CHAPTER IV

FINDING AND DISCUSSION

This chapter presents three topics related to research findings. These are the description of data (a), hypothesis testing (b), and discussion (c).

A. The Description of Data

In this chapter, the purpose of the researcher is to know The Effectiveness of Using Song toward the Eighth Grade Students' Vocabulary Mastery at MTsN Tunggangri in Academic Year 2015/2016. The researcher used test in collecting data. It was given to the second grade students of VIII-E at MTsN Tunggangri as a subject of this research. This research was carried out there on February, 1st 2016 until February, 19th 2016. The test is consists of 25 questions. The types of test are 20 multiple-choice, 5 changed form from verb 1 to verb 2. There were 42 students as a subject at the research.

The students were given pretest before giving a treatment. The pretest has been done on February, 1st 2016. The result of pretest indicated that students' mastery in vocabulary is good although sometimes they are difficult to interpret the word in context.

1. The result of students' scores before being taught by using song

The number of item in pretest was 25 questions were administered for 42 students. The pretest was done before teaching vocabulary by using

song. This test was given to know students' vocabulary mastery before they

get treatment. The data of students score on pretest can be seen in table 4.1.

Table 4.1 The Students' Score of Pre-Test

No	Subject	Pre-Test Score
1	A.C.F.D	80
2	A.F.R	64
3	A.F.S.R	44
4	A.M	52
5	A.H	80
6	B.N.L	68
7	D.E	40
8	D.A.F	72
9	D.A.R.S	68
10	D.D.H	72
11	E.D.N.A	72
12	F.W	44
13	F.R.A.S	52
14	H.M	72
15	I.N.A	68
16	K.A	80
17	K.N.H	88
18	L.Y.O.N	76
19	M.H.A.S	64
20	M.R.N.S	56
21	M.S.N	52
22	M.E.F	96
23	M.F	52
24	M.F.R.M	44
25	M.H	76
26	M.K.P.P	60
27	M.M	60
28	M.N.Z	44
29	M.R	68
30	N.R.F	92
31	N.R	80

Continuation

32	N.A.L	48
33	N.I.S	80
34	P.A.A	72
35	P.N.H	64
36	R.A.H	60
37	R.D.P	72
38	S.R.A	64
39	S.W.A.A.S	72
40	T.D.N	60
41	W.M.S	56
42	W.D.O	64
		X= 2748

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:

$$= \frac{\sum x}{n}$$

$$= \frac{2748}{42}$$

$$= 65.42$$

The mean score of students pretest was 65.42

After getting the result of students' pretest, the researcher gave treatment for the students by song. The treatment was conducted after the determined of the pre-test on February 5th, 12th, 15th 2016. When the researcher applying song, the students feel happy, relax, enjoy, and comfortable

participating the learning process. The researcher gave three times for treatment. There are the steps of the treatment:

a. First meeting

In the first meeting, the teacher introduced students about verb (simple past tense). The teacher played the songs and asked the students to listen it, and the teacher asked the students to find the vocabulary of verb in song lyric. The teacher gave the students song lyric in paper, after that the teacher explained more the song lyric in order to make students understanding vocabulary of verb.

b. Second meeting

In the second meeting, the teacher asked the students to make a group consist of two persons. The teacher played the songs and asked the students to listen it, and the teacher asked the students to find form of verbs 1 and changed to verbs 2. The teacher gave the students song lyric in paper, after that the teacher explained more the song lyric in order to make students understanding vocabulary of verb.

c. Third meeting

In the third meeting, the teacher gave warming up to the students quiz about verb. The teacher played the songs and asked the students to listen it, and the teacher asked the students to find verbs 1 and verbs 2 in song lyric. The teacher gave the students song lyric in paper, after that the teacher explained more the song lyric in order to make students understanding vocabulary of verb.

After the treatment done, the researcher gave a posttest to the students. Post- test was given to the students on February, 19th 2016. Posttest used to know students' vocabulary mastery after taught by using song. The researcher wanted to know how far the students understanding about the use of some vocabulary 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 vocabulary mastery improved significantly.

