

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this discussion, the researcher presents the findings of the research. It presents some discussions dealing with the collected data of students' pre-test and post-test score from experimental and control group. This chapter covers the description of data, hypothesis testing, and discussion.

#### **A. Data Description**

Data description shows the data presentation which had been gotten by the researcher after conducting pre-test and post-test as the test. The subjects of the research were the seventh grade students of SMPN 1 Ngunut Tulungagung which contain of 32 students which 18 males and 14 females of VII-H as the experimental group and 32 students which 15 males and 17 females of VII-G as the control group. In this chapter, the researcher pointed out the students' pre-test and post-test score in both of experimental and control group.

This study conducted six meetings. The first meeting which done was conducting pre-test. This pre-test conducted in order to measure the students' vocabulary mastery before the researcher implementing One Day One Sentence strategy. By the result of the students' score of pre-test the mean score was 58.81 in experimental group and 51.97 in control group. This score showed that students still have low vocabulary mastery.

In the second until fifth meetings, the researcher conducted the treatment. In this study the researcher used two kinds of activity namely On

Class and Off Class. On Class means the researcher had activities and interactions with the students in the class directly. The researcher gave explanations about the descriptive text which had been learned. While in Off Class means the researcher had activities and interactions with the students indirectly. In this activity, the researcher implemented One Day One Sentence strategy. The students asked to master vocabulary minimum a sentence for a day. They asked to report their sentence about description, and the part of speech of each word. Then, the students asked to report their daily activity to the sheet which given by the researcher and collected in the ODOS Box which put in front of the class.

In the last meeting, the researcher conducted post-test in order to measure the students' vocabulary mastery after being implemented by One Day One Sentence strategy. By the result of the students' score of post-test the mean score of experimental group was 81.31 and the control group was 74.62. This showed that the mean of post-test was higher than the pre-test one, and the improvement of experimental group was higher than the control group. It can be said that the use of One Day One Sentence strategy impact the students' vocabulary mastery.

**Table 4.1 Descriptive Group Statistics**

Group	N	Mean	Std. Deviation	Std. Error Mean
Students' Score Treatment	32	81.31	7.579	1.340
Control	32	74.62	6.880	1.216

## B. Normality and Homogeneity Testing

### 1. Normality Testing

Normality test aimed to know whether the data which taken has been distributed normally or not. There are two ways to test the normality namely, Kolmogorov Smirnov test and Shapiro Wilk test. In this research, the researcher used Shapiro Wilk test to test the normality of the data gained. The normality of the data can be seen based on the significance value ( $\alpha$ ). The considerations to test the normality of the data are:

- a. If the significance  $>0.05$ , the data has normal distribution.
- b. If the significance  $<0.05$ , the data does not have normal distribution.

After got the score of pre-test and post-test, the researcher calculated the normality of both pre-test and post-test by SPSS 16.0 version. The result was shown as below:

**Table 4.2 Test of Normality Pre-test**

	Shapiro-Wilk		
	Statistic	df	Sig.
KELAS 7H (E)	.962	32	.308
KELAS 7G (C)	.944	32	.097

Based on the table above, it was found that the significance value of pre-test in experimental group was 0.308 and in control group was 0.097. It means that the distribution of the data in both classes was normal.

**Table 4.3 Test of Normality Post-test**

	Shapiro-Wilk		
	Statistic	df	Sig.
KELAS 7H (E)	.945	32	.104
KELAS 7G (C)	.966	32	.394

In the table above was shown that the significance value of post test in experimental group was 0.104 and in the control one was 0.394 so it can be concluded that the both data of pre-test and post-test has normal distributed.

## 2. Homogeneity Testing

Homogeneity testing was used to determine whether the data which was taken has a homogeneous variance or not. There were many ways to measure the homogeneity of the data. In this study, the researcher used one way ANOVA especially Levene Statistic. The considerations of testing the homogeneity are:

- a. If the significance  $>0.05$ , the data are homogeneous.
- b. If the significance  $<0.05$ , the data are not homogeneous.

After get the score of pre-test and post-test, the researcher calculated the homogeneity of both pre-test and post-test by SPSS 16.0 version. The result was shown as below:

**Table 4.4 Test of Homogeneity of Pre-test Variances**

Levene Statistic	df1	df2	Sig.
.200	1	62	.656

The description of the homogeneity data above, the significance value showed 0.656. It means whether the data were homogenous because the significance value was higher than 0.05. So it can be concluded that the data of pre-test were homogenous.

