

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the findings and the discussion of the study. Four main topics which being discussed in this part are the result of descriptive statistics analysis, the result of inferential statistics analysis, hypothesis, and discussion.

A. The Result of Descriptive Statistic Analysis

In this sub chapter, the researcher presents the descriptive statistics of the research such as mean score, standard deviation, frequencies scores, and so on. The result of students' vocabulary mastery in term of pre-test and post-test, then those were calculated by using SPSS.

1. The Result of Descriptive Data Analysis of Pre-test

After conducting pre-test, the researcher obtained the data. The data of students' score were as follows:

Table 4.1 Students' scores of pre-test

No	Subject	Score
1.	AAN	50
2.	AAA	50
3.	AFF	50
4.	ANF	70

5.	CM	65
6.	DR	70
7.	GDA	70
8.	RB	30
9.	MRR	75
10.	MIM	80
11.	MKK	60
12.	MAR	70
13.	MDN	80
14.	AF	70
15.	FR	75
16.	ZN	65
17.	NNA	85
18.	NDZ	55
19.	NAR	75
20.	PLA	60
21.	RTW	45
22.	SHL	75
23.	SNM	85
24.	SU	85
25.	RRS	60
26.	PN	80
27.	AZ	70
28.	RCM	65

After conducting research the researcher got data and the data was analyzed by using SPSS 16.0 and the result can be seen the table below:

Table 4.2 The descriptive statistics of pre-test

PRE_TEST

N	Valid	28
	Missing	0
Mean		66.79
Std. Error of Mean		2.523
Median		70.00
Mode		70
Std. Deviation		13.348
Range		55
Minimum		30
Maximum		85
Sum		1870

From the table above, it can be seen that there are 28 students as subject of the research. It can be seen that the lowest score is 30 and the highest score is 85. The mean of students' score in pre-test is 66.79. Then, the median is 70. For the mode score is 70, it means the most frequents score from total students is 70. The next is standard deviation.

The standard deviation is the deviation of total scores which shows how the scores are spread. The value of standard deviation of pre-test is 13.348. Then, the range score of distance between minimum and maximum scores of pre-test is 55.

To make the data easy to interpret, the researcher made the table distribution of students' pre-test score. It can be seen in table:

Table 4.3 The frequency of pre-test

PRE_TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.6	3.6	3.6
	45	1	3.6	3.6	7.1
	50	3	10.7	10.7	17.9
	55	1	3.6	3.6	21.4
	60	3	10.7	10.7	32.1
	65	3	10.7	10.7	42.9
	70	6	21.4	21.4	64.3
	75	4	14.3	14.3	78.6
	80	3	10.7	10.7	89.3
	85	3	10.7	10.7	100.0
	Total	28	100.0	100.0	

From the table above, it can be seen that there were 5 students got score in range 0-50, it means that the students' vocabulary mastery was still very poor. Then, there were 7 students got score in range 51-60, it means that the students' vocabulary mastery was poor. It needed much improvement. Besides, the students who got score between 61-70 were nine students. It means that the students' vocabulary mastery was average. It also needs improvement. Then, the students who got score above 71 were 4 students. It means that the students' vocabulary mastery was good. It can be concluded that the students still need to improve their vocabulary mastery.

2. The Result of Descriptive Data Analysis of Pre-test

After conducting post-test, the researcher obtained the data of students' scores. The data were as follow:

Table 4.4 Students' scores of post-test

No	Subject	Score
1.	AAN	65
2.	AAA	75
3.	AFF	75
4.	ANF	80
5.	CM	75
6.	DR	80
7.	GDA	80
8.	RB	55

9	MRR	75
10.	MIM	90
11.	MKK	70
12.	MAR	75
13.	MDN	85
14.	AF	80
15.	FR	80
16.	ZN	75
17.	NNA	95
18.	NDZ	75
19.	NAR	85
20.	PLA	75
21.	RTW	65
22.	SHL	80
23.	SNM	90
24.	SU	90
25.	RRS	75
26.	PN	85
27.	AZ	75
28.	RCM	75

After conducted research the researcher got data and the data was analyzed using SPSS 16.0 and the result can be seen the table below:

Table 4.5 The descriptive statistics of post-test**Statistics**

POST_TEST		
N	Valid	28
	Missing	0
Mean		77.86
Std. Error of Mean		1.594
Median		75.00
Mode		75
Std. Deviation		8.436
Variance		71.164
Range		40
Minimum		55
Maximum		95
Sum		2180

From the table above, it can be seen that there are 28 students as subject of the research. It can be seen that the lowest score is 55 and the highest score is 95. Then, the mean of students' score in post-test is 77.86. It means that the average of score from total amount students is 77.86. The median score is 75. The next is 75 for mode or the most

frequent score of students in post-test. The score of standard deviation of the post-test is 8.436. Then, the range of this test is 40.

