

CHAPTER IV

FINDING AND DISCUSSION

The researcher presented the conclusions and discussions of the study in this chapter. Four key issues This review of the details will be explored, the product of normality and homogeneity, the test of hypotheses and the discussion.

A. The Description of Data

In this sub chapter, The researchers provided the descriptive data for the study. The result of the student's Vocabulary in the recount text in the term of the pre-test and post-test, was determined using the Vocabulary of the score heading. Tests were provided to the tenth grader of the SMK Putra Harapan. The Total number of students is 35.

1. Computation Result of The Students' Score Before being taught by using Mnemonic Acrostic Technique (Pre-Test)

The number of questions in the pre-test was 10 for 35 students. This pre-test was performed prior to teaching Vocabulary using a mnemonic acrostic technique to study the Vocabulary of students prior to seeking therapy. The outcome of the pre-test based on the SPSS 17.0 update of the program. The informative pre-test score metric consist of the mean (Table 4.1) and the Distributing pace and pre-test percentage (Table 4.2), which may be seen as below:

Table 4.1. The Descriptive Statistic of Pre-test Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	35	35	80	64.57	11.335
Valld N (listwise)	35				

Descriptive statistics are used to define the state of a particular category.

In this study, the community was intended to be the tenth student of SMK Putra Harapan. The table 4.2 above showed that there were 35 test takers. The mean score was 64.57. The mean score of 64.57 meant that the Total score of 35 students was 64.57. Moreover, the minimum score was 35 and the highest score was 80. In order to know the number of scores that occurred in the pre-test, the researcher addressed the frequency distribution. It can be found in Table 4.3

below. The table 4.2. Distributing pace and percentage of pre-test

Pre Test				
	Frequency	Percent	Valld Percent	Cumulative Percent
Valld 30	2	7.7	7.7	7.7
40	2	7.7	7.7	15.4
45	2	7.7	7.7	23.1
50	1	3.8	3.8	26.9
55	5	19.2	19.2	46.2
60	2	7.7	7.7	53.8
65	4	15.4	15.4	69.2
70	3	11.5	11.5	80.8
75	4	15.4	15.4	96.2
80	1	3.8	3.8	100.0
Total	26	100.0	100.0	

The table 4.2 Seen Numbers who have numbers define the division and the percentages of the frequency distribution. Distributing pacewhen considering the quallfication of the score heading:

- a. There were 7 students who scored between 30-50, which meant that the Vocabulary of the students was fair.
- b. There were 14 students who scored between 55 and 70, which meant that the Vocabulary of the students was good.
- c. There were only five students who scored between 100, which meant that the Language of the students was outstanding.

2. Computation Result of The Students' Score After being taught by Mnemonic Acrostic Technique (Post-Test)

In post-test, The researcher carried out the test was 10 objects. As a sample of this study, 35 students were present. The aim of the post-test was to assess the Vocabulary of students during treatment. The outcome of the post-test based on the SPSS 17.00 update of the program. The descriptive post-test score metric consisted of mean (Table 4.3) and post-test Distributing pace(Table 4.4) as seen below.

Table 4.3.The Descriptive Statistic of Post-test Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PostTest	35	55	95	76.43	9.669
Valld N (listwise)	35				

Descriptive statistics is used to explain the state of a particular population. The goal of this research was to create the 8th A SMK Putra Harapan. Table 4.4

above shows that 35 test takers were present. The mean score for this was 76.43. The mean 76.43 meant that the Total score for 35 students was 76.43. Furthermore, the minimum score was 55 and the highest score was 95. Then, to know the number of scores that occurred in the post-test, the researcher addressed the frequency distribution. It can be found in table 4.5 below.

The table 4.4Distributing paceand percentage of post-test

Post Test				
	Frequency	Percent	Valld Percent	Cumulative Percent
Valld 45	2	7.7	7.7	7.7
50	1	3.8	3.8	11.5
55	3	11.5	11.5	23.1
60	1	3.8	3.8	26.9
65	6	23.1	23.1	50.0
70	5	19.2	19.2	69.2
75	6	23.1	23.1	92.3
80	2	7.7	7.7	100.0
Total	26	100.0	100.0	

The table 4.5 showed the The numbers that define the partition and the percentages of the frequency distribution. The frequency of post-test after distribution was seen on the basis of the rating of the score heading:

- a. There were 3 students who scored between 45-50, which meant that the students' Vocabulary was fair.
- b. There were 15 students who scored between 55 and 70, which meant that the Vocabulary of the students was good.

c. 8 students who scored between 100, which meant that the Vocabulary of the students was outstanding.

B. The Result of Normality and Homogeneity Testing

The researcher applied and evaluated the results of the normality and homogeneity measures in this sub-chapter using version 17.0 of the SPSS. Calculation of normality is used to assess whether or not the data are naturally transmitted. In the meanwhile, the measurement of homogeneity is used to determine whether the data set is homogeneous or heterogeneous. The findings of the normality and homogeneity analyses were presented below.