**Table 4.5 Test of Homogeneity of Post-test Variances**

Levene Statistic	df1	df2	Sig.
1.505	1	62	.225

In the table above was shown that the significance value of post test was 0.225. It means whether the data were homogenous because the significant value was higher than 0.05. So it can be concluded that the data of post-test were homogenous.

### **C. Result of Pre-test**

The pre-test was done by asking the students to make a sentence for each number of the test. The topics were about descriptive text which describe animals, people and things. There were 32 students in experimental group and 32 students in control group who joined the pre-test. Then, the researcher

collected the score used SPSS 16.0 and the result of descriptive statistic of pre-test between experimental and control group as follows:

**Table 4.6 Statistics Pre-test of Experimental Group**

N	Valid	32
	Missing	0
Mean		58.81
Std. Error of Mean		1.483
Median		58.00
Mode		50 <sup>a</sup>
Std. Deviation		8.391
Variance		70.415
Range		34
Minimum		40
Maximum		74
Sum		1882

Based on table 4.3 above it can be seen that the mean score was 58.81. It means that the average score in experimental group which consist of 32 students were 58. The most of the students were able to make the sentence based on the topic but they still error in vocabulary use. Meanwhile the lowest score of pre-test in experimental group was 40 and the highest score was 74.

**Table 4.7 Frequency Pre-test of Experimental Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	3.1	3.1	3.1
44	1	3.1	3.1	6.2
50	6	18.8	18.8	25.0
54	2	6.2	6.2	31.2
56	5	15.6	15.6	46.9
58	2	6.2	6.2	53.1
60	2	6.2	6.2	59.4
62	1	3.1	3.1	62.5
64	3	9.4	9.4	71.9
66	1	3.1	3.1	75.0
68	6	18.8	18.8	93.8
72	1	3.1	3.1	96.9
74	1	3.1	3.1	100.0
Total	32	100.0	100.0	

**Table 4.8 Statistics Pre-test of Control Group**

N Valid	32
Missing	0
Mean	51.97
Std. Error of Mean	1.339
Median	51.00
Mode	60
Std. Deviation	7.575
Variance	57.386
Range	24
Minimum	40
Maximum	64
Sum	1663

Based on the table above, it can be seen that the mean of pre-test in control group was 51.97. It showed that the mean of control group was lower than the experimental one. The most of the students in control group were able to make the sentence based on the topic. But they did not know yet how to build sentence correctly. The lowest score in control group was 40 and the highest score was 64.

**Table 4.9 Frequency Pre-test of Control Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	3	9.4	9.4	9.4
42	1	3.1	3.1	12.5
44	1	3.1	3.1	15.6
45	3	9.4	9.4	25.0
46	2	6.2	6.2	31.2
48	3	9.4	9.4	40.6
50	3	9.4	9.4	50.0
52	1	3.1	3.1	53.1
54	3	9.4	9.4	62.5
56	2	6.2	6.2	68.8
58	2	6.2	6.2	75.0
60	4	12.5	12.5	87.5
62	1	3.1	3.1	90.6
64	3	9.4	9.4	100.0
Total	32	100.0	100.0	



As the result showed above, both experimental and control group had different mean and median. The mean and median in experimental group was higher than the control one.

#### D. Result of Post-test

In the post-test, the researcher administered by asking the students to make a sentence for each number. Similar to the pre-test, the test was about description of animals, people and things. There were 32 students both in experimental and control group. The test was done after all the treatment conducted. The aim of this test was to measure the students vocabulary mastery after being treated by One Day One Sentence Strategy.

After gained the post-test score, then the researcher calculated the score used SPSS 16.0 version. The result of both classes showed as follows:

**Table 4.10 Statistics Post-test of Experimental Group**

N	Valid	32
	Missing	0
Mean		81.31
Std. Error of Mean		1.340
Median		81.00
Mode		70 <sup>a</sup>
Std. Deviation		7.579
Variance		57.448
Range		30
Minimum		70
Maximum		100
Sum		2602

Based on the table above, the mean score of post-test in experimental group was 81.31. This score was higher than the score in pre-test. It means that there was improvement on students' vocabulary mastery after being treated by One Day One Sentence strategy.

