

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter presents the findings as the result of analyzing the data. Therefore, this chapter discusses the description of data, data analysis, hypothesis testing, and discussion.

A. The Description of Data

In this chapter, the purpose of the researcher is to know the effectiveness of using lecturing method toward students' achievement of grammar. The researcher used test in collecting data. It was given to the second grade students of VIII-C at MTsN Tunggangri as a subject of this research. The test is consists of 25 questions. There were 42 students as a subject at the research.

The students were given pretest before giving a treatment. The result of pretest indicated that students' achievement of grammar is good although sometimes they are difficult to interpret the word in context. The pretest has been done on February, 4th 2016.

After getting the result of students' pretest, the researcher gave treatment for the students by lecturing method. The treatment was conducted on February 6th, 11st, 13rd 2016. When the researchers applying lecturing method, the students feel happy, enjoy, and comfortable participating the learning process. The researcher gives three times for treatment. There are the schedules of the treatment:

- a) The first treatment had been done on February 6th 2016.
- b) In the second treatment had been done on February 11st 2016.
- c) And the last treatment had been done on February 13rd 2016.

After the treatment done, the researcher gave a posttest to the students. Post-test was given to the students on February 18th 2016. Posttest used to know students' achievement of grammar after taught by using lecturing method. The researcher wanted to know how far the students understanding about the use of grammar in a context and remember about some words that given to the students when treatment process is done. Apparently, the result of the test showed that achievement of grammar improved significantly.

To describe the data, the researcher showed the criteria of score of the students test result, mean of the test result, to know the students' score whether it was good or not, the researcher gave the criteria as follows:

Table 4.1 Criteria of the Score

No.	Interval Class	Criteria
1.	75-100	Very Good
2.	70-74	Good
3.	60-69	Enough/Fair
4.	50-59	Poor
5.	0-49	Bad/Low

As stated earlier, there were 42 students given pretest and posttest through the same test format in grammar test, the students' scores in both pretest and posttest were presented in the following tables:

a) The result of students' achievement of grammar before being taught lecturing method

The number of item in pretest was 25 questions were administered for 42 students. The pretest was done before teaching grammar by using lecturing method. This test was given to know students' achievement of grammar before they get treatment. The data of students score on pretest can be seen in table 4.2

Table 4.2 The Students' Score of Pre-test

No	Subject	Pre-test Score
1	A.N.A	21
2	A.S.B	18
3	A.A.J	15
4	A.D.A	18
5	A.N	14
6	A.W.I.R	18
7	A.S.Q	20
8	A.S	17
9	A.A.A	19

10	B.M.U.H	15
11	B.S.S	18
12	C.Q.A	17
13	C.S	18
14	D.L.M	17
15	D.I.K	19
16	D.P.N	15
17	E.N.A	21
18	E.L.R	16
19	E.D.P	17
20	F.A.I	20
21	F.A	19
22	H.E.P.F	20
23	H.A	16
24	H.R	20
25	M.A.R	19
26	M.A.S	18
27	M.R.I	15
28	M.I.Z.M	20
29	M.S.U	15
30	M.S.N.Z	19
31	M.T.W	17

32	M.Z.R	18
33	N.L.F	19
34	N.P.Y	18
35	P.R	19
36	P.K.N	17
37	R.P.S	20
38	S.A.T	18
39	S.A	17
40	A.Q.A	16
41	U.F	20
42	W.H	18
		$\Sigma X = 751$

Based on the students' scores of pretest above, the researcher continued to calculate the mean score by dividing the total of students' scores with the total students as described at the formula below:

$$\begin{aligned}\bar{x} &= \frac{\sum x}{n} \\ &= \frac{751}{42} \\ &= 17.88\end{aligned}$$

The mean score of students pretest was 17.88

b) The result of students' achievement of grammar after being taught lecturing method

The number of item in pretest was 25 questions were administered for 42 students. The pretest was done after teaching grammar by using lecturing method. This test was given to know students' achievement of grammar after they get treatment. The data of students score on pretest can be seen in table 4.3

Table 4.3 The Students' Score of Post-test

No	Subject	Post-test Score
24	24	24
20	20	20
18	18	18
17	17	17
18	18	18
20	20	20
21	21	21
20	20	20
22	22	22
21	21	21
23	23	23
20	20	20
21	21	21

19	19	19
20	20	20
21	21	21
24	24	24
22	22	22
21	21	21
23	23	23
21	21	21
18	18	18
19	19	19
21	21	21
23	23	23
22	22	22
19	19	19
24	24	24
20	20	20
23	23	23
23	23	23
22	22	22
18	18	18
21	21	21
23	23	23

20	20	20
24	24	24
21	21	21
22	22	22
18	18	18
24	24	24
21	21	21
		$\Sigma X = 882$

Based on the students' scores of pretest above, the researcher continue to calculate the mean score by dividing the total of students' scores with the total students as described at the formula below:

$$\begin{aligned}
 \bar{x} &= \frac{\sum x}{n} \\
 &= \frac{882}{42} \\
 &= 21
 \end{aligned}$$

The mean score of students' posttest was 21.

B. Data Analysis

Data analysis is done to know the different score before treatment and after treatment by searched the gain “d” (posttest - pretest) and total gain score (d^2). The result of pretest and posttest to significance test can be seen in the table 4.4

4.4 Significance Difference Before and After Taught by Using Lecturing Method

No	Subject	Pre-test	Post-test	Gain (d) posttest - pretest	d^2
1	A.N.A	21	24	3	9
2	A.S.B	18	20	2	4
3	A.A.J	15	18	3	9
4	A.D.A	18	17	-1	1
5	A.N	14	18	4	16
6	A.W.I.R	18	20	2	4
7	A.S.Q	20	21	4	16
8	A.S	17	20	3	9
9	A.A.A	19	22	3	9
10	B.M.U.H	15	21	6	36
11	B.S.S	18	23	5	25
12	C.Q.A	17	20	3	9
13	C.S	18	21	5	25
14	D.L.M	17	19	2	4

15	D.I.K	19	20	1	1
16	D.P.N	15	21	6	36
17	E.N.A	21	24	3	9
18	E.L.R	16	22	6	36
19	E.D.P	17	21	4	16
20	F.A.I	20	23	3	9
21	F.A	19	21	2	4
22	H.E.P.F	20	18	-2	4
23	H.A	16	19	3	9
24	H.R	20	21	1	1
25	M.A.R	19	23	4	16
26	M.A.S	18	22	4	16
27	M.R.I	15	19	4	16
28	M.I.Z.M	20	24	4	16
29	M.S.U	15	20	5	25
30	M.S.N.Z	19	23	4	16
31	M.T.W	17	23	6	36
32	M.Z.R	18	22	4	16
33	N.L.F	19	18	-1	1
34	N.P.Y	18	21	3	9
35	P.R	19	23	4	16
36	P.K.N	17	20	3	9

37	R.P.S	20	24	4	16
38	S.A.T	18	21	3	9
39	S.A	17	22	5	25
40	A.Q.A	16	18	2	4
41	U.F	20	24	4	16
42	W.H	18	21	3	9
		X= 751	X= 882	$\sum d = 131$	$\sum d^2 =$ 541

Based on the table above, known the students' score in pretest and posttest. The gain the students' scores of pretest and posttest to know how far the difference of students' achievement of grammar. Further, sum the gain score (d) and sum the gain square to catch the d^2 value. It can was interpreted that there is improve of student's vocabulary score after being taught by using lecturing method. But, the researcher can not conclude that lecturing method is effective to teach students achievement of grammar. Because of it, the researcher need to calculated the data by using paired sample *t-test* though SPSS 16.0 to find out the significant difference scores before and after being taught by using lecturing technique.

After getting the data in the form of scores in pretest and posttest, the researcher analyzed the data to test the effectiveness of the use of lecturing method towards students' achievement of grammar in simple past tense by

using paired sample *t-test* through SPSS 16.0. The table 4.4 and table 4.5 shows outputs of analyzed paired sample t-test were as follows.

Table 4.5 Paired Samples of T – Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	17.88	42	1.797	.277
posttest	21.00	42	1.938	.299

From the table above, the mean of pre-test is 17.88 and the mean of post-test is 21.00. The total number of the students (*N*) both in pre-test and post-test is 42. The Std. Deviation of pre-test is 1.797 and the Std. Deviation of post-test is 1.938. The std. Error Mean of pre-test is .277 and the std. Error Mean of post-test is .299. By looking the difference score, it can conclude that the score between post-test is higher than pre-test ($21.00 > 17.88$).

Table 4.6 Paired Samples of T – Test

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	42	.539	.000

Based on the table 4.6, *N* of pre-test and post-test is 42. The correlation pre-test and post-test is .539. And the Sig. of pre-test and post-test is 0.

Table 4.7 Paired Samples of T – Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest - posttest	-3.119	1.797	.277	-3.679	-2.559	-11.248	41	.000

From the presentation of data above, the mean of pre-test and post-test is (-3.119), the Std. Deviation is (1.797), the Std Error Mean is (.277), the lower difference is (-3.679) and the upper difference is (-2.559), result of *t-count* is 11.248 with degree freedom (*df*) = 41 and significance value (Sig. 2-tailed) 0.000. Based on the statistical analysis using t-test, it shows that *t-table* is 2.0195 and *t-count* is (-11.248). It means that *t-count* higher than *t-table* ($11.248 > 2.0195$).

C. Hypothesis Testing

As mentioned previously in chapter I, the researcher hypothesis were as follows:

1. Null Hypothesis (Ho)

There is no significant difference in the grammar score of the students before they are taught using lecturing method and after they are taught using lecturing method.

2. Alternative Hypothesis (Ha)

There is significant difference in the grammar score of the students before they are taught using lecturing method and after they are taught using lecturing method.

The data analyzed statistically, it could be seen that the value of t_{count} was 11.248, where as t_{table} with significant level 5% was 2.0195. It can be concluded that the t_{count} was higher than t_{table} ($11.248 > 2.0195$). It means that alternative hypothesis (Ha) which states that there is significance different on the students' achievement of grammar was taught before using lecturing method and after using lecturing method is accepted. But, null hypothesis (Ho) which states that there is no significance different on the students' achievement of grammar was taught before using lecturing method and after using lecturing method is rejected.

It means that there is any significant difference on the students' achievement of grammar before and after taught by using lecturing method at the second grade of MTsN Tunggangri. Therefore, lecturing method is effective and it is suggested to be used to teach grammar, especially at the second grade of MTsN Tunggangri.

D. Discussion

From data analysis, the objective of this study was to know if there was an effect of using lecturing method in teaching grammar toward students' achievement in VIII-C at MTsN Tunggangri academic year 2015/2016 before and after taught by using lecturing method and to find out whether there is any significant difference.

Based on the research method in chapter III in this research, teaching and learning process was divided into three steps. The first step was administering pre-test to know students' achievement of grammar before and after by using lecturing method.

Then, the second step is treatment. In the treatment, the researcher gave treatment to the students by using lecturing method. It was done three times with one topic about simple past tense. The treatment here was teaching grammar by using lecturing method. The materials taken from the syllabus.

The last step is post-test. The post-test is done after treatment process given to the students. It was given to them to know their grammar after the treatment. The researcher wanted to know whether there is any significant difference in the students' achievement of grammar before and after given by treatment.

After the post-test was administered, the researcher got the data in the form of pre-test and post-test score. The data were then analyzed by using paired sample T-test through SPSS 16.00 the output of paired sample T-test shows that the mean score of pre-test was 17.88 .

While on post-test, the students score was 21. From the data, it is found that the students' achievement of grammar on post-test is better than pre-test. It can be students' achievement of grammar had been improved after getting the treatment.

As a calculation in the previous explanation, the calculation using t test formula showed that the t_{count} is 11.248 and the significance value is 0.000. The value of t_{table} in significance level 5% (0.05) with df 41 is 2.0195. Based on the description, it can be know that $t_{\text{count}} > t_{\text{table}}$ (11.248 > 2.0195), and significance value is lower than 0.05 (0.000 < 0.05). So, null hypothesis (H_0) is rejected or alternative hypothesis (H_a) is accepted. It means that there is any significance difference on the students' achievement of grammar in simple past tense before and after being taught by using lecturing method at the eight grade of MTsN Tunggangri.

From the data above, it is strongly related to some advantages by use of method like lecturing method. By using lecturing method, the teacher can explain the new material or new topic to the students. As stated Killen in Marmah (2014) lecture method is good for introduction of new subject or topic to learners. It is used to present new material not yet available in print or books.

The researcher can conclude that in teaching grammar using lecturing method make the students enjoy and active to participation during teaching and learning process. If students cannot understand grammar, they will struggle to read, write or speak clearly in any other area of education.

It means that lecturing method can be a good and it has many advantages in teaching and learning process. It is appropriate toward students' achievement of grammar. It had been proven by the result of data analysis in this research is any significant difference on the students' achievement of grammar before and after being taught using lecturing method.

The advantages above implied that use of lecturing method gives positive effects toward students' achievement of grammar. It had been proven by the result of data analysis in this research that there is any significant difference on the students' achievement of grammar in simple past tense before and after taught by using lecturing method.

Thus, it can be concluded that the use of lecturing method is effective toward students' vocabulary achievement of grammar and it is to be used in teaching grammar, exactly in second grade of students at MTsN Tunggangri.