To make the data easy to interpreted, the researcher made the table distribution of the students' post-test scores. It can be seen in table:

Table 4.6 The frequency of post-test

POST_TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.6	3.6	3.6
	65	2	7.1	7.1	10.7
	70	1	3.6	3.6	14.3
	75	11	39.3	39.3	53.6
	80	6	21.4	21.4	75.0
	85	3	10.7	10.7	85.7
	90	3	10.7	10.7	96.4
	95	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

From the table above, it can be seen that there was only one student who got score 51-60, it means that the student's score was poor. Then, there were 3 students who got score between 65-70. It means that the

students' vocabulary mastery was average. Besides, there were 17 students who got 71-80, which indicated that the students' vocabulary mastery was good enough. Then, there were 7 students' who got score 81-95, it means that the students' vocabulary mastery was excellent.

B. The Result of Inferential Statistics Analysis

In this subchapter, the researcher presents the results of data analysis which are covering normality testing and t-Test.

1. Normality Testing

Normality test is used to determine whether the distribution of test is in normal distribution or not. The purpose of normality testing is representing the data population was normal it and could be considered. In this research to measure the normality testing, the researcher used One Sample Kolmogorov-Smirnov test with SPSS 16.0. The value of significance (α) = 0.05. The rules of normality testing as follow:

- a. If the significance value > 0.05 , the data had normal distribution.
- b. If the significance value < 0.05 , the data did not have normal distribution.

The result of normality testing can be seen on the table as follow:

Table. 4.7 The result of normality testing**One-Sample Kolmogorov-Smirnov Test**

		PRE_TEST	POST_TEST
N		28	28
Normal Parameters ^a	Mean	66.79	77.86
	Std. Deviation	13.348	8.436
Most Extreme Differences	Absolute	.167	.225
	Positive	.086	.168
	Negative	-.167	-.225
Kolmogorov-Smirnov Z		.881	1.188
Asymp. Sig. (2-tailed)		.419	.119
a. Test distribution is Normal.			

Based on the output One Sample Kolmogorov-Smirnov test with using SPSS 16.0 is known that the significance value from pre-test is 0.419 and post-test is 0.119. According the rules of normality testing, if the significance value > 0.05 , then the data has normal distribution. Meanwhile, if the significance value of pre-test and post-test are higher than 0.05 ($0.419 > 0.05$) and ($0.119 > 0.05$). So, it can be interpreted if both of data (pre-test and post-test scores) are in normal distribution.

2. The Result of t-Test Analysis

Data analysis was done to know the difference of students' score before and after being taught by using cartoon video in teaching English vocabulary at fifth grade of MI Najatus Salikin. To analyze the data, the researcher used Paired Sample T-test by using SPSS 16.0. The researcher used T-test because the data distribution was normal. The result can be seen in the table below:

Table 4.8 The result of paired sample statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	66.79	28	13.348	2.523
	POST_TEST	77.86	28	8.436	1.594

Based on the data, output paired sample statistics shows that there is difference of values between the mean of pre-test and post-test. The mean of pre-test is 66.79, while the mean of post-test is 77.86. It means the average of post-test is higher than pre-test. Then, the number of subject of the study (N) is 28 students. Meanwhile, standard deviation of pre-test is 13.348 and standard deviation of post-test is 8.436. Score is standard error mean, for pre-test is 2.523, while for post-test is 1.594.

The decision making criteria is based on the probability achievement, that is:

1. If the probability (sig.) > 0.05 , so the null hypothesis (H_0) is accepted.
2. If the probability (sig.) < 0.05 , so the null hypothesis (H_0) is rejected.

The significant value of the scores is 0.000, and it is lower than 0.05 ($0.000 < 0.05$). Therefore, the null hypothesis (H_0) is rejected. It means there is no significant different score before and after being taught by using cartoon video towards the students' vocabulary mastery of fifth grade of MI Najatus Salikin.

Table 4.9 The Result of paired sample test

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Sample 1 Post_test - Pre_test	11.071	6.716	1.269	-13.676	-8.467	-8.723	27	.000

Based on the statistical calculation using SPSS 0.16 on the table 4.11, the significant value (sig. 2-tailed) of the scores is 0.000, and it is lower than 0.05 ($0.000 < 0.05$). It can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means there is significant different score of the students' vocabulary mastery before and after being taught by using cartoon video for the fifth grade students at MI Najatus Salikin is effective to improve students' English vocabulary.

C. Hypothesis Testing

In this research, the researcher used paired sample T-test stated by SPSS 16.0. From the data analysis it could be identify that:

- 1) If sig. (2-tailed) is lower than the level significance (sig. < 0.05), the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is significant different score of students' vocabulary mastery before and after being taught by using Cartoon Video for the fifth grade students at MI Najatus Salikin.
- 2) If sig. (2-tailed) is higher than the level significance (0.05), the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means that there is no significant different score of the students' vocabulary mastery before and after being taught by using Cartoon Video for the fifth grade of MI Najatus Salikin.

