**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

In this chapter the writer describe about research finding and discussion. It presents the description of teaching and learning process, data presentation, data analysis and discussion.

1. **Research Finding**

After getting the data and information from the research, the researcher is going to present the data of the test result.

The steps in presenting the data as follow:

1. Explain teaching and learning English vocabulary by using TPR in the classroom.
2. Show the data presentation and data analysis. The contains are:
3. Fill the table of students ‘score pre-test and post-test. It can be found in Table 4.1 and Table 4.2
4. Find the frequency of the students score. It can be found in Table 4.3
5. Find percentage of student ‘pre-test and post- test ‘score. It can be found in Table 4.4 and Table 4.5
6. Find the difference of score (d) between pre-test and post-test. It can be found in Table 4.6
7. Find quadrate of (d). It can be found in Table 4.6
8. Find the mean of pre-test(MDx) and post-test(MDy)
9. Find the mean of derivations(MD)
10. Find T-Table
11. Find degree of freedom.
12. **Process Teaching and Learning English Vocabulary by Using TPR in the Classroom**

The activities in the process teaching and learning of English vocabulary by using TPR in the classroom divided into two parts. They are Pre-treatment and treatment.

1. Pre- Treatment

During conducting this research, the researcher observed the situation, condition student’s vocabulary mastery in teaching and learning process. On the observation and from the result of the pre-test, the researcher found that the students’ vocabulary achievement at fourth year students of MI Karanggandu were poor. The reasons were the teacher seldom used English vocabulary, and just asked the students to write down new vocabulary and memorize them but never used them in conversation. So, the students’ pronunciations were bad and they were confused if the teacher gave them exercise. Then, the students always used dictionary to do it.

1. Treatment

In the first time, the researcher gave pre-test to the students. In the pre-test the students were asked to do test about command and prohibition expression. After pre-test, the researcher gave treatment to the students. The material was about command and prohibition expression. The sources of the material were taken from the students’ text book from government called “LKS” published by C.V Sindunata. And they were fourth meeting in the classroom. The first meeting it used to take pre-test. The second and third meeting was teaching and learning English vocabulary using TPR Method process and the last meeting it used to post-test. The technique of teaching in the treatment was divided into three parts. They are pre-activities, whilst- activities and post- activities.

The first treatment of teaching English vocabulary by using TPR method was held on Mei 20, 2011. The processes were:

1. Pre- activities

In this technique, the researcher gave question for the students about their experience as warming up. From these questions the students can image their experience and the material. The researcher asked to the students about some vocabulary based on the material. The researcher introduced the topic by giving questions about commands.

1. Whilst activities

In this technique the researcher read aloud the material and asked the students to listen and repeated. After that the researcher read the material and acted as her said. The researcher gave command such as “Raise your hand!” and “Point your nose” then the students said them and acted as like the researcher command. Event they have not done action before, the students were able to performed according researcher’s command. If the students were understood, the teacher divided into four groups and asked one of the students to be instructor and gave the command to her classmates. The teacher monitored all of the students in the class and helped the students if they had difficulties to respond in action.

1. Post activities.

In post activities, it was time to students to memorize vocabulary. 15 minute before the time was up; the researcher asked the students to check and remembered the lesson. And the last, the researcher checked the students’ vocabulary and their respond.

And the second treatment of teaching English vocabulary by using TPR method was held on Mei 27, 2011. The processes were:

1. Pre-activities

In this technique the researcher check the students ‘memory about the last material. The researcher gave command and all of the students acted as researcher’ command. After all of the students understood, the researcher continued the next material.

