

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter focused on presenting the result of data analysis. Three main topics will be discussed in this part covering description of data ,hypothesis testing and discussions.

A. The Description of Data

Data description has a purpose to show the result of research. The subjects of the research were the eight graders students of D class at MTs Ma'arif Bakung Udanawu. which consist of 38 students. The researchers used test in collecting data. The test which was used pre-test and post-test. The test consists 20 questions. The types of test are 20 words in the blanket.

The students were given pre-test before giving treatment. The result of pre - test the students in teaching regular and irregular is good although sometimes they are difficult to interpret the words in a context, After getting the result of students pre-test, the researcher gave treatment for the students by teaching them using word wall media. When teaching learning process was running, the students felt happy, comfortable and focus in participating the learning process. After the treatment is done, the researcher gave a post test to all the students. This post test used to know regular and irregular verb after being taught using word wall media. The researcher wanted to know how far students understanding about word in the wall which had been taught. As mentioned formerly, the researcher wants to know whether there is different result between the students before and after taught by using word wall. The result of test is presented as follows:

To analyze the frequency of the data both pre-test and post-test, the researcher uses SPSS version 18.0. The description of frequency is used to see how many times the score of the students appear. The descriptive statistics of both pre-test and post-test are needed in describing the data. The descriptive statistics is displayed below. The researcher also uses SPSS to obtain the descriptive statistics.

Table 4.1 Statistical Data of Pre-Test

Pretest		
N	Valid	38
	Missing	0
Mean		61.18
Median		60.00
Mode		95
Std. Deviation		24.118
Variance		581.668
Range		75
Minimum		20
Maximum		95
Sum		2325
Percentiles	25	40.00
	50	60.00
	75	82.50

Statistics table in SPSS are explained about valid, missing, mean, median, mode, standard deviation, range, minimum and maximum score, etc. Valid in this research are 38. It means that no one missing. The minimum and maximum score from the pretest score are 20 and 95. The mean score from the pre-test is 61.18. While the median (the middle value) and mode (value which has the highest frequency) are 60 and 95. and standard deviation 24.118. Range is the difference between the highest and lowest values (Butler:1985:35). The range from the score of pre-test are 75.

Table 4.2 Frequency of Pre-Test Score

		Pre-test Frequency			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	20	2	5.3	5.3	5.3
	25	1	2.6	2.6	7.9
	30	2	5.3	5.3	13.2
	35	1	2.6	2.6	15.8
	40	5	13.2	13.2	28.9
	45	2	5.3	5.3	34.2
	50	1	2.6	2.6	36.8
	55	2	5.3	5.3	42.1
	60	2	5.3	5.3	47.4
	65	2	5.3	5.3	52.6
	70	3	7.9	7.9	60.5
	75	2	5.3	5.3	65.8
	80	2	5.3	5.3	71.1
	90	1	2.6	2.6	73.7
	95	10	26.3	26.3	100.0
	Total	38	100.0	100.0	

From the Tables above is described about the frequency of the pre-test score. It is start from the minimum score until the maximum score. From the Table 4.3, the score 20-30 (frequency/total of the students who get score 20- 30 are 5 students. The score 31-40 (frequency/ total of the students who get score 31-40 are 6 students, .the score 41-50 (frequency/ total of the students who get score 41-50 are 3 students, The score 51-60 (frequency/ total of the students who get score 51-60 are 4 students, .the score 61-70 (frequency/ total of the students who get score 61-70 are 5 students, The score 71-80 (frequency/ total of the students who get score 71-80 are 4 students, .the score 81-95 (frequency/ total of the students who get score 81-95 are 11 students.

