing must fulfill the testing criteria as follows:

a. If the significance value > 0.050, then the data distribution is homogeneous.
b. If the significance value < 0.050, then the data distribution is not homogeneous.

Table 4.13 The Output of Homogeneity Testing

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.141	1	59	.708

From the table above, the number of *levene statistics* was 0.141 while the significance value was 0.708, and it was bigger than 0.05. So, the homogeneity testing of variance in pretest of control class and experimental class shown that the data had homogeneity of variances and could be used as sample in this research.

C. Hypothesis Testing

The hypothesis testing of this study as follow:

1. H_0 : Null hypothesis

   There was no significant different score on pronunciation between students taught by using Online Dictionaries and those taught by using a conventional method at SMAN 1 Ngunut.

2. H_1 : Alternative hypothesis

   There was significant different score on pronunciation between students taught by using Online Dictionaries and those taught by using a conventional method at SMAN 1 Ngunut.

After computing the data using t-test formula by using SPSS 16.0 version, the result of mean and standard deviation could be seen on Table 4.14 as follows:

Table 4.14 The Output of Group Statistics

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
score	experiment	30	70.93	9.447	1.725
	control	31	58.23	6.227	1.118

Based on the Table 4.14 above, the subjects in experimental class were 30 students and in the control class were 31 students. The mean score of experimental class was 70.93. the mean score of control class was 58.23. So, the mean score of experimental class was higher than the mean score of control class. It means that the student's score increase being taught using Online Dictionaries in pronunciation achievement. Standard deviation in experiment class was 9.447 and the standard deviation in control class was 6.227. Meanwhile, the standard error mean in experiment class was 1.725 and in control class was 1.118.

In addition, the result of t-test testing applying the SPSS 16.0 version could be on Table 4.15 as follows:

Table 4.15 The Output T-test

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
score	Equal variances assumed	2.769	.101	6.223	59	.000	12.708	2.042	8.621	16.794
	Equal variances not assumed			6.182	49.977	.000	12.708	2.056	8.579	16.836

Based on the Table 4.15 the t-value is 6.223, with the df = 59, and the p-value (two-tailed) is 0.000. The significance level is 0.05. For interpretation of decision based on the result of probably achievement, that was:

a. If the probability value (sig) > 0.05 then the null hypothesis is not rejected.
b. If the probability value (sig) < 0.05 then the null hypothesis is rejected.

The table showed that the significant value (Sig-2 tailed) was 0.000 and it smaller than 0.05 (0.00 < 0.05) it means that H_0 was rejected and Ha was accepted. Thus, it can be interpreted that there was significant different in pronunciation of the students' taught by using Online Dictionaries. It means that using Online Dictionaries was effective to be used for tenth grade students' in teaching pronunciation at SMAN 1 Ngunut.

D. Discussion

In this research, a researcher conducted the research in two class during the teaching and learning process. The subjects of the research consisted of 61 students. The sample was gotten by using purposive sampling technique where the researcher decided X IPS 4 class as control class which was not given the treatment by using online dictionary as teaching media and X IPS 2 as experimental class which was given the treatment by using Online Dictionaries as teaching media. In this research, the researcher administered two kinds of test; those were pretest and posttest.

After the data were collected, the data were analyzed by using of SPSS 16.0 version. The students' who were without using Online Dictionaries did not reveal significant improvement. It could be seen from the mean score of pretest was

56.42 and the mean score of posttest was 58.23. The gained of the mean score of control class between pretest and posttest was 1.81. In addition, there was a few of students who were in poor ability based on the table of control group students' qualification. In the other hand, the students who were taught by using Online Dictionaries reveal significant improvement. It was proved by the mean score in posttest was higher than the mean score in pretest. The mean score of pretest was 58.40 and the mean score of posttest was 70.93. The gained of the mean score of experiment class between pretest and posttest was 12.53. The table of experimental class students' qualification showed that many students were categorized into good ability and no one student who were in poor ability after were taught by using Online Dictionaries.

The data computation of t-test computation shown that P-value (Sig) was 0.000 it was lower than 0.05 or 5% (0.000 < 0.05). It could be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted. It shown that there was significant difference ability of the tenth-grade students' SMAN 1 Ngunut in pronunciation between they who were taught pronunciation without using Online Dictionaries and those who were by using Online Dictionaries. It could be said that audio media was affective to be used in teaching pronunciation and suggested to be used.

The used of Online Dictionaries is really affective to be used in teaching pronunciation. The Online Dictionaries becomes a choice for those who want easiness, the efficient, and something simple. The language learners could get some Online Dictionaries references through the internet. Online Dictionaries

helps the students learn pronunciation by imitating the sound that produced by it. In addition, objectives utilizing Online Dictionaries as a medium of learning English is to create the condition and the learning environment interesting and interactive.

According to Hartmann & James (2001) Online dictionary is a dictionary or other reference work available via a computer network, such as the internet. Online Dictionary is the interest media for teaching. It just connecting the smartphone with the internet then click website of Online Dictionary and input word on blank box. Then, according to Tulgar (2017) Online dictionaries are of course more technological and they offer easy access to information. It is evident that Online Dictionary bought positive effect on teaching and learning. In addition, e-learning can induce to enhanced language learning in the classroom, as well as enhanced positive attitudes towards the coursework learned in a technology-based language classroom (Yan & Chen, 2007; Huang, Chern & Lin, 2009).

In addition, some studies dealing pronunciation and Online Dictionary to support this research. The first study was conducted by Rofiki (2018) from State Islamic Institute (IAIN) of Tulungagung entitled "The Effectiveness of Using Communicative Drilling on the Eleventh Grade Students' Pronunciation Achievement at MAN 3 Tulungagung". The result of the study found that Communicative technique was effective to teaching and learning pronunciation at the eleventh grade at the MAN 3 Tulungagung. The second study was conducted by Utami (2017) from Sanata Dharma University entitled "Students Responses on

the Use of Online Dictionary at SMPN 15 Yogyakarta". The result of the study found that using online dictionary offers ease and effectiveness that can help them learning English in the classroom. The third study was conducted by Aufa (2017) from Ar-Raniry State Islamic University Darusalam Banda Aceh entitled "Using Movie to Increase Students' Pronunciation". The result of the study showed that movie can help students to construct their ideas in practicing pronunciation better than before.

The use of teaching media in teaching learning process was very important, so the teacher should choose the appropriate media for teaching learning. A teaching media could help the teacher to teach more easily and helped the students more enjoyed and the learning environment interesting and interactive because pronunciation is an important thing before learn reading, speaking, and understand listening. One of teaching media that were easy and interesting to apply in teaching pronunciation was Online Dictionaries. Online Dictionaries supported by listening sound activities in an attempt to make easier for the students to learn pronunciation not only in the class but everywhere.

Based on the explanation above, it can be said that Online Dictionaries give contribution to the teaching and learning pronunciation in SMAN 1 Ngunut. The media above is accepted the researcher, especially in practicing the pronunciation to the senior high school because Online Dictionaries can help teaching and learning process for the students' pronunciation achievement at the tenth grade of SMAN 1 Ngunut in academic year 2018/2019.