1. Whilst activities

In whilst activities the researcher not only taught vocabulary in command expressions but also taught vocabulary in prohibition expressions. The researcher wrote the command and prohibition on the blackboard and read them loudly. The students listen carefully and repeated the researcher’ said. After that, the researcher asked one of the students to come forward and gave the command for her/him. After she/he acted as the command, the researcher continued with prohibition expressions for her/him. For example: Researcher said, “Tasha, touch the table please”. After Tasha touch the table, the researcher continued her command “Tasha, don’t touch the table”. And the researcher also gave grammar in this treatment. It was present continuous tense. But the vocabulary was most important that grammar, so the researcher just explained it in the simple form, for example: Researcher said” Rio move the table” after the student acted as researcher command, the researcher gave command to the other student as like” “Fiona, move the table that Rio is moving”.

1. Post-activities

 It was the time for the students to memorize the vocabulary. The researcher check the students ’understood by asked them the command and prohibition expression that include the simple present continuous tense. In the post- activities the researcher pointed one student to be an instructor in the class and the researcher just guided them.

And the last, after the researcher gave pre-test and treatment to the students, the researcher administered a test of post test, made selection, made classification and analyzing the data and then determine whether there is any significant difference of pre-test and post-test. It means determined whether treatment made different or not in students’ score.

1. **Data Presentation**

To know the students’ achievement of vocabulary, the researcher gave pre-test and post-test in order to know their vocabulary mastery before and after teaching English vocabulary by using TPR method. As mentioned before, the researcher used the test as the instrument in collecting data. It was given to fourth year class’ students of MI karanggandu as control group and experiment group.

The number of question was given by researcher about 20 questions. It was consisted of 10 questions for multiple choices and 10 items for matching test. There were 33 students as respondent or subject at the research.

The data of the students ‘achievement before and after teaching English vocabulary by using TPR can be seen in table 4.1 and Table 4.2

**Table 4.1 The Score of Students ‘Mastery on Vocabulary Before They were Taught by Using TPR**

|  |  |  |
| --- | --- | --- |
| **No** | **Subject** | **Pre-test** |
| 1 | A | 60 |
| 2 | B | 70 |
| 3 | C | 85 |
| 4 | D | 65 |
| 5 | E | 70 |
| 6 | F | 60 |
| 7 | G | 50 |
| 8 | H | 75 |
| 9 | I | 50 |
| 10 | J | 60 |
| 11 | K | 60 |
| 12 | L | 70 |
| 13 | M | 70 |
| 14 | N | 65 |
| 15 | O | 65 |
| 16 | P | 70 |
| 17 | Q | 70 |
| 18 | R | 60 |
| 19 | S | 65 |
| 20 | T | 65 |
| 21 | U | 60 |
| 22 | V | 70 |
| 23 | W | 85 |
| 24 | X | 65 |
| 25 | Y | 70 |
| 26 | Z | 75 |
| 27 | AB | 75 |

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|  |  |  |
| --- | --- | --- |
| 28 | BC | 40 |
| 29 | CD | 75 |
| 30 | DE | 45 |
| 31 | EF | 65 |
| 32 | FG | 45 |
| 33 | GH | 40 |

**Table 4.2 The Score of Students ‘Mastery on Vocabulary After They were Taught by Using TPR**

|  |  |  |
| --- | --- | --- |
| **No** | **Subject** | **Post-test** |
| 1 | A | 65 |
| 2 | B | 90 |
| 3 | C | 85 |
| 4 | D | 75 |
| 5 | E | 80 |
| 6 | F | 75 |
| 7 | G | 75 |
| 8 | H | 85 |
| 9 | I | 60 |
| 10 | J | 85 |
| 11 | K | 75 |
| 12 | L | 80 |
| 13 | M | 80 |
| 14 | N | 70 |
| 15 | O | 70 |
| 16 | P | 75 |
| 17 | Q | 80 |
| 18 | R | 65 |
| 19 | S | 75 |
| 20 | T | 70 |
| 21 | U | 75 |
| 22 | V | 75 |
| 23 | W | 100 |
| 24 | X | 85 |
| 25 | Y | 80 |
| 26 | Z | 80 |
| 27 | AB | 75 |
| 28 | BC | 60 |
| 29 | CD | 85 |
| 30 | DE | 65 |
| 31 | EF | 65 |
| 32 | FG | 65 |
| 33 | GH | 55 |