The mean of students' pre-test score before being taught by using cartoon video was 66.79, while after getting treatment the mean of

students' score of post-test was 77.86. It showed that the students' score of post-test greater than the students score of pre-test. Based on the testing using paired sample test on SPSS 16, the significant value was 0.000, and it was lower than 0.05. It means that ($0.000 < 0.05$) it can be concluded that there is alternative hypothesis (H_a) was accepted and the Null hypothesis (H_0) was rejected. It means that there is significant different score of students' vocabulary mastery before and after being taught by using cartoon video.

D. Discussion

In this research, the researcher conducted the research by using one sample of population. The fifth grade students' of MI Najatus Salikin, total all students consist of 28 students, selected by purposive sampling technique in term suggestion by English teacher in the school. In order to know the result of this research whether cartoon video is effective or not, the researcher used pre-test and post-test then compute both of the test by SPSS 16.0. The result of computation between pre-test and post-test it shows that the use Cartoon Video is effective in teaching English vocabulary at fifth grade of MI Najatus Salikin. The mean of pre-test is 66.79 and post-test improved into 77.86 after getting treatment. The mean of pre-test is lower than the post-test ($66.79 < 77.86$), it means the null hypothesis could be rejected. And it be indicated that the students' vocabulary mastery had increased after getting the treatments by using Cartoon Video.

To find out whether the null hypothesis can be rejected or not is by seeing the result of paired sample test. The output of paired sample test showed that the significant value (sig. 2 tailed) was 0.000. Based on the result of the data, the significant value (sig. 2 tailed) is lower than the level significance 0.05 ($0.000 < 0.05$). It means that the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. It can be concluded that there is significant different score of students' vocabulary mastery before and after being taught by using cartoon video for fifth grade of MI Najatus Salikin.

Based on the finding of the research, Cartoon Video can be effective to improve students' vocabulary mastery. It is caused cartoon video is one of the media than effective in helping the students achieve enjoyment teaching and learning process, especially for fifth grade students'. And by using cartoon video in teaching English vocabulary can increase students' vocabulary score at fifth grade of MI Najatus Salikin. Based on the mean of pre-test 66.79 becomes 77.86 in post-test. The increasing score above related with the benefit of using cartoon video in teaching English vocabulary.

The statement above is strengthened with previous study as state that Cartoon Video is effectives for students' vocabulary achievement. The finding of this study is supported by other previous studies. First previous study from Mustikawati (2013) is an experimental research using quasi experimental research design. In this study focuses on students' speaking skill. The second previous study from Millah (2014) show that there is a

significant difference in students' speaking ability between the experimental group taught by using conventional method. it can be conclude that the implementation of using cartoon videos as media in teaching speaking recount text was effective.

Third previous study from Resti Pangestuti (2014) the research design is pre experiment research design. The study it focused on increasing students' vocabulary mastery. The subject of the study is second grade students of SMP Islam Gondang. In order to achieve the objective, the researcher conducted a pre experimental research. There was one group involved in this research, the one-shoot case study. The pre experimental group was taught explanation by using cartoon video. After the group was given treatment, the result of the study shows that the mean post-test score of pre experimental group was 39.28. Based on the result of the study, it is concluded the cartoon video can improve students' vocabulary. It was effective and recommended for English teacher as one of reference in teaching and learning process. It mean that the mean of this research is higher that this previous study.

Fourth previous study from Uswatun Hasanah (2016) is an experimental research using quasi experimental research design that divided students into two groups, as experimental and control group. In this study is also focus on students' vocabulary mastery. The result of this study shows that there is significant effect of using cartoon movie toward vocabulary score at the seventh graders of MTs Muslimat Nu Palangka Raya.

Furthermore, previous study conducted by Prima Ardiya Mukti (2016) entitled “Improving Students’ Vocabulary Mastery Using Cartoon Films”. This research used Classroom Action Research (CAR). The result of this study shows that cartoon films are attractive and effective media to teach vocabulary. So, it means the Cartoon Films is effective to improve students’ vocabulary.

According to Sadiman (2010: 45) Cartoon as one of graphic communication form is representative pictures which use symbols to convey the message quickly and briefly. It can be the form of attitude how of people behave or situation. And according to Arsyad (2009: 49) video can visualize the object movement with natural or appropriate sound. Based on explanation above, it can be conclude that the use of cartoon video can improve the students’ vocabulary mastery. The use cartoon video also can understand some vocabulary easy way because the video can visualize in into real situation with the combination of sound. From the teaching English vocabulary by using cartoon video makes the students easy to understand some vocabulary, it also motivate the students to learn vocabulary and make the atmosphere of teaching and learning more interesting and fun. From statistical calculation, it also said that there is any significant different scores of students’ vocabulary mastery before and after being taught by using Cartoon Video. It provided that Cartoon Video is effective on the fifth grade students’ vocabulary mastery at MI Najatus Salikin.