2. **The result of students' scores after being taught by using song**

The number of item in pretest was 25 questions were administered for 42 students. The post-test was done after teaching vocabulary by using song. This test was given to know students' vocabulary mastery after they get treatment. The data of students score on post-test can be seen in table 4.2

Table 4.2 The Students' Score of Post-Test

No	Subject	Post-Test Score
1	A.C.F.D	88
2	A.F.R	60
3	A.F.S.R	76
4	A.M	60
5	A.H	68
6	B.N.L	76
7	D.E	68
8	D.A.F	80
9	D.A.R.S	84
10	D.D.H	84
11	E.D.N.A	92

Continuation

12	F.W	68
13	F.R.A.S	64
14	H.M	72
15	I.N.A	80
16	K.A	88
17	K.N.H	96
18	L.Y.O.N	84
19	M.H.A.S	72
20	M.R.N.S	64
21	M.S.N	56
22	M.E.F	80
23	M.F	76
24	M.F.R.M	72
25	M.H	84
26	M.K.P.P	68
27	M.M	72
28	M.N.Z	72
29	M.R	76
30	N.R.F	100
31	N.R	84
32	N.A.L	80
33	N.I.S	84
34	P.A.A	92
35	P.N.H	72
36	R.A.H	80
37	R.D.P	76
38	S.R.A	84
39	S.W.A.A.S	92
40	T.D.N	76
41	W.M.S	72
42	W.D.O	80
		X=3252

Based on the students' scores of post-test 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

$$= \frac{\sum x}{n}$$

$$= \frac{3252}{42}$$

$$= 77.42$$

The mean score of students pretest was 65.42. In this study, the result of pretest and posttest is different. The mean is different between pretest and posttest (65.42 and 77.42), the overage of post-test is higher than pretest (77.42 > 65.42).

3. **The significant difference scores before and after being taught by using song**

After getting the data, the researcher needs to find out the differences of pretest and posttest scores to know the effectiveness of using song towards students' vocabulary mastery. Then, the researcher analyzed the descriptive statistics of the scores by using SPSS 16.0. Table 4.3 shows the resulted of descriptive scores.

Table 4.3 The Descriptive Statistics of Students' Pretest and Posttest Scores

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	42	40.00	96.00	65.4286	13.59545
Posttest	42	56.00	100.00	77.4286	9.94900
Valid N (listwise)	42				

From the table 4.3, it seen that the lowest score of pretest was 40 and the highest score was 96. Whereas, the lowest score of posttest was 56 and the highest score of posttest were 100. Besides, the mean of pretest score was 65.42. It is smaller than the mean of posttest score was 77.42 (65.42 <77.42). It could be interpreted that there was significant difference of student's vocabulary score after being taught by using song.

Because of it, the researcher needed to calculate the data by using *paired sample t-test* through SPSS 16.0 to find out the significant difference scores before and after being taught by using song. The researcher analyzed the data to test the effectiveness of the use of song toward vocabulary mastery by using *paired sample t-test* through SPSS 16.0. The table 4.4 and table 4.5 show outputs of analyzed *paired sample t-test* were as follows.

Table 4.4 Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	65.4286	42	13.59545	2.09782
	Posttest	77.4286	42	9.94900	1.53516

The presentation of data in table 4.4 is the performance of students' vocabulary scores before and after being taught by using song. The total number of the students *(N)* both in pretest and posttest is 42. The mean of pretest is 65.42 and the mean of posttest is 77.42.

As stated earlier, the pretest was done to know the students' basic competence and earlier knowledge before treatment was being conducted, while the posttest was done after conducting the treatment process to know whether there are significant difference scores before and after getting the treatment. By looking at the mean of posttest is higher than the mean of pretest (77.42>65.42), it can be concluded that there is significant difference between the pretest and posttest. From the both means, table 4.5 shows the significant difference of both scores more clearly.

Table 4.5 Paired Samples of T – Test

Paired Samples Test

		Paired Differences							
			Std. Devia-tion	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean			Lower	Upper			
Pair 1	Pretest – posttest	-1.20000E1	10.45315	1.61296	-15.25743	-8.74257	-7.440	41	.000

From the presentation of data in table 4.5, the result of *t – count* is 7.44o with degree freedom *(df)* = 41 and significance value (Sig. 2-tailed) 0.000. Then, the *df* 41 was gained to *t-table* score in significance level 5% (0.05) and the result is 2.019. Based on the statistical analysis using *t-test*, it shows that *t-table* = 2.019 and *t-count* is 7.440, it means that *t-count* higher than *t-table* (7.440>2.019)

B. 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 vocabulary score of the students before they are taught using song as media and after they are taught using song as media.