**Table 4.11 Frequency Post-test of Experimental Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	4	12.5	12.5	12.5
72	1	3.1	3.1	15.6
74	2	6.2	6.2	21.9
76	4	12.5	12.5	34.4
78	3	9.4	9.4	43.8
80	2	6.2	6.2	50.0
82	2	6.2	6.2	56.2
84	1	3.1	3.1	59.4
86	4	12.5	12.5	71.9
88	4	12.5	12.5	84.4
90	4	12.5	12.5	96.9
100	1	3.1	3.1	100.0
Total	32	100.0	100.0	

**Table 4.12 Statistics Post-test of Control Group**

N	Valid	32
	Missing	0
Mean		74.62
Std. Error of Mean		1.216
Median		74.00
Mode		70 <sup>a</sup>
Std. Deviation		6.880
Variance		47.339
Range		32
Minimum		58
Maximum		90
Sum		2388

Based on the table above, it can be seen that the mean of post-test in control group was 74.62. It showed that the mean of pre-test was increase. But the mean score of post-test in experimental group was higher than the control one. Meanwhile the lowest score in control group was 58 and the highest score was 90.

**Table 4.13 Frequency Post-test of Control Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 58	1	3.1	3.1	3.1
60	1	3.1	3.1	6.2
66	1	3.1	3.1	9.4
68	1	3.1	3.1	12.5
70	6	18.8	18.8	31.2
72	2	6.2	6.2	37.5
74	5	15.6	15.6	53.1
76	6	18.8	18.8	71.9
78	1	3.1	3.1	75.0
80	1	3.1	3.1	78.1
82	3	9.4	9.4	87.5
84	3	9.4	9.4	96.9
90	1	3.1	3.1	100.0
Total	32	100.0	100.0	

From the result of calculation pre-test and post-test in experimental and control group, it can be concluded that there were improvement score in both groups. Although in both of groups have the same improvement but the experimental was the highest one.

### **E. Hypothesis Testing**

The hypothesis testing of this study as follows:

1. If the significant level is less than 0.05, the alternative hypothesis ( $H_1$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. It means that One Day One

Sentence strategy is effective to be used in teaching vocabulary for seventh grade students.

- If the significant level is more than 0.05, the null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_1$ ) is rejected. It means that One Day One Sentence strategy is not effective to be used in teaching vocabulary for seventh grade students.

To investigate whether One Day One Sentence gave the significant effect on students' vocabulary mastery, therefore, the researcher tested the result used Independent Samples T-Test in SPSS 16.0 version.

**Table 4.14 Independent Sample T-test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Student Equal variances assumed	1.505	.225	3.696	62	.000	6.688	1.810	3.070	10.305
Equal variances not assumed			3.696	61.428	.000	6.688	1.810	3.070	10.305

Based on the table 4.14 above, the way to test whether the null hypothesis can be rejected was by comparing significance value (Sig. 2-tailed) with the standard level of significance 0.05. Based on the table 4.16 above showed, the significance value (Sig. 2-tailed) was less than 0.05 ( $0.000 < 0.05$ ). It means the null hypothesis could be rejected. Thus can be interpreted that there was significant difference of students' vocabulary mastery after implemented by One Day One Sentence strategy. It could be concluded that One Day One Sentence strategy is effective to be used for teaching vocabulary for seventh grade at SMPN 1 Ngunut Tulungagung.

## **F. Findings**

This study was conducted to find out whether there was any significant effect on students' vocabulary mastery between the experimental and control group after they got the different treatment. In addition, the researcher intended to know the effectiveness of One Day One Sentence strategy which contributed to the development of students' vocabulary mastery.

In this case the researcher divided discussion about data analysis which intended to find out the effectiveness of One Day One Sentence strategy on students' vocabulary mastery. It can be identified from the result of pre-test and post-test in experimental and control group. In the pre-test, the researcher found the most mistakes on the structure of the sentence and the vocabulary use. Beside that the content of the sentence were related to the

topic. In other aspect was on the organization especially in the language use and capitalization and errors of spelling still ignored by the students.

In the treatment the researcher used One Day One Sentence sheet which intended to train the students to have a new vocabulary for a day. It also trained the students to know how to make a good sentence by knowing the structure of the sentence which used in a descriptive text. It trained the students to know the part of speech for each word and knowing how to use the language correctly so that the students were able to build their own sentence well.

After the researcher gave the treatment for the students, the result performed that the use of One Day One Sentence strategy was effective to be implemented for the students and it made good impact on students' vocabulary mastery especially for constructing the vocabulary became a good sentence, and able to know the part of speech of each word. So the students are able to develop their sentence became a descriptive text.