From the data of students pre-test and post-test ‘score the researcher arrange the frequency of the students ‘score. The data frequency of the students ‘score can be seen in Table 4.3

**Table 4.3 Frequency of Students’ Score**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Score** | **Fx** | **Fy** |
| 1 | 100 | 0 | 1 |
| 2 | 90 | 0 | 1 |
| 3 | 85 | 2 | 5 |
| 4 | 80 | 0 | 6 |
| 5 | 75 | 4 | 9 |
| 6 | 70 | 8 | 3 |
| 7 | 65 | 7 | 5 |
| 8 | 60 | 6 | 2 |
| 9 | 55 | 0 | 1 |
| 10 | 50 | 2 | 0 |
| 11 | 45 | 2 | 0 |
| 12 | 40 | 2 | 0 |
|  |  | X1=33 | X2=33 |

From the students ‘score above, the researcher arrange the percentage of the student pre-test ‘score and post-test ‘score. It can be seen in Table 4.3 and Table 4.4

**Table 4.4 Percentage of the Students ‘Pre-test Score**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Score** | **Fx** | **%** |
| 1 | 100 | 0 | 0 |
| 2 | 90 | 0 | 0 |
| 3 | 85 | 2 | 6.06 |
| 4 | 80 | 0 | 0 |
| 5 | 75 | 4 | 12.12 |
| 6 | 70 | 8 | 24.24 |

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|  |  |  |  |
| --- | --- | --- | --- |
| 7 | 65 | 7 | 21.21 |
| 8 | 60 | 6 | 18.18 |
| 9 | 55 | 0 | 0 |
| 10 | 50 | 2 | 6.06 |
| 11 | 45 | 2 | 6.06 |
| 12 | 40 | 2 | 6.06 |
|  |  | X1=33 | 100% |

**Table 4.5 Percentage of Students ’Post-test Score**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Score** | **Fy** | **%** |
| 1 | 100 | 1 | 3.03 |
| 2 | 90 | 1 | 3.03 |
| 3 | 85 | 5 | 15.15 |
| 4 | 80 | 6 | 18.18 |
| 5 | 75 | 9 | 27.27 |
| 6 | 70 | 3 | 9.09 |
| 7 | 65 | 5 | 15.15 |
| 8 | 60 | 2 | 6.06 |
| 9 | 55 | 1 | 3.03 |
|  |  | X2=33 | 100% |

1. **Data Analysis**

The analysis was made about the students ‘score of test. As explained in the previous chapter that the instrument used in this study was vocabulary test, including pre-test and post-test. The analysis was made to find out whether or not there is any difference in students’ score before and after teaching English vocabulary by using TPR method. It is also to find out the effectiveness of TPR method in building up the students’ vocabulary mastery and to show whether or not TPR can give positive effect in increasing the students’ vocabulary mastery.

The result of data analysis was from students’ score of pre-test and post-test can be found in table 4.6