Table 4.3 Statistical Data of Post-Test

Posttest		
N	Valid	38
	Missing	0
Mean		84.34
Median		90.00
Mode		95
Std. Deviation		14.006
Variance		196.177
Range		60
Minimum		40
Maximum		100
Sum		3205
Percentiles	25	75.00
	50	90.00
	75	95.00

Statistics table in SPSS are explained about valid, missing, mean, median, mode, standard deviation, range, minimum and maximum score, etc. Valid in this research are 38. It means that no one missing. The minimum and maximum score from the post test score are 40 and 100. The mean score from the post-test is 84.34 . While the median (the middle value) and mode (value which has the highest frequency) are 90 and 95. and standard deviation 14.006 .Range is the difference between the highest and lowest values (Butler:1985:35). The range from the score of post-test are 60

Table 4.4 Frequency of Post-Test Score**Post Test**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	2.6	2.6	2.6
60	3	7.9	7.9	10.5

65	1	2.6	2.6	13.2
70	3	7.9	7.9	21.1
75	2	5.3	5.3	26.3
80	3	7.9	7.9	34.2
85	4	10.5	10.5	44.7
90	6	15.8	15.8	60.5
95	12	31.6	31.6	92.1
100	3	7.9	7.9	100.0
Total	38	100.0	100.0	

From the Tables above is described about the frequency of the post-test score. It is start from the minimum score until the maximum score. From the Table 4.3,the score 40-60 (frequency/ total of the students who get score 40-60 are 4 students, The score 61-70 (frequency/ total of the students who get score 61-70 are 4 students, .the score 71-80 (frequency/ total of the students who get score 71-80 are 5 students, The score 81-90 (frequency/ total of the students who get score 81-90 are 10 students, .the score 91-100 (frequency/ total of the students who get score 91-100 are 15 students.

The researcher provides the table about the list of pre-test and post-test total score to make easy in identifying mean and T-test. The table is as follow:

Table 4.5 Finding the T-Table by Using SPSS

Part 1

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	61.18	38	24.118	3.912
	Posttest	84.34	38	14.006	2.272

The table 4.5 above showed that the mean score of pre-test was 61.18 rounded to 61, and the mean score of post-test was 84.3. These results were obtained

from testing 38 students. From output above, the standard deviation was founded in 24.118 for pre-test and 14.006 for post-test.

Part 2

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	38	.528	.001

Based on the output, it can be seen that the test results show that the value of the pretest and posttest has a correlation value of 0.528. In other words, the pretest and posttest values have a correlations 52.8%.

Part 3

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-23.158	20.514	3.328	-29.901	-16.415	-6.959	37	.000

B. Hypothesis Testing

The researcher analyzed the significant difference of data . This is aimed to prove statistically whether there is any significant difference between regular and irregular verb before and after using word wall media.

From the result of computation above, output paired samples test show the result of compare analysis with using t-test. Output shows mean pre-test and post-test is (-23.158), standard deviation (20.514), mean standard error (3.328). The lower

different (-29.901), while the upper different (-16.415). The result t-test= (-6.959) with df 37 and significance 0.000.

The output above can answer the research questions. Is there any difference in teaching regular and irregular verb before and after being taught using the word wall media. Basic decision making in the Paired Sample t-test by using a 0.05 significance value are :

- 1) If the value is sig. (2-tailed) < 0.05 , there is any significant difference between the learning outcomes in the pre-test and post-test data, which means that there is any significant difference between the achievement of teaching regular and irregular verb using word wall.
- 2) If the value is sig. (2-tailed) > 0.05 then there is no significant difference between the learning outcomes in the pretest and post-test data, which means that there is no significant difference between the teaching regular and irregular verb using word wall .

When the significant value (0.000) $<$ significant level (0.05) the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. While significant value (0.000) $>$ significant level (0.05) the null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected. Because significant value (0.000) is smaller than significant level (0.05), it can be concluded that alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is any significant difference between the teaching regular and irregular verb using word wall and without using the word wall in MTs Ma'arif Udanawu Academic Year 2018/2019.