Then, the researcher tested the hypotheses by using the T-test statistical analysis in SPSS 16.0 version. Before applied the statistical analysis, an analysis to find out the normality and homogeneity of the two samples were showed. The output data of the pre-test and post-test got from experimental and control group. The significance value of both pre-test and post-test of experimental and control group were higher than the significance level 0.05. So, it can be said that the pre-test and post-test of both experimental and control group were normally distribution. Meanwhile, the researcher also checked the homogeneity of the data from experimental and

control group by using homogeneity of variances testing. The significance value from both of group were higher than the significance level 0.05, and it can be said that the data were homogenous.

Previously, the data of both groups was concluded to be normally distributed and homogenous, so the researcher continued the statistical analysis by using T-test. It was intended to know whether there was any significance different before and after being implemented by One Day One Sentence strategy. The output of the T-test statistical analysis on the table 4.14 showed that the significance (2-tailed) was lower than the significance value 0.05 ( $0.000 < 0.05$ ). Because the significance (2-tailed) was lower than the significance value, the null hypothesis could be rejected and the alternative hypothesis was accepted. The result of the T-test statistical analysis proved that there was any significance difference of students' vocabulary mastery after being implemented by One Day One Sentence strategy.

Based on the explanation above, it can be said that One Day One Sentence strategy gave a significant effect on the students' vocabulary mastery of seventh grade at SMPN 1 Ngunut Tulungagung and it could be seen from the description of the research finding above.

## **G. Discussion**

From the result of calculated data above, it showed that there is significant difference score on student's result both of pre-test and post-test. It can be seen from the mean score which showed that the mean score of post-test was 81.31 and it was higher than the mean score of pre-test which was



58.81. So it can be said that this strategy One Day One Sentence is effective for teaching vocabulary at SMPN 1 Ngunut Tulungagung.

One Day One Sentence strategy was derived from the modification of explicit teaching vocabulary. Explicit teaching vocabulary is for teaching consciously. Eggen & Kauchak in Taş and Coşkun (2014:20) said explicit teaching is teaching where the teacher clearly defines the goals for the students, giving clearly definition and information. Rosenshine in Dube (2011:4) states that the explicit teaching would be effective for teaching reading, mathematics, grammar, vocabulary and the first language learning. In this case the students drilled to build a sentence from vocabulary found for a day. It was proven by Thorbury in Alpino (2017:186) which states that drilling is employed to make learners get accustomed to the word from especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thorbury in Alpino, 2017:186). For addition, Ellis and Beaton in Alpino (2017:187) drilling is necessary since learners need to say the word to themselves as they learn it to recall the words from memory.

In addition, some studies dealing vocabulary have been support this study. The first study had done by Dewi (2017) entitled “The Effectiveness of Using One Day One Word Strategy Toward Vocabulary Mastery of Eighth Grade Student of Islamic Junior High School 2 of Blitar” with the result of the study found that using One Day One Word strategy was effective to be implemented in teaching vocabulary for seventh grade students. This study also used the same strategy in which in the wider areas of sentence. The students can build a sentence for a day to make them practice everyday how to

build the sentence well. The second study had done by Halimah (2017) entitled “Improving The Students’ Vocabulary Mastery by Using Story Telling” with the result of the study found that the use of story telling resulting the improvement of students’ skill on vocabulary and makes the students be active in the class. This study also used a strategy to make the students to be active inside the class and also outside the class. Furthermore the study had done by Meiningsih (2015) entitled “The Effectiveness of Vocabulary Self-Collection and Interactive Cloze Strategy to Improve Students’ Vocabulary Mastery” with the result of the study found that using vocabulary self-collection was effective for increasing students’ vocabulary mastery. This study used different strategy to teach vocabulary for improving students’ vocabulary mastery.

Nation (2001) realized that the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Learning vocabulary items plays a vital role in all language skills (eg. listening, speaking, reading and writing). Furthermore, Alqahtani (2015) argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication.

In production, when language learners have a meaning or concept that they wish to express, they need to have a store of words from which they can select to express this meaning or concept. Many researchers argue that

vocabulary is one of the most important, if it is not the most important components in learning a foreign language, and foreign language curricula must reflect this. Alqahtani (2015) stated that there was not much value in being able to produce grammatical sentences if one was not get the vocabulary that needed to convey what one wish to say. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Based on the finding above, it can be said that implementing One Day One Sentence strategy is one of the way which can be applied in learning English especially learning about vocabulary. Even the students are able to build the sentences by writing a sentence for a day, so that the students not only learn about the vocabulary but also learn about how to write and build sentences correctly.