**Table 4.6 The Statistical Result Using T-test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Subject** | **Pre-test(x)** | **Post-test(y)** | **d(y-x)** | $$d^{2}$$ |
| 1 | A | 60 | 65 | 5 | 25 |
| 2 | B | 70 | 90 | 20 | 400 |
| 3 | C | 85 | 85 | 0 | 0 |
| 4 | D | 65 | 75 | 10 | 100 |
| 5 | E | 70 | 80 | 10 | 100 |
| 6 | F | 60 | 75 | 15 | 225 |
| 7 | G | 50 | 75 | 25 | 625 |
| 8 | H | 75 | 85 | 10 | 100 |
| 9 | I | 50 | 60 | 10 | 100 |
| 10 | J | 60 | 85 | 25 | 625 |
| 11 | K | 60 | 75 | 15 | 225 |
| 12 | L | 70 | 80 | 10 | 100 |
| 13 | M | 70 | 80 | 10 | 100 |
| 14 | N | 65 | 70 | 5 | 25 |
| 15 | O | 65 | 70 | 5 | 25 |
| 16 | P | 70 | 75 | 5 | 25 |
| 17 | Q | 70 | 80 | 10 | 100 |
| 18 | R | 60 | 65 | 5 | 25 |
| 19 | S | 65 | 75 | 10 | 100 |
| 20 | T | 65 | 70 | 5 | 25 |
| 21 | U | 60 | 75 | 15 | 225 |
| 22 | V | 70 | 75 | 5 | 25 |
| 23 | W | 85 | 100 | 15 | 225 |
| 24 | X | 65 | 85 | 20 | 400 |
| 25 | Y | 70 | 80 | 10 | 100 |
| 26 | Z | 75 | 80 | 5 | 25 |
| 27 | AB | 75 | 75 | 0 | 0 |
| 28 | BC | 40 | 60 | 20 | 400 |
| 29 | CD | 75 | 85 | 10 | 100 |
| 30 | DE | 45 | 65 | 20 | 400 |
| 31 | EF | 65 | 65 | 0 | 0 |
| 32 | FG | 45 | 65 | 20 | 400 |
| 33 | GH | 40 | 55 | 15 | 225 |
|  | N=33 | 2115 | 2480 | 365 | 5575 |

1. Finding MDx (O1) and MDy(O2)

O1 = $\frac{∑x}{N}$ = $\frac{2115}{33}$ = 64.09

O2 = $\frac{∑y}{N}$ = $\frac{2480}{33}$ = 75.15

1. Finding the mean “D”

Md = $\frac{∑d}{N}$ = $\frac{365}{33}$ = 11.06

1. Finding ttable = $\frac{Md}{\sqrt{\frac{∑d^{2}-\frac{(∑d)^{2}}{N}}{N(N-1)}}}$

= $\frac{11.06}{\sqrt{\frac{5575-\frac{(365)^{2}}{33}}{33(32)}}}$

= $\frac{11.06}{\sqrt{\frac{5575-\frac{133225}{33}}{1056}}}$

= $\frac{11.06}{\sqrt{\frac{5575-4037.12}{1056}}}$

= $\frac{11.06}{\sqrt{\frac{1537.88}{1056}}}$

= $\frac{11.06}{\sqrt{1.46}}$

= $\frac{11.06}{1.21}$

= 9.14

1. To know the degree of freedom, we can find the result from the formula bellow:

d.f = N – 1

 = 33 – 1

 = 32

From the result above, we can know that the df is 32. We can see the”t” table in number 30. And the result in 5% significant level is 2.04.

1. **Discussion**

From the formula above, the researcher will discuss about the result of the research more detail. In this research, the researcher used T-test.

The computation above shows that the result of Tcount is 9.14 and to know whether it is significant or not, the researcher used Ttable. It can be seen that “t” with significant level 5% and degree of freedom 32 it is 2, 04 while result of Tcount is 9.14. So, it can be said that Tcount is greater than Ttable (Tcount > Ttable).

From the result above, we can see that Tcount is higher than Ttable. So, alternative hypothesis (Ha) that is state that there is significant effect of using TPR method on students ‘achievement in vocabulary mastery is accepted, and Null Hypothesis (Ho) that is state that there is no significant effect of using TPR method on students ‘achievement in vocabulary mastery is rejected.

The results of the test from teaching vocabulary using TPR method make the students absorb and understand the vocabulary easily. In teaching English vocabulary some time become students difficult. So, the students feel bored to memorize them. By using TPR method in teaching vocabulary the students feel enjoy and more interested. It is suitable with the Bambang Setiyadi explanations (2006:128). He said that language learning is more effective and interested when it is fun.

Based on this research, it can be said that TPR method was effective way in teaching English vocabulary at elementary school, especially at fourth grade students at MI Karanggandu. It also could be seen in the treatment process, the students more interested when the researcher applied this method. And they felt enthusiast and also answered the researcher’s questions actively.