1. The Result of Normality Testing

Pre-test and post-test normality are determined using the One Sample Kolmogorov-Smirnov Test Formula in the SPSS 17.0 edition. The result can be found in Table 4.5 below.

4.5 One-sample Kolmogorov-Smirnov Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.160	26	.087	.947	26	.195
PostTest	.139	26	.200*	.949	26	.224

a. Lilliefors Significance Correction

*, This is a lower bound of the true significance.

- a. Test distribution is Normal
- b. Calculated from data

Based on the above table, it could be found that the pre-test significance value was 0.087 which was greater than 0.050. It meant that the

pre-test distribution of the data was natural. Then the relevance point of the post-test was 0.200, it was higher than 0.050. It meant that the distribution of the post-test data was also natural. It may be inferred that both the pre-test and post-test results were regular distributions.

2. The Result of Homogeneity Testing

Homogeneity was achieved after ensuring the regular distribution of the data. The aim of the homogeneity measurement is to know if the data contains data homogeneous or heterogeneous. The researcher used the SPSS 17.0 version of the Formula Homogeneity of the statistics of Ievne to measure the data. The outcome may be seen as follows:

Table 4.6 Homogeneity Result (Pre-test)

Test of Homogeneity of Variances

Pre Test

Ievne Statistic	df1	df2	Sig.
1.295	5	18	.310

The explanation of the pre-test and post-test homogeneity data shows the significance benefit. The significance value was 0.310 and was higher than 0.050, which meant that the pre-test and post-test results were homogeneous. When the results is normal distribution and homogeneity. First, the researcher evaluated the hypothesis by using the SPSS 17.0 variant to test the hypothesis. The researcher used parametric testing as part of the Paired Sample T Test.

The result of hypothesis testing could be seen figure 4.7 as below:

4.7 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	Pre Test - Post Test	-7.308	17.733	3.478	-14.470	-.145	-2.101	25	.046

C. Hypothesis Testing

This study was performed to assess if there was a substantial gap in student Vocabulary in the text recount of SMK Putra Harapan Grade 8 students in the academic year 2018/2019 between before and after using this Technique. The researcher used Paired Sample Test to evaluate the finding data using SPSS 17.0. The conclusion of this study has been stated as follows:

1. If the significant importance is at a significant level, the alternative (H_a) is accepted and the null hypothesis (H_0) is dismissed. It meant that there was a major gap in student Vocabulary mastery in recount text before and after being taught using this Technique.
2. When the significance value reached a significant amount, the null hypothesis (H_0) was adopted and the alternative (H_a) hypothesis was dismissed. It meant that there was no substantial change in student Vocabulary scores before and after being taught using this Technique.

On Table 4.7 above, the significant value of this analysis was 0.046, with a significant norm of 0.050. This indicated that the significant value was

lower than the meaningful amount (0.000,0,050). When the significant value (0.046) gave rise to a significant amount (0.050), it may be inferred that the alternate hypothesis (H_a) was accepted and that the null hypothesis (H_0) was dismissed. It meant that there was a major change in student Vocabulary before and after being taught using using this Technique.

D. Discussion

In this study, only one sample was used as a research subject; the researcher used SMK Putra Harapan class A of tenth grade students, which consisted of 35 students. It was selected on the basis of an analytical sampling methodology proposed in the term by some deserving people in the school. The goal of this study was to figure out if there was any substantial difference in student Vocabulary score in recounting text. This study was based on 3. The first was to offer a pre-test to pupils; the goal was to recognize the student's Vocabulary score in the recount text prior to the procedure by applying a mnemonic acrostic technique. The offer a pre-test to pupils; the goal was to recognize the student's Vocabulary score in the recount text prior to the procedure by applying a mnemonic acrostic technique. The second step was to give care by applying a mnemonic acrostic technique. The third step was to offer a post-test to know the student Vocabulary score in recount after care by applying this Technique

Based on the outcome of the mathematical calculation, the use of the mnemonic acrostic method was successful against the student's Vocabulary in the recount report, as shown in the hypothesis test by a value of less than 0.050 while

the significance value was less than 0.050, while the alternative hypothesis (H_a) was adopted and the null hypothesis (H_0) was rejected. It meant that there was any substantial change in student Vocabulary scores before and after being taught using this Technique. The divergence from the pre-test average may be seen in the pre-test and post-test scores of 64.57 to 76.43 in the post-test.

Overall, it can be assumed that the mnemonic Vocabulary teaching technique is successful. Even this technique, since this technique is one form of mnemonic unit. Based on this study, Vocabulary teaching data using mnemonic acrostic technique is effective in teaching Vocabulary to students of 10th grade SMK Putra Harapan.