C. Discussion

In this section, the researcher describes the interpretation of the research finding, The objectives of this study is to know the effectiveness of using word wall media to increase teaching regular and irregular verb of eighth graders MTs Ma'arif Bakung Udanawu in academic year 2018/2019. By using word wall media the students felt happy, comfortable and focus in participating the learning process. The researcher procedures done during teaching and learning process, The first students were given pre-test before giving treatment, After getting the result of students pre-test, the researcher gave treatment for the students by teaching them using word wall media, After the treatment is done, the researcher gave a post-test to all the students. This post-test used to know teaching regular and irregular verb after being taught using word wall media

After the steps were conducted, the researcher got data in the form of pretest and posttest score. Next, the researcher analyzed them by using paired sample t-test through SPSS 18.0 below was the result of data.

1. The teaching regular and irregular verb scores before using word wall

Pre-test was conducted on Thursday, 04th of April 2019. It was done before a treatment at process that was teaching regular and irregular verb by using word wall. The pretest was given to the VIII-D class consisted of 38 students. The topic which was taken considered by the curriculum of eighth grade level. The test items for pre-test consist of 20 questions. The types of test are 20 words in blanket. The researcher took simple past tense as a topic. The minimum and maximum score from the pretest score are 20 and 95. The mean score from the pre-test is 61.18. While the median (the middle value) and mode (value which has the highest frequency) are 60 and 95. and standard deviation 24.118. Range is the difference between the highest and lowest values (Butler:1985:35). The range from the score of pre-test are 75.

2. The teaching regular and irregular verb scores using word wall

Post-test was held on Friday, 05th of April 2019. The post-test was done at the last meeting of this research. It was done after the treatment process was given to the students. It was given to them to know their regular and irregular verb scores after getting the treatment. The researcher wanted to know whether there is significant difference in the teaching regular and irregular verb after given by treatment. The post-test was given to the VIII-D class consisted of 38 students. The post-test contained 20 questions. The types of test are 20 words in blanket. The researcher took simple past tense as a topic. The minimum and maximum score from the post test score are 40 and 100. The mean score from the post-test is 84.34. While the median (the middle value) and mode (value which has the highest frequency) are 90 and 95. and standard deviation 14.006. Range is the difference between the highest and lowest values (Butler:1985:35). The range from the score of post-test are 60.

3. The significant different scores before and after being taught by using word wall

Based on the research finding, it showed that the mean scores between pre-test and post-test is different. The students score in teaching regular and irregular verb before being taught using word wall media is 62.18. The students score in teaching regular and irregular verb using word wall media is 84.34, and to know what different was significant or not, When the significant value (0.000) < significant level (0.05) the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. While significant value (0.000) > significant level (0.05) the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. Because significant value (0.000) is smaller than significant level (0.05), it can be concluding that alternative hypothesis (Ha) is accepted and the null hypothesis

(Ho) is rejected. It means that word wall media for teaching regular and irregular verb is proved to be effective and the students get good regular and irregular verb.

Word wall media is a great way to make the teaching and learning process becomes more interesting and enjoyable. A word wall is a group of words that are displayed on a wall, bulletin board, check board, or white board in a classroom (Cronsberry: 2004: 3).The words are printed in a large font so that they are easily visible from all students seating area. These words are referred to continually throughout a unit or term by the teacher and the students during a variety of activities.

It is relevant to Green (1993: 1) argued that a word wall is an organized collection of large print words on the classroom wall. A word wall helps to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning.

Based on the finding above ,the implementation of word wall media in teaching and learning process gives positive effect on students' regular and irregular verb, because they can study regular and irregular verb easily and relax without hard feeling. The situation that conducive and comfort for their sense, it will make enjoy learning and getting good result. It can be done because by happy and fun learning, information can be understood and maintained to memory well. Based on the result of the study, it can be said that an word wall as alternative media was effective in teaching regular and irregular verb at junior high school, especially at eight graders of MTs Ma'arif Bakung Udanawu.