2. Alternative Hypothesis (Ha)

   There is significant difference in the vocabulary score of the students before they are taught using song as media and after they are taught using song as media.

The data analyzed statistically, it could be seen that the value of t_{count} was 7.440, where as t_{table} with significant level 5% was 2.019. It can be concluded that the t_{count} was higher than t_{table} (7.440 > 2.019). It means that alternative hypothesis (Ha) which states that there is significance different on the students' vocabulary mastery who was taught before using song and after using song is accepted. But, null hypothesis (Ho) which states that there is no significance different on the students' vocabulary mastery who were taught before using song and after using song is rejected. It means that there is any significant difference on the students' vocabulary mastery before and after taught by song at the second grade of MTsN Tunggangri. Therefore, song is effective and it is suggested to be used to teach vocabulary, especially at the second grade of MTsN Tunggangri.

C. Discussion

The findings of this research were intended to answer the research problems stated in chapter 1. In order to answer the researcher problems, the researcher conducted three steps to collect the data. The first was administering a pretest. The next step was applying the treatment that was using song. The treatment was done in thrice meetings. In this treatment, the students were given a song and they must look for the vocabulary and change form verb from verb 1 become verb 2 with show the appropriate meaning. The researcher gave feedback for both the correct and wrong answers, therefore when doing a treatment and making mistakes the students would realize their mistakes directly by looking feedback and tried to change the answers to the correct one. The last step was administering a posttest.

After the steps were conducted, the researcher got data in the form of pretest and posttest scores. Next, the researcher analyzed them by using paired sample *t*-test through SPSS 16.0 below was the result of the data.

Students' vocabulary scores before being taught by using song (pretest score).The pretest was done at the first meeting of this research. It was done before a treatment at process that was teaching vocabulary by using song was being conducted. It was given to the students to know their basic competence and earlier knowledge before getting the treatment. The pretest was given to the VIII E class consisted of 42 students. The pretest contained 25 questions. The result showed that the mean of pretest is 65.42

Students' vocabulary scores after being taught by using song (posttest score).The posttest was done at the last meeting of this research. It was done after the treatment process was given to the students. It was given to them to know their vocabulary scores after getting the treatment. The researcher wanted to know whether there is significant the difference in the students' vocabulary mastery before and after given by treatment. The posttest was given to the VIII E class consisted of 42 students. The posttest contained 25 questions. The result showed that the mean of posttest is 77.42.

The significant different scores before and after being taught by using song. In the pretest, the average score was 65.42, while the average score in posttest was 77.42. The mean score look difference value, the result shows that the posttest was better than pretest. From the result above the conclusion was the students got good achievement in mastering vocabulary after taught by using song.

From data analysis, the objective of this study was to know if there was an effect of using song toward students' vocabulary mastery in VIII-E at MTsN Tunggangri academic year 2015/2016.

Next, the output of paired sample t – test through SPSS 16.0 also showed that the value of t_{count} is 7.44 and the significance value is 0.000. After finding the value of $t_{count,}$ the researcher considered the degree of freedom (*df*) = *N-1,* so the *df* is 41.

As a calculation in the previous explanation, the calculation using t test formula showed that the result after taught vocabulary by using song is 7.44,

and to know what the different was significant or not, the researcher used t distribution. If $t_{count} > t_{table}$ (7.44 > 2.000), so null hypothesis (Ho) is rejected or alternative hypothesis (Ha) is accepted. So, teaching vocabulary using song is effective toward the students' achievement especially for the second grade in MTsN Tunggangri.

From the data above, the researcher can conclude that in teaching vocabulary using song make the students enjoy and active to participate during teaching and learning process, it was in agreement with Suyanto (2010) stated that "song for pleasant is popular and special songs to make happy situation". The students can feel the different situation when the researcher applied song in their class. The students can be more enthusiastic when the researcher applied song in teaching vocabulary, it supports by Siti Tarwiyah's (2008 : 2) that song in foreign language classes maybe use to motivate students and to create a more relaxing foreign language classes.

All in all, song can be a good media and it has many advantages in teaching and learning process. Because media is tool to support teaching and learning process. Suyanto (2010) stated that "some advantages of media such as; It builds student's motivation in learning and teaching process, it makes the learning and teaching process more interesting and interactive". It is appropriate toward students' vocabulary mastery. It had been proven by the result of data analysis in this research is any significant difference on the students' vocabulary mastery before and after being taught using song. The advantages above implied that the use of song gives positives